

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:19-JUN-1998 11:18:00.00

SUBJECT: Clips

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

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

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

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

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

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

1. Double-click the attachment.

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

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

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

To print a single story:

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

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

Carlin Hertz

OPA

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

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

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)

id <01IYF3OM6QR400H1ZX@PMDF.EOP.GOV>; Fri, 19 Jun 1998 11:36:08 EDT

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

with ESMTP id <01IYF3NIQGCW00JPJL@PMDF.EOP.GOV>; Fri,

19 Jun 1998 11:35:13 -0400 (EDT)

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

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

with ESMTP id <01IYF3MHDHD2001FAK@STORM.EOP.GOV>; Fri,

19 Jun 1998 11:34:18 -0400 (EDT)

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

by vader.ed.gov (8.8.7/8.8.4) with SMTP id LAA24612; Fri,

19 Jun 1998 11:35:57 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov

(IMA Internet Exchange 2.12 Enterprise) id 0019FE7A; Fri,

19 Jun 1998 11:33:38 -0400

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

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

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

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Online clips cover page

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Riley Urges Congress to Pass Child Literacy Bill

Before July Recess

11. LRP Publications

Riley, First Lady Kick Off Summer Reading Season

12. Education Daily Panel Okays Funding Of School Meals For 1999

- 13. Education Daily
Lawmaker Pushes New Religious Freedom Bill
- 14. Education Daily
Debtors May Be Forced To Pay Part Of Student Loan
- 15. Education Daily
Education Tax Breaks Advance In House
- 16. CongressDaily/A.M.
TaxFree Education Accounts Clear House

LOCAL

- 17. Rocky Mountain (Colo.) News
DENVER GETS \$600,000 GRANT FOR AFTERSCHOOL PROGRAMS
- 18. The Sacramento Bee
AFTERSCHOOL GRANTS
- 19. The Kansas City Star
Afterschool programs get new funding
- 20. Sacramento Bee
Minority drop stirs up regents
- 21. San Diego UnionTribune
Texans corral few teachers in state
- 22. Detroit Free Press
Detroit schools may fine parents who don't pick up kids
- 23. Atlanta JournalConstitution
Teachers accused of cheating resign
- 24. Chicago Tribune
SCHOOL'S OUT, BUT NOT FOR LONG FOR MANY KIDS
- 25. Boston Globe
Recommendations up for teacher dismissals
- 26. The Washington Post
Group Demands Resignation Of Alexandria Schools Chief
- 27. The Washington Post
D.C. Schools Firing 400 Employees
- 28. The New York Times
NEW YORK ENLISTS PRIVATE SCHOOLS
- 29. Chicago Tribune
CITY SCHOOLS MAKE SAFETY SUMMER GOAL
- 30. Eugene RegisterGuard
Attack School Violence at Roots, Oregon Governor Says
- 31. Newsday
Unified Special Ed Approved
- 32. Orlando Sentinel
SHOULD MOM'S ILLS GET CHILD EXPELLED?
- 33. The Hartford Courant
STATE APPROVES SEX EDUCATION GUIDELINES
- 34. Worcester (Mass.)Telegram & Gazette
Kerry seeks changes in U.S. public schools
- 35. Worcester (Mass.)Telegram & Gazette
Principal promises opendoor policy

- 36. The Kansas City Star
Schoolhouse idea a winner
- 37. The Tampa Tribune` `` `` No more specially assigned students for crowd
ed schools
- 38. The Hartford Courant
CLINTON ORDERS REPORT ON OFFICERS FOR SCHOOLS
- 39. Raleigh News & Observer
Schools' strategy revisited
- 40. (University of Virginia) Cavalier Daily
Schools target student press
- 41. Boston Globe
School panel mulls promotion policy
- 42. Chicago SunTimes
15 schools on panel's list for staff shakeup

INTERNATIONAL

- 43. The Cape(Town) Times
Payouts for female educators suggested
- 44. Sydney Morning Herald
Language schools do not work: Aquilina
- 45. The Times Educational Supplement
Platform: Our mutual friends
- 46. The Times Educational Supplement
A Trojan horse in the battle for pay?
- 47. The Times Educational Supplement
Digital revolutionary
- 48. The Times Educational Supplement
Opponents draw up plans to wreck zones
- 49. The Times Educational Supplement
Bill will 'weaken GM schools'
- 50. The Times Educational Supplement
Tests may brand boys as failures
- 51. Financial Times
Call to offer cash aid to poor Alevel students
- 52. BBC News
Teacher 'Oscars' aim to boost staffroom morale

COMMENTARY

- 53. Family Focus on the News
School Access
- 54. Phi Delta Kappan
The Problem of OutofField Teaching
- 55. Phi Delta Kappan
The NCAA: Major Barrier to High School Reform
- 56. Phi Delta Kappan
Who Cares? And So What?
- 57. Los Angeles Times
School Choice
- 58. The New York Times
How to Balance Church and State?
- 59. Chicago SunTimes
The death of public education? Hardly

- 60. The Boston Globe
Kerry's lost message
- 61. IntellectualCapital.com` ` ` Schoolgirls, Sex and Speech

EDITORIAL

- 62. St. Petersburg Times
A constructive school plan
- 63. Baltimore Sun
Teaching the teachers more about reading
- 64. The Washington Post
Superintendent, Not Supplicant
- 65. Bangor (Maine) Daily News
Threats not funny
- 66. Bangor (Maine) Daily News
Levels of violence
- 67. The Salt Lake Tribune
No Need for Teacher Tests
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Body type#:\ P!P#Tabs-storiesdPublication#W\ P"P# 1. USA Today"Publication"
#:\ P#P#June 19, 1998

Headline#\ P\$P# 1 million school kids toting gunsHeadline #:\ P%P#By Karen S.
Peterson, USA TODAY

WASHINGTON - Nearly 1 million students carried a gun to school during the 1997-98 school year, and nearly half of them were armed six or more times, a key annual survey of kids said Thursday.

ddBut the PRIDE study of 154,350 students in grades 6-12 also showed the number of students bringing guns to school declined over the past five years, from 6% in 1993-94 to 3.8% in 1997-98.

ddThe study, which also looked at drug use among the children, comes amid an increasing number of school shooting incidents around the country.

dd"With this volatile mixture of guns, bad attitudes and drugs, it only takes one student to create a national nightmare like Jonesboro, Ark., or Springfield,

Ore.," said Thomas Gleaton, president of PRIDE. Students were killed by school mates at both locations.

ddPRIDE is a non-profit drug prevention program that has conducted the survey annually for the past 11 years.

ddOther findings:

dd64% of the 973,000 who carried guns used an illegal drug on a monthly basis.

51% of the students who carried guns to school

said they had threatened to har

m a teacher; 63% had threatened to harm another student. Of the students who c

arried a gun to school,

59% were white; 18% black; 12% Hispanic; 3% Asian and 3

% Native American.

ddThe survey found a connection between participation in school and after-schoo

l activities and a reduction in violent behavior and

drug abuse.

ddStudents who did not carry guns were 53% more likely to be involved in after-

school programs and 34% more likely to participate

in school activities.

ddn

Publication#W\ P&P# 2. Family Focus on the News"Publication" #:\ P'P#June 19, 1998

Headline#\ P(P# Abstinence Money Refused by Calif. Public SchoolsHeadline #:\ P)P#

By Thomas Drayton, staff writer

ddAbstinence-only educators in California will not be receiving federal funding

anytime soon. Two budget subcommittees voted

not to accept \$7.2 million for pr

ograms that promote sexual abstinence. Randy Thomasson is with the Capitol Reso
urce Institute.

dd(Randy Thomasson) Millions of dollars that could have been spent to teach ch

ildren good morality and good behavior "and

the money was not even accepted. It

is outrageous.

ddCalifornia governor Pete Wilson said he will continue efforts to include the

funding as part of negotiations for the next fiscal

year.n

Publication#W\ P*P# 3. Crossfire (CNN)"Publication" #:\ P+P#June 18, 1998

Headline#\ P,P# A New York Public School Teacher Leads Her Students
in PrayerH

eadline #:\ P-P#Subhead#[\ P.P# Should She Have Been Fired for It?

Subhead#:\ P/P# BILL PRESS, CO-HOST: Tonight, a New York teacher leads her stu
dents in prayer and she's led out the door. Should Mildred

Rosario still be on

the payroll? Or did the born-again Christian teacher impose her religious belie

fs on her sixth grade class?

ddANNOUNCER: Live from Washington, CROSSFIRE. On the left, Bill Press. On the r

ight, Robert Novak. In the crossfire,

president of the Family Research Council,

Gary Bauer, and in New York, president of the American Civil Liberties Union,

Nadine

Strossen.

ddPRESS: Good evening. Welcome to CROSSFIRE.

ddShe led her students in prayer and now she is out the door. She is New York t

eacher Mildred Rosario. When asked by one student

if a fellow student who had died was in heaven, Rosario, a born-again Christian, answered "Yes he is." Then, after inviting those who wanted to leave "nobody did" Rosario told her students about Jesus and led them in prayer. Later, one student, a Jehovah's Witnes, complained and Rosario was canned. Well, that sparked a controversy over her firing and over the whole issue of prayer in school.

For Rosario, it's a matter of freedom of speech. "I told the principal our public school system is messed up because we're taking Jesus, prayers and God out of school." But for the ACLU, it's a violation of freedom of religion. New York director Norman Siegel, "This is the first time I've heard of such an explicit recognition of Jesus Christ and God in a public school." But is that a fireable offense? That's our crossfire tonight.

Was Mildred Rosario only responding to a kid's question or was she forcing her kids to pray to Jesus? Bob?

ROBERT NOVAK, CO-HOST: Nadine, you know, the students of Ms. Rosario's seem to have regarded her as a very good and caring teacher. I just want to read you something that one of her young students, Juan Ruez (ph), said. He said, "It's a real dumb reason they got rid of her. We talk about guns and condoms and they give us condoms to have safe sex on the streets." When a little kid can see that giving you condoms to have safe sex is OK and talking about God is bad, why can't the ACLU understand that?

NADINE STROSSEN, PRESIDENT, AMERICAN CIVIL LIBERTIES UNION: The ACLU certainly understands freedom of speech for students and students are free, by the way, to talk about God as well as condoms. The difference, though, here is we have a teacher who was leading students in prayer and endorsing specific religious beliefs, namely born-again Christianity and Bob, as you well know, there is a constitutional prohibition against that which does not apply to teaching about condoms or safer sex. It's called the non-establishment clause and most people think of it as separation of church and state.

It is fine for a student to pray voluntarily in school in a non-disruptive way. It is not fine for a teacher to preach to that student in the public schools.

NOVAK: Well, Nadine, I would love for you to show me in the Constitution where it says that. But we don't want to make this a constitutional argument. What I want to ask you is, you know, I haven't always been a great fan of the ACLU, but I kind of, I want to tell you a secret. I have a secret admiration for the ACLU of protecting the downtrodden, of even letting Nazis march in "wanting Nazis to march in Skokie, Illinois, of wanting to say that people, you can't shut

t these people up. You're "aren't" don't
you feel you're terribly out of character saying yeah, fire her, she said the wrong thing?
ddSTROSSEN: We have never called for firing her, Bob. I've been very precise, as has the executive director of the New York Civil Liberties Union saying yes, she did commit a clear violation of the students' consultants rights to separation of church and state, religious liberty. But does that amount to a sufficient basis to fire her? I really don't know. You'd have to look at the overall context there and that's a factual matter.
ddNOVAK: But the ACLU...
ddSTROSSEN: And we would certainly stand up for her procedural due process rights, her substantive due process rights. She is entitled to a fair hearing.
ddNOVAK: Oh, but Nadine, but I, the ACLU all through history has not said gee, we're going to have to take a look at it and stand up for her rights. They say "Don't fire this person because she's a communist, she said communist things, because she said things that were advocating gay rights." But I guess when you talk about Jesus Christ and God, you're over the line, aren't you?
ddSTROSSEN: Bob, I know you don't want to talk about the Constitution, but I have to tell you that it does govern our public schools, which are governmental entities. And it does violate the Constitution for a schoolteacher who is a public official to advocate particular religious views. It does not violate the Constitution for her to discuss the other subjects that you mentioned.
ddPRESS: Gary Bauer?
ddGARY BAUER, PRESIDENT, FAMILY RESEARCH COUNCIL: Yes, Bill?
ddPRESS: Good to see you here on CROSSFIRE.
ddBAUER: Good to see you.
ddPRESS: I'm sure that Mildred Rosario is a good person, was acting, a good teacher acting out of the best possible intentions but even with the best intentions, I mean she did proselytize to these kids. She did ask them to pray with her, or lead them in prayer, to be precise. She clearly, with the best of intentions, violated the New York City guidelines as well as the Constitution, didn't she?
ddBAUER: No, I don't think she did clearly do that. You know, this is a very sensitive teacher. I think she did a very noble thing. She had a child in her classroom come to her and ask her about the death of a fellow student. She could have ignored that child. She could have said go away, I'm not allowed to answer questions about this. You know, I think Bob had it exactly right, Bill, and that is that there is infinite tolerance for almost any wacko idea a teacher would want to express in the classroom. The ACLU would be there for a teacher promoting the most bizarre things in a classroom, but when it comes to something base

d on faith, then suddenly
this teacher has the full force of the bureaucracy in
New York come down on her head. I think it's a shame.
ddPRESS: Gary, the Supreme Court has ruled that there should not be prayer in public schools. This woman said I want to tell you
about Jesus. She did say if you
want to leave, but these are sixth graders. They're not going to run out
on the teacher. She says she
tells them about Jesus, she leads them in prayer,
she goes around and places her hands on each of their heads.
ddBAUER: Right.
ddPRESS: I mean this is really " I mean how can you say this is not teaching religion in public schools?
ddBAUER: Well, let me tell you, Bill, what she did was not only acceptable but it was what...
ddPRESS: Acceptable under what?
ddBAUER: Let me finish the sentence. You've anticipated the end of the sentence, you don't even know the point I'm going to make.
It was not only acceptable but
there was a lot of it going on all the way up until 1963. Now, the Constitution didn't change in 1963.
It's the same Constitution now that it was then.

ddPRESS: With a different Supreme Court ruling.
ddBAUER: Well, does the Supreme Court rewrite the Constitution? Did the words have a different meaning or did the words still
have the meaning that the founding fathers intended them to have?
ddPRESS: Does the Supreme Court mean anything at all in your universe or do we just ignore it? And this is 1998 and that ruling
is there and these guidelines
are there across the country. How can you conceivably say she did not violate those rules?
ddBAUER: Because I believe 35 years ago the court set us on a road, Bill, that has left us with this bizarre problem that in New
York, but not only in New York, in Jonesboro, Arkansas, in Pearl,
Mississippi, even when the gunshots are ringing out, it would be unconstitutional for a preacher to pray. ddPRESS: So we're free to follow the Supreme Court
when we like it and not when we don't. I'm glad to know what the new rules are.

ddBAUER: I think they made a mistake, Bill. That's all.
ddNOVAK: Nadine, I want to ask you a question. You know, I'm interested in freedom and liberty as you. I consider myself a civil
libertarian. But do you think
those students might be better off if the classroom were less secular and they were admitted in to some
thoughts about a higher being and the idea that perhaps there is something more important in their life than condoms and drugs and
all these very mundane " these very unpleasant realities of life in the streets of New York?
ddSTROSSEN: Well, Bob, since you described yourself as a civil libertarian, let

me describe myself as a conservative and say I believe in conserving the values on which our country was founded, including the idea of keeping government separate from religion for the benefit of religion as well as for the benefit of government. Our founders, including very religious founders, believed that religion was so special and so sacred that government could not get involved. It had to be maintained for the realm of the family, the private home, the church, the other religious institutions. Yes, religion can play a profoundly important role in people's lives, but not in government institutions.

ddBAUER: Nadine, do you believe that the Supreme Court from 1776 to 1963 was wrong all those years but right in the last 35 years?

ddPRESS: On a lot of stuff.

ddSTROSSEN: Let me tell you, as a constitutional law professor, that the Supreme Court never had occasion to pass on the constitutionality...

ddBAUER: Because there was a...

ddPRESS: One at a time.

ddSTROSSEN: ... or unconstitutionality of teacher-led prayer. In the very first case they had, they struck it down. Just as in 1954 for the very first time they held that racially-segregated public schools are unconstitutional. The fact that it took the Supreme Court a long time...

ddNOVAK: I want to...

ddSTROSSEN: ... to enforce the Constitution doesn't mean that they were right earlier.

ddNOVAK: Nadine, let me ask you this. Let me ask you this, Nadine. You know, you talk about government. I never considered schools government. Maybe I'm a fool...

ddSTROSSEN: Did you go to a private school?

ddNOVAK: No, I think they're public schools, but boy they're not government. I've been dealing with government a long time and they're a lot different than a public school. But there is, right, just a few blocks from where we're sitting, there is government, there's big government. And every day the House of Representatives and the Senate start off with a prayer. Very often they mention Jesus Christ in the prayer. Very often when somebody dies and they have eulogies they talk about going to heaven and Jesus Christ. Can you explain to me how that is desirable for elected politicians who are indeed part of government but it is not good for little kids who are just going to school and don't know from the government?

ddSTROSSEN: Well, the majority of the Supreme Court, in a decision that I suppose Gary would say wasn't correct, held that there is a distinction between those

e prayers and prayers in public schools for a couple of reasons.

ddNOVAK: What is that distinction? Can you explain that to me?

ddSTROSSEN: The major distinction, according to the Supreme Court, is that in public schools we are dealing with children who are particularly susceptible, no

t as able to make independent judges as mature adult members of Congress are.

ddPRESS: I want to...

ddSTROSSEN: There were dissenters who thought that that decision was wrong and that those prayers should be unconstitutional.

dd(CROSSTALK)

ddPRESS: I want to pick up there, Gary.

ddNOVAK: Let him respond.

ddPRESS: Bob, please.

ddNOVAK: Let him respond. He wants to say something.

ddPRESS: Bob, please. I want to pick up on that and just direct it with a question.

dd BAUER: Sure.

ddPRESS: She's talking about that children's capacity to respond and that's the Supreme Court decision. What about that Jehovah's

Witness child in that classr

oom who obviously was offended? Doesn't that prove the Supreme Court was right, Gary?

ddBAUER: No, look. I know a lot of parents whose children are deeply offended when the school nurse comes by and starts handing out condoms and birth control

pill. Neither you or the ACLU ever comes to the defense of those conservative families and their

children who are routinely offended by the liberal agenda that's forced into the schools. But Bill, let me just say the bottom line here is

this effort to secularize America is not going to work. It's not taken in Arkansas where the parents bemoaned the fact their kids couldn't pray there in Jonesbor

o. It's not even taking in New York City, the heart of American liberalism, where the children and parents cried when this teacher was fired.

ddPRESS: Gary, I don't know of any effort to secularize America and supporting separation of church and state is hardly that. But let's turn it around and let

's say this was a Muslim teacher who told all these little Christian kids get down on your knees and forget

about Jesus. He's not divine. Let me tell you about

t the Koran. Let me read from the Koran, now let me tell you about the divine p

rophet Allah. Don't you think the Christian parents would be up in arms, rightfully so?

ddBAUER: This teacher did not tell people forget about the Koran, get down on your knees, I'm ordering you to do this.

ddPRESS: No, she said she was a Christian. ddBAUER: You're exaggerating.

ddPRESS: No, I'm not. She did the same thing.

ddBAUER: Bill, let me ask you. When a child came up to her and said "is Johnny in heaven?", what should the teacher have said?

ddPRESS: Why don't you answer my question?

ddBAUER: Well, I just answered your question.

ddNOVAK: He did.

ddBAUER: You gave a comparison that's not " that is not the same...

ddPRESS: She read from the Bible and she preached about Jesus. They read from the Koran and they preach about Allah. What's the difference?

ddBAUER: Well, I would like a child in that classroom that wants to read from the Koran to be able to do so...

ddNOVAK: OK...

ddBAUER: ... and I don't think she should have a constitutional problem with doing that.

ddNOVAK: OK. We have to take a break and when we come back, we're trying to find out whether something that happened to me at my high school graduation 50 years ago was a violation of Nadine's Constitution that has ruined me for a half-century.

dd(COMMERCIAL BREAK)

ddNOVAK: Welcome back to CROSSFIRE. It's not easy for a New York City schoolteacher to get fired, but Mildred Rosario did it. She led

her students in prayer. Is that a hanging offense? We're debating this with Nadine Strossen, president of the American Civil Liberties Union in New York and

here in Washington with Gary Bauer, president of the Family Research Council. Bill?

ddPRESS: Gary, quickly, I was interested to read that Rosario, Mildred Rosario said that she may appeal this decision. The teachers union has said they're standing behind her like they've stood behind other teachers that have been fired or disciplined. So she's really, would you agree, not being treated any better or worse than these other teachers?

ddBAUER: Well, the teachers union looked to me to be pretty slow on the draw. This is new news for me. I'm glad they're standing behind her. Bill, you may know we've got teachers in the New York public school system that have been accused of all sorts of

things. One guy belongs to the Man-Boy Love Association. He's still teaching. Another counselor there took a girl for an abortion without telling

her parents. She's still teaching. The remarkable thing remains for me that this teacher had so much weight of authority come down on her and I'll repeat,

Bill, all over America parents talk about education, they talk about the danger of drugs, they talk about the shootings, violence. I don't think many parents are sitting around just scared to death that their children may hear the name of Jesus Christ.

ddPRESS: Now, here was her message. Here was her message. I want to read you exactly what she says she told the kids. "I told them about the great love of God, that he sent Jesus, our savior, to die for us and that he came to save all the human race." Now, I

happen to believe that, but my question to you is, what business does she have teaching that message in a classroom where there may be little kids who are Jews, there may be little Christians, little Muslims, little kids who have no faith at all?

ddBAUER: Well, you know, Bill, the guidelines in New York City clearly did not permit her to say what she said. But I think you need to take a look at the larger context here. Why is this teacher in such deep trouble for an offense like this? Were any of those children worse off for hearing what she said to them? Why did those children cry? Why did their parents cry when the full force of New

York came down on this teacher's head?

ddPRESS: Would you believe " would you agree, then, that that message is a proper message in church, it's a proper message in " that the home " it's not a proper message in a public school classroom?

ddBAUER: No, I believe in our public schools, Bill, we're going to have to do something to figure out a way to give a message to our children that they are creatures of God, that he intends for them to live in a certain way and I think if we did that, if the Ten

Commandments were up on the wall of our schoolrooms, there would be less of the problems that we have today.

ddPRESS: Oh, that's another...

ddBAUER: By the way, we're supporting legislation...

ddNOVAK: Nadine...

ddBAUER: ... that will do that.

ddNOVAK: Nadine, I was back in Joliet, Illinois last Saturday for my 50th, five -oh, class reunion at Joliet Township High School and they had the program of commencement from 50 years ago. Naturally, they had a benediction, they had an invocation. But the commencement address was given by, can you stand the shock, a Baptist minister. I bet you that our class was about two percent Baptist. Do

you think that I was ruined for those 50 years having the Constitution, Nadine Strossen's Constitution, 'cause it's certainly not my Constitution 'cause I don't read it in there, violated by having a Baptist minister give the commencement address?

ddSTROSSEN: Well, you obviously turned out all right, pun intended, and the point is not that he is a Baptist minister. The question is what did he talk about . For example, if...

ddNOVAK: He talked about God.

ddSTROSSEN: If Martin Luther King had given the commencement address and talked about civil rights, I certainly would be championing that. But the point is if the school chooses him to give a specifically religious message at a ceremony that is, as the

Supreme Court recently held, for all intents and purposes required because there's so much peer pressure to go there and so much

parental pres

sure, that does violate separation of church and state.

ddNOVAK: Nadine, just so our viewers can understand what the situation is, I ju

st want to, just to get your position correct, and

if I'm wrong, please correct

me. The ACLU will defend, they may not agree with it but they will defend to t

he death the right of a

teacher to talk about man-boy love, to talk about commu

nism...

ddSTROSSEN: Not necessarily in class...

ddNOVAK: To talk about... ddSTROSSEN: Not necessarily in class. That's a very i

mportant distinction.

ddNOVAK: All right, let me ask you this. If a student, if a teacher were fired,

as this woman, Mrs. Rosario has, Mildred Rosario

has been fired for advocating

lesbian relations among girls, would you, and she was fired for doing it, woul

d you defend her?

ddSTROSSEN: Not necessarily because it depends on the context. In the classroom

, the teacher has a professional responsibility

to teach the particular subject

and to only give information...

ddPRESS: Now, you know you'd be...

dd(CROSSTALK)

ddSTROSSEN: No, no. This is a very, very important distinction.

ddNOVAK: You'd be defending her.

ddPRESS: Bob, let Gary get the last word in here.

ddSTROSSEN: If she stands up, if she was advocating joining the ACLU in math cl

ass, that would be a dismissible offense.

ddNOVAK: You know you'd be defending her. You know that.

ddPRESS: Gary, go ahead.

ddBAUER: Nadine, the irony is that you brought up Martin Luther King because if

you go back and read Martin Luther King's

speeches, his appeal on behalf of ci

vil rights for black men and women was based on the fact that we were all child

ren of God. Under

these latest court rulings, Martin Luther King would have the

schoolhouse door barred to him because his appeal was...

ddSTROSSEN: That's absolutely untrue.

ddBAUER: ... overtly religious.

ddSTROSSEN: That's absolutely untrue.

ddPRESS: All right, we've got to go.

ddSTROSSEN: And that's precisely why I used that example.

ddPRESS: Can't resolve that argument. We're going to have to leave it right the

re. Thank you very much, Nadine Strossen, for

joining us from New York. Gary Ba

uer, good to have you back here in the studio.

ddBAUER: Thank you. Good to be with you.

ddPRESS: And the prayerful Reverend Novak and I will be back with our closing c

omments in just a minute.

dd(COMMERCIAL BREAK)

ddPRESS: Bob, you know, a couple of guys you may have heard of, Thomas Jefferso

n and James Madison, 200 years ago they

teamed up in the Virginia assembly to d

efeat a measure that would have allowed taxpayer dollars to pay for people who

teach the Christian religion. I think they were trying to tell us something, Bob.

b. I don't think you're listening.

ddNOVAK: I don't think they ever intended these kind of rulings for a Mildred Rosario to be fired. I think she's a heroine of our times. You know, another person you may never have heard of, Whittaker Chambers, in "Witness," wrote that when people believe that they have "in the west" that they have the answers over God and that we must have a secular society, people like you, we are doomed.

d. That's what the communists said and that's what I hope this country does not, is getting away from that.

ddPRESS: With all due respect, I trust the wisdom of Thomas Jefferson and James Madison over the wisdom of Whittaker Chambers. Look, I don't have anything against this Mildred Rosario. If she admits she made a mistake and she'll not do it again, not proselytize again, fine. Give her her job back. But otherwise, this is a textbook case of why...

ddNOVAK: You know what I really...

ddPRESS: ... prayer in public schools is wrong, Bob.

ddNOVAK: I really hate you expropriating Jefferson and Madison, because that's not what they said.

ddPRESS: Because, that's exactly what they did and what they said and then read the Constitution, Bob, over the weekend. From the left, I'm Bill Press. Good night for CROSSFIRE.

ddNOVAK: From the right, I'm Robert Novak. Join us again next time for another edition of CROSSFIRE.

Publication#W\ P0P# 4. World News Tonight (ABC)"Publication" #: \ P1P# 06/18/98
Section: NEWS;

Headline#\ P2P# THE WAY AMERICA PAYS FOR PUBLIC SCHOOLSHeadline #: \ P3P#
By ANTONIO MORA
CHARLES GIBSON

CHARLES GIBSON: Tonight, we take a look at the way America pays for public schools. Historically, most of the money for our schools has come from local taxes. The better off a community, the higher its tax base and the more money it has for education.

ddThe disparities in many states are so great that some communities have twice as much money or more to spend per pupil as nearby towns. Some states have tried to solve the problem, but in doing so have caused as many tensions as the problem itself. The state of Vermont is a good example. ABC's Antonio Mora went there.

ddANTONIO MORA, ABC News: (voice-over) There is no dispute about one thing "well-to-do towns like Dorset have well-to-do schools, while towns in trouble have schools in trouble, too. Throughout Vermont, parents are worried.

ddEILEEN FRAGA, Winooski Parent: There are some very poor towns in Vermont, and

there are some very rich ones. Right now, the ones that are very rich have the edge because their students are learning things that my kids haven't even heard of yet.

ddANTONIO MORA: (voice-over) The difference is dramatic. That's because local schools could only spend what local property taxes would bear " as much as \$13,000 per pupil in the wealthiest towns, little more than 4,000 in the poorest. Since Vermont lawmakers passed Act 60, a law that redistributes educational dollars, all property taxes now will go directly to the state. The state will then pay schools the same amount " \$5,010 per student " a small increase for poor schools, a huge cut for the affluent ones.

dd(on camera) The state motto here is "freedom and unity." But instead of uniting people, Act 60 is pitting Vermonter against Vermonter. So much so, that a half a dozen towns have voted for outright rebellion, refusing to send their property taxes to the state.

dd(voice-over) Affluent towns are also outraged because they can't even choose to maintain school quality by raising their local taxes further. Almost all the added revenues would still go to the state fund. For schools and parents, the cuts in spending will mean big changes.

ddMARY BAROSSE, Dorset Parent: Next year, there's no budget for supplies, and we're losing some of the best teachers we've had in the school.

ddANTONIO MORA: (voice-over) That infuriates Vermonters like best-selling author John Irving. He's accused the state of Marxism and decided to start his own school.

ddJOHN IRVING, Author: What I don't accept is the state effectively saying spend less on my child. Spend less.

ddANTONIO MORA: (voice-over) But parents whose children always had less say they desperately need the help.

ddEILEEN FRAGA: I don't see Act 60 as making me rich. I don't see it as making someone else poor. I feel Act 60 is just trying to make it so that everybody gets the same chance.

ddANTONIO MORA: (voice-over) No one doubts that. But it's also clear that Vermont's plan to bridge the gap between rich and poor is creating a whole new divide. Antonio Mora, ABC News, Dorset, Vermont.

ddCHARLES GIBSON: This is, by no means, just a Vermont issue.

dd(voice-over) Over the last 25 years, courts in 18 states have thrown out the way schools are financed because their methods were inequitable or unfair.

dd(on camera) David Long is an attorney who has worked on many of these cases, and we spoke to him earlier.

dd(interviewing) Mr. Long, I know you have worked in more than a dozen states to equalize educational expenditures. But there's a basic tenet of American society that when we do better, we move to better communities to give our kids bet

ter schools. Doesn't all this stand that basic tenet on its head?

ddDAVID LONG, School Finance Attorney: Well, there's a basic issue of what is this society? Are we all in the same boat together? Or are we all floating on our own boats, depending on what school district we live in? Since education is a state function, what the courts have said is that the state has to ensure, in some states, a level of adequacy, irrespective of whether the tax base is large enough to support that.

ddCHARLES GIBSON: Where are we headed with all this? It's happened now in many states. Do you think eventually this will happen in all states "equalizing school revenues community to community to community?"

ddDAVID LONG: I can't say it is going to happen in all states, but I think it is going to happen in more states if states don't take seriously the issues of equity and adequacy which these cases raise. We've already had several states where school-financed litigation years ago lost.

ddOhio is one state where that occurred, and Arizona is another. More recently, the supreme courts in both of those states have revisited those years of neglect since the last opinion of those courts, and said, enough is enough. And they decided that those school-financed systems were unconstitutional.

ddCHARLES GIBSON: David Long, good to talk to you. Thank you.

ddAnd so, it may well be soon a debate in your state or school district, if it's not already.

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Publication#W\ P4P# 5. Associated Press"Publication" #:\ P5P# 06/18/98
 Headline#\ P6P# AT&T Customers To Pay for InternetHeadline #:\ P7P#
 By TED BRIDIS Associated Press
 WASHINGTON (AP) - Residential customers who use AT&T long-distance will see a 93-cent monthly fee on their telephone bills starting next month, a charge that helps pay for inexpensive Internet hookups for schools and libraries.

ddThe fee, which flows into the federal Universal Service Fund, isn't a new tax but merely shows up for the first time on phone bills in July. Previously, the charge was included within an assortment of subsidies paid by customers.

ddAT&T had previously said it would charge customers a 5 percent monthly residential charge.

ddBy its nature, AT&T's decision to impose a flat-rate fee is better for customers whose monthly long-distance bills are more than \$18.60 but worse for people whose bills are always less.

dd"We've decided that a flat charge is a better alternative for our residential customers because it is more predictable and simpler to understand than a percentage charge," said Rick Bailey, the company's vice president for federal government affairs.

ddMCI spokeswoman Claire Hassett said Thursday that MCI will charge a percentage rate, but the exact amount hasn't been set.
Sprint spokeswoman Eileen Doherty said the company hasn't decided how it will collect the fee.
ddAbout one-third of the money collected under the decades-old Universal Service Fund is currently earmarked for a controversial program to provide cheap Internet access for schools and libraries.
ddThe Federal Communications Commission voted last week to cut the program's funding nearly in half after complaints by consumer groups and some in Congress.
Critics of the program have dubbed the fees the "Gore tax" because the vice president supports the idea of inexpensive Internet hookups.

Publication#W\ P8P# 6. Dow Jones Online News"Publication" #:\ P9P# 06/18/98
Headline#\ P:P# AT&T Shifts To Flat Fee For FCC's Internet-Hookup
Effort For Schools
Headline #:\ P:P#

NEW YORK -(Dow Jones)- A week after the Federal Communications Commission scaled back its controversial, multibillion dollar program to link the nation's schools, libraries and rural health-care providers to the Internet, AT&T Corp. Thursday said it has simplified the computation of the fee that covers the costs of the FCC program. ddAT&T said it will start charging a flat monthly fee of 93 cents for each phone line for residential customers. AT&T last month said it would implement a fee based on usage rates. Under that scheme, users were to be assessed 5% of their total monthly charges for interstate long-distance and international calls, and 1.8% of their monthly charges for instate long-distance calls.
ddCorporate customers will see their fee lowered to 4.4% of their long-distance bills from 4.9%.
ddBuckling under complaints about high costs from members of Congress and consumer groups, the FCC last week 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.
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 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.

ddThe 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-deregulation law and left it to the

FCC to carry out
the details.

The issue came to a head last month when AT&T and MCI Communications Corp. announced that they would begin assessing a charge on consumers' bills each 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.

Telecom carriers pay into a "universal service" fund. Universal service is the complex system that has long kept local calling affordable in poor and rural areas and other parts of the country where it is expensive to string phone lines. The school hook-up effort is a recent addition to the universal-service landscape.

When the FCC announced the effort late last year, the commission held talks with long-distance telephone carriers. According to various reports, the sides discussed a threat by the phone companies to detail on customers' bills their share of the cost of funding the schools effort.

For several months, AT&T Corp. and MCI Communications Corp. held off itemizing the costs on consumers' long-distance bills, though they did list the item on bills for business customers. When AT&T and MCI began itemizing the charge on consumer bills, a slew of angry letters and calls came to lawmakers.

AT&T has called the item a new fee. The FCC says only a small portion of the listed fees actually reach the fund for the schools effort. The FCC also argues that long-distance carriers shouldn't impose the fees because their costs have been offset by reductions the carriers have enjoyed in the rates they pay to local phone companies for beginning and ending long-distance calls.

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Publication#W\ P<P# 7. The Atlanta JournalConstitution"Publication" #:\ P=P#
06/18/98Section: News; Page A;08;08

Headline#\ P>P# School reform bills may fall flatHeadline #:\ P?P#Subhead#[\
P@P# Clinton vows to veto tax-free savings accounts, announces \$40 million in
after-school grants.

Subhead#:\ PAP# By Ken Foscett
COX WASHINGTON BUREAU

Washington - Prospects for substantive education reform this year faded Wednesday as President Clinton and congressional Republicans hardened their opposition to each other's competing reform proposals.
Clinton delivered a letter to House Speaker Newt Gingrich (R-Ga.) on Wednesday

y threatening to veto legislation sponsored by Sen. Paul Coverdell (R-Ga.) that would establish tax-free savings accounts for primary and secondary education. The House is expected to vote final passage of the measure today and the Senate is likely to vote next week.

Democrats in the House will offer a competing proposal that would provide tax credits for those who buy school construction bonds, subsidizing about \$22 billion in bonds that could be used to pay for school repairs.

House Minority Leader Richard Gephardt (D-Mo.) signaled Wednesday that Democrats wouldn't seek a compromise involving Coverdell's legislation and any of the president's education initiatives "- all of which have been stymied by the Republican-controlled Congress.

"We'd be happy to compromise, but there is no room for compromise," Gephardt said.

Coverdell said his proposal already includes some Democratic initiatives, such as making state pre-paid tuition programs tax free and extending \$5,250 worth of tax exemptions for employer-sponsored tuition assistance for employees.

"I think this is as close to a compromise as (Clinton) is going to see," Coverdell said. As for Clinton's school rebuilding program and his plan to spend \$2.8 billion over 10 years to reduce class sizes to 18 students per teacher, Coverdell said, "He spends money that isn't here."

At the White House, Clinton announced \$40 million in new grants to finance after-school programs at 315 rural and urban schools. The programs are designed to keep the children of working parents in school between the hours of 3 p.m. and 6 p.m., when many are inclined to get into trouble.

"For millions of Americans, 'Home Alone' is not a funny movie; it is a serious risk that children and parents undertake every day all across this country," said Clinton, calling on Congress to expand financing for the grants to reach up to 500,000 more children.

"These grants will now give thousands more children a safe place to go before and after school and good things to do."

Coverdell's legislation would allow parents, guardians and even corporations and unions to set aside up to \$2,000 per year in tax-free savings accounts. Money from the accounts could be used to finance public school expenses such as books, computers and tutors or private school tuition.

Government officials estimate that 70 percent of the children who set up and use the accounts would be in the public school system. But because parents with children in private schools would be expected to use them more, half the money set aside in the accounts would be spent in private schools.

"If the House of Representatives passes this bill, the American people will have the right to say, 'Thanks for nothing,' " Secretary

of Education Richard Riley said Wednesday.

Publication#W\ PBP# 8. Associated Press"Publication" #:\ PCP#06-18 3:34p

Headline#\ PDP# House passes bill for tax help on private school tuitionHeadline #:\ PEP#

By ROBERT GREENE

AP Education Writer

ddWASHINGTON (AP) - Republicans pushed a bill through the House on Thursday to give tax breaks to families that save for school expenses including tuition at private schools. President Clinton has promised a veto.

ddThe 225-197 vote was mostly along party lines and the margin narrow enough to indicate a veto would stand. The Senate is expected to pass the same bill.

ddRegardless of the final outcome, the measure gives Republicans a way to deliver an education message this midterm election year that stresses parental control

of education spending and teacher accountability.

dd"Now only the president stands between families and increased educational opportunities," said Rep. John Boehner, R-Ohio, chairman of the House Republican Conference.

ddDemocrats are stressing new, multibillion-dollar federal programs to build schools, hire teachers and expand programs to care for children after school. The

y mocked Republicans for voting Wednesday to abolish the existing tax code, then voting Thursday

to create what they say is another tax loophole for the wealthy.

dd"Our Republican friends are saying that this code is so complicated, so unfair that it ought to be pulled up by its roots," said Rep.

Charles Rangel, D-N.Y.

, top Democrat on the tax-writing Ways and Means Committee. "But if the code is so complicated, why

would the Republicans add this fertilizer to the roots that they want to pull up?"

ddThe bill would expand tax-free savings accounts that Congress created last year, with Clinton's blessing, to provide for college expenses.

ddFamilies, employers and others could contribute up to \$2,000 a year on a child's behalf, up from \$500 in the original bill. Interest

buildup and withdrawals

would be tax-free, and the money could be used for expenses starting with kindergarten.

dd"We're helping all sorts of families make different choices for their kids,"

said Rep. Jerry Weller, R-Ill., whose district south of

Chicago has many Catholic

schools.

ddBackers stress that most people would use the savings to help with ordinary costs of attending public schools, such as books, supplies, tutors, computers and

d transportation, and the special needs of disabled children. But opponents say most of the dollar benefits would go to more affluent parents sending their children to private schools.

dd"The people who benefit from this bill are not ordinary citizens," said Rep. Albert Wynn, D-Md. "What's wrong is when you take tax dollars away from public education and give tax relief to the rich."

ddAlthough the average family would get a tax break worth \$7 a year, opponents say, backers stress that the incentives are still enough to leverage billions of dollars in private savings for education to be spent as families choose. The accounts would cost the Treasury \$1.5 billion over 10 years in lost tax revenue

ddThe measure has other tax breaks for pre-paid tuition plans and employer-paid tuition, as well as some education provisions that have nothing to do with taxes. These include creation of a program to spend \$210 million on helping children learn to read, mostly through training teachers.

ddThe bill also would give states financial incentives to institute merit pay and competency testing for teachers. Teacher unions oppose merit pay on grounds it is unfairly awarded.

ddRepublicans said Clinton and other Democrats were blindly opposed to the measure because of vehement opposition from the National Education Association and the American Federation of Teachers, the two largest teacher unions and major contributors to the Democratic Party.

dd"The reason we have schools is to educate our children," said Majority Whip Tom DeLay of Texas. "It's not to support labor unions or give bureaucrats more money."

ddDemocrats said Republicans had no business talking about special interests when tobacco money helped defeat an anti-smoking bill in Congress the previous day.

Publication#W\ PFP# 9. Charlotte Observer"Publication" #:\ PGP#June 17, 1998

Headline#\ PHP# From new Vance High, U.S. official presses for school construction

Headline #:\ PIP#
By CELESTE SMITH
Staff Writer

ddWith one of Charlotte's newest high schools as his backdrop, U.S. Education Secretary Dick Riley came to town Tuesday night to deliver a message from his boss, President Clinton: It will cost \$112 billion to build new schools for the next century.

ddRiley, who hosts monthly meetings around the country on various education issues, brought his latest televised "town meeting"

to Vance High School, where the focus was on school construction.

ddThe broadcast presented an image of Charlotte-Mecklenburg as a fast-growing school system that's preparing for growth " with voters approving bonds, teachers being tapped for advice on what to include in new buildings and business leaders putting their support behind schools.

ddBefore an audience of about 150 invited school, government and

ddPlease see VANCE / page 7C

ddbusiness leaders, speakers said communities must involve business leaders, architects and educators in building new schools.

Vance Principal Ann Clark, who spoke on a panel with Riley, said she and other educators worked with architects as the school's plans were drafted.

ddCharlotte Chamber vice president David Belton and Katherine Russ, principal architect of Boney Architects, were among the speakers who described Vance as a school that benefited from this cooperation.

ddVance, which opened last August, is stocked with computers and other technology thanks to a grant from IBM. The media center features artwork from other countries. And the school is part of a unique "village" format, with other middle and elementary schools also located on campus.

dd"Many of our present schools are too large and impersonal and not conducive to safety," Riley said. Communities must "rethink the way schools should be built and equipped."

ddSuperintendent Eric Smith said attention also should be placed on older buildings that can't handle the demands of the latest technology.

dd"Some of our buildings simply need to be bulldozed. They are so old they need to be replaced," he said.

ddThe broadcast offered no specifics on how Charlotte should manage its future building plans, but instead made general points for school systems nationally " such as designing buildings to be used after school hours, using wide hallways to increase school safety, and including educators in the design of new schools.

Publication#W\ PJP# 10. LRP Publications"Publication" #: \ PKP#June 18, 1998

Headline#\ PLP# Riley Urges Congress to Pass Child Literacy Bill Before July

Recess Headline #:\ PMP#

dd Education Secretary Richard Riley today (June 18) called on the Senate to pass pending legislation that would provide \$210 million to establish a national child literacy program, before Congress breaks for its July 4th recess.

dd"Americans everywhere are doing their part to teach children to read: parents, teachers, librarians, volunteers, businesses,

community groups - - even the children themselves are working very hard this summer," Riley said today at a n event to kick-off the summer reading season around the country. "But Congress is sitting on a Senate bill that would give \$210 million to improve child literacy. It would be a shame if they go off on vacation and let this funding be forfeited."

The Senate Committee on Labor and Human Resources marked up and passed a substitute version of H.R. 2614 - - the Reading Excellence Act - - tying literacy funding to a \$500 million annual increase in special education programs over the next three years (see D.C. Daily, June 8).

The Clinton administration has said it will support the Senate bill - - which has not yet been scheduled for a floor vote - - if the requirement for increased IDEA funding is removed.

Meanwhile, the original Reading Excellence Act, as passed by the House last November, has been incorporated into the conference report for Sen. Paul Coverdell's, R-Ga., education savings accounts legislation. President Clinton, however, has promised to veto the legislative package, including the attached literacy provisions (see D.C. Daily, June 17).

When Congress originally appropriated the funds for a national literacy program, it made the appropriation contingent on authorization of such a program by July 1, 1998. Therefore, if neither literacy bill is passed by Congress and signed into law before the July 1 deadline, the \$210 million will automatically shift to special education state grants.

Congress departs for the July 4th holiday on June 26, leaving only six legislative days before the July 1 deadline.

Publication#W\ PNP# 11. LRP Publications"Publication" #: \ POP#June 18, 1998

Headline#\ PPP# Riley, First Lady Kick Off Summer Reading Season Headline #:\ PQP#

Education Secretary Richard Riley joined First Lady Hillary Rodham Clinton today to announce that the America Reads Challenge has summer reading projects in all 50 states to fight student summer reading drop-off.

Riley " who spoke at a rally for Jumpstart, a program which pairs college students with preschool children to prepare them for school success " announce d that every state in the nation is encouraging school children to participate in Read*Write*Now! Projects.

Read*Write*Now, an America Reads program, encourages children to read for 30 minutes each day, 5 days a week, for 8 weeks.

At least once a week, a child reads with an adult partner and is additionally helped to obtain and use a library card. Upon completion of the program, the youth earns a coupon for a free

pizza from Pizza Hut.
 dd"Illiteracy is the ball and chain that ties us to poverty, and we must smash it forever," Riley said. "The best thing we can do to improve education is to read to our children daily. If parents can't always do it, then grandparents like me, or other caring adults must step in."
 ddRiley cited numerous studies that show summer reading drop-off has predictable and negative consequences for student achievement, particularly for disadvantaged children. Participation in summer reading programs can help students maintain their school year gains, catch up to a grade level, or even get ahead, the Education Secretary added.
 dd"Learning shouldn't end because school is out - - these summer months offer precious opportunity to prepare all our children to be good readers," said Riley.
 ey.n

Publication#W\ PRP# 12. Education Daily"Publication" #:\ PSP#June 19, 1998

Headline#\ PTP# Panel Okays Funding Of School Meals For 1999Headline #:\ PUP#

by Rod Kuckro
 ddThe House Appropriations Committee has approved the Clinton administration's request for the school breakfast and lunch programs for fiscal 1999.
 ddThe school breakfast program is funded at \$1.397 billion and the school lunch program is funded at \$5.4 billion, both identical to President Clinton's request.
 ddFiscal 1998 spending is estimated to be \$1.3 billion for school breakfasts and \$5.2 billion for school lunches.
 n

Publication#W\ PVP# 13. Education Daily"Publication" #:\ PWP#June 19, 1998

Headline#\ PXP# Lawmaker Pushes New Religious Freedom BillHeadline #:\ PYP#
 by Darren Goode

ddA new House proposal that would protect religious freedom over other First Amendment rights may make it harder for schools to limit religious expression, a House subcommittee was told this week.
 ddThe Religious Liberty Protection Act (RLPA) "an attempt to revive the 1993 Religious Freedom Restoration Act (RFRA) struck down last year by the U.S. Supreme Court " would protect religious practices from government interference (June 26, 1997).
 ddLegislation H.R. 4019 "sponsored by Rep. Charles Canady, R-Fla., chairman of the House Constitution Subcommittee "would bar the government from putting a "substantial burden" on religious practices, including student-initiated prayer at school, unless that restriction served a compelling interest, such as health and safety.
 ddRLPA is "another attempt by Congress to rewrite the First Amendment," said Ma

rei Hamilton, a law professor at Yeshiva University in New York City, at Tuesday's hearing.

Julie Underwood, general counsel for the National School Boards Association, says on its face, the bill doesn't go as far as Hamilton implies. "I'm not willing to say that it is harmless, but it is not shocking to me. A constitutional problem isn't going to be re-solved by federal legislation."

In throwing out RFRA, the Supreme Court ruled that Congress overstepped its authority by creating new rights under the Constitution's guarantee of free exercise of religion. RFRA required the government to show "a compelling reason" before restricting religious expression (ED, June 26, 1997).

RLPA has garnered heavy bipartisan support, including Sen. Edward Kennedy, D-Mass., and bill cosponsor Rep. Jerrold Nadler, D-N.Y. A Canady spokeswoman said the bill may be voted on soon in the subcommittee.

A constitutional amendment, sponsored by Rep. Ernest Istook, R-Okla., securing religious freedom in schools and the workplace, recently failed in the House (ED, June 8).

The Education Department has opted to institute nonbinding regulations on schools instead of promoting congressional action and issued school guidelines in 1995 (ED, Aug. 18, 1995).

President Clinton, in his May 31 radio address, said the newly expanded guidelines have been designed to help schools "find common ground about religious expression" (ED, June 2).

Publication#W\ PZP# 14. Education Daily"Publication" #:\ P[P#June 19, 1998

Headline#\ P\# Debtors May Be Forced To Pay Part Of Student LoanHeadline #:\ P]P#

by Rebecca S. Weiner

Discharging debts in student loan bankruptcy cases doesn't have to be an all-or-nothing decision, a federal court has ruled.

Entire loan amounts don't have to be forgiven through bankruptcy proceedings because debtors can arrange to pay off a portion of their debts, ruled Judge A

vern Cohn for the U.S. Sixth Circuit Court of Appeals in Tennessee Student Assistance Corp. v. Steven and Teresa Hornsby (96-6320/6321).

Cohn said bankruptcy courts can give debtors a fresh start while still requiring them to meet their obligation to pay back their student loans.

Overwhelming Debt

Teresa and Steven Hornsby sought to discharge student loan debt totaling \$33,387.

But loan guarantor the Tennessee Student Assistance Corp. opposed the loan cancellation. Neither Hornsby graduated from the schools they attended.

ddThe federal bankruptcy code requires repayment of student loan debt unless "repayment would constitute an undue hardship."

But the courts have differed over

the definition of hardship, taking a conservative stance and rarely forgiving student loans.

ddThe Hornsby couple succeeded with their claim in both bankruptcy court and the U.S. District Court for the Western District of Tennessee.

ddBut the bankruptcy court did not do a thorough study of the family's expenses, the Sixth Circuit said.

dd"The bankruptcy court did not question what seems like an exorbitant bill for long-distance telephone service or the Hornsby's

monthly bill of \$100 for cigarettes," Cohn wrote in the June 9 opinion.

ddNot Poor Enough

ddThe Tennessee agency argued that the Hornsby's, who have three young children

, had an income that exceeded the 1995 federal poverty guideline of \$17,710 for

a family of five. The bankruptcy court estimated the Hornsby's annual income for 1995 at \$36,000,

and after meeting monthly expenses, the family would have about \$200 to spare each month.

ddFederal courts often apply a three-prong test to determine hardship based on the 1987 federal court decision in Brunner v. New

York Higher Education Service

Corp. (831 F.2d 395). The test requires the debtor demonstrate that:dd* A "minimal" standard of living cannot be maintained if forced to repay the loans;

dd* Additional circumstances exist that the current income level will persist for most of the loan repayment period; and

dd* A good-faith effort has been made to repay the loans.

ddEven though the Hornsby's had never made a payment on their loans, the bankruptcy court determined they made a good-faith

effort by using various loan deferment

options offered by the loan guarantor.

ddCohn said the Hornsby's have enough money to make a small contribution toward their debt and has sent the case back to the

bankruptcy court to establish a payment plan.

ddHe said a provision in the bankruptcy code will allow the lower court to "is

sue any order, process or judgment' so long as it is

consistent with the Bankruptcy

Act."

ddAn independent federal bankruptcy commission recommended that Congress ease the law regarding student loans.

dd"The bankruptcy system, through its network of exceptions to discharge, seems to penalize individuals who seek to educate and

improve themselves," the report

said (ED, Oct. 24, 1997).

ddCongress has expressed no interest in easing the rules.

Publication#W\ P^P# 15. Education Daily"Publication" #:\ P_P#June 19, 1998

Headline#\ P`P# Education Tax Breaks Advance In HouseHeadline #:\ PaP#
by Rod Kuckro

ddThe House approved tax-preferred savings accounts for education yesterday, but not by a margin large enough to override

President Clinton's promised veto.

ddTangled in the bill is a \$210 million literacy program for grades K-12 that must be approved by July 1. Otherwise, that money will go to special education programs.

ddThe House approved H.R. 2646 by a 225-197 vote, well short of the 290 votes it would take to override a veto. Most Republicans voted for the bill while most Democrats opposed it.

ddEarlier, by a vote of 225-196, the House defeated a move to send the bill back to a House-Senate conference to drop the education savings plan and insert

a plan to finance \$22 billion for school construction (ED, April 23).

ddThe education savings account measure now goes to the Senate, where a vote could occur next week, allowing time for the president's veto and an override attempt. Congress then could take up the literacy program as a stand-alone bill.

ddThe Senate education committee last month passed separate literacy legislation, H.R. 2614, that emphasizes training teachers in proven reading strategies (ED, May 14). Lawmakers could pass that bill before July 1.

ddSetaside Increase

ddThe House approval of H.R. 2646 increases to \$2,000 from \$500 the amount a family can set aside in a savings account for educational purposes, including private school tuition or the purchase of computers.

ddOnly the interest in the account has tax-preferred status, resulting in a benefit of roughly \$7 to \$37 a year per family, according to congressional estimates.

ddThe bill also would provide:

dd* Incentive grants to schools that demonstrate academic excellence and states that implement merit pay for teachers;

dd* Allow federal funds to be used for same-gender schools; and

dd* Allow weapons to be admitted as evidence in internal school disciplinary proceedings.

ddRep. Bill Goodling, R-Pa., chairman of the House Education and the Workforce Committee, said the bill was stripped of his proposal to ban national testing.

ddBut Goodling said he has assurances from both House speaker Newt Gingrich, R-Ga., and Senate Majority Leader Trent Lott, R-Miss., that the ban will be included in the fiscal 1999 education appropriations bill.

Publication#W\ PbP# 16. CongressDaily/A.M."Publication" #:\ PcP# 06/19/98Section: EDUCATION;

Headline#\ PdP# Tax-Free Education Accounts Clear HouseHeadline #:\ PeP# The House Thursday approved, on a 225-197 vote, the conference agreement on a bill to expand tax-free education savings accounts

to cover payments for private or religious school tuition and other school expenses.
The bill is expected to clear the Senate, but President Clinton has promised a veto. The House vote for the proposal was well short of the two-thirds majority needed for a veto override.
Under the bill, families could use the savings of up to \$2,000 a year and their tax-free interest for books, tutors, computers, transportation or other public school expenses, as well as tuition at private or parochial schools. The money could also be saved for college.

Publication#W\ PfP# 17. Rocky Mountain (Colo.) News"Publication" #: PgP# 06/18/98; Edition: FINAL; Section: News/National/International; Page 27A

Headline#\ PhP# DENVER GETS \$600,000 GRANT FOR AFTER-SCHOOL PROGRAMSHeadline #

:\ PiP#

By Michael Romano
Rocky Mountain News Washington Bureau

President Clinton gave Denver a \$600,000 federal grant Wednesday to enhance after-school programs to keep kids "safe and smart."

The grant is a small portion of the \$40 million the Clinton administration will target for the "21st Century Community Learning Center Program," which will establish or expand after-school sites across America. It is expected to reach at least 500,000 children.

At a Rose Garden ceremony, Clinton said, "For millions of Americans, Home Alone is not a funny movie. It is a serious risk."

"Incidents of violent crime by juveniles more than double in the hour after school, and children are at greatest risk of becoming victims of crime in the hours immediately after school," Clinton said. "But in communities where children have something positive to do, youth crime is dropping and academic performance is on the rise."

At least 5 million school-age children - and perhaps as many as 15 million - are home alone after school. Experts agree these children are far more likely to use alcohol, drugs or tobacco, commit crimes or drop out of school.

"These programs are absolutely critical," said Nancy Carter, assistant director of community education for Denver Public Schools.

"Statistics show that these times (after school) are when students - especially middle-school students - are at grave risk of getting into serious problems."

Carter said the federal funds, spread over the next three years, will be used to augment established programs at three middle schools in northwest Denver: Sinner, Horace Mann and Lake.

Publication#W\ PjP# 18. The Sacramento Bee"Publication" #: PkP# 06/18/98; Edition: METRO FINAL; Section: MAIN NEWS; Page A16

Headline#\ PIP# AFTER-SCHOOL GRANTSHeadline #:\ PmP#

By Bee staff and news services

Arguing that after-school programs are the way to keep kids out of trouble, President Clinton announced \$40 million in grants for 315 rural and inner-city schools to provide learning havens after school, on weekends and during the summer.

He urged Congress to expand the grants to reach up to 500,000 children annually " still a fraction of the estimated 5 million to 15 million children left home alone after school.

The Education Department picked 315 schools in 36 states to receive funds through the 21st Century Community Learning Centers Program.

Thirteen school systems or individual schools in California were among the grant winners for three-year programs, including Modesto City schools and Golden Plains Unified School District in San Joaquin County.

Publication#\ PnP# 19. The Kansas City Star"Publication" #:\ PoP# 06/18/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C3

Headline#\ PpP# After-school programs get new fundingHeadline #:\ PqP#Subhead#\ PrP# Federal grants go to Independence and Lawrence districts.

Subhead#\ PsP# By MARA ROSE WILLIAMS

Staff Writer

The Independence and Lawrence school districts will benefit from federal money handed out Wednesday to provide safe, drug-free programs after school, on weekends and during the summer.

Together, the two districts got more than \$1.5 million of \$40 million that was given to 315 recipients in 36 states. The money will be dispensed over three years.

The funding was made available through the 21st Century Community Learning Centers Program, which President Clinton wants to expand from \$40 million this year to \$200 million in each of the next five years.

All grants were distributed to schools that would provide care for children who might otherwise be home alone while their parents work. The goal is to reach 500,000 children annually.

The Independence School District got a three-year grant totaling \$573,300 for an after-school program at Bingham and Bridgermiddle schools. Lawrence got \$1.04 million for its Central School Project, which offers academic enrichment, a life-skills program and recreation for students after school.

Independence Superintendent Bob Watkins said his district will set up an after-school enrichment program that will include literacy instruction, tutoring and recreation.

The district has provided some after-school programs for students who might o

therwise go home to an unsupervised home, but Watkins said the grant ``will allow us to expand the program to last until 6 p.m. and to include more activities for the student." ddWatkins said experts have determined that from 3 to 6 p.m. on weekdays, middle-school age children end up in trouble with the law more than at any other time. e. ddIn Missouri, the St. Louis and Seneca school systems also received grants. The Lawrence district is the only Kansas recipient.

Publication#W\ PtP# 20. Sacramento Bee"Publication" #: \ PuP#June 19, 1998

Headline#\ PvP# Minority drop stirs up regentsHeadline #:\ PwP#
By Stephen Magagnini Bee Staff Writer ddSAN FRANCISCO " While Ward Connerly's attack on publicly financed "alternative" graduation ceremonies celebrating race, ethnicity or homosexuality failed to gain much support Thursday at the University of California regents meeting, the debate over how to keep diversity alive raged on. ddAfter Connerly led a successful campaign to end racial and ethnic preferences in university admissions, UC officials scrambled to find ways to maintain enrollment of underrepresented minorities. ddBut what they hoped would be a race-neutral way to increase diversity " preference based on socioeconomic hardship " has so far had a negligible effect at one of the system's crown jewels, UC Berkeley's Boalt Law School. ddDean Herma Hill Kay told the regents that the 150 socioeconomically deprived applicants to the 1998 class at Boalt included no African Americans, nine Latinos and one American Indian. Eighteen of those applicants " who otherwise would have been rejected " were accepted, including 10 whites and three Latinos. ddKay said no African American applicants qualified as socioeconomically deprived, "generally because African Americans who apply to our law school are not disadvantaged. Their mothers and fathers are professionals with good family incomes." ddSince UC outlawed affirmative action admissions, Boalt has been under fire nationally for the declining enrollment of underrepresented minorities. ddBoalt's 1997 entering class included seven Latinos and one African American who had been accepted in 1996 but deferred admission. ddNone of the 18 African Americans accepted to Boalt in 1997 chose to go, opting instead for schools such as Harvard, Yale, Stanford and Columbia, Kay said. ddUniversity officials expressed concern that underrepresented minority applicants to the three UC law schools dropped from 20 percent in the mid-1990s to 13 percent in 1998. The good news, Kay said, is that Boalt accepted 32 African Americans in 1998 and

six have said they will attend.

dd"The pool of African Americans is a lot stronger than it's ever been," she added.

ddConnerly wants to make it illegal for state agencies and universities even to ask applicants their racial or ethnic identity on applications, and will raise the issue at next month's regents meeting.

ddHe questioned Kay closely on whether admissions officers know an applicant's race.

dd"The only way (they) would know race or ethnicity is if the applicant himself says so in his personal statement, or in letters of recommendation, or through student activities or graduation from Morehouse (or other African American colleges)," Kay said.

ddUC attorneys also pointed out that federal law requires the university to furnish a racial and ethnic breakdown of students once they're enrolled to ensure there's no discrimination.

ddConnerly and Regent John G. Davies expressed skepticism over Boalt's hardship criteria, which takes into account an applicant's high school, neighborhood, knowledge of English, percentage of classmates who go to college or drop out of high school, physical or emotional obstacles, and parental income and educational levels.

dd"If they (socioeconomic criteria) don't work, then I suspect you'll find other criteria that are proxies for race, and we will have achieved nothing," Davies said.

ddAsked Connerly sardonically, "If I said being black in California is an obstacle, would I be accepted?"

ddRegent William Bagley blamed Connerly for the decline in minority applications to UC, saying had the regents not abolished affirmative action in 1995, "there would not be the tarnish in the media."

ddBagley added that Connerly's latest cause "an attack on alternative graduations for ethnic groups" fuels the perception that UC is hostile to minorities.

dd"Alternative ceremonies is separatism, a Balkanization of our society," Connerly said. "I strongly object to the idea of providing public funds for graduation events based on (sexual) orientation, race or ethnicity."

ddDespite Connerly's attack on alternative ceremonies, he drew the support of only one other regent on the issue.

ddAt Berkeley alone, over 60 official commencement exercises take place, celebrating university-sanctioned subgroups based on ethnicity, academic discipline, sexual orientation, physical handicaps or other shared experiences.

ddThey are funded partially by the university, including student fees. Any student who objects to the use of fees for such celebrations is entitled to a pro rata refund.

ddUC attorneys said that as long as alternative graduations are held by recognized groups and are open to all students, they are

legally entitled to university funds.
dd Bagley accused Connerly of trying to micromanage the university. "This (proposal) tells our black and brown students, by God, we don't even want you to get together for fun
dd Should we get rid of prayer groups in school, too?"n

Publication#W\ PxP# 21. San Diego UnionTribune"Publication" #:\ PyP#June 19, 1998

Headline#\ PzP# Texans corral few teachers in stateHeadline #:\ P{P#Subhead#[
\ P|P# Spanish speakers sought by Dallas suburb schoolsSubhead#:\ P}P#

As California's bilingual education programs hung in litigation limbo, educators from a Dallas suburb headed west this week to recruit Spanish-speaking teachers.

dd Ready to offer jobs on the spot, administrators from the Arlington Independent School District hoped to draw 45 or so instructors to their rapidly growing bilingual and

English-as-a-second-language programs.

dd But they returned home yesterday after hiring only five people from Orange, Los Angeles and San Diego counties.

dd While that is far short of their initial goal, the school officials said the \$10,000 trip was worthwhile.

dd "We came here with no expectations," said Anita Buttram, executive director of personnel for Arlington schools, Texas' eighth-largest district.

dd "We knew it could possibly be a bust or it could be very successful."

dd Arlington school administrators planned the trip after Proposition 227, which mandates the end of bilingual education in California's schools, passed earlier this month.

dd Many bilingual education advocates outside California worried that the initiative might start a national trend, but Arlington school officials saw it as a chance to woo teachers.

dd "We have an opportunity to attract some qualified people here, and we're going to jump on it," Mac Bernd, superintendent of the 55,000-student district, said before the recruiters left Texas on Sunday. "I guess it's consistent with the American way."

dd Local educators said the effort had limited success because most bilingual teachers are not at risk of losing their jobs despite the passage of Proposition 227, which is being challenged and is under review in federal court.

dd Bilingual teachers are fully qualified to teach in English-only classrooms; they just have an additional teaching certificate. And, with a high demand statewide for qualified teachers, districts in California need everyone they can get.

dd "Our teachers have a job," with or without bilingual programs, said Alma Pizarrazini. She is director of bilingual education for

the Sweetwater Union High School District.

dd "They're fully credentialed, and our kids still need an education," Pirazzini said.

dd The same is true for bilingual instructors in the San Diego Unified School District, said Tim Allen, director of second-language education.

dd Thus, the Texas group had to persuade teachers to leave their careers " and lives " in California.

dd Superintendent Bernd, who headed the San Marcos Unified School District for six years, ending in 1992, said he had hoped to find teachers so dedicated to

bilingual education that they would consider moving.

dd "People who take the trouble to become certified like to practice what they've learned," Bernd, who headed an Orange County school district until he was

recruited by Arlington schools last fall, said last week.

dd "We're betting on the fact that they'll want to continue to employ those skills. And that's why we feel like Arlington can be an attractive place for them

to come."

dd Only two of the five teachers hired were currently employed, though.

dd Bernd, previously the superintendent of Newport-Mesa Unified School District, admitted that the job offer isn't for everyone.

dd An interstate move is a tough sell, and the salaries in Arlington, ranging from \$26,500 to \$49,563 a year, are less than most California schools pay.

dd (Salaries of San Diego Unified teachers range from \$29,370 to \$59,714.)

dd But recruiters wooed teachers with the quality of Arlington's schools, the area's low cost of living and the appeal of the city, between Dallas and Fort Worth and home to nearly 293,000.

dd While Pirazzini, the Sweetwater administrator, considered Arlington's interest in California's teachers "flattering," she said she does not expect any mass exodus.

dd "It's cute," she said. "It would probably make a bilingual teacher chuckle."

dd Rebeca Lee, a bilingual teacher at Southwest High School, said that there is such a demand for teachers in California that she does not expect out-of-state

districts to have much luck recruiting.

dd While the offer may have appealed to some instructors for personal reasons, she said, "I don't think teachers are going to leave California and go to Texas

simply because of Proposition 227. Those of us who have been here are committed to our students, and

we don't want to dump them. dd "We have a job. We want to be here."n

Publication#W\ P~P# 22. Detroit Free Press"Publication" #: \ PP#June 19, 1998

Headline#\ PP# Detroit schools may fine parents who don't pick up kids Headlin

e #:\ PP#

BY TRACY VAN MOORLEHEM,
SUZANNE SIEGEL AND
PEGGY WALSH-SARNECKI

Free Press Staff Writers

ddDetroit Public Schools will crack down on parents who fail repeatedly to pick up their children from school, possibly with tickets

and fines, Deputy Superin

tendent Arthur Carter said this week.

ddCarter said the 180,000-student district has the power to issue tickets, similar to traffic tickets, under its authority to enforce

attendance. That's one o

ption the district is considering as it writes a policy for tardy parents that

Acting Superintendent Eddie Green

will issue before school starts in the fall.

ddThe work on a new policy comes in the wake of an incident June 10 when police arrested a principal after she tried to drop off

a grade-school child at the 1

3th (Woodward) Precinct when his parents hadn't picked him up between 5 and 6 p.m.

ddPolice refused to take custody of the child from Frances Parker, principal of

Dewey Center for Urban Education. When Parker

tried to leave, she was arrested

for child abandonment, according to Donald Boggs, president of the Organization of School

Administrators and Supervisors.

ddDenby High School Principal Ellword Miller, called the principal's arrest "dehumanizing."

dd"It's a shared responsibility. We're all public servants and caregivers," he said. "Some of us are parents, too, and we have to be

home for our own children

."

ddParker's office referred news media calls this week to Bruce Bolton, vice president of the administrators' union. Bolton did not

return calls.

ddNo charges have been filed against Parker, a district employee for 27 years.

ddStill, the incident reopened the difficult question of just who should be held

responsible for hundreds of children left stranded at

Detroit schools each ye

ar when their parents or guardians are extremely late or don't show up at all t

o pick them up.

ddOn Monday, about 50 members of the school administrators' union picketed poli

ce headquarters until Detroit Police Chief Isaiah

McKinnon came out and agreed

to meet with them later to discuss the issue. He refused to comment on the Parker case because he

said a lawsuit may be filed against the city.

ddHe said that for many years, school administrators dropped off children at ne

arby precincts when they couldn't contact parents.

Officers would watch the stu

dents until their caretakers arrived.

ddThen last year, the police department became concerned that officers who shou

ld be answering emergency calls were stuck

baby-sitting. It sent out a letter t

hat said police precincts could no longer be responsible for the children.
 ddMcKinnon said the problem is that as many as 10 to 15 children a day are left
 stranded at city schools. "That's 10 to 15 scout cars
 that are tied up and can
 't answer runs," he said.
 ddHe added that police stations " with steady streams of criminals moving thro
 ugh " aren't suitable environments for youngsters.
 ddCarter agrees, but said sometimes there is no other option.
 dd"Our main appeal right now is to the community," he said. "I'm a parent and I
 also have to pick up my 12-year-old son. There are
 times when I'm caught here
 at work. We're asking parents to phone the school, make arrangements with other
 family members."
 ddIf that doesn't work, parents may find themselves receiving tickets " and fi
 nes " instead of just report cards from school.
 ddTheresa Hill, whose daughter is a sophomore at King High School, said that se
 ems fair, so long as extenuating circumstances are
 taken into consideration.
 dd"If you're just late from work ...you should be allowed to call the principal
 and make some other arrangements. But if you're just
 late for no reason, yeah,
 I could see giving a ticket."n

Publication#W\ PP# 23. Atlanta JournalConstitution"Publication" #:\ PP#June 1
 9, 1998

Headline#\ PP# Teachers accused of cheating resign Headline #:\ PP#
 Savannah, Ga. " Two third-grade teachers accused of giving students advance co
 pies of questions on the Iowa Tests of Basic Skills
 have resigned.
 ddA school board investigation into the test controversy found that Gilbert O.
 Hayes Elementary School teachers Janice Bryant and
 Lisa Brown hand-copied test
 questions and provided them to students in the form of take-home tests, Savanna
 h-Chatham County
 School Superintendent Virginia Edwards said Thursday.
 ddThe teachers violated state and local rules for administrating the test, she
 said. dd"If there is any good in this, we can reflect that the teachers were ho
 nest about their actions and what they did regarding the
 situation," Ms. Edward
 s said.
 ddShe said a parent tipped off the school district about wrongdoing.
 ddAlan Lowe, attorney for the Georgia Association of Educators, who represented
 both teachers in negotiations with the school
 board, would not comment on the
 case. Ms. Bryant and Ms. Brown were not available for comment.
 ddTheir teaching licenses still could be revoked by the Professional Standards
 Commission.
 ddMs. Edwards said the school board has not yet decided whether the affected st
 uents " about 50 third-graders " will be
 retested.n

Publication#W\ PP# 24. Chicago Tribune"Publication" #:\ PP#June 19, 1998

Headline#\ PP# SCHOOL'S OUT, BUT NOT FOR LONG FOR MANY
KIDSHheadline #:\ PP#

By Janita Poe and Jodi S. Cohen

Tribune Staff Writers

ddOnce upon a time, before the Paul Vallas administration, summer school seemed like a lackadaisical time for sports activities and

easy classes. But for the

47,793 Chicago Public Schools students who must attend mandatory summer school in 3rd, 6th, 8th and

9th grades this year, summer school is a serious matter.

dd"I keep worrying about it and thinking that I'm not going to pass," said Norb

ella Lagunas, a 3rd grader at Pilsen Community

Academy, 1420 W. 17th St., one o

f 60 children who will participate in Pilsen's mandatory summer school, which b

egins Tuesday,

just days after the school year ended Thursday. "When I went bef

ore, they asked me to go, and I said sure because I wanted to. But

this year I

had to go."

ddNorbella is not alone is her feeling. Though the overall number of students i

n mandatory summer school declined from last year,

many in the program say they

are nervous about summer school because they know they could be retained for a

year or more if they

do not improve their standardized test scores.

ddNot all the public school students will attend summer school because of low s

cores on the Iowa Tests of Basic Skills or the Tests

of Achievement and Profici

ency (TAP), however. A total of 175,000 "about 40 percent of the total enrollme

nt "will participate

in one of the system's academic and recreational summer sc

hool programs. That compares with 151,000 in 1997 and 126,000 in 1996.

ddThis year, 83,773 students are enrolled in the district's 11 academic program

s, which include gifted, bilingual and special

education; a new "early interven

tion" program for 1st and 2nd grades; and "Making the Grade," a special course

for 3rd and 6th grade

retained students who are working to move back to their o

riginal levels.

ddAccording to Blondean Davis, the district's schools and regions chief, the di

strict is emphasizing summer school education because

of a growing feeling amon

g many educators nationwide that year-round school attendance provides students

with a better educational

foundation than the traditional 9-month programs.

dd"We're rapidly going in the direction of year-round education for the childre

n," Davis said. "Research tells us that when children

are out two or more weeks

there tends to be a fall-off. In order to maximum learning, it is important to

continue to provide intellectual

stimulation for the student and that is what

we're doing during the summer."

ddMandatory summer school was established under the administration that took ov

er in 1995, headed by schools chief Vallas.

Students who do not make a minimum reading and math score on the Iowa or TAP exams are required to attend summer school and repeat the tests at the end of the summer. If they still fail to make the score, pupils must repeat a grade.

ddWhile some students lamented and even feared the mandatory programs, others said they want to return to school.

ddCecilia Calcote, a 15-year-old student at King High School, 4445 S. Drexel Blvd., said she quickly decided to change her attitude about school after learning about her summer school requirement earlier this year.

dd"If I would have worked harder the first couple of marking periods, I wouldn't have to go. But instead I was playing," Calcote said. "But I learned from my mistakes.

dd"Next year, no playing. Next summer, no summer school."

ddn

Publication#W\ PP# 25. Boston Globe"Publication" #:\ PP#June 19, 1998

Headline#\ PP# Recommendations up for teacher dismissals Headline #:\ PP#

By Beth Daley, Globe Staff

ddTen of the Boston Public Schools' 4,600 teachers have been recommended for dismissal this year, the largest number in recent history, according to superintendent Thomas W. Payzant.

ddLast year, no teachers were recommended for dismissal; two were the previous year. Recommendations for dismissal usually result in resignations or firings, although a firing can be overturned through arbitration.

dd"This does, on the surface, appear to be a step forward," said Sam Tyler of the Municipal Research Bureau, a watchdog group.

"But this is an area that needs far more attention by the school department, to provide professional development and hold teachers accountable through performance evaluation."

ddSchool officials did not detail the reasons why the teachers were recommended by their principals for firing, and none has been let go yet.

ddPrior to this year, if teachers received an unsatisfactory evaluation, they could merely transfer to another school and the evaluation process would have to start again, according to the school department.

ddBut in the contract approved last year, the union and school department agreed that if a teacher received two poor evaluations during the school year - or a unsatisfactory evaluation at the end of the year - the teacher had to remain in their original school.

Then, the principal would continue the evaluation process, leading either to help for the teacher or a recommendation for dismissal.

n

Publication#W\ PP# 26. The Washington Post"Publication" #:\ PP# 06/19/98; Edition: FINAL; Section: Metro; Page D05

Headline#\ PP# Group Demands Resignation Of Alexandria Schools

ChiefHeadline #

:\ PP#

By Sylvia Moreno

Washington Post Staff Writer

The head of the Northern Virginia Urban League has demanded the resignation of Alexandria School Superintendent Herbert Berg over a proposal to unpair two elementary schools.

In a letter to Berg and the members of the School Board, George H. Lambert Jr

. said the proposal to unpair Maury and Lyles

Crouch elementary schools "withou

t the benefit of the African American community was a serious tactical error."

He called Berg's

recommendation "disrespectful and dismissive" of African Americans whose children represent the majority of students in the public schools.

Lambert said he was writing on behalf of the Alexandria Forum, a group of churches, individuals and organizations concerned

with issues affecting the city's

black community.

Berg said that he is not familiar with the Alexandria Forum but that he had h

ad 14 community meetings this spring, including

some with black residents, to d

iscuss the proposed redrawing of school attendance zones to be implemented in 2000. The unpairing

of Maury and Lyles Crouch, which were linked in 1973 for the

purposes of desegregation, would be considered as part of the larger

redistrict

ing plan, Berg said, "to allow all schools to be diverse."

"We will not allow any of our schools to end up . . . segregated," Berg said.

"We are in the business of integrating schools and

providing a rigorous, quali

ty public education for all children."

School Board Chairman Stephen J. Kenealy said the decision regarding the unpa

iring will be made by the board, not the

superintendent.

"They're certainly premature," Kenealy said of the Lambert letter. "If the bo

ard makes a decision that this group or any other does

or does not like, they u

ltimately have control at the ballot box."

Publication#W\ PP# 27. The Washington Post"Publication" #:\ PP# 06/19/98; Edi

tion: FINAL; Section: Metro; Page D05

Headline#\ PP# D.C. Schools Firing 400 EmployeesHeadline #:\ PP#

By Valerie Strauss

Washington Post Staff Writer

More than 400 D.C. public school employees are losing their jobs in a second round of a large reduction in force that has been

ordered throughout the 146-sch

ool system to help close a multimillion-dollar budget gap, school officials sai

d yesterday.

Layoff notices went out yesterday and more will be sent today to about 300 cu

stodial staff members and scores of people in other

departments, including 17 employees in personnel, 10 in mechanical operations, 11 in transportation, 32 computer lab aides and 8 library aides.

TD New Schools Superintendent Arlene Ackerman has already dismissed 175 out of 646 central administrators and staff to help close a \$62 million budget gap, which was discovered last spring and attributed, in part, to the presence of hundreds of extra people on the school system's payroll.

dd"There may be a third wave [of firings]," said new personnel chief Joe Castillo. "We are sensitive to this because it affects people and their families. It isn't done with any kind of satisfaction, believe me."

ddAnother school official, who asked not to be named, said the layoffs would help close the budget gap and also allow new managers to restructure many offices that have been largely dysfunctional for years.

ddThe D.C. financial control board gave the school system about \$34.6 million toward the shortfall, but school officials have had to find ways to make up the rest. Ackerman considered a range of controversial options, including raising class size and cutting the number of school counselors and librarians. But she decided to steer clear of money-saving measures that would directly affect classrooms and, instead, find other personnel trims.

ddEliminating the 300 custodial positions will save some \$8.25 million, according to school officials, who have also frozen most nonpersonnel spending and are taking other steps to close the deficit. School officials said they currently have more than 1,000 custodial employees and will have enough staff to clean schools after the 300 jobs are cut.

ddEmployees who receive notices of termination this week will be dismissed from their jobs immediately and given four weeks pay and benefits, officials said.

Another 16 attendance officers and 26 administrators will be notified that they are losing their positions, but they will be given other jobs in the system.

ddThere are also 110 teachers from around the city, mostly in secondary schools, who are being removed from their schools and placed elsewhere. This is part of an effort by Ackerman to enforce strict staffing guidelines at schools where she believes there are too many teachers for the number of students.

Publication#W\ PP# 28. The New York Times"Publication" #:\ PP# 06/19/98Section: Metropolitan Desk; Section A; Page 1, Column 1

Headline#\ PP# NEW YORK ENLISTS PRIVATE SCHOOLSHeadline #:\ PP# By SOMINI SENGUPTA

With less than three months left before 14,000 4-year-olds are supposed to begin new pre-kindergarten classes established by the

state, New York City's over-
crowded public school system is planning to enroll a third of those children in
private and parochial
preschools.

Unable to squeeze the preschoolers into public schools ripping at the seams,
officials expect to use public funds to educate about
5,000 children in private

schools. It is a rare example of the city's public school system relying on the
private sector for basic
academic services; the only precedents are smaller programs in counseling and tutoring.

The state law that established pre-kindergarten classes encouraged local school
districts to draw up contracts with private

preschools. The law requires each
district to devote at least 10 percent of its funds to contracts with private
agencies, and education

officials in Albany said the requirement was added because they knew many districts would be unable to find the space or the
qualified

teachers on their own. The private preschool industry, worried about losing business, also lobbied heavily in Albany.

When state lawmakers enacted the law establishing the \$500 million program last
summer, they allocated money for teachers and

aides, but none for construction,
despite the space problem.

Since then, translating the language of the law into reality has flummoxed school
officials across the state, especially in New York

City, which now expects

to be spending 35 percent of its state allocation for the program on private and
parochial schools.

Indeed, the story of pre-kindergarten in New York is emerging as the story of
good intentions crashing into difficult realities.

In some areas of the city, parents have been unable to submit applications for
their preschoolers because district officials have

not picked the private pre

schools they will use. Bathrooms and playgrounds are still being inspected, teacher
credentials reviewed

and classrooms observed. As school officials have discovered, conditions at private preschools vary widely. Dirty floors and a dearth

of books at a day care center on the ground floor of an East New York housing
project dismayed one superintendent, while the

emphasis on penmanship at a pre-
school in northern Queens troubled another district official, who considered the
school's approach too rigid.

And recently, a new complication was unearthed: When a Brooklyn superintendent
showed up to inspect a yeshiva, it was closed

for a religious holiday, revealing

the potential chaos that mismatched school calendars could create for working
parents.

Still, most educators unequivocally embrace the concept of preschool education,
not just in New York but around the country.

A survey taken last year by the

Children's Defense Fund, an advocacy group based in Washington, found that 21

states had increased financing of preschool programs, most of them intended for poor children. Last year, the New Jersey Legislature set aside \$125 million for pre-kindergarten classes in 125 of the state's poorest school districts. In Connecticut, lawmakers agreed last year to spend \$86 million over two years on pre-kindergarten classes in more than a dozen poor, mostly urban districts.

dd"Who can say anything bad about children having early-childhood education?" said Dr. Arthur Greenberg, the head of Community School District 25 in Flushing, Queens. "Is it well planned? No. I know a whole bunch of superintendents who would have liked more time to get this off the ground."

ddWhen the universal pre-kindergarten law was enacted a year ago, it drew bipartisan support from lawmakers, and got a strong boost from Lieut. Gov. Betsy McCaughey Ross. The program is voluntary for parents. New York City's Board of Education voted to require each of its 32 districts to provide the classes.

ddChampions of the program cited research pointing to the long-term benefits of early education. For instance, studies of Head Start, the federally financed pre-kindergarten program for poor children, showed that preschoolers enrolled in the program initially showed measurable improvements in health, school attendance and cognitive test scores. The gains in cognitive test scores, however, faded after a couple of years.

ddTo stretch its resources, New York City decided to establish half-day pre-kindergarten classes; a few other districts in the state are creating full-day programs. The program is financed with \$46 million in state funds for the 1998-99 school year, matched by \$5 million from the Board of Education. Unlike Head Start, which is limited to needy children, New York's pre-kindergarten program is available to children regardless of their family income, though in the first year only districts with the largest percentage of poor children "including all New York City districts" are eligible.

ddPrivate preschools that want contracts with the city school system must be licensed by the city, and they cannot offer religious instruction. Any parochial schools involved in the new program will, under the state law, have to scrub classroom walls of religious icons and agree to a secular curriculum.

ddGiven the stipulations, several private agencies, including schools run by the Roman Catholic Archdiocese of New York, have passed up the offer.

dd"We are in the business of religious education," said Dr. Catherine Hickey, superintendent of schools for the archdiocese, which has more than 6,000 children in pre-kindergarten classes. "We probably would not sacrifice one of our o

wn religious early-childhood programs for the sake of secular programs." ddThe privatization issue has not drawn opposition from the teachers' union. An estimated 225 teachers will be hired to instruct children in pre-kindergarten.

dd"Obviously, I would prefer it in the public schools," said Ronald C. Jones, the United Federation of Teachers vice president for elementary schools. "Until we get to that nirvana, I don't think we should deprive these kids of pre-K."

ddThe New York Civil Liberties Union has pledged to watch closely as the arrangement is carried out.

ddAlthough enrollment is optional for parents, each of the city's school districts will be required to accommodate 16 percent of their estimated population of

4-year-olds, or a citywide total of 14,000 children. Five of the most overcrowded districts have yet to find room in their buildings or in private preschools

to accommodate their share of pre-kindergartners in the fall, though Board of Education officials say they are optimistic that room will be found soon.

ddThose five are District 6 in upper Manhattan, Districts 9 and 11 in the Bronx and Districts 24 and 29 in Queens.

ddMost districts are selecting students either by lottery or on a first-come-first-served basis. The state law mandates that districts gradually expand the number

of slots so that by fall 2002, any 4-year-old can enroll in a pre-kindergarten class. But accommodating all children whose parents want them in the program by 2002 is likely to be a formidable challenge, given the lack of new schools

and parallel state legislation requiring cuts in class size beginning in fall 1999.

ddFor pre-kindergarten alone, 30,000 seats, or 1,750 classrooms, would have to be built or found by 2002, according to estimates by the Board of Education. To

reduce class size, 45,552 more seats "more than 2,000 classrooms" would be required. The board

plans to open schools with 16,000 to 18,000 seats, according to the School Construction Authority.

dd"The facilities part is a major factor that has been overlooked," said J.D. LaRock, a board spokesman.

ddDistrict 19 in eastern Brooklyn, for example, has little room for pre-kindergarten in its Cypress Hills neighborhood, the densely populated northern part of

the district where schools are already so crowded that kindergartners are bused to Starrett City, several miles south.

ddTouring his district and looking for pre-kindergarten space the other day, Superintendent Robert E. Riccobono said he wondered whether parents in Cypress Hills

would shepherd their children to the southern end of the district, where there is ample space for pre-kindergarten: Within a two-block radius in Starrett

City, he had found a public school that could house a couple of pre-kindergarten classes, as well as a yeshiva and a secular preschool. But space is not the sole concern. Although licensed private preschools, like the public schools, have state-certified early-childhood teachers, there is a great variety in the conditions and philosophy of each preschool. On a tour the other day, Mr. Riccobono found one preschool, on the ground floor of a housing project in the East New York section of Brooklyn, practically devoid of books and instructional supplies and floors that needed a thorough cleaning. Still, he chose the preschool after concluding that the problems were easily fixable.

"Don't forget, we are responsible," Mr. Riccobono said. "It's not comfortable to be responsible for something you can't control."

Around the state, 124 of about 700 school districts "those with the largest share of poor children" are eligible in the first year, and of those, 80 are participating. School districts will be phased in based on their percentage of poor children, and by the fourth year, all districts will be eligible.

Other districts are also facing problems implementing the program. In small, growing cities like Gloversville, west of Albany, school officials are having trouble finding enough school buildings or licensed day care centers to accommodate the rising student enrollment, state education officials said. In East Aurora, in western New York, school districts are negotiating with a mammoth day care center run by the toy company Fisher Price. Several cities are looking for empty rooms in state buildings.

In New York City, the demand for the state-financed pre-kindergarten classes is hard to gauge, though it is well known that the day-care crunch is particularly intense for the city's working poor: There are 36,000 children on a waiting list for city-subsidized day care slots.

Publication#W\ PP# 29. Chicago Tribune"Publication" #:\ PP# 06/18/98; Edition : NORTH SPORTS FINAL; N; Section: METRO CHICAGO; Page 6

Headline#\ PP# CITY SCHOOLS MAKE SAFETY SUMMER GOALHeadline #:\ PP# BY Janita Poe Tribune Education Writer. Chicago Public Schools chief Paul Vallas said Wednesday that he plans to "step up" safety for the city's youth this summer by spending \$1.1 million on a series of safety programs designed to reduce gang and other violence by developing safe activities for children.

During a news conference at the Jenner Elementary School at 1009 N. Cleveland Ave., Vallas said the school district will work with police, officials of the city, library system and Park District, as well as ministerial and community le

aders to implement a new
10-point safety program, known as Safe Schools, Safe N
eighborhoods, that will begin next week and run through Oct. 1.
ddVallas said programs were prompted by the large number of incidents involving
violence and minors in previous summers. The
district should play a larger rol
e in monitoring the safety of its 430,000 students, including 175,000 who are s
cheduled to begin
summer school on Tuesday, he said.
ddLast year the district spent about \$600,000 on summer safety programs, althou
gh most of the funding was used to pay for security
officers at the schools.
ddPlans for this year's program include: a series of community forums on violen
ce; courses for parents on conflict resolution, crisis
intervention and violenc
e prevention; a violence-prevention video distributed to all 559 schools; a ser
ies of anti-violence marches
organized by church groups across the city; the ex
pansion of the parent patrol truancy officers when school resumes; safety proje
cts
developed by community organizations; and the hiring of 100 "facilitators"
to work in various communities to prevent violence.
ddPolice Supt. Terry Hillard said at the same news conference that the city's c
urfew law covering those 16 and under will be strictly
enforced this summer.
ddThe law requires children under 17 who are not accompanied by a parent, guard
ian or other responsible adult to be off the streets
between 10:30 p.m. and 6 a
.m. during the week and 11:30 p.m. and 6 a.m. on weekends. Exceptions are made
for those who are
working or going to an adult-supervised activity sponsored by
school, church or civic organizations.n

Publication#W\ PP# 30. Eugene Register-Guard"Publication" #:\ PP# 06/18/98
Headline#\ PP# Attack School Violence at Roots, Oregon Governor
SaysHeadline
#:\ PP#

By Harry Esteve
ddSPRINGFIELD, Ill."Jun. 18"Don't turn schools into fortresses with armed guard
s and metal detectors, local educators and
community leaders told Gov. John Kit
zhaber at a meeting Tuesday.
ddInstead, make it easier for teachers and counselors to report on students who
seem to pose a risk for violence, and then make sure
there's a place for those
students to go for help if they're expelled.
dd"If a kid is kicked out, he needs a place to go," said U.S. District Judge An
n Aiken, a former juvenile court judge for Lane County.
"As it turns out, we're
releasing them to the community, and they're like little matches waiting to be
lit."
ddThose were some of the suggestions made at a freewheeling, 1-hour session to
brainstorm solutions that would prevent the kind
of violence that struck Thurst

on High School last month.

ddAttended by 75 students, teachers, school board members, city councilors and others invited to the meeting, the ideas ranged from passing stricter gun control laws to funneling next year's surplus income tax "kicker" checks into early intervention services.

ddKitzhaber said he will incorporate the comments into a \$30 million juvenile crime prevention package he wants to present to the 1999

Legislature. He said the package

will be a centerpiece of his re-election campaign

ddIn his opening remarks, Kitzhaber made it clear that he was personally shaken by the events at Thurston, in which two students

were killed and many others were

wounded when a 15-year-old freshman fired 51 bullets into a crowded cafeteria.

ddThe suspect, Kip Kinkel, also has been charged with killing his mother and father.

dd"The thing that scares me the most about being a new father is sending my son into that environment," said Kitzhaber, whose son,

Logan, is almost 8 months old.

dd.

ddKitzhaber, a former Eugene resident, recalled his days as a student at South

Eugene High School in the 1960s and noted how the

kind and amount of violence has

escalated in recent years.

dd"There was a group that used to hang out after school and smoke cigarettes, but no one thought someone was going to pull out

a 9 mm pistol," Kitzhaber said.

"Or we might go to a close game at North Eugene High School, and someone might hit you with a

fist after the game. But no one shot anyone."

ddKitzhaber, a frequent critic of Measure 11, which set longer, mandatory prison sentences for violent criminals, said the recent

emphasis on punishment has

thrown the state's justice system out of kilter.

dd"We have fallen down on the prevention side," Kitzhaber said. State money has been channeled away from social service programs

designed to help "at-risk" children

and adults and funneled into prison construction.

ddHe said he wanted to focus the Legislature's attention on the roots of juvenile violence.

ddThose who attended Tuesday's forum at Agnes Stewart Middle School appeared to agree.

ddMany of the proposals centered on increased efforts to intervene in the lives of children and parents who show signs of

dysfunction.

ddAnd teachers said they should be freed to report on students who make threats of violence, write papers that demonstrate a

potential danger to other students

or who otherwise appear to be a risk.

ddRachael Beckley-Rich, a teacher at Thurston, called for "required intervention" for students who might pose a danger to other students or teachers.

ddShe said the state should set up some kind of centralized record-keeping to track students who have made threats.

ddLane County Commissioner Ellie Dumdi said privacy laws can create a "communication barrier" that prevents schools from knowing which students may be at risk for violence.

dd"There's no communication between private counselors and schools," Dumdi said. "We have to break down the barriers" and let the communication flow.

ddThurston Principal Larry Bentz drew one of the biggest rounds of applause when he urged against an overreaction on school security.

dd"We should not turn our school into a fort," Bentz said. "We should not have metal detectors. It isn't an atmosphere I want my children to go to school in."

ddIn the days after the Thurston shootings, there were a number of suggestions from experts that the only way to prevent another tragedy was to treat schools like airports, including guards, searches and sanctions for even joking about violence.

ddBentz's comments were seconded by some students who attended the meeting.

ddDonnie Dahl, who will be a senior at Thurston in the fall, suggested removing the police officers that patrol the campus and replacing them with adult volunteers, who could cover more of the school grounds.

ddAnd he suggested forming peer counseling groups that could work with students who have been making jokes about violent acts.

dd"The group could intervene before he makes these jokes a reality," Dahl said.

ddDahl urged parents, business leaders and other adults to simply spend more time inside their neighborhood schools.

dd"Just make time for kids," he said. "You adults are who we look up to. A little time from you would be great."

ddKitzhaber said he hopes to have better success in the upcoming legislative session with a juvenile crime package than he did last year. He said the Thurston

tragedy may inspire lawmakers to provide more funding for prevention and intervention programs.

dd"What this really was, was a wake-up call of a very serious problem," Kitzhaber said.

dd"

ddVisit The Register-Guard, Eugene, Ore., on the World Wide Web at <http://www.registerguard.com>

dd"

Publication#W\ PP# 31. Newsday"Publication" #:\ PP# 06/18/98; Edition: QUEENS
; Section: NEWS; Page A34

Headline#\ PP# Unified Special Ed Approved Headline #:\ PP#Subhead#[\ PP# Local districts to take control

Subhead#:\ PP# By Rose Kim. STAFF WRITER

The Board of Education yesterday unanimously supported a mayoral task force's recommendation to place special education students under the control of local school districts.

ddSchools Chancellor Rudy Crew, a member of the mayoral task force on special education, said a unified system would enhance the performance of special education students.

dd"The way it was essentially allowed for the treatment of children with special needs and children with general needs to be viewed as a dual system," Crew said. "I want that bifurcated system to be merged into one system."

ddThe task force's recommendations, introduced earlier this month, would move large numbers of students from special education to regular classrooms in the next two years and would speed up the evaluation process.

ddThe plan, however, does not affect the 16,000 most severely emotionally and physically disabled students who attend classes in a separate school district, District 75.

ddDespite the board's full support, nearly a dozen parents and educators spoke against the resolution, criticizing the board for lacking a detailed plan and for failing to consult parents.

dd"Our major concern is that they're looking to implement it without a plan," said Ed Leahy, the president of New York United Special Education Parents.

ddLuis Reyes, the Manhattan board representative, however, praised the change as "a necessary reform" that would revolutionize special education.

ddFurther reforms were needed, Reyes said. Statistics indicated that children classified as having Limited English Proficiency (LEP) were referred to special education at a rate of 2 1/2 times greater than non-LEP students, Reyes said.

ddDonald Singer, president of the Council of Supervisors and Administrators, said the principals' union supported the change, but had reservations about other

mayoral recommendations, such as using private firms, instead of teams of board teachers and psychologists to evaluate students.

ddA privatization plan has not been worked out, Board of Education officials said.

Publication#W\ PP# 32. Orlando Sentinel"Publication" #:\ PP# 06/18/98; Edition: CENTRAL FLORIDA; Section: LOCAL & STATE; Page D3

Headline#\ PP# SHOULD MOM'S ILLS GET CHILD EXPELLED?Headline #:\ PP# TAMPA - When a disabled mother missed too many parent-teacher meetings because of her illness, her 5-year-old son was expelled from kindergarten.

ddOn Wednesday, a federal jury began deliberating whether the Pinellas County School Board discriminated against Reba Alexander or violated the Americans with Disabilities Act.

ddHad Alexander left the hospital for an early March meeting, "It would have been akin to signing her own death certificate," attorney Lydia Castle said Wednesday.

ddAlexander missed three PTA meetings. By missing a third meeting, she violated

a written contract with Pasadena Fundamental Elementary School.

ddThe contract allowed her to miss two PTA meetings with no stand-in or four provided she sent someone in her place during the first two absences. But she had

no stand-in, and her child was expelled after the third absence.

ddGabriel was expelled in 1996. He was sad and depressed, and he continues to ask why he can't return to the school, she said.

ddCastle said every parent is allowed to miss two meetings at the school, known for its strict, back-to-basics style. The third miss was only because Alexander

was hospitalized with complications from dialysis.

ddOscar Blasingame, School Board attorney, said Alexander knew she couldn't miss so many PTA meetings when she enrolled

Gabriel at the school.

ddFurthermore, the School Board provided an intervention committee and another appeals group.

dd"She wants an exception - not an accommodation," Blasingame said. Had she found one person to sit in on PTA meetings during

her absence, "we would not be here

today and Gabriel would be in Pasadena Fundamental School." SEQN: 81680844n

Publication#W\ PP# 33. The Hartford Courant"Publication" #:\ PP# 06/18/98; Edition: STATEWIDE; Section: MAIN (A); Page A10

Headline#\ PP# STATE APPROVES SEX EDUCATION GUIDELINESHeadline #:\ PP#Subhead

#[\ PP# SOME CHILDREN MAY BE EXCLUDED

Subhead#:\ PP# By RICK GREEN; Courant Staff Writer

The State Board of Education Wednesday ended months of wrangling over how to touch each some aspects of sex education, approving

new guidelines that urge instruct

ion about puberty, AIDS and postponing sexual activity, among other topics.

ddThe board gave unanimous approval for guidelines that school districts may use when assembling a health and sex education

curriculum. The board action came

after numerous revisions, months of meetings and controversy over explicit language. A detailed

guidebook, based on the framework approved Wednesday, will be developed in coming months. The state does not mandate a specific

health or sex

education curriculum; it is up to each school district to adopt a specific plan.

ddAcknowledging that it is not possible to have everyone agree on a topic like how to teach children about human sexuality, state

Commissioner of Education Th

odore S. Sergi said the new guidelines represent "the best advice" possible.

dd"We have strived to make very clear the parental right to exclude their children," he said. Critics have said school districts do not

do enough to inform pa

rents of their right to keep their children out of sex education classes.

ddState law provides the right to allow parents to exempt their children from classes covering sex education-related topics. In many

school systems this already

occurs, with parents required to sign permission slips before lessons covering

ng human development and sexuality are covered.

ddDespite board agreement, there were some who still saw danger in the new standards, particularly regarding teaching children not to discriminate. A group of

parents who spoke at the meeting said this will lead to teaching children about alternative lifestyles.dd"It is being presented under the guise of teaching respect for others," said Patricia Roberts, a Manchester parent. "It will put the

heterosexual family and the married family as one of many options."

ddThe new curriculum guidelines make no mention about alternative lifestyles, stating only that schools may want to "use a variety of strategies to demonstrate

respect and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin or sexual orientation."

Publication#W\ PP# 34. Worcester (Mass.)Telegram & Gazette "Publication" #:\ PP# 06/17/98; Edition: ALL; Section: LOCAL NEWS; Page B8

Headline#\ PP# Kerry seeks changes in U.S. public schoolsHeadline #:\ PP# BOSTON - U.S. Sen. John Kerry called yesterday for changes in U.S. public schools, including measures that would make it easier to fire bad teachers.

ddKerry, D-Mass., who is mulling a run for president, said bureaucracy built up over decades needs to be swept away if public schools are going to survive.

dd"We are now only tinkering at edges carefully circumscribed by political timidity and powerful interest groups," Kerry said in a speech at Northeastern University.

ddKerry called for principals and superintendents to have greater powers to hire and fire, better pay for teachers and changes in teacher certification to allow more people who have liberal arts degrees to teach, rather than limiting teachers to those who have majored in education.

ddHe also recommended tenure be replaced with a fair dismissal policy, which would protect teachers from "capricious political" firings while allowing for the removal of unqualified or "burnt-out" teachers.

dd"No teacher should have a lock on any job and it should not take tens of thousands of dollars and years in the court to let go a teacher who will not or can not help our kids succeed," he said.

ddKerry also called for an unspecified amount of emergency matching grants to help poorer school districts where funding is lagging behind richer communities.

dd"It is in the interests of all Americans to do so. Otherwise, we'll keep the status quo alive," he said.

ddThe Massachusetts Teachers Association, which has supported Kerry in previous elections, appears ready to back his bid for the

White House.

ddMTA President Stephen E. Gorrie said the state's largest teachers union agrees with Kerry on most issues raised in his speech, though he said Kerry "was playing to a national audience rather than a Massachusetts audience."
dd"As Sen. Kerry moves forward with making his education initiatives more concrete, we look forward to working with him to develop and promote specific plans to improve quality of public education in this country," Gorrie said.
ddThe MTA came down on Kerry's side on the most controversial issue of the speech - tenure. Conservatives have railed against the academic system of protecting tenured teachers from getting fired.
ddGorrie said the MTA agrees with Kerry that tenure should not be used to protect incompetent teachers.
dd"In 1993, Massachusetts replaced its old tenure law with a due process system that is fairer, more efficient and less expensive than the old system," Gorrie said. "We believe that the new system is working well."
Timothy J. Connolly of the Telegram & Gazette staff contributed to this report
.n

Publication#W\ PP# 35. Worcester (Mass.)Telegram & Gazette "Publication" #:\ PP# 06/18/98; Edition: EAST; Section: LOCAL NEWS; Page B1

Headline#\ PP# Principal promises open-door policyHeadline #:\ PP#
By Shaun Sutner;
Telegram & Gazette Staff

NORTHBORO - His office door will be open.
ddThat's the pledge of Edward J. Gallagher III, the new principal of Algonquin Regional High School.
ddSuperintendent Robert E. Melican appointed Gallagher Monday to succeed Romeo Marquis, who announced his resignation last October after four years as principal.

ddFor the last five years, Gallagher, 50, has been principal of Mascoma Valley Regional High School in Canaan, N.H., which, with 475 students, is about half the size of Algonquin.

OPEN-DOOR POLICY

ddGallagher said he plans to continue the same open-door policy he maintained at the New Hampshire high school.
dd"I want to be accessible to everybody," said Gallagher, who goes by the name "Ned." "My door will pretty much be always open to kids, parents, teachers and community people."
ddGallagher hopes to be on the job by sometime next month. He is now negotiating his last day in New Hampshire. At first, he said he will likely rent a home here. His family, wife Ginny, and children, Colin, 15, and Shay, 12, probably will follow later, he said.
ddHe said he initially wants to get to know people and get a grasp of the issues.
dd"I want to learn the lay of the land and accommodate the concerns of the community and build up a base of information," he said.

"My first goal is to get people to know me."

Long term, Gallagher will have to deal with the growth of Algonquin, which has about 850 students but is expected to grow dramatically. Various proposals are now being developed to expand and renovate the school.

"It's an exciting time. I'm thrilled to be going there," said Gallagher, who already went through a school expansion when he was assistant principal and interim principal of a junior-senior high school in Conway, N.H., in the late 1980s and early 1990s.

Keith Pfeifer, the new superintendent of the Berlin-Boylston Regional School District, was Gallagher's boss when he was superintendent of the Mascoma Valley Regional School District.

EXCELLENT CHOICE

Pfeifer said Gallagher is an excellent choice to head the school, considered one of the better public high schools in Central Massachusetts.

"He's a very hard-working, quality person," Pfeifer said. "He's very knowledgeable about curriculum and secondary instruction.

He's very well-versed, and he

's an eager learner and he listens well."

Gallagher, a Quincy native, spent three years of his childhood in Shrewsbury.

He began his career as an English teacher for 10 years at Masconomet Regional Junior-Senior High School in Topsfield, where he also coached varsity tennis and

alpine skiing and junior varsity girl's soccer.

In his spare time, Gallagher enjoys playing recreational hockey and watching his son and daughter participate in sports and activities.

Publication#W\ PP# 36. The Kansas City Star"Publication" #: \ PP# 06/18/98; Edition: METROPOLITAN; Section: ZONE/BLUE SPRINGS; Page 2

Headline#\ PP# Schoolhouse idea a winnerHeadline #: \ PP#

By Yael T. Abouhalkah

The one-room schoolhouses that used to serve the Blue Springs area may have renewed life if a group of dedicated residents have their way.

Superintendent Charles McGraw and many other supporters of education are behind a project to build a replica of a one-room schoolhouse near the district offices on Vesper Street.

This is a sound idea with the potential to deliver valuable history lessons for district students and patrons.

The new building could serve as a reminder of what going to school was like in the latter part of the 19th century and into the 20th century.

The schoolhouse particularly could be interesting for today's students, who could find out how education was delivered when what is now the Blue Springs district consisted mostly of one-room schoolhouses.

ddFormerly, a teacher - or sometimes more than one teacher - had to attend to the academic needs of students who varied widely in age, possibly from kindergarten through high school.

ddThe district now serves about 13,000 students.

ddPlans call for the schoolhouse to be built by the district's high school construction department. Historical material about the district will be placed in the building. So will other memorabilia, such as yearbooks.

ddInterested residents have raised about \$30,000 to pay for the project.

ddAlso, the 1949 high school graduation class, celebrating its 50th anniversary next year, has agreed to help complete the schoolhouse.

ddThis small but dedicated band of people may get one of the first chances to tour the building, which is scheduled for completion in 1999.

ddThe one-room schoolhouse in Blue Springs is the kind of history project that could have real value, not only for the people putting it together but also for those who will get the opportunity to see how small schoolhouses were used in educating previous generations of Americans.

ddEditorials are written by members of the Editorial Board of The Star.
Publication#W\ PP# 37. The Tampa Tribune"Publication" #: \ PP# 06/17/98; Edition: FINAL; Section: FLORIDA/METRO; Page 6

Headline#\ PP# No more specially assigned students for crowded schoolsHeadline
#:\ PP#

By GARY SPROTT
of The Tampa Tribune

TAMPA - Hillsborough County public schools designated as critically overcrowded won't accept students on special assignments, the school board said Tuesday.

ddThe 51 schools are projected to have enrollments 120 percent or higher than their building capacity when the school year begins in August, officials say.

ddSpecial assignments allow students to attend schools outside their attendance boundaries for reasons like needing after-school care.

ddAnother 24 schools will restrict special assignments to limited reasons such as medical hardship. Enrollment at those schools is expected to be 110 percent to 119 percent higher than capacity.

dd"It's not something we want to do," board member Carol Kurdell said. "But it's an absolutely essential thing that we have to do."

ddThe policy got its first test a few minutes later when a parent, citing a need for after-school care, asked that her daughter get a special assignment to Walker Middle.

Officials say the school will have about 1,840 students, almost twice its capacity, making it the county's most crowded.

ddThe board unanimously rejected the request.

ddIn other action, the board:

ddApproved a batch of administrative transfers effective July 1.
ddLee Cheshire, Coleman Middle principal, will be principal of Dorothy Thomas A
lternative School. Jerry Jackson, Adams Middle
principal, will be Coleman princ
ipal. Lynn Wade, Northwest Elementary principal, will be Adams principal. James
T. Stewart, Hill
Middle principal, will be Tomlin Middle principal. Walt Shaff
ner, Tomlin principal, will be Burnett Middle principal. Jackie Heard,
Burnett
principal, will be on special assignment, assisting new principals.
ddAppointed Brenda Griffin principal of Foster Elementary. She was assistant pr
incipal at West Tampa Elementary.
ddApproved expanding a policy allowing the sale of advertising signs at high sc
hool athletic facilities to include football stadiums.
ddApproved contracts with two new charter schools, Back-to-Basics Charter Schoo
l Foundation Inc. and Tampa United Methodist
Centers Academy.n

Publication#W\ PP# 38. The Hartford Courant"Publication" #:\ PP# 06/17/98; Ed
ition: STATEWIDE; Section: MAIN (A); Page A12

Headline#\ PP# CLINTON ORDERS REPORT ON OFFICERS FOR
SCHOOLSHeadline #:\ PP#
By DAVID LIGHTMAN;
Washington Bureau Chief

President Clinton on Tuesday ordered a report on ways to put more law enforce
ment officers into the nation's schools by the start
of the next school year, i
n the wake of recent shootings.

ddSpeaking at a White House East Room ceremony at which he signed two crime- re
lated bills into law, Clinton also urged Congress
to pass legislation sponsored
by Rep. James H. Maloney, D-5th District, to create a network of "school resou
rce officers."

dd"I urge Congress to pass his bill as a back-to-school special for America's c
hildren," Clinton said.

ddSenate Judiciary Committee Chairman Orrin Hatch, R-Utah, who was at the cerem
ony, said he saw no opposition to the Maloney
plan.

dd"We all realize we're in a different world and we're all sympathetic," Hatch
said. "We have to do anything we can to protect these
kids."

ddShootings and killings have plagued schools this year from coast to coast. Th
is week, a 14-year-old boy shot and wounded a
teacher and a volunteer at a scho
ol in Richmond, Va.

ddSchool resource officers would be funded through money available from Clinton
's program to put 100,000 new police officers
on the streets by 2000. That mone
y would be shifted from community police operations so it could be used to pay
for officers who
work only in schools.

ddCommunities can do that now, anyway, but the Maloney approach would make it e
asier to do so.

ddClinton went a step further Tuesday, ordering Attorney General Janet Reno and Secretary of Education Richard W. Riley to report back to him "with a plan to ensure that {police} funding is available to bring community police officers to all interested schools."

ddMaloney's resource officers would have several duties, including addressing crime programs, developing crime prevention strategies, training students in conflict resolution and helping create or refine school policies on violence.ddAt the bill-signing ceremony, Clinton approved legislation that will provide \$75 million in grants to help state and local governments defray the costs of providing bulletproof vests to officers.

ddMany officers now have to pay for such vests with their own funds.

ddSen. Christopher J. Dodd, D-Conn., a bill cosponsor, said Connecticut could get at least \$562,500 of this money.

ddClinton on Tuesday also signed a bill that guarantees money will be available to help pay for counseling programs to aid families of officers who die in the line of duty.n

Publication#W\ PP# 39. Raleigh News & Observer"Publication" #:\ PP#June 18, 1998

Headline#\ PP# Schools' strategy revisited Headline #:\ PP#Subhead#[\ PP# During its two-day retreat, the school board touches on the tender subject of deciding how to match need and money.Subhead#:\ PP# By MICHELE KURTZ, Staff Writer

ddDURHAM " School leaders this week revived a thorny debate about which schools deserve the most money " an issue that could change the way Durham's schools are financed and spark widespread disagreement during the next year.

ddThe debate centers on two key questions:

ddShould schools with high numbers of students who live in poverty, and schools where most students struggle academically, get the most money?

dd And, what, if anything, would other schools lose in the equation?

ddDuring a two-day retreat this week, Durham school board members agreed to tackle those questions in coming months. And they pledged to put extra resources in schools with the most needs.

ddBut deciding how to do that won't be easy. "It's still a battle on the board on where the resources should go," school board member Mozell Robinson said.

ddRobinson led the charge to try to pump more money and teaching positions into a handful of schools that have the most students who aren't performing on grade level.

ddSome other board members questioned that approach, maintaining that the money should follow the neediest children, no matter where they attend school. "Does it give them less of a chance because of where they live?" board member Gail

Heath asked.

Factors such as poverty and student performance already play a part in school budgets. Schools with high percentages of students on free or reduced-cost lunches, for instance, qualify for extra federal money. And the school system takes into account a school's test scores in distributing money for remediation.

But some school officials say the system hasn't divvied up all the money in a consistent way. They hope to develop a formula that takes into account certain

variables and use it to determine how much money to give each school.

For starters, the school system might use that approach to dole out money to expand an early literacy initiative. The school board

is waiting to hear whether

the county Board of Commissioners will allocate nearly \$1 million for that project, which would pay for

extra teachers at every elementary school.

If the system doesn't get the full amount, board members agreed Wednesday that Superintendent Ann Denlinger would readjust

the plan and give money to school

s based on the number of students who aren't performing at grade level.

The idea could have its problems. "Eventually, you run the risk of rewarding failure," said board member Phillis Scott, who

supported giving more money to

schools with kids living in poverty. She also said the board could consider factors such as a school's

share of students who have special needs.

Some suggested that low-performing schools would not get the extra money forever, but for a given time period. Later, other

needy schools would cash in on the

additional money.

The idea might not be the most popular. Parents at some schools were heartened

last year to hear the board adopt a new vision

for the system, which shifted

the schools' focus from boosting low-performing students to ensuring every student learns at his highest

potential.

And meanwhile, parents at other schools are likely to object to such an allocation formula. Board members said Wednesday that

they don't want to sacrifice

learning among students at the top.

But board members said they have a lot of hard budget work ahead before they explore the issue much more.

"In the community, there is so much suspicion about the way we use our money that I would like to put that to rest," Heath said.

"I'm just tired of that mistrust."

The board this year has faced its most intense scrutiny from county commissioners about the system's budget. Some of the

criticism followed a revelation that

in spring that the system had failed to use about \$1 million in state money to which it was entitled

last year.

Publication#W\ PP# 40. (University of Virginia) Cavalier Daily"Publication" #:

\ PP#June 18, 1998

Headline#\ PP# Schools target student press Headline #:\ PP#

By Meg Scheu

dd(U-WIRE) CHARLOTTESVILLE, Va. " With the recent alcohol related deaths occur
ing at MIT and LSU, as well as the

University and Virginia Tech, institutions of

higher education are looking into ways to change the culture of binge drinking
on

campus. To help combat the problem, schools are focussing on student public
ations and their roles in promoting abusive drinking.

ddRecommendations presented to University President John Casteen, III from the
University-Wide Task Force on Alcohol Abuse

address the "importance of making b

etter use of the media for informing the University community about alcohol pol
icy and

programs, countering pro-alcohol media and social marketing."

ddDean of Students Robert T. Canevari said "in terms of photos and text The Cav
alier Daily is not part of a significant problem,"

but because of time restrain

ts the committee was unable to wholly address publications at the University.

ddCanevari said the University yearbook, Corks & Curls, had informed him in a l
etter that they were willing to cut back on pictures

and text focusing on alcoh

ol and parties.

ddMatthew Sullivan, co-ordinator of substance abuse programs at the Unversity o
f North Carolina, Chapel Hill, said the main

problem with its student newspaper

, The Daily Tar Heel is the alcohol related advertisements.

dd"The Daily Tar Heel is evenly manored in reporting alcohol related incidents,

and they do play a major role " the problem is

with advertising " should the

y be allowed advertising that promotes alcohol abuse?" Sullivan said.

ddSullivan said the UNC cannot regulate the advertisements of the newspaper bec
ause it is not funded by the university, but "those

advertisements affect stude

nts."

ddSullivan said about 75 percent of the UNC student body is under 21, the legal
drinking age.

dd"If bars are advertising to a population that is mostly under-age, they must
be getting" business out of it, he said.

ddSullivan said if the newspaper did promote drinking in a way that glamorized
alcohol abuse, "we'd have an editorial response,

even though we can't regulate

them."

ddSullivan added the biggest problem is the perception students have, and that

"they think more drinking is going on than actually

is," and "want to live up t

o that idea."

ddTom Romanin, associate vice president for educational and students services a
t the University of Northern Iowa, agreed saying

"students see drinking portray

ed as the norm and think they should be drinking."

ddThe University of Northern Iowa's student newspaper, The Nothern Iowan, chang

ed its advertising policies as well as its content.
ddRomanin said newspapers can influence students through advertising, but also through opinion columns.
dd"A columnist can do a lot of damage in a hurry by writing a column about how its fun to get drunk on the weekend " we've had controversy with colomnists," he said.

ddPreviously, the student newspaper was allowed to print alcohol prices of the local bars in the advertisements. Now, they still run the ads but are unable to publish drink prices.

dd"A lot of advertising money comes from bars " we now just can't publish the price of drinks," The Northern Iowan student managing editor Jennifer Koppes said.

ddThe Northern Iowan secures 80 percent of its budget from advertisements; however, UNI pays printing fees through its student activities fund.

ddKoppes added the administration does not use the money as leverage to control newspaper content but that they initially felt pressure from UNI to not promote drinking.

dd"They didn't blame the paper solely but said that the newspaper had a hand in that by not urging people to not drink," Koppes said.

"The administration said we had too many bar ads " we didn't, the bar ads were less than 50 percent of our advertising."

ddKoppes said there have been no students complaints, but felt the paper should not have to change its policies.

dd"I really don't think by having bar ads we are pushing drinking," she said. "People will do what they want."

ddAt Penn State University Cathleen Matason, Chairwoman for the Commission for Prevention of Alcohol and Other Drug Abuse, said the student newspaper, The Daily Collegian used to publish drink prices also but is no longer able to do so.

dd"They can't publish ads with prices," Matason said. "We had some reaction to 'there is not to be advertising of alcohol' " the student reaction on the newspaper felt it was a violation of free speech."

ddMatason said the students felt it was their right to know about prices, and "that it was important to know."

Publication#W\ PP# 41. Boston Globe"Publication" #: \ PP#June 18, 1998

Headline#\ PP# School panel mulls promotion policy Headline #:\ PP#Subhead#[\ PP# May mean more in summer schoolSubhead#:\ PP#

By Beth Daley, Globe Staff

ddAs many as 50 percent of third-, fifth-, and eighth-graders in Boston public schools could be forced to go to summer school next year if a strict new promotion policy goes into effect, the School Committee learned last night.

ddThe school department released statistics that calculated how many students would be eligible for a six-week mandatory summer school, based on 1997 statistics

cs.

ddThe School Committee is to vote on the proposal Wednesday despite pleas by parents to hold more discussions on the matter. Last night School Superintendent Thomas Payzant said discussion on the policy - and the larger school reform efforts it touches on - could be discussed for years without a decision.

ddAccording to the policy, students who don't pass summer school could be retained or put in special transition classes, although it was unclear last night when that would begin. Anywhere from 5,323 to 7,655 students in grades 3, 5, and 8, - 37 to 53 percent - could be made to attend summer school.

ddThe policy also calls for stricter attendance guidelines, early literacy programs, citywide standardized tests used for promotion, and the creation of an alternative diploma program for students who are more than two years behind their peers. A separate school for students not literate in any language was removed from the proposal last night. School officials last night estimated the cost of the program over the next three years to be \$5 million to \$6 million.

ddIn other action at last night's meeting:

ddPayzant announced that a proposed alternative middle school for academically struggling students would not open in September.

Payzant came under fire in recent weeks because the creation of the school came at the expense of a popular short-term counseling center for troubled students. Last night, Payzant said he would try to find a way during the next school year to fund both.

ddThe School Committee approved a 10 percent, or \$4.78 million, increase for student busing next year. Only one company, Laidlaw, bid for the contract. School

Committee members said they were displeased by the increase in the now \$44 million budget, and would research ways to have more competition.

ddEdward Doherty, president of the Boston Teachers Union, told the committee it was "critical" they do something about disruptive students in middle and high schools who are making it impossible for other students to learn. The School Department is in the midst of a massive effort to overhaul how their troubled district high schools operate.

Publication#W\ PP# 42. Chicago SunTimes"Publication" #:\ PP#June 18, 1998

Headline#\ PP# 15 schools on panel's list for staff shakeup Headline #:\ PP#
BY ROSALIND ROSSI
EDUCATION REPORTER

ddFifteen poorly performing Chicago public schools should face reconstitution shakeups, an advisory council recommended Wednesday, but school officials said the next time they reconstitute, schools could be shut for as long as a year.

ddAlthough the Chicago Schools Academic Accountability Council recommended that

nine high schools and six elementary schools be considered for the system's most serious sanction, Vallas said the system wants to wait another year before it reconstitutes, and may consider both less-serious and more-serious forms of reconstitution than it imposed last year.

Last summer, all employees at seven reconstituted high schools had to reapply for their positions, leaving at least 30 percent of them without jobs. The process took only three months, and the shakeups were blasted by Chicago Teacher Union officials as arbitrary and often political.

Even Vallas conceded Wednesday that reconstitution caused "all kinds of problems" but said it involved finding top staff in a short time frame.

As an interim step, Vallas said, some schools may need only 10 percent changes in their staff and that the system plans to discuss the idea with union officials. Even Accountability Council executive director Karen Carlson suggested such a move Wednesday.

"If principals are going to be held accountable for results, they have to at least be able to pick their staffs," Carlson said.

In addition, the union wants to present its own interim step to reconstitution and is expected to discuss it at a bargaining session today, said schools chief educational officer Cozette Buckney.

But as a more permanent measure, Vallas said, schools may need to be closed for as long as a year to ensure that they can have the best staffs possible when they reopen.

But, Vallas said, "That raises the dilemma of what do you do with the kids in the meantime. That's an issue we also have to wrestle with."

Under the recommended measure, schools that could face reconstitution include Marshall, Manley, Kelvyn Park, Richards, Tilden, Austin, Calumet, Harlan and Near North high schools, and McCorkle, Howland, Farren, Farraday, Terrell and Bethune elementary schools.

INTERNATL#u\ PP# INTERNATIONAL #: \ PP#yq 'ddy

INTERNATL #: \ PP#Publication#W\ PP# 43. The Cape(Town) Times"Publication" #: \ PP#June 19, 1998

Headline#\ PP# Payouts for female educators suggested Headline #: \ PP#Subhead #[\ PP# A STUDY COMMISSIONED by the Cape Professional Teachers' Association de

tails the discrimination female teachers have had to endure. Education Writer T

ROYE LUND reports.Subhead#:\ PP#

THOUSANDS of female teachers will be queueing for cash payouts to compensate them for the discriminatory employment conditions they have been subjected to in the past if the proposals of new research are enforced.

ddThe study by John Mobbs, a retired academic and former employee of the education department, details "gross salary, benefit and promotion sexism" that the department of education has used against women.

ddThe Cape Teachers' Professional Association (CTPA) commissioned the study.

ddGeorge Kronenberg, of the CTPA, said the study was commissioned after a task team that was set up by the Education Labour Relations Council's (ELRC) to look into the matter failed to meet once in the two years that it has existed.

ddThe report said women classified as married or black were so poorly rewarded for their services that many of them would be entitled to lump sums close to R1 000 000 as well as monthly payments of about R2 000.

ddThis is because, until 1984, the education department fired women the day they got married. Women who then wanted to continue working were employed on a "temporary-indefinite" basis. This meant that they were only allowed to continue working on condition that they waved their right to pension benefits for five years, promotion posts or housing subsidies.

ddAfter five years, women were allowed to start contributing to a pension again, but if they left for any period to have children or moved schools, they would have to wait another five years before being allowed to contribute again.

ddAlso, married women had to apply each year for the teaching post they occupied because it was advertised annually as a vacancy.

ddThese circumstances resulted in some women working without any pension or housing benefits for decades, retiring with a pension calculated according to the number of years they taught as a single person.

ddFemale teachers were often forced to find jobs when they retired because of inadequate benefits, Mobbs found.

dd"Our ladies have been given a very bad deal," said Kronenberg.

ddOther findings of the CTPA report that will be tabled in the ELRC and with the Human Rights and Gender commissions are:

ddBlack female teachers not only earned less than black and white male teachers, they earned 50% less than white female teachers and were on the most inferior pension scheme.

Publication#W\ PP# 44. Sydney Morning Herald"Publication" #:\ PP#June 20, 1998

Headline#\ PP# Language schools do not work: AquilinaHeadline #:\ PP# STEPHANIE RAETHEL
Education Writer

ddAlmost 20 languages high schools face the axe after an official review found they had failed to achieve their aims and, in most cases, were no longer leaders in teaching languages.

ddThe review said the category of specialist languages high schools should be discontinued, with only a few outstanding schools remaining as "lighthouse schools".

ddThe findings also signal an end to the Carr Government's election promise to create about 40 language high schools across the State.

ddThe Minister for Education, Mr Aquilina, told an estimates committee hearing yesterday a review of languages in schools by the Department of Education and Training found "compelling evidence" that the languages high schools initiative had not succeeded in achieving its aims.

ddDespite a few notable exceptions, "the categorisation of specialist languages high schools should be discontinued", he said.

ddOutside the hearing, Mr Aquilina said: "Generally speaking, the experiment by the former Government in creating specialist languages high schools has not worked. They are not doing anything extraordinary that other high schools are not doing."

ddThe review of languages high schools was part of a report on languages in schools across the State. Mr Aquilina said the final report was still being considered and he would release a languages policy when the report was finalised.

ddMost of the specialist high schools were set up by the former Coalition Government to provide more choice for parents and students and offer the chance to study at least two languages through to the HSC.

ddThe Opposition's education spokesman, Mr Stephen O'Doherty, said the Government's original promise to increase the number of specialist language high schools had been over the top and he accused it of completely abandoning its commitment to create new specialist language high schools.

dd"The Coalition believes specialised language learning in high school should be made available to more students, especially those with particular interest to study at an expert level," he said.

ddThe principal of Belmont Languages High School, Mr Terry Smythe, said the school had worked hard in the past seven years to build a strong languages department and would feel "let down" if the government withdrew the title.

ddThe principal of Parramatta High School, Mr Andrew Powell, said language high schools had never been given the resources to make a real impact.

dd"I think it's a great pity because it seems to me Australia should be more outward looking," he said.

ddThe president of the Secondary Principals Council, Ms Larissa Treskin, said that the majority of principals of languages high schools would prefer not to have the title because it had outlived itself, but she backed an individual review of each school.

Publication#W\ PP# 45. The Times Educational Supplement"Publication" #:\ PP#J
une 19, 1998

Headline#\ PP# Platform: Our mutual friends Headline #:\ PP#Subhead#[\ PP# T
he role of schools is central to a radical overhaul of education, argues Peter
Kellner in the second of our series on the search for a Third WaySubhead#:\ PP

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As Tony Blair's Government enters its second year, it has to deliver on two big themes. The first, announced before last year's election, is to convert "education, education, education" from a slogan to the reality of a better service; the second is to put flesh on the still-skeletal idea that Labour is pursuing a distinctive "third way", different from old-left socialism and new-right advocacy of the free market. Should part of Labour's strategy be to link these two themes: to apply third-way principles to the future of our schools?

At last month's Downing Street seminar on the Third Way, there was significant support for the name "mutualism". More importantly, most participants, in one way or another, subscribed to the thinking that the word describes - that "individual and collective well-being is attainable only by mutual dependence" (as defined by the Oxford English Dictionary).

At one level, mutualism offers a way out of the sterile argument between state ownership and private enterprise. A mutualist economy is one in which enterprises respect their staff, customers and the environment, and refuse to ride roughshod over any of them in pursuit of profit.

At another level, however, mutualism also offers the opportunity for fresh thinking about our big public services - and schools in particular. As with the old Left-Right debate about the economy, there is an urgent need to break out of sterile disputes about the role of schools. Should they be free-standing institutions able to conduct their own admissions policy and pursue particular educational objectives, irrespective of the wider needs or wishes of the local community, or should they be controlled agents of a defined policy, with no real autonomy?

One of the notable features of Conservative rule was that ministers gave both answers at different times. Grant-maintained schools were offered partial autonomy, while the national curriculum extended central control. The combined effect was to hollow out the community's role in adapting local schools to local needs.

To make this point is not to equate mutualism with a larger role for local education authorities. On the whole, David Blunkett and Stephen Byers seem to be striving for the right balance, in which schools have maximum control over their budgets, but LEAs retain particular collective functions, above all in relation to admissions policy. Mutualism, rather, is about the culture of our schools, and the way they need to adapt to the globalised, information-driven economy of the 21st century. A mutualist strategy will undoubtedly

need institutional and legislative changes, but these should flow from the process of thinking through education strategy. They should not be a bring-back-the-good-old-days starting point.

What, then, would a mutualist strategy involve? First, a recognition that schools are built on a series of mutual relationships: between the head and the rest of the staff; between teachers and pupils, between the staff and the parents, and between the school and the local community. Put like that, it sounds obvious. However, if every school was to succeed in getting every one of these relationships right, then our education system would look very different: more open and responsive, with greater parental and community involvement. Instead, we would enter an era of "stakeholder" schools, analogous to the best "stakeholder" companies; but the stakeholders would be staff, pupils, parents and residents, rather than managers, workers, customers and shareholders.

There is a second, deeper, layer to a mutualist strategy for schools. It goes beyond encouraging them to better perform their activities. It would also expand their functions to equip our children - and the rest of us - to cope with the future. Seventy years ago, Henry Morris, the visionary founder of Cambridgeshire's village college system, said that one of his aims was "to raise the school-leaving age to 90". He wanted schools to help people of all ages to learn new skills, crafts and hobbies. Schools would be open every evening and at weekends and in the holidays: caring for children seven hours a day, five days a week, 40 weeks a year would just be one of their tasks.

The need for such facilities has grown immensely since the 1920s; yet the non-educational institutions able to provide them have declined. We have fewer working men's clubs and church-based societies. Yet our schools live on as trusted community institutions that, for the most part, serve both genders, all faiths and all races. They are ideal places in which to nurture mutualism in its widest sense: places where we acquire knowledge that we depend on, and can help, each other; where we can both exercise our rights and discharge our responsibilities.

Viewed in that larger perspective, schools would become much more than institutions where teachers teach children. They would be places in which MPs would hold their surgeries; where parents run after-school clubs; where children teach adults how to use computers; where public health campaigns on nutrition - for everyone, not just kids - are centred; where Citizens Advice Bureaux and local councils offer help; where training and retraining courses are provided every e

vening, weekend and holiday. Much of the Government's welfare-to-work strategy concerns lone parents of school-age children; by expanding the functions of schools, we would expand the need for, and therefore jobs available to, precisely the kind of people who have most difficulty juggling work and home life.

ddAlready examples of each of these activities can be found. For example, eight A-level students at a Berkshire school are giving lessons in computer skills. Their paying customers include teachers. The need now is to make them part of the core function of our schools. To succeed in this would be to provide "education, education, education" in its fullest sense - and also to make third-way mutualism a reality. To adapt the RSPCA slogan about pets, schools should be not just for children, but for life.

ddPeter Kellner is a political commentator. He took part in a Downing Street seminar on the Third Way in May

Publication#W\ PP# 46. The Times Educational Supplement"Publication" #:\ PP#J
une 19, 1998

Headline#\ PP# A Trojan horse in the battle for pay?Headline #:\ PP#
By Mike Baker

ddWhat is a teacher worth? Twice as much as a postman, the same as an estate agent, or half as much as an investment banker? It is a complex issue, in which image and psychology are as important as market forces.

ddMost parents would say a good teacher is priceless and a poor one worthless. School managers can only say a teacher is worth what the national pay scale allows and their budget can afford. Governments usually pay the minimum required to put a teacher in front of every class.

ddSo most would agree that the quality of the individual and/or the forces of supply and demand are important. So why is it that teachers are paid at the same rate, irrespective of their quality or the difficulty of filling posts in a particular subject, school or locality?

ddThese questions are germane as the Government launches education action zones which will be free to disregard national pay and conditions. Ministers want them to experiment with the advanced skills teacher grade. "Superteachers" will earn up to 40,000 a year - presumably enough to keep them in red capes and blue tights as befits their status.

ddThose who don't appreciate the worth of a good teacher might find it hard to swallow the idea of forty-grand-a-year teachers. It's time they accepted that the person to whom they entrust their child should be well rewarded. But why do teachers themselves reject this opportunity? It seems that they think it is div

isive.

ddOne can only applaud the altruism, if not the realism, of the argument that teaching is a team effort with no individual stars. As

a school governor I helped

draw up a new pay policy. The teacher-governors consulted their colleagues and said they wanted no

element of merit pay which rewarded individual teachers.

We accepted that and applauded their team unity.

ddYet most years that same governing body moved the head and deputy up the pay spine in recognition of their excellence. I was

not alone in feeling there was

a discrepancy here.

ddThe danger of opposing higher salaries for a few is that everyone gets stuck on too little. Objections to advanced skills teachers

miss this point and fail

to recognise the positive impact a higher upper salary level would have on the profession's image.

ddWe might regret it, but people tend to value things according to their price.

Pay some teachers the same as a GP or a bank manager,

and the overall image of

the profession will improve.

ddOf course, some argue the profession will only be respected when all its members are paid a better salary. Yet they must recognise

that what is holding them

back is the same thing that holds back nurses' pay: there are half a million of

them. It is so much easier for

governments to give a bigger pay rise to small

er groups of public-sector workers, such as senior civil servants and judges.

ddSo a different tactic is needed to change the perception of what a teacher is

worth. The advanced skills teacher could be the Trojan

horse which gets inside

the Treasury's fortifications.

ddAs the public gets used to teachers on 40,000, so it will be easier for the unions to press for this status to be spread more widely.

Rather than opposing "

superteachers", the unions should press for company cars, too.

ddIt could help teacher recruitment. Starting salaries for teaching are not far

short of other comparable jobs for new graduates. It

is at the top of the class

room grade that the gap yawns wide. When choosing a career, graduates are as interested in future earnings

as starting salaries.

ddThe advanced skills grade has also worried headteachers. Some think that instead of upgrading classroom teachers it will mean

downgrading deputies and heads

at smaller schools.

ddThose taking this view believe education action zones will herald "superheads" who will take charge of clusters of schools. The

smaller schools in those clusters

would no longer have a headteacher but a "lead teacher". These former managers would then become the advanced skills teachers.

ddI doubt whether this is really the Government's intention. But I recall some

years ago being told by many primary headteachers

that they regretted the change

es turning them into non-teaching chief executives. Perhaps some would welcome a turning-back of the clock, particularly if they could do so without loss of pay. So, in the spirit of experimentation that the action zones are all about, surely teachers have more to gain than to lose from setting aside national pay and conditions? The Government is not going to risk the success of its guinea-pig areas by worsening pay and conditions. And surely the unions could afford the small risk of setting aside national collective bargaining in areas where it is already hard to recruit staff? Mike Baker is the BBC's education correspondent.

Publication#W\ PP# 47. The Times Educational Supplement"Publication" #:\ PP#J
une 19, 1998

Headline#\ PP# Digital revolutionary Headline #:\ PP#Subhead#[\ PP# Children
hold the future in their hands, says Seymour Papert, and it comes with a keyboard. Jack Kenny profiles the IT education guruSubhead#:\ PP#
Seymour Papert looks like one of the older generation in a Woody Allen film. He could probably play Woody's father. His gentle manner is in contrast to the intensity of his thought. The Lego professor of learning research is convinced that school is failing and that power is passing into the hands of the child. Papert, regarded as one of the most original thinkers about information technology and education, likes to use metaphors. He takes flight when answering those who criticise the role of computers in learning. "Imagine if we saw one of the first flights of the Wright Brothers. Someone might have told you that aviation would change the world. You could reasonably look at that flight and say: 'Well, I can't see it from that. You need imagination to see the 747. Computers in education are at the Wright Brothers' stage." Papert has been given the Smithsonian award for leadership in education for his work at the Massachusetts Institute of Technology and his creation of LOGO, the computer language for children. Earlier this month Papert presented some of his latest ideas to an invited audience at London's Imperial College. He argued that a critical turning point in learning would coincide very closely with the millennium: that, soon after 2000, a wave of digitally-armed kids would hit the school systems with a force for change immensely more powerful than the puny arguments of philosophers and psychologists. And he mused about whether Britain was choosing this moment to retreat back to an old-fashioned vision of education. His child-centred thinking can seem curious in an age when targets, key stage

s and action zones claim so much space. His critics argue that the state has a role and responsibility for all children. Many in the audience, however, found it heartening to have their deeply-held beliefs re-stated with style, clarity and conviction.

ddProfessor Patrick Purcell, now at Imperial, has worked with Papert. "He is the only man I know who can speak convincingly and in the same breath, about gears, computers and mathematical ideas together with play, fun and affection. For me he is the polymath professor, whose educational research mission is suffused with humanity and a real sense of social purpose".

ddThe social purpose comes, like the still strong accent, from his early life in South Africa. Papert's early memories are being out with his entomologist father studying the tsetse fly. "We would go out into the jungles and set up camp to track the flies. It was a self-contained world. He would do the work and we would move on. I often contrast it with the world of the child today. The world

to them is often unintelligible, threatening, mysterious."

ddHis mother worried about his safety when he was attacked by a black mamba and he was back to Johannesburg and school. The segregated world of the city was in contrast to the egalitarian ethos of his father's camps.

ddThe inequalities offended the 10-year-old. "I couldn't understand racism, the way that they thought. A few of us had heard of people teaching night-school classes to some of the black workers. We decided we wanted to do that so we asked the school if we could do it. They wouldn't let us, so with great naivete we decided to call a meeting of the parents because we knew that they would want us

to do it. The parents were even more against.

dd"The arguments that were used had a profound effect on me. They said these people would be sitting at the same desks as us, there would be a danger of disease. We countered by saying: 'All these people are working in our houses, cooking our food, looking after babies. The parents weren't stupid or bad people. In other parts of their lives they were rational, decent and well-intentioned and yet...'

That changed me."

ddIt would be facile to suggest that suspicion of the adult world took root at that time but he does exhibit a certain weariness with the illogicalities of a world that seems intent on denying what is in front of it.

ddAfter studying maths at Witwatersrand University, he moved to Europe, spending the mid-Fifties in the UK at Cambridge. The stark medieval architecture was not to his liking, but he liked Paris. It was there that he met the psychologist Jean Piaget, who proved to be a major influence.

ddMarvin Minsky, the pioneer of artificial intelligence, was another. Minsky was instrumental in getting Papert over to the US and to MIT. It proved difficult to obtain a visa as Papert's left-wing politics did not endear him to US politicians.

ddA simple incident in Minsky's office proved to be a turning point. He used Minsky's computer and felt empowered. Now Papert is on the board of Mamamedia in New York, a group dedicated to the Internet and children. His most recent book, *The Connected Family*, looks at the impact of technology on the home. It has not yet been published in the UK.

ddFlying now consumes his leisure time. "I got into it because I like learning new things," he says. "Flying is all about awareness of your own body and its relationship to the machine . . . Your training is in believing the instruments, the technology, when your body is telling you something totally different."

ddWhen he left London after the lecture, he flew to Los Angeles to talk to the Disney Corporation, spent a day there, flew back to spend a day with his wife in Maine, and then flew back over the Atlantic to Greece. A great many people want to hear his message.

Publication#W\ PP# 48. The Times Educational Supplement"Publication" #:\ PP#J
une 19, 1998

Headline#\ PP# Opponents draw up plans to wreck zonesHeadline #:\ PP#
By Nicolas Barnard

ddTeachers are threatening to wreck the Government's flagship initiative as ministers prepare to announce their first Education Action Zones.

ddMembers on the left of the National Union of Teachers have launched the National Campaign Against Education Action Zones after failing to get the NUT to back outright opposition to zones at its Easter conference.

ddWith the backing of other opponents to the initiative, they say they will attempt to make zones unworkable by running campaigns wherever they are set up. Strike action is possible.

ddThe Government will announce the first education action zones on Tuesday - 12 to be launched in September, the rest in January.

ddThe announcement of all 25 comes despite speculation that barely 20 bids received by the Department for Education and Employment were worth serious consideration.

ddDFEE officials are known to have travelled around the country encouraging local authorities to spice up bids with more innovative ideas and greater private sector involvement.

ddThe business community's lack of enthusiasm is thought to have disappointed ministers who wanted zones to generate a new blueprint for state education and believed the private sector will bring with it innovation.

ddMost zones are expected in inner city areas of poor educational achievement.

Campaign joint convenor Vin Spencer said: "We don't want children in working class areas to be experimented upon."

A spokesman for the Education and Employment Secretary David Blunkett said: "The Government has made clear EAZs are all about raising educational standards, which is something I'm sure everybody is committed to."

The campaign was launched on Sunday following a conference attended by 100 people in May. It is opposed to the potential suspension of the national curriculum in action zones and the tearing up of teachers' pay and conditions. It also objects to firms profiting from education.

Members say many bids have been drawn up behind doors, without consultation among the schools which will be in the zones. They aim to win enough local support to persuade schools to pull out of zones, as they are entitled to.

"We want people to be aware of what's going on and what the bids mean," Mr Spencer, a member of Liverpool NUT, said.

"Once bids are announced, we will move into those areas, blitz them with information and let teachers, support staff and parents know what will happen to their schools if those bids go ahead.

"We'll try to make them as unworkable as possible so the Government has to abandon it."

Publication#W\ PP# 49. The Times Educational Supplement"Publication" #:\ PP#June 19, 1998

Headline#\ PP# Bill will 'weaken GM schools'Headline #:\ PP#

By Biddy Passmore

THE Prime Minister would probably not have been able to send his sons to their present school under the admission rules proposed in his own Government's education Bill, a former adviser to John Major said this week.

In a pamphlet published on Monday, Sean Williams, who was a member of the Number 10 policy unit under the Conservative government, says the reforms in the School Standards and Framework Bill will strip grant-maintained schools of funds and freedoms vital to their success.

He claims that the individual character of the London Oratory, the GM school attended by the Prime Minister's children, would be gravely weakened by the Bill.

The school's historic freedom to admit pupils from a wide geographical area would probably be restricted because its admissions arrangements would have to be approved by the local education authority every year and comply with a code of practice laid down by the education secretary.

Priority for local children would keep out those like Euan and Nicholas Blair, who have to travel from Islington to Westminster, Mr Williams says. He even s

suggests that the school might no longer be able to stipulate that its pupils be Roman Catholic. The Bill abolishes grant-maintained schools but creates a new category - "foundation" status - for most of them with many of the same features.

(Church schools such as the London Oratory that want to keep a majority of church governors will opt instead for "aided" status). Mr Williams says the changes will mean that GM schools lose money and independence, especially over staffing and admissions.

His pamphlet claims the Bill generally represents "a massive centralisation of powers" away from schools and into the hands of local authorities and the education secretary. It shows, he says, that "old Labour" rather than "new Labour" is in charge.

On staffing, he points out that the Bill gives local authorities the power to control numbers of all staff - including cleaners - at community and voluntary-controlled schools. For foundation and aided schools, the Bill includes 15 pages of legislation specifying every last detail about how to appoint staff.

And he criticises the clauses in the Bill requiring local authorities to prepare Education Development Plans for raising standards in their schools. "This represents a significant extension of the authority of the institutions ... which were responsible for such a large part of the failure of educational performance since the 1970s," he says.

'Levelling Down - The School Standards and Framework Bill' by Sean Williams is available from the Centre for Policy Studies, 57 Tufton Street, London SW1P 3Q (tel: 0171 222 4488), price 7.50.

Publication#W\ PP# 50. The Times Educational Supplement "Publication" #:\ PP# June 19, 1998

Headline#\ PP# Tests may brand boys as failuresHeadline #:\ PP# By Nadene Ghouri

Thousands of boys about to start school are in danger of being "written off" in their first term, according to early-years experts.

From September, universal baseline assessment will be used to help teachers gauge reception pupils' ability in their first seven weeks.

Figures from Government advisers, however, reveal that girls consistently outstripped boys across the board in pilots, raising fears that four and five-year-old boys will be unfairly judged too quickly.

"The odds are stacked against boys from the start. There is a real danger teachers will identify whole cohorts as failures, writing them off before they've had a chance," said Madeline Portwood, senior educational psychologist at Durham Council.

Of the 6,732 children assessed, twice as many boys as girls fell into the bottom attainment category, failing to reach accepted

standards. Girls outnumbered boys by about 30 per cent in the top group. In number work, 35 per cent of girls reached the higher levels, compared with 29 per cent of boys. In reading and letter knowledge, a quarter reached the higher scores, compared with 16 per cent of boys. Ms Portwood said: "It's no surprise girls score higher. It has nothing to do with intelligence. Boys simply develop at different levels. By key stage 2 it tends to have balanced out, but that might be too late for boys who have already been branded failures - disaffection sets in early."

Ms Portwood co-developed A Flying Start, Durham's baseline system, which has been adopted by six other local authorities. David Hawker, head of curriculum and assessment at the Qualifications and Curriculum Authority with responsibility for under-fives work, said the differing scores could not be fully justified by developmental differences. He said: "It is a phenomenon that boys develop differently to girls. We don't know why. But teachers shouldn't put differences down to slower development. That would be as crass as making excuses for poverty."

"The things we ask children to be able to do when they start school, such as knowing their alphabet, counting numbers up to 10, being socially adjusted - should be exactly the same for boys as for girls," Mr Hawker added. Helen Penn, at the Thomas Coram Research Unit at the Institute of Education, said: "The real question isn't about gender. It's about why on earth we choose to grade children so early at all."

Publication#W\ PP# 51. Financial Times"Publication" #:\ PP# 06/19/98; Edition : London Edition; Section: NATIONAL NEWS; Page 8

Headline#\ PP# Call to offer cash aid to poor A-level studentsHeadline #:\ PP# #

By Simon Targett

Education Correspondent

Poor students should be given GBP 300 a year to study for their A-levels, according to a report published today by a government advisory group.

The call, part of a radical GBP 400m package of proposals designed to ensure there are "no financial barriers" to study for students

aged 16-19 and those aged

19-25 on low incomes, could put pressure on ministers to find funds for the further education sector in

next month's comprehensive spending review.

It follows a recent report, published by the Labour-led select committee on education in the House of Commons, which called

on the government to find GBP 50

0m for FE colleges and to pay sixth-former and FE students up to GBP 40 a week by switching the GBP 600m child benefit budget.

The new report, prepared by the Further Education Student Support Advisory Group, says there should be a "national minimum

entitlement" to financial support
 for students aged 16-19 whose parents are on income support.
 ddThe GBP 300 grant would cover the cost of books, equipment and essential living expenses. They would also be entitled to receive help to meet the costs of lodging if they are obliged to live away from home.
 ddAll students aged 16-19 would be entitled to free transport if they have to travel more than three miles to a school or college.
 ddGraham Lane, chairman of the Local Government Association, who chaired the advisory group, said last night: "This is a windfall of opportunity to educate the poorest members of society, and therefore the government must accept the recommendations and put them into practice by September 1999 at the latest."
 ddHe said that child benefit could be means-tested, freeing up money for poor students. "I see no reason why this money should go to parents of children at Eton, when parents on council estates whose children haven't stayed in education do not get it all."
 ddThe advisory group, set up last year by Baroness Blackstone, the education minister, was shocked to discover that only 62 per cent of manual worker families have children in post-16 education.
 ddBy contrast, 86 per cent of professional families have children in school sixth-forms or FE colleges.
 ddThe report also proposes reform of the post-19 funding structure. There would be free courses up to A-level standard for students aged 19-25 who have not been in education for three years.
 ddThere would also be remission of college fees for students over 19 who are on low incomes. At the moment, the Further Education Funding Council only makes grants worth GBP 80m to unemployed students over 19.
 ddNew Arrangements for Effective Student Support in Further Education. Available from the Department for Education and Employment. Telephone 0845 602 2260

Publication#W\ PP# 52. BBC News"Publication" #:\ PP#June 18, 1998

Headline#\ P P# Teacher 'Oscars' aim to boost staffroom morale Headline #:\ P

P#Subhead#[\ PP# Subhead#:\ P P# ddA national award scheme to recognise the best teachers in England has been launched, with the winners set to feature in a televised prize-giving ceremony.
 ddThe brainchild of Oscar-winning film producer Lord Puttnam, the awards will "celebrate excellence" among the teaching profession, with the aim of boosting teachers' morale and improving the profession's unglamorous image.
 dd"Teachers certainly feel under-appreciated. They have a challenging job which has faced a series of difficult changes and it seemed screamingly obvious to me that there was a need for a celebration of what teachers can achieve," said Lord Puttnam, who is a member

of the Government's Education Standards Task Force

dd"Education is uniquely both the cause and consequence of our national prosperity. Without well-motivated teachers our future success as a nation must remain uncertain," Lord Puttnam said.

ddDespite the importance of education to Britain's economic future, Lord Puttnam said that many teachers were working "in conditions that wouldn't be acceptable to people working in the private sector", with their achievements remaining unacknowledged.

dd"Years of neglect" wouldn't be resolved by the awards ceremony, he said, but it would begin to reflect the importance of teachers' responsibilities.

ddDrawing comparisons with the higher status of the medical profession, he said that the country had to decide whether it could afford to give a lower status to the educational health of the nation than to its physical health. The teaching awards, Lord Puttnam hoped, would contribute towards a "total re-appraisal of the role of schools".

dd"Not an alternative to next year's pay rise" says Blunkett

ddThe awards scheme has been welcomed by the leading political parties and teaching unions.

ddEducation Secretary David Blunkett said that while the awards were "not an alternative to next year's pay rise" there was a need for "excellence to be brought to the fore, so that we can celebrate success rather than highlight failure"

dd"The work and challenges that fall to teachers are some of the most important in society. Their work with young people shapes generations to come, and all too often remains unrecognised," Mr Blunkett said.

ddShadow Education Secretary David Willetts said that the awards will "raise the morale of teachers by recognising and respecting their professionalism".

ddDavid Hart, general secretary of the National Association of Headteachers, applauded the initiative as a "magnificent way of recognising achievements by teachers".

ddUnder the award scheme, school governors and parents at all English schools will be able to nominate staff for 15 categories of award in regional and national finals, which will be staged for the first time in September 1999.

ddAs well as primary and secondary teacher of the year, there will be awards for the best new teachers; the most creative use of information and communication technology; best classroom assistant; working with parents and the community; and a lifetime

achievement award. The amount of money that will come with the awards has yet to be decided.

ddThe national judging panel will be chaired by the former chairman of ICI, Sir John Harvey Jones.

ddBoth regional and national award ceremonies will be covered by BBC television

and radio.

The awards will be administered by a charitable trust, the Teaching Awards Trust, to be chaired by Lord Puttnam and backed over two years by 3m from Lloyds TSB Bank.
Publication#W\ P
P# 53. Family Focus on the News"Publication" #:\ PP#June 19, 1998

Headline#\ PP# School AccessHeadline #:\ PP#
By Jordan Lorence, guest commentator
Even a Supreme Court ruling does not ensure that the law will be followed.
In late April, the Supreme Court left standing a terrible decision from New York upholding a state law prohibiting community groups from renting school buildings for religious worship or instruction. Most thought that New York federal courts had blown it because the Supreme Court repeatedly ruled that public schools may not exclude religious worship from their buildings when they open their doors for use by other community groups.
Many school districts allow churches to rent their facilities while the churches get started or construct new facilities. Many federal courts have upheld these equal access policies, but not in New York. After six cases in the past ten years "one of them a victory at the U.S. Supreme Court "New York school officials deviously figured out a way to get around the court decisions requiring equal access for religious speakers.
When the U.S. Supreme Court denied review of a case I had been working on for the past four years, I realized that this is going to be a long fight. Still, it is unconstitutional for the government to ban religious groups from renting a public facility when it allows other community groups to meet there. If you have an equal access situation you would like to discuss, please give me a call at 703-359-8619.

Publication#W\ PP# 54. Phi Delta Kappan"Publication" #:\ PP#June 1998

Headline#\ PP# The Problem of Out-of-Field TeachingHeadline #:\ PP#
By Richard M. Ingersoll
FEW ISSUES in our elementary and secondary schools are subject to more debate and discussion than the quality of teachers. Over the past decade, dozens of studies, commissions, and national reports have bemoaned our failure to ensure that all our nation's classrooms are staffed with qualified teachers. In turn, reformers in many states have pushed tougher licensing standards for teachers and more rigorous academic requirements for teaching candidates. Moreover, a whole host of initiatives and programs have sprung

up for the purpose of recruiting new candidates into teaching. Among these are programs designed to entice mid-career professionals from other fields to become teachers; alternative certification programs, whereby college graduates can postpone formal education training, obtain an emergency teaching certificate, and begin teaching immediately; and Peace Corps-like programs, such as Teach For America, that are designed to lure the "best and brightest" into understaffed schools. There have also been interest and action at the federal level; a key goal of President Clinton's 10-point educational "Call to Action" is to ensure that all

our nation's elementary and secondary students are taught by "talented and trained teachers." To this end, Clinton has, for example, recently proposed a major initiative to recruit and train thousands of new teachers to serve in low-income schools.

However, although seeing that all our nation's classrooms are staffed with qualified teachers is among the most important issues facing our schools, it is also among the least understood. Like many similarly worthwhile reforms, these recent efforts alone will not

solve the problems of underqualified teachers and poor-quality teaching because they do not address some of their key causes. One of the least recognized of these causes is the problem of out-of-field teaching: teachers being assigned to teach subjects that do not match their training or education. Recruiting more teachers and mandating more rigorous coursework and certification requirements will help little if large numbers of teachers continue to be assigned to teach subjects other than those for which they were educated or certified.

One of the reasons for the lack of awareness of this problem has been an absence of accurate data on the subject—a situation remedied with the release, beginning in the early 1990s, of the Schools and Staffing Survey, a major survey of the nation's elementary and secondary teachers by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Over the past

several years, I have undertaken a research project, partly funded by NCES, that used data from this survey to determine how much out-of-field teaching goes on in this country and why.¹

My interest in this project originally stemmed from my previous experiences as a high school teacher, first in western Canada and later in Pennsylvania and Delaware, near where I had grown up. The job of teaching, I found to my surprise, differs greatly in Canada and in the U.S. One of the major differences, I quickly discovered, was out-of-field teaching. In the Canadian schools in which I

taught, misassignment was frowned upon and a rare occurrence. In contrast, out-of-field teaching was neither frowned upon nor rare in the high schools, both public and private, in which I taught in the U.S. My field was social studies, but hardly a semester went by in which I was not assigned a couple of classes in other fields, such as math, special education, or English. Teaching a subject

for which one has little background or interest is challenging, to say the least. It is also, I have come to believe, very detrimental to the educational process.

My experiences left me with a number of questions. Were the schools in which I taught unusual in this regard? Or was out-of-field teaching a common practice

in other schools across the country? If so, why? Later, after leaving secondary teaching and completing a doctorate, I got the opportunity to investigate these questions in a large-scale research project.

The findings of this research have shocked many and have captured widespread interest. Notably, the findings have also been

replicated. Several other researchers have conducted statistical analyses of the Schools and Staffing Survey and have reached the same

conclusion " that there is an alarming level of underqualified teaching in American high schools. Over the past couple of years, the

problem of out-of-field teaching has suddenly become a real concern in the realm of education policy and has been widely

reported in the national media. My research has been featured in several major education reports, including those issued by the

National Commission on Teaching and America's Future and Education

Week's special supplement Quality Counts. It has even been

cited by President C

Clinton in support of his initiative on teacher training and recruitment for low-income schools. I have been invited

to speak on out-of-field teaching to numer

ous groups and forums, including the Congressional Hearings on Teacher Policy held by

the House Committee on Education and the Workforce. However, despite a growing awareness of this problem and its importance,

out-of-field teaching unfo

rtunately remains widely misunderstood.

How Widespread Is Out-of-Field Teaching?

There is much controversy over how much and what kinds of training and education teachers ought to have to be considered

"qualified." In my research I decid

ed to skirt this debate by focusing on the most compelling case. I began by looking at whether

teachers have a teaching certificate or license, but my primary

focus quickly became discovering how many high school teachers do not have eve

n minimal credentials " either a major or a minor " in their teaching fields.

My assumption was that adequately

qualified teachers " especially at the high school level and especially in the core academic fields " ought to have, as a minimum prerequisite, at least a college minor in the subjects they teach. Of course, some observers question the necessity of even this requirement and argue that a good, bright teacher should be able to teach anything, regardless of education or training. In contrast, my assumption was that, while knowledge of subject matter is not a sufficient requirement and does not, of course, guarantee high-quality teaching " or even a qualified teacher " it is a necessary prerequisite. In short, I assumed that few parents would expect their teenagers to be taught, say, 11th-grade trigonometry by a teacher who did not have a minor in math, no matter how bright the teacher. However, that situation is all too commonly the case.

For example, I found that almost one-third of all high school math teachers have neither a major nor a minor in math or in related disciplines such as physics, engineering, or math education. Similarly, the same proportion of math teachers do not have a teaching certificate or license in math. Almost one-fourth of all high school English teachers have neither a major nor a minor in English, literature, communications, speech, journalism, English education, or reading education. The situation is even worse within such broad fields as science and social studies. Teachers in these departments are routinely required to teach any of a wide array of subjects that are outside their discipline but still within the larger field. As a result, almost half of all high school students enrolled in physical science classes (chemistry, physics, earth science, or space science) are taught by teachers without at least a minor in any of these physical sciences. Moreover, more than half of all secondary school history students in this country are taught by teachers with neither a major nor a minor in history. The actual numbers of students affected are not trivial. For English, math, and history, several million students a year in each discipline are taught by teachers without a major or minor in the field.

Out-of-field teaching varies greatly across schools, teachers, and classrooms. For instance, recently hired teachers are more often assigned to teach subjects out of their field of training than are more experienced teachers. Low-income public schools have higher levels of out-of-field teaching than do schools in more affluent communities. Particularly notable, however, is the effect of school size: small schools have higher levels of out-of-field teaching. There are also differences within schools. Lower-achieving classes

are more often taught by teachers without a major or minor in the field than are higher-achieving classes. Junior high classes are also more likely to be taught by out-of-field teachers than are senior high classes. No doubt some out-of-field teachers may actually be well qualified, despite their lack of a minor or major in the subject. Some may be qualified by virtue of knowledge gained through previous jobs, through life experiences, or through informal training. Others may have completed substantial college coursework in a field but not have gotten a major or minor. In Georgia, for instance, because

school accreditation regulations require teachers to have at least 20 hours of college credit (about four courses) in a field in order to teach it, many of those in the state who are assigned to teach out of field probably do have some background.

However, my premise was that even a moderate number of teachers who lack the minimal prerequisite of a college minor signals the existence of serious problems in our schools. And out-of-field teaching is not an aberration; it happens in well over half of the secondary schools in the U.S. in any given year " both rural and urban, affluent and low-income. Shifting the definition of out-of-field

does not lessen the severity of the problem. Whether I looked at teachers without a major or minor or teachers without certification in their assigned fields, the numbers were similarly alarming. Indeed, when I upgraded the definition of a "qualified" teacher to include only those who hold both a college major and a teaching certificate in the field, the amount of out-of-field teaching substantially increased. Moreover, the problem does not appear to be going away: levels of out-of-field teaching changed very little between the late 1980s and the mid-1990s.

The negative implications of such high levels of out-of-field teaching are obvious. Is it any surprise, for example, that science achievement is so low, given that even at the 12th-grade level, 41% of public school students in physical science classes are not being taught by someone with either a major or a minor in chemistry, physics, or earth science? The crucial question " and the source

of great misunderstanding " is why so many teachers are teaching subjects for which they have little background.

The Causes of Out-of-Field Teaching

Many people immediately assume that out-of-field teaching is a problem of poorly educated teachers and can be remedied by more rigorous standards for teacher education and training. I have found that news columnists seem especially prone to hold this view.

In responding to the reports of research findings on out-of-field teaching, columnists have, almost invariably, assumed that the source of the problem lies in a lack of academic coursework on the part of teachers, and they have then concluded that the problem can be remedied by requiring prospective teachers to complete a "real" undergraduate major in an academic specialty.²

My own case provides an illustration of just how misleading this view can be. I graduated magna cum laude from the University of California with a bachelor's degree in sociology. Several years later, I returned to school to take part in an intensive yearlong teacher certification program in social studies. None of this background, however, precluded me from later being assigned to teach out of my field of social studies on a regular basis.

The truth is that almost all teachers in the U.S. have completed a college education and half of them have graduate degrees.

Moreover, 94% of public school teachers and, surprisingly, more than half of private school teachers hold regular state-approved teaching certificates. The source of out-of-field teaching lies not in the amount of education teachers have, but in the lack of fit between

teachers' fields of training and their teaching assignments. Many teachers are assigned by their principals to teach classes that do not match their training or education.

The implications of this distinction for reform are important. There is no question that the teaching force could benefit from upgraded education and training and that education degrees should include substantial coursework in an academic discipline. This

is the value of the ongoing efforts by many states to toughen entry criteria, enact more stringent certification standards, and increase the use of testing for teachers. However, though very worthwhile, none of these kinds of reforms will eliminate out-of-field teaching assignments. Hence, they

alone will not solve the problem of underqualified teachers in our nation's classrooms.

Similar logic applies to two other related popular initiatives — curricular revision and professional development for teachers.

Hundreds of new curricular packages, products, and techniques are produced every year by educational organizations and publishers

and are widely disseminated to teachers through inservice training and other programs. Familiarity with the most up-to-date materials in one's field of expertise is no doubt a good idea, but it provides little help if one is then assigned to teach a different subject.

A second widely believed explanation for out-of-field teaching assumes that the fault lies with teacher unions. A typical example of this thinking is found

in Thomas Toch's U.S. News & World Report cover story, "Why Teachers Don't Teach: How Teacher

Unions Are Wrecking our Schools."³ Toch used data from my research

ch to support his attack on teacher unions and, in particular, their seniority rules. In his view, self-serving work rules promulgated by teacher unions are the main reason that classrooms are often staffed with out-of-field teachers. The use and abuse of such rules, according to Toch, is especially prevalent in times of teacher oversupply, when school officials face the need to cut or shift staff members as a result of fiscal cutbacks or declining enrollments. In such situations, "last-hired, first-fired" seniority rules require that more experienced teachers be given priority, regardless of their competence. As a result, so his argument goes, veteran teachers are often given out-of-field assignments, while junior staff members are transferred or laid off. Students suffer accordingly.

ddNowhere in my research is there support for this explanation of out-of-field teaching. Indeed, the data suggest that the opposite is the case. Beginning teachers are more prone than experienced teachers to be misassigned, and both public and private schools with unions usually have less, not more, out-of-field teaching.

ddUnion work rules certainly have an impact on the management and administration of schools, and, depending on one's viewpoint, this impact may be positive or negative. But eliminating teacher unions will not eliminate out-of-field teaching.

ddThe most popular explanation of the problem of out-of-field teaching blames teacher shortages. This view holds that shortfalls in the number of available teachers, caused by a combination of increased student enrollments and a "graying" teaching force, have led many school systems to resort to lowering standards to fill teaching openings, the net effect of which is out-of-field teaching.

ddThis last view is partly correct and partly incorrect. The data show that, consistent with the shortage predictions, demand for teachers has increased since the mid-1980s. Student enrollments have steadily increased, teacher retirements have steadily increased, and an overwhelming majority of schools have had job openings for teachers, and the size of the teaching force has steadily increased. Most important, many schools, though not a majority, do report some degree of difficulty filling their teaching vacancies with qualified candidates. Finally, when faced with such difficulties, administrators say that they most commonly do three things: hire less-qualified teachers, assign teachers trained in another field or grade level to teach in the understaffed area, and make extensive use of substitute teachers. Each of these coping strategies results in out-of-field teaching.

ddBut it is a mistake to assume, as has been commonly done, that hiring difficu

ities and out-of-field teaching are the result of teacher shortages in the conventional sense of too few candidates available and willing to enter teaching. While it is true that student enrollments are increasing, the demand for new teachers is not primarily a result of these increases. The demand for new teachers

comes about primarily because teachers choose to move from or leave their jobs at far higher rates than do those in many other occupations. And while it is true that teacher retirements are increasing, teacher turnover appears to have little to do with a graying teaching force. In contrast, the high rates of teacher turnover that plague schools are far more often a result of two related causes:

teachers dissatisfied with teaching and teachers seeking to pursue another career.⁴

The implications of this fact for reform are important. Initiatives and programs designed to recruit new candidates into teaching, though worthwhile in many ways, will not solve the problem of underqualified teachers in classrooms if they do not also address

the factor that, the data suggest, does lead to severe staffing inadequacies in schools: too little teacher retention. In short, recruiting

more teachers will help little if large numbers of teachers continue to leave.

The data show, understandably enough, that inadequate support from the administration, low salaries, rampant student discipline problems, and little faculty

input into school decisions all contribute to high rates of teacher turnover.

Improving these conditions

would decrease turnover, which would quickly eliminate

the so-called shortages. It would also remove much of the need for out-of-field

assignments in the first place.

An Alternative View

This points to what I have come to believe is a far more fundamental problem facing teaching and the real cause of the problem of out-of-field teaching. Unlike

Canada and many European and Asian nations, the U.S. treats elementary and secondary school

teaching as largely low-status work and teachers as semiskilled

workers. Few would require cardiologists to deliver babies, real estate lawyers

to defend criminal cases, chemical engineers to design bridges, or sociology professors to teach English. The commonly held assumption is that such traditional

professions require a great deal of skill and training and that, hence, specialization is necessary.

In contrast, the commonly held assumption is that teaching

in elementary and secondary schools requires far less skill, training, and expertise.

Perhaps it is true that teaching may require less expertise than some other

inds of work. But those who have spent time in classrooms know that high-quality teaching requires a great deal of expertise and skill and that teachers are not like interchangeable blocks that can be placed in any empty slot regardless of their type of training. Indeed, the best contemporary research on the processes of teaching has begun to illuminate the complex combination of art, craft, and science that good teaching is.⁵

It is the low status of teaching, exemplified by a lack of respect for the complexity and importance of the job, that has resulted in what the data tell us:

- that teaching is plagued by problems of recruitment and retention and that out-of-field teaching is not simply an emergency condition but a common practice in the majority of secondary schools in this country.
- High rates of teacher turnover mean that schools are faced with a constant need to recruit and hire new teachers to fill vacated positions. Some schools have difficulty finding qualified candidates to fill their openings and some do not. But for all schools this is a time-consuming task. Many principals find that assigning teachers to teach out of their fields is, at times, simply more convenient and less expensive than the alternatives. For example, rather than hire a full-time replacement for a science teacher who quit just prior to the start of the fall term, a principal may find it faster to assign a couple of English and social studies teachers to each "cover" a section or two in science. When faced with the choice between hiring a fully qualified candidate for an English position or hiring a less-qualified candidate who is also willing to coach a major varsity sport, a principal may find it more convenient to do the latter.

If a teacher suddenly leaves in the middle of a semester, a principal may find it easier to hire a readily available, but not fully qualified, substitute teacher, rather than to conduct a formal search for a new teacher. These managerial choices may save time and money for the school, but they are not cost-free.

The implications for reform are clear. The way to make sure that there are qualified teachers in every classroom is not to assume that the problem stems from teacher unions or a deficit in the quality or quantity of teachers. The way to make sure that there are qualified teachers in every classroom is to upgrade the job of teaching. Well-paid, well-respected occupations that offer good working conditions rarely have difficulty with recruitment or retention. If they do, they do not resort to lowering standards as a coping mechanism. If we treated teaching as a highly valued profession, one that requires expertise and skill in a specialty, there would be

no problem attracting and retaining more than enough excellent teachers. And there would be little problem ensuring that all classrooms were staffed with qualified teachers.

dd 1. Detailed reports of my research on out-of-field teaching can be found in Teacher Supply, Teacher Quality, and Teacher Turnover (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Report #95-744, 1995); and Out-of-Field Teaching and Educational Equality (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Report #96-040, 1996). See also a forthcoming research paper from NCES, The Problem of Out-of-Field Teaching in American High Schools.

dd2. See, for example, the syndicated columns of David Broder, Thomas Sowell, and Maggie Gallagher for the week of 14-20 September 1996.

dd3. Thomas Toch, "Why Teachers Don't Teach: How Teacher Unions Are Wrecking Our Schools," U.S. News & World Report, 26 February 1996, pp. 62-71.

dd4. Detailed reports of my research on teacher turnover can be found in Teacher Supply, Teacher Quality, and Teacher Turnover and in a forthcoming research paper from NCES, Teacher Turnover: An Organizational Analysis.

dd5. See, for example, Lee Shulman, "Those Who Understand: Knowledge Growth in Teaching," Educational Researcher, February 1986, pp. 4-14.

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Publication#W\ PP# 55. Phi Delta Kappan"Publication" #:\ PP#June 1998

Headline#\ PP# The NCAA: Major Barrier to High School ReformHeadline #:\ PP#
By Joe Nathan

ddLIBERALS such as Jonathan Kozol, Deborah Meier, Asa Hilliard, and TheodoreSizer rarely agree with conservatives such as Jeanne Allen. So it is especially noteworthy that these people have joined four National Teachers of the Year and a number of other school reform activists in challenging the National Collegiate Athletic Association (NCAA).

ddOver the past five years, the NCAA has frustrated thousands of students and educators. Ironically, the NCAA has made life especially difficult for many educators who are trying to reform schools to increase student achievement. As a recent New York Times editorial explained, "The NCAA should be promoting educational innovation, not obstructing it."¹ It's time for the story to be told.

ddThe NCAA, a very large national organization that runs university sports, is not used to challenges. Its most recent annual report showed that in 1997 it had more than \$247 million in revenues.² The organization was established, in par

t, because college and university officials wanted a relatively level playing field for athletics. Of course, the admissions standards of Princeton, Harvard, Stanford, and Duke are not the same as those of Florida State, the University of Oklahoma, the University of Nebraska, or the University of Nevada, Las Vegas.

Nevertheless, some university officials felt that it would be a step forward if they could standardize at least some procedures for dealing with current and prospective university athletes.

About a decade ago, a handful of professional athletes noted that, while attending universities on athletic scholarships, they had developed strong athletic

skills but could barely read. This revelation brought calls for reform and heavy pressure on the NCAA. Some members of Congress questioned whether the NCAA was capable of handling the responsibility for university athletics.

The NCAA responded by creating an Initial Eligibility Clearinghouse. It established certain grade-point and test-score minimums that high school athletes had

to achieve in order to be eligible for a university athletic scholarship. When this process was originally

established, freshmen were not eligible to partic

ipate on varsity teams in major sports. However, faced with intense pressure from

some coaches in such high-profile sports as football and basketball, the NCAA

changed its rules and now permits freshmen to play

on varsity teams. This change

led to even closer scrutiny of high school students and their coursework.

Clearly, some high school courses are not especially rigorous or demanding. No

one debates this. But the NCAA could have joined

national testing and assessment

authorities, as well as the high school community, to develop better ways of

assessing what high

school students actually know and can do. For example, the

NCAA could have recognized the importance of writing in college and

could have

worked with the appropriate authorities to develop a valid, reliable test of writing.

Instead, the NCAA developed a list of "standards" that high school courses had

to meet. What students know and can do didn't

seem to matter. Being a National

Merit Scholar or a class valedictorian or posting very high grades and test scores wasn't enough

for the NCAA. High school students who wished to be collegiate

athletes had to take enough NCAA-approved courses.

In a mailing to high school principals in February and March of 1998 the NCAA

noted that, among other things, acceptable high

school social studies courses

could spend no more than 25% of their time on humanities, criminal justice, contemporary issues, or

community service. Does the NCAA require universities to offer

and athletes to take courses meeting such standards? No. The NCAA

also insists

that independent study courses in English, social studies, math, or science

ce would not be acceptable as core courses " regardless of what the students w ho took them know and can do. What happened as a result of such policies was tr agic and defied common sense.

ddStudent Victims

ddThe NCAA has compiled quite a list of student and educator victims. Let's beg in with a few of the students.

ddo The NCAA prevented Chris Rohe, who compiled a 3.97 high school grade-point average, had high test scores, and was a member of the National Honor Society, from playing football at the Air Force Academy during the 1996-97 school year. Why? The

NCAA rejected one-third of a required 10th-grade English class.³

ddo Amber Hofstad, a National Merit Scholar, was prevented from running cross-c ountry at Michigan Technological University until halfway through her freshman year because the NCAA questioned the way some of her Advanced Placement courses had been listed on her transcript.⁴

ddo Dan Zien, a suburban Milwaukee student who won honors in the Junior Olympic s, compiled a B-minus high school grade-point average and had solid SAT scores.

However, the NCAA refused to allow him to participate in track as a freshman a t Indiana

University. Why? It rejected a single English course he had taken, al though the same course was accepted from other Wisconsin high schools. The Milw

aukee Journal Sentinel article noted that "an expert with the Wisconsin Departm ent of Public Instruction says he has heard similar or worse complaints from al most every high school athletic director in the state."⁵

ddo The NCAA ruled that Rebecca Burt, a young woman with a strong academic reco rd, was ineligible to accept a track scholarship on the basis of a single "tech prep" science class. As a result, she had to drop out of college. An editorial in USA Today, discussing

this and other cases, ran under the headline "NCAA's Too-Tight Rules Hurt Deserving Students."⁶

ddo The NCAA tried to prevent a high school valedictorian from participating in college sports, simply on the basis of courses taken.

This student had been ap pointed to one of the nation's military academies. The reporter from the Detroi t News who uncovered this case began his story, "Ninety thousand dashed hopes.

That's how many graduating high school seniors hoped to be playing sports in co

llege this year, only to find they were academically ineligible."⁷ While not al l these students have excellent academic records,

the Detroit News reporter rai sed many troubling questions about the way the NCAA rejects students, often not accepting a single course the students have taken.

ddo The NCAA has argued in court that it does not have to comply with the Ameri

cans with Disabilities Act (ADA). The U.S.

Department of Justice disagrees. The

Justice Department has found that current NCAA rules specifying courses and standardized

test scores for student athletes with learning disabilities are in violation of the ADA. The Justice Department has told the NCAA that it should compensate

a number of these student athletes and modify their eligibility status.⁸

The NCAA currently faces lawsuits from students with learning disabilities, including Chad Ganden, a swimmer now at Michigan State University, who was denied full eligibility because of special education courses he took early in his high school years.

By the time he was a high school senior, Ganden was doing well in honors courses at a highly regarded suburban high school. But because of

the special education courses he had taken earlier, he was not allowed to compete in his freshman year.⁹

The NCAA denied full eligibility to two student athletes who were in the top 10% of their Philadelphia high school graduating class, had taken college-preparatory courses, but had standardized test scores that fell below the NCAA cut score. Using college

admissions tests in this way is a violation of the guidelines for test use issued by the test-makers themselves. Last January, the students

filed a class action race discrimination lawsuit against the NCAA.

In the fall of 1997, Yale accepted Jennifer Rosholt as an "early decision" student. Rosholt, an excellent tennis player, had earned a 3.77 grade-point average

at a well-regarded private school and had well-above-average college entrance test scores. While her record impressed Yale, it was not good enough for the NCAA, which, as of early spring 1998, had declared Rosholt ineligible for college

sports, despite months of correspondence and phone calls from her parents and her school counselors.¹⁰

In 1996 Misty Hollingshead graduated from North Thurston High School in Olympia, Washington, with a 3.56 grade-point average. She was a member of the National Honor Society all four years in high school, she was class president for four years, and

she had strong college entrance test scores. A highly regarded volleyball player, Misty also took 43 quarter-hours of college work during her senior

year in high school, as permitted under the state of Washington's "running start" law. However, she and her parents went through months of anguish because

the NCAA challenged the amount of credit Hollingshead was awarded under the Washington law. Ultimately, Hollingshead was allowed to accept her scholarship.

But because of the questions, her younger brother, also an honor student, did not participate in the "running start" program, and the family wonders whether another child, also an honor

student, should participate. Misty's mother Sandy, a Washington educator, wrote:

ddThe NCAA is inappropriately attempting to dictate the curriculum for U.S. high schools.

dd We were stunned by the rigidity and lack of common sense on the part of the Clearinghouse, and at their arrogance and unwillingness to give us answers concerning the process they had used in making decisions about our daughter

ddIt's crazy for an organization to have the power that they do to override and overrule educational statutes set forth by a state legislature, and to not really have to answer to anyone for their actions and decisions. I think the colleges have created a monster that's devouring some of the brightest and the best of their potential student-athletes, a system that is weeding out the cream of the crop right along with the bottom of the barrel.¹¹

ddEducator Victims

ddSuch stories about student victims go on and on. What about educators and schools victimized by the NCAA? One place to begin is with Elk River High School in Minnesota. Educators there developed a course in which students interviewed community members and wrote about what they learned. On the basis of the course title, "Essential Communications," the NCAA declared this course inappropriate for college preparation, thus making several honor students ineligible for athletic participation as freshmen. In its three-sentence memo to the district superintendent, the NCAA made three grammatical errors: "Thank you for you [sic] fax regarding 'Essential Communications.' Do [sic] to the vocational aspect of this, we are unable to approve this course as a core course. Therefore, the decision remains unchanged [sic] for student named above."¹²

ddBob Rodrigues, a suburban Pittsburgh teacher who was named "1997 Outstanding Secondary Teacher of the Year" by the National Council for the Social Studies, has spent frustrating months trying to gain NCAA approval of carefully developed interdisciplinary courses. He has won many awards and a Council for Basic Education fellowship, but the NCAA has repeatedly rejected his interdisciplinary courses. As this article was being completed, Rodrigues phoned to say that the NCAA had rejected his course titled "Leadership/School to Career." Is this a college-preparatory class? Sixteen of the 20 students are Rodrigues' former Advanced Placement students. Mike Bonacci, the principal of the school, wrote:

ddAfter having had too many experiences calling, submitting curricula, resubmitting curricula, and receiving different answers to the same questions because one can never talk with the same Clearinghouse representative, it makes my guidance counselors and

me wonder whether the NCAA Academic Requirements Committee knows anything at all about curricula and those components of a planned course which qualify it as a core course.¹³

ddBonacci isn't the only angry principal. The NCAA tried to block a New York student from participating in basketball, rejecting his principal's contention that he had taken an acceptable number of mathematics courses. At the time the NCAA acted, according to the judge in this case, the NCAA's own rules said that it would respect the judgment of principals about whether courses met NCAA specifications. However, the Clearinghouse overruled the principal.

ddWho are the people who wield such power? A Connecticut district court overruled the NCAA in one of the cases, noting that the director of the NCAA's Clearinghouse had revealed in testimony that, to his knowledge, none of the people on his staff "is or ever was a school principal or a teacher who had experience in designing courses."¹⁴

ddJoyce Kaufman, a veteran Colorado school counselor, recently described her frustrations with the NCAA.

ddThe same course would be approved for one student and denied for another student "same course, same school, same year! . . . I have referred, only half-jokingly, to the people who evaluate the transcripts as chimpanzees because it certainly appears that they perform the task as a "response" activity which requires no judgment. When it takes us as educators months of study and research to add or delete a class from our curriculum, having a temporary employee of the NCAA make these decisions in nanoseconds is ludicrous.¹⁵

ddSome high school reformers, such as TheodoreSizer, have proposed that graduation from high school should be based on demonstrated skills and knowledge, not on the accumulation of credits. In an eloquent, visionary report, the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching recommended identifying a "set of learnings . . . in which students must demonstrate achievement in order to graduate" and creating "a Personal Plan for Progress for each student."¹⁶

ddBut when innovative high schools in Georgia and Minnesota implemented such programs, they ran into trouble with the NCAA. A Roswell, Georgia, student was declared ineligible because his high school had adopted a performance-based approach. Betsy Stafford, a 20-year veteran of public education who is a counselor at Roswell's Independence High School, noted, "It's astonishing. We move toward requiring demonstration of knowledge before students graduate. You'd think colleges would applaud. Instead, the

NCAA rejects our best professional efforts."17

In a case that has attracted national attention, a Minnesota student, her family, and her charter school spent months battling the NCAA. Hope Grover is an outstanding softball player who scored 31 on her American College Testing (ACT) Program admissions test, a score that placed her in the top 10% of the nation's high school students. While still in high school, she earned more than 75 credits at the state university, maintaining an A-minus average. However, the director of the NCAA Initial Eligibility Clearinghouse wrote to her school, "The self-paced, performance based approach are [sic] not acceptable methods for the purposes of NCAA Initial Eligibility."18

Since the entire state of Minnesota is moving toward a high school graduation system that is based on demonstration of skills and knowledge, the Minnesota State Board of Education has challenged the NCAA.19 Toni Haas and Paul Nachtigal, co-directors of the Annenberg Rural Challenge, funded by the Annenberg Foundation, have also written the NCAA urging the organization to stop trying to dictate course content.

As this article was being completed, the nation's state attorneys general decided to create a panel to investigate the NCAA. They were responding to complaints from educators and parents across the country.

Some have questioned the NCAA's right to create such standards. The National Association of State Boards of Education (NASBE) recently wrote that the NCAA "is interfering with states' academic reforms

The NCAA is far behind the curve of education reform efforts

The NCAA relies on the traditional and increasingly outmoded Carnegie unit "seat time" when many states and thousands of school districts are moving to

assess student achievement through outcomes . . . and are experimenting with other innovations such

as block scheduling and charter schools which are far beyond the static and limited purview of the NCAA."20 Brenda Welburn, executive director

of NASBE, and staff member David Griffith are among the education community's most tireless critics of the NCAA.

Others have joined NASBE in protesting. Charles Rooney of the National Center for Fair & Open Testing (FairTest) has worked hard to change NCAA procedures.

Meanwhile, in 1996 the NCAA demanded that every high school fill out a questionnaire for each

new English, social studies, math, and science course. Initially, the American School Counselors Association saw nothing wrong with this. Indeed,

one of its members appeared on an NCAA-sponsored national teleconference to praise the NCAA for its interest

in students. However, the Minnesota School Counselors Association contacted school counselors around the nation and helped formalize counselors' massive frustration with the NCAA. Counselors noted that it could take months to get an answer from the NCAA and that, when it finally came, the decision frequently made no sense. Walter Roberts of the Minnesota School Counselors Association took a leading role in helping to write a resolution, adopted by the American School Counselors Association, which challenged the NCAA's actions. And the Minnesota Association of School Administrators has urged the American Association of School Administrators to challenge the NCAA. Individual high school principals around the country have joined the effort to challenge the NCAA. Greg Firn of Cascade High School, Everett, Washington; Michael Bonacci of suburban Pittsburgh; Terry Downen of Eau Claire North, Eau Claire, Wisconsin; Judy Conger of Community High School, Ann Arbor, Michigan; and Al Zenor of Crookston High School, Crookston, Minnesota, have written letters to members of Congress and to their own professional organizations, citing the NCAA's abysmal treatment of outstanding student athletes and its inappropriate rejection of well-designed courses. John Lamuel, associate executive director of the National Association of Secondary School Principals, has met with NCAA officials several times. He feels that "they have come a long way. [But] they have a way to go."²¹ The intentions of the NCAA's initial eligibility process are worthy. The approach is wretched. The NCAA is inappropriately attempting to dictate the curriculum for the nation's high schools. In this country, state and local boards of education, not the NCAA, establish graduation requirements and the content of each course. The K-12 education community welcomes collaboration with higher education, but dictates, especially from those with no legal authority over K-12 education, are not welcome. The NCAA should reexamine and reject proposals for revisions in its initial eligibility process that seek to dictate the high school curriculum. Fundamentally, the NCAA has arrogated to itself the authority to pass judgment on high school curricula at the nation's more than 20,000 high schools and to use college admissions test scores in ways not supported by those who created the tests. The NCAA has neither the right nor the capacity to act as a national school board. Current problems with the NCAA Initial Eligibility Clearinghouse are an inevitable consequence of the NCAA's massive and misguided undertaking. The NCAA can and should play a useful and constructive role in the academic li

ves of student athletes. However, that will require the NCAA to rethink its actions and focus more attention on the academic work of student athletes while they are in college.

ddBut there is some progress to report. Two years ago, parents and high school educators had trouble getting NCAA officials to talk with them at all. The NCAA

preferred to deal only with college officials. Today, the NCAA is talking with high school educators

and parents, although weeks can go by before the NCAA responds to a query.

ddThe requirement that high schools answer lengthy questionnaires about each new course in English, social studies, math, and

science has been dropped. The NC

AA has sent high schools a list of standards. It is asking the schools to review these standards and

tell the NCAA which courses meet them. However, the NCAA still retains the right to overrule principals.

ddRecommendations

ddWhile some progress has been made, a growing number of educators and political leaders continue to challenge the NCAA's

efforts. In a recent letter to the o

rganization, more than a hundred of the nation's leading authorities on high school reform, including

four National Teachers of the Year, offered the following

recommendations:

dd1. The NCAA should abandon its efforts to dictate course content to American high schools. By the 1999-2000 school year, the

NCAA should halt its inappropriate

reliance on college admissions test scores. Instead, the NCAA should work with national testing

and measurement authorities, some of whom are employed by

NCAA member universities, to rethink ways to assess high school students' skill

s and knowledge.

dd2. The NCAA should increase scrutiny of its own members by tightening academic requirements for student athletes who are

already on college campuses, imposing

stricter "continuing progress" rules and punishing colleges and universities that fail to educate

student athletes. The NCAA should also reconsider the issue of freshman eligibility.

dd3. A national independent commission should be created, and it should hold public meetings. Half of the members should represent

higher education, and half

should represent "be appointed by" those legally responsible for setting K-12 curriculum standards

at the state and local levels. Over the next nine months,

this commission should:

ddinvite students, parents, and educators who have experience with the initial eligibility process to testify before the commission

and to speak at the 1999 annual

NCAA meeting. The commission should hold at least five open hearings around the nation, allowing

a variety of people to present their experience, research, and recommendations. reexamine the way NCAA assesses student preparation for higher education. review the research on the limitations and strengths of standardized tests. consider other, more appropriate ways to assess what high school students know. review current NCAA policies regarding academic standards that student athletes are expected to meet while they are in colleges and universities, in terms of both course content and required grade-point average. develop and present recommendations throughout the nation prior to the 1999 annual NCAA convention. consider reinstituting the policy of making freshmen ineligible to participate in major sports, at least until they have successfully completed a quarter or semester at an institution of higher education.

dd4. The NCAA should publish and make widely available minutes of committee meetings and internal staff memos from the last three years that relate to the initial eligibility process, including those relating to the Initial Eligibility Clearinghouse. The NCAA should also provide research about the impact of its initial eligibility process on students, including students from a variety of backgrounds.

dd5. The NCAA should accept the U.S. Department of Justice recommendations with regard to compensating students with disabilities who have been inappropriately treated in the initial eligibility process. The NCAA should consider offering compensation to other students whose lives and educations have been disrupted, despite otherwise acceptable work, because the NCAA rejected one or more of their courses.

ddThese recommendations will help ensure that future educators and students do not become victims of ill-advised, inappropriate NCAA actions.

ddSome have asked what attracted me to this battle. There are two things: first, respect for the young people who, despite their hard work, have been victims of the NCAA; second, admiration for the many high school educators who are trying to improve high schools, only to see their efforts rejected by the NCAA.

ddWould you care to help? If so, please contact me to join one of the most interesting and unexpected battles for high school reform in the last decade.

22

dd 1. "The NCAA's Eligibility Standards," New York Times, 23 December 1997, p. A-12.

dd2. 1996-97 NCAA Annual Reports (Overland Park, Kan.: NCAA, December 1997), p. 42.

dd3. Peter Applebome, "NCAA Effort to Raise Academic Standards Leaves Many Top Students on Sidelines," New York Times, 23 October 1996, p. B-12.

dd4. Tamara Henry, "NCAA Eligibility: Game of Frustration," USA Today, 18 February 1998, p. 8-B.

dd5. Marie Rohde, "On Your Marks . . . Stop," Milwaukee Journal Sentinel, 17 March 1997, p. 1-B.

dd6. "NCAA's Too-Tight Rules Hurt Deserving Students," USA Today, 29 October 1996, p. 12-A.

dd7. Fred Girard, "Tougher NCAA Standards Under Scrutiny," Detroit News, 15 December 1996, p. E-1.

dd8. Dan Sutherland, letter to Kevin Lennon, director of member services, NCAA, 17 October 1997.

dd9. Steve Wieberg, "Justice Department: NCAA Violates Disabilities Act," USA Today, 30 October 1997, p. 1-D.

dd10. Henry, p. 9-B.

dd11. Sandy Hollingshead, personal communication, 20 February 1998.

dd12. Quoted in Applebome, op. cit. I have a copy of this memo and am willing to share it with interested readers, who may contact me at the Hubert H. Humphrey Institute for Public Affairs, 234 Humphrey Center, University of Minnesota, 301 19th Ave. S., Minneapolis, MN 55455.

dd13. Michael L. Bonacci, letter to the NCAA Academic Requirements Committee, 11 September 1997.

dd14. Phillip v. NCAA, 1996 WL 870689 (D. Conn.).

dd15. Joyce C. Cauffman, letter to Walter Roberts, 23 March 1997.

dd16. Breaking Ranks: Changing an American Institution (Reston, Va.: National Association of Secondary School Principals, 1996), p. 11.

dd17. Betsy Stafford, presentation to a press conference at the NCAA annual conference, Atlanta, 10 January 1998.

dd18. Cavin R. Symons, letter to Dee Grover-Thomas, principal, Minnesota New Country School, 27 February 1997.

dd19. Jeanne Kling, "NCAA as Reform Obstacle," Education Week, 18 February 1998, p. 37.

dd20. Brenda Welburn, "Nation's Education Boards Issue Policy Statement Critical of NCAA's Eligibility Procedures," press release, National Association of State Boards of Education, Alexandria, Va., 15 December 1997.

dd21. Interview with John Lamuel, February 1998.

dd22. Interested readers may contact me by e-mail at Natha001@hhh.umn.edu or by sending a letter to Hubert H. Humphrey Institute for Public Affairs, 234 Humphrey Center, University of Minnesota, 301 19th Ave. S., Minneapolis, MN 55455.

dd JOE NATHAN directs the Center for School Change, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, Minneapolis. He wishes to thank Deborah Hare for editorial assistance and the Annenberg and Blandin Foundations for their support, though the opinions are his own.

Publication#W\ PP# 56. Phi Delta Kappan"Publication" #:\ PP#June 1998

Headline#\ PP# Who Cares? And So What?Headline #:\ PP#

ddI HAVE JUST finished trying to help Phi Delta Kappa prepare a "reasoned and rational" response to the TIMSS (Third

International Mathematics and Science Study

dy) report purporting to show that American 12th-graders, when compared to students

from other countries, perform poorly in physics and advanced math. In framing that response, we were aware that political

considerations dictated that we

not sound too defensive, too unwilling to admit our own faults as educators, or too resistant to change.

ddHaving finished that task, I now feel the need, for myself, to answer the question, "So, how do you really feel?" To be honest,

my initial answer regarding

the TIMSS results is, "Who cares?" Should you respond that I ought to care about the fact that students

in Cyprus, Greece, and the Czech Republic outperformed

those in the United States, you might push me to the more substantive response

, "So what?" ddPerhaps my lack of concern is triggered by a sense of déjà vu. Fifteen years ago I listened to Secretary of Education Terrel Bell,

in releasing

A Nation at Risk, predict that failure to address the terrible school conditions described therein would make it impossible

for the U.S. to remain competitive

in a global economy. A few weeks ago, I heard Secretary of Education Richard Riley predict

the same disaster based on the TIMSS data. All the while, the American economy rolls merrily along as the most productive and

competitive in the

world. Is reality beyond our grasp, simply irrelevant, or am I missing something?

ddPerhaps my ennui comes from having to engage in the debate over the obvious inadequacies of international test comparisons.

Do we not understand that the United

States is unlike any other nation in its long-standing commitment to mass education, in the

easy access it provides to higher education, in the way the curriculum is organized, and in the belief that art, music, and

extracurricular

activities are important parts of growing up? If we do understand these things,

is it not obvious that trying to control

for these factors in international test

comparisons would be a nightmare for those making the effort?

ddComparing education systems that are not comparable requires the kind of mental gymnastics that delights researchers. No harm

in that. Let them have fun! But

we are surely too smart to try to use the data produced for making serious policy decisions regarding

how best to structure our own system of education to fit

our unique national needs. Or are we?

ddI suspect, however, that my lack of interest in the education system on Cyprus

springs from irritation at the issues we choose to

discuss. There are serious

problems bedeviling our schools that our leaders should be addressing. The inner-city poor and the rural

poor are being inadequately served. Many children at

tend crumbling schools and are taught by inadequately trained teachers teaching

without benefit of up-to-date textbooks, supplementary materials, and supplies

. These are problems we can handle if we have the

will to do so. That we choose

, instead, to spend our time debating how our students compare with those around

the world suggests

that we prefer fantasy to reality.

ddI realize, of course, that my lack of interest in how American students compare

with those in other countries may label me as

lacking in vision and as failing

to understand what is really important. So, let's cut to the chase. If being

number one, or two, or even

10 in international comparisons in math and physics

is your priority, proceed as follows:

dd1. Forget local control of education, and establish a national curriculum so

that the federal government can control what students

study and when they study

it.

dd2. Require that all students study algebra, starting no later than the middle

grades.

dd3. Require that every student study calculus before the end of high school.

dd4. Increase the time students spend in school, and use the added time for more

instruction in math and physics.

dd5. Decrease the time students spend on art, music, and vocational subjects, and

devote the time saved to more instruction in math

and physics.

dd6. Decrease the time students spend on extracurricular activities, including

sports, and use the time saved for increased instruction

in math and physics.

ddI will stop here, forgoing the temptation to suggest that we ban students from

holding part-time jobs and driving cars. The changes

I have listed above will

bring our schools much more in line with the other countries in the TIMSS study.

Then, bring on those tests!

ddHaving offered the solution, I do feel an obligation to mention the risk. At

the present time, the United States has the number-one

economy in the world and

, according to the TIMSS report, the worst education system. If this inverse relationship

is valid, improving

the performance of our students in the TIMSS comparisons

could send our economy into a tailspin. That might be too great a risk

to run!

dd " Lowell C. Rose, executive director emeritus of Phi Delta Kappa International.

Publication#W\ PP# 57. Los Angeles Times"Publication" #:\ PP#* 06/19/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-8

Headline#\ PP# School ChoiceHeadline #:\ P P#

ddDon't know if I am the only one to notice this coincidence of two reports: "S

tephchild of Secular Turkey" (June 11) quotes the

Islamic fundamentalists, about

religious control of education, as only wanting "freedom of choice" and their opposition saying that the logical extension is "the dictates of religion."
ddThe Times also reports (June 11) the Wisconsin Supreme Court as wanting only "freedom of choice" for the people who would receive government vouchers for their school of choice, those being primarily religious schools.
ddSeems as if the same fundamentalist drive to eliminate public schools is alive and well in several parts of the world.

ddEMIL SCHAFFER

ddRiverside

Publication#W\ P!P# 58. The New York Times"Publication" #:\ P"P# 06/19/98Section: Editorial Desk; Section A; Page 28, Column 5

Headline#\ P#P# How to Balance Church and State?Headline #:\ P\$P#

To the Editor:

ddAlan Wolfe (Op-Ed, June 14) is confused. The Baptist incident proves the opposite of his point, that the separation of church and state is no longer important.

ddWisconsin notwithstanding, it is neither constitutional nor good public policy to subsidize families to leave the public schools for religious schools. In case Mr. Wolfe hasn't noticed, religious schools teach religion, not some one-size-fits-all doctrine but the orthodox Judaism, Roman Catholicism or whatever the religion of the school's sponsors.

ddShould this divisiveness be subsidized by taxpayers at the expense of public schools teaching common values?

ddTHOMAS A. LIESE

ddNew York, June 16, 1998

ART Drawing (Eric Hanson)n

Publication#W\ P%P# 59. Chicago Sun-Times"Publication" #:\ P&P# 06/17/98; Edition: 5XS; Section: EDITORIAL; Page 41

Headline#\ P'P# The death of public education? HardlyHeadline #:\ P(P#

By Dennis Byrne

Not since President Ronald Reagan won his second term has anything wrought so many quivering chins among the Secular Left.

ddThe Wisconsin Supreme Court's decision allowing low-income parents to use taxpayer-funded vouchers to send their kids to

religious, as well as private, schools

of their choice left the Secular Left nearly, but unfortunately not fully,

speechless. "Aghast" is

how the New York Times described the reaction. "School

Ruling Shakes Milwaukee," the paper roared, as if the city was about to

rattle

into Lake Michigan.

ddWhat, critics asked, if Timothy McVeigh had a school? The American Civil Liberties Union, teachers unions and other advocates

of the plantation form of public

instruction also added their hysterical predictions about the destruction of

the separation of church

and state. The takeover of the schools by the Religious Right is at hand.

But what the state's high court did was sensible and long overdue. It concluded that U.S. Supreme Court decisions consistently have found that the Constitution

is not violated every time that taxpayers' money ends up in a religious institution. This should come

as no surprise. Otherwise, many denominational social

service providers, such as Catholic Charities, would have to get out of business.

There'd be no more research grants to religious colleges, health grants for religious-affiliated hospitals, or loans and

scholarship aid for students at

religious universities. All those vets who went to a non-secular college on the G.I. Bill would have

to give the money back.

Why, then, should parents of children in elementary and high schools not have the same choice as veterans? Vouchers serve the

same secular purpose - to get

Americans a good education.

In the past, I haven't been a fan of vouchers, because I feared their impact on public schools, especially in Chicago, where Paul

Vallas, Gery Chico and the

no-nonsense team have been turning things around. But Vallas and his team won't be around forever,

and powerful forces of the status quo educracry are just waiting for their chance to retake control.

But Chicago schools aren't threatened by the Wisconsin decision, even if it is affirmed by the U.S. Supreme Court. The decision

merely gives school systems

and cities that want to provide vouchers the opportunity to do so. It doesn't require them to do so.

This is a point missed by the Secular Left, who consider themselves the sole proprietors of "choice." For them, choice is verboten

for low-income parents who

do not want to give their kids a better chance; choice is only for those who can afford it. The choice to offer

parents vouchers, says the Secular Left, must never

be left to voters, parents and their elected representatives. For the Secular Left,

the choice of whether to have vouchers must be squashed by federal judges, made unaccountable to the public by their lifetime terms.

I have a challenge: For those who are worried about the survival of public schools, I offer this alternative, which will leave the

system not just intact, but

stronger. Let school boards choose school operators who offer the best programs for the best deal. Open

up the bidding on school contracts to private, for-

profit, nonprofit, secular or religious groups. If the principal and teachers of the

school think they can do a better job, let them bid also.

They'll have lots of money - the more than \$6,000 that is spent annually on each Chicago student, for example. Bids higher than

that would be rejected. Schools

ols would have to meet the system's academic standards; no McVeighs allowed.
ddI bet that groups galore would do it for less, and do a better job - Marva Co
llins and the Catholic schools, for example. Parents
who don't like their kids
being taught by one contractor can send their kids to another school of their l
iking. Call it privatization,
competition, school choice or whatever. It's a lo
t better than the straitjacket that the Secular Left wants us to wear.
ddDennis Byrne is a member of the Sun-Times editorial board. n
Publication#W\ P)P# 60. The Boston Globe"Publication" #:\ P*P# 06/18/98; Edit
ion: City Edition; Section: OP-ED; Page A27

Headline#\ P+P# Kerry's lost messageHeadline #:\ P,P#
By Jon Keller
ddPoor, luckless John Kerry. Minutes before he gave the best speech of his poli
tical career on Tuesday, the Louise Woodward
decision came down, siphoning the
TV crews out of the hall like a tornado emptying a birdbath. Haven't seen bad n
ews cycle luck
like that since Bill Weld jumped into the governor's race just a
s Charles Stuart jumped off the Mystic River Bridge.
ddToo bad for Kerry, who took a step toward establishing legitimate presidentia
l candidate credentials by shedding his past persona
as a defender of the publi
c education status quo.
ddAs recently as his 1996 reelection campaign against Weld, Kerry was a faithfu
l regurgitator of party and teachers union dogma:
Don't blame teachers, and don
't panic by indulging in school choice, charter school expansion, vouchers, or
any other reform initiative
that might encroach on the existing public school m
onopoly. He thoroughly trashed Weld for suggesting that Kerry's alternate
"solu
tion" " spend more money " was part of the problem.
ddBut Tuesday Kerry offered a brave and scathing critique of his own party and
its powerful union pals for becoming "stuck in
ideological cement of our own mi
xing." He called for public school choice, an end to teacher tenure, and the sc
rapping of stultifying
collective bargaining agreements that handcuff local ref
ormers. He wants to junk the old certification rules that narrow the teacher
po
ol and allow any qualified college graduate to compete for these key jobs.
ddKerry said what no other member of the Massachusetts delegation will " that h
is party's current education reform homilies are
pap. The favorite Democratic
line of the moment is how we need to invest in fixing up school buildings, admi
ttedly a worthy goal.
But as Kerry noted, the emphasis makes Democrats sound "a
s if the problem of kids graduating from high school who can't read or
write ca
n be solved with bricks and mortar alone. . . . Let us compete over curriculum
and the quality of our extracurricular activities
" not over caved- in ceiling

s or broken pipes."

ddAnd how about this quotable quote: "The truth is teachers and schools have been stripped of disciplinary tools and will as the nation experimented with value neutrality, disarming before the political correctness police, leaving a morality and value vacuum."

ddRonald Reagan? Are you in there? No, just a grandstanding presidential wannabe, according to Steve Gorrie, president of the Massachusetts Teachers Association. "He was playing to a national audience rather than a Massachusetts audience," said Gorrie.

ddIs that fair? After all, going back to the anti-Vietnam War days, Kerry has a track record of trying to shake up a somnolent Democratic establishment. But Kerry's famous 1992 speech at Yale criticizing affirmative action as "inherently limited and divisive" resulted in no real change in either his party's agenda or his own.

ddFor all the bold rhetoric, some of Kerry's punches on Tuesday did seem pulled. He dismissed vouchers as a sign of "giving" on public schools, and notes that "there are not enough private schools to save a generation from a crisis of mediocrity and outright failure." Yet, while observing how frantic poor parents are to rescue their children, he offered no alternate, short-term escape route.

The fundamental debate over neighborhood schools and the busing catastrophe that prompted it went unmentioned. And for all his protestations that money alone is not reform, Kerry can't bring himself to use money as leverage to force reform on reactionary unions and bureaucrats. He wants choice but promises "emergency assistance" to rotten systems. It's a naïf's view of what makes public bureaucracies react.

ddBut why quibble? Kerry's willingness to chop down a few trees is welcome relief from the overgrown bog of Democratic dogma on education reform. Then again, if a tree falls when no TV camera is around, does it make a sound?

dd Jon Keller is political analyst for WLVI-TV's "Ten O'Clock News."
ddn

Publication#W\ P-P# 61. IntellectualCapital.com"Publication" #:\ P.P#June 18, 1998

Headline#\ P/P# Schoolgirls, Sex and SpeechHeadline #:\ P0P#

By Nadine Strossen

ddLong Island school officials recently banned three of the most popular magazines for teenage girls "Seventeen, Teen and YM" from the middle-school library

after some parents relayed their priest's charge that these magazines "go against what we believe

is the truth about sex as Catholic Christians." The officials

ignored the conclusion of educational experts that the magazines provide

f

actual information about sex that is particularly valuable for adolescents.

ddThis is just one more example of the constant efforts, by government official

s all across this country, to deny young people access

to sexually oriented mat

erials "for their own good." That refrain has been echoed by the many governmen

t officials who have sought

to censor the Internet.

ddKids and the Constitution

ddIn striking down the federal government's effort to criminalize "indecent" or

"patently offensive" cyberspeech under the

Communications Decency Act (CDA) la

st year, the Supreme Court did not reject the pervasive presumptions that such

material wouldbe harmful to minors and that, consequently, the government could

lawfully bar minors from seeing it.

ddInstead, the Court held that the CDA violates the First Amendment because, gi

ven the diffuse nature of cybercommunications,

the ban would extend to adults a

s well as minors. The Court therefore followed precedents involving other media

, holding that the

government may not pursue its interest in "protecting" minor

s from sexually oriented expression through measures that deprive adults

of suc

h expression, too.

ddI certainly concur with the Court's rationale " as far as it went. And I'm p

roud that this historic decision will go down in the

history books under the na

me of Reno v. ACLU. The ACLU's argument for freedom of cyberspeech went further

than the Court's

rationale, though, and championed the rights of not only of a

dults, but also minors.

ddBoth the Long Island school case and the rush to censor cyberspace " as well

as the countless other government initiatives that

"shield" minors from sexual

ly oriented expression " reflect two widespread, but wrong, assumptions: first

, that young people have

few, if any, constitutional rights to free speech; and

second, that any such rights should not extend to sexual expression, since tha

t

expression is harmful to minors.

ddYoung people do have constitutional rights, which are entitled to special res

pect. As the Supreme Court noted in 1976,

"Constitutional rights do not mature

and come into being magically only when one attains the state-defined age of ma

jority."

ddSignificantly, the Court made that observation in a case that upheld another

aspect of minors' rights in the area of sexuality "

their reproductive freedom

. Likewise, in a 1975 case that specifically concerned minors' exposure to sexu

ally explicit "adult" films,

the Court declared that "minors are entitled to a

significant measure of First Amendment protection."

ddMoreover, a landmark 1943 decision stressed that public-school officials have

an important responsibility to honor young people's

constitutional rights, explaining: "That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes."

Government "protection" backfires

The reflexive assumption that "indecent," "patently offensive" or other sexually oriented materials are innately dangerous to young people is so entrenched that, in *Reno v. ACLU*, the government did not even bother to introduce any evidence to this effect. Nor did the Supreme Court cite any evidence or reasoning to support this assumption. In effect, most of the judges simply followed a procedure called "judicial notice": taking note of facts that are so widely accepted and undisputed that no evidence is deemed necessary to support them. A typical fact of which a court could appropriately take judicial notice is that the sun rises in the east.

In contrast, it is hardly an incontrovertible fact that young people are harmed by seeing sexually oriented expression, even expression that might be considered "indecent" or "patently offensive." This point was forcefully made by one of the lower court judges in *Reno v. ACLU*, Dolores Sloviter (unfortunately, her enlightened views on this point were not endorsed by any other judge who ruled on the case):

[A]t least some of the material subject to ... the CDA may contain valuable literary, artistic or educational information of value to older minors as well as adults. ... [T]he government has made no showing that it has a compelling interest in preventing a seventeen-year-old minor from accessing such images. By contrast, plaintiffs presented testimony that material that could be considered indecent ... may be critically important for certain older minors.

As Judge Sloviter indicated, the ACLU introduced evidence that "far from being inherently harmful to minors" sexually oriented expression can be beneficial, at least for older minors. Given that a majority of teenagers are sexually active, information about sexuality is vitally important to them. In light of the record-breaking numbers of unplanned teen pregnancies in the U.S., information about contraception and abortion promotes minors' welfare. In light of the tragically rapid spread of HIV and other STDs among teenagers, information about safer sex protects their health and literally saves their lives. In light of the heartbreakingly high number of suicides among lesbian and gay teens, information about sexual orientation is also life saving. Nonetheless, the CDA

crimi
nalized all such information for the "sake" of minors.
ddNot a member of the family
ddTo be sure, parents have not only a responsibility, but also a constitutional
right, to shape the education, upbringing and values
of their own children. Th
erefore, parents may certainly discourage their children from reading particula
r magazines or visiting certain
Web sites. Furthermore, parents may teach their
own moral or religious views about sex to their own children. On such deeply
p
ersonal matters, though, just as our government should not be "Big Brother" to
adults, it likewise should not be "Big Daddy" or "Big
Mommy" to young people.

ddNadine Strossen is president of the American Civil Liberties Union. She is a
contributing editor of IntellectualCapital.com.n

Publication#W\ P1P# 62. St. Petersburg Times"Publication" #:\ P2P#June 19, 19
98

Headline#\ P3P# A constructive school planHeadline #:\ P4P#
Solving Florida's school crowding crisis is everyone's priority but no one's pr
oblem. Rather than provide adequate funding to build
hundreds of urgently neede
d schools, the Legislature has been content with pay-later construction schemes
and fudged enrollment
numbers. Against this backdrop of denial and obfuscation
, it was refreshing to see the Hillsborough County school district unveil
a con
struction plan grounded in reality.
ddHillsborough's half-billion-dollar plan calls for building 21 schools in five
years, down from an earlier timetable of 15 years. The
urgency reflects the co
ntinuing growth of an urban county. School officials deserve credit for putting
an honest number on the table during an election year. Candidates for state and
local office now must offer clear-eyed solutions, not platitudes about taxes.

ddThe \$465-million price tag does not include the millions more it will take to
acquire new school sites, or the additional millions
needed to repair some old
er schools. All told, Hillsborough needs close to \$1-billion. That assumes scho
ols can be built to
accommodate more students and constructed more cheaply than
in the past.

ddThe classroom gap in Hillsborough is notable only for its depth. In Dade, Bro
ward and the other large counties, school principals
are stuffing kids into cla
ssrooms like clothes into an undersized suitcase. Portables also are proliferat
ing in historically rural Florida,
where young families have gone to escape the
crowded conditions of the urban counties.

ddPartisans have stalled workable solutions by framing school crowding as a deb
ate over taxes. That is where Hillsborough's plan

is particularly constructive.

It focuses attention on the magnitude and inevitability of the job at hand. Hillsborough today could fill nearly half the 21 schools it plans to open by 2002

Jim Hamilton, the assistant schools superintendent in Hillsborough who oversees construction, is right to declare: "New solutions are in order." His plan gives voters the ammunition they need to confront School Board and legislative candidates in the fall elections. The timing could not be better, as 51 "critically overcrowded schools" in Hillsborough will reopen just weeks before the September primary. Crowding will not end until politicians pay a price for not delivering on empty commitments.

Publication#W\ P5P# 63. Baltimore Sun"Publication" #: \ P6P#June 19, 1998

Headline#\ P7P# Teaching the teachers more about readingHeadline #: \ P8P# Certification: State requirements will improve chances that children can read well.

GOOD reading instruction can often make the difference between a child's success and failure in school. Yet, as is apparent in test scores, the preparation and professional development required of Maryland teachers has not given them a adequate grounding in the basics of reading instruction.

Next week, the State Board of Education will vote on a proposal to ratchet up the level of reading instruction knowledge that teachers must have to be certified in Maryland. In our view, adopting these requirements is a no-brainer, especially for a state that so far has shown admirable determination to give teeth to all the talk about accountability in education.

If teachers, principals and school systems are responsible for ensuring that their students achieve at grade level, then it makes sense to expect colleges and universities to give future teachers the training they need to accomplish the single most important task in education - ensuring that their students are literate.

Schools of education may resent these proposals as interference with their cherished independence. But those concerns are scant comfort for neophyte teachers. Imagine their plight when they first face a roomful of youngsters and discover that nobody prepared them to spot Susie's difficulty with letters, or taught them why Johnny will never decode even the simplest story without a strong understanding of letters, sounds and how they fit together.

The proposal before the board would require candidates for certification as elementary and middle school teachers to earn 12 credit hours in reading instruction. Secondary teachers would be required to earn six credit hours. Similar requirements for recertification

will prompt significant changes in professional development programs in each jurisdiction.
ddSome critics have suggested that performance-based exams would be a better way to ensure that teachers are better equipped to provide reading instruction. In fact, those exams would be the perfect complement to these course requirements. But by themselves, they would solve nothing.
ddThe board is tackling these challenges in the right order " first, making sure teachers have sound instruction in teaching reading, then testing their ability to deliver the goods in the classroom.
ddA positive vote on the proposed course requirements will be one more important step on the road to school reform.

Publication#W\ P9P# 64. The Washington Post"Publication" #:\ P:P# 06/19/98; Edition: FINAL; Section: Editorial; Page A24

Headline#\ P;P# Superintendent, Not SupplciantHeadline #:\ P<P#
NEW D.C. SCHOOL Superintendent Arlene Ackerman has reached a familiar stretch in the road on her way toward reforming the city's public schools. It is a place well recognized by every superintendent who has tried " and failed " to overhaul a school system known for resisting change. Some school activists apparently fear that Mrs. Ackerman's school reform efforts will run aground because she is not spending enough time seeking cooperation from the system's change-resistant bureaucracy. "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," said Mrs. Berlin. Therein, we think, lies a major flaw in the school system.
ddShortly after arriving on the scene, every new senior city official discovers there is a vast difference between giving orders and having them faithfully carried out. The school system's bureaucracy is among the city's most hard of hearing. Petty school administrators, accustomed to being treated as worlds unto themselves, are known for responding to a superintendent's directives with all the urgency given to fortune cookie messages. It is that official culture the new superintendent is up against. If there is to be a complete turnaround in D.C. public education, those ways must change.
ddFortunately, Mrs. Ackerman isn't in this struggle by herself. Other key stakeholders " notably parents, the business community and other city officials " have an interest in seeing school reforms succeed. While it is important for Mrs. Ackerman to enjoy the support of mid-level school employees and principals, it is equally necessary for them to recognize who is now in the driver's seat. In subordination in the form of dilatory actions designed to delay change is not a

n option. If necessary, the city's elected leaders and financial control board should help drive home that point. The superintendent shouldn't have to beg. And we have a feeling this one isn't going to.

Publication#W\ P=P# 65. Bangor (Maine) Daily News "Publication" #:\ P>P# 06/18/98

Headline#\ P?P# Threats not funnyHeadline #:\ P@P#

Regarding the threats made by Luke Eaton in his Blue Hill yearbook; he should be suspended. He wanted people to take what he said as a joke. Walk into any airport anywhere in this country and joke that you have a bomb. See how many people laugh. You'll be doing hard time in prison. In the wake of so many school shootings, you just can't make idiotic comments like this. If it can happen in small towns in Mississippi and Kentucky, it can almost surely happen in Blue Hill, Maine. My cousin (who will be graduating in this class) knows this student and says he would never hurt anyone, that he's a nice guy. Gee, that's exactly what they said in Mississippi and Kentucky, after the bloodshed. Michael B. Marshall Belfast, Mainen

Publication#W\ PAP# 66. Bangor (Maine) Daily News "Publication" #:\ PBP# 06/18/98

Headline#\ PCP# Levels of violenceHeadline #:\ PDP#

This time, it was Virginia. This time, the 14-year-old gunchild missed his primary target and merely wounded two. This time, one more time, it did not happen here. Here's a few things that have happened here recently in insulated, innocent Maine: A Newport middle schooler is charged with threatening to kill his principal; two teens hide a cache of 13 stolen guns near the elementary school in Hartland; a Brunswick eight-grader threatens to kill his principal with a baseball bat less than a week after the principal's window was shattered as he sat at his desk. The Thomaston Grammar School is trashed by young vandals; death threats are scrawled on blackboards. Down in Blue Hill, a George Stevens Academy senior uses his yearbook entry to launch a violence-laden tirade, wishing gruesome death upon all not in his immediate circle of friends. Instead of expulsion, he is celebrated, he is cheered at commencement, he pumps his fists as he accepts his diploma. His only regret is that this little misunderstanding might remain on his permanent record. After all, he says, it was just a joke. Only they're not laughing in Springfield, Jonesboro, West Paducah, Pearl or any of the other towns too steeped in grief to see the humor. Nor are they laughing in schools across this state, where teachers report a shocking rise

in violent words and deeds, where many say a new feature has been added to the common fire drill " students pretending to shoot each other.

ddBut something else is happening in Maine; somebody is trying to do something, trying to find a way to end the heartbreaking cycle of alienation, despair and violence afflicting this forsaken generation. The newly expanded University of Maine Safe Schools Committee is enlisting a growing number of educators, jurists, police, medical professionals and clergy in its search for answers.

ddThe answers won't come easily; at this point, it's mostly questions. What level of violence in schools should be the primary concern? Should it be the weapons violence that still is a rarity; the physical violence that increases daily; or the verbal violence that permeates, the taunting, the insults, the threats?

If schools are to draw a line, where should it be drawn?

ddWhere, the committee asks, does school violence " which isn't taught in school, but just manifests itself there " come from?

Is it from dad, coming home every night with abuse on his mind? Is it mom's road rage? Is it the bottomless swirl of gore and belittlement that pours from TV and movie screens? How many more tragedies will occur before society gets serious about raising its children?

ddIn trying to grasp the scope of the problem, this committee is doing a job of vital importance, but laying the groundwork for a permanent solution won't help much when school reopens next fall. Immediate action is needed, a quick fix, a temporary, even if imperfect, palliative is urgently required. That means legislation, but Maine's political leaders have been strangely silent.

ddYes, Maine aggressively prosecutes hate crimes, but none of the schoolhouse massacres have been connected to racial or sexual bias. Yes, the Communities for Children Project helps build partnerships between schools and caring adults, but such programs have no appeal to adults who do not care. There simply is not time to continue to preach to the choir.

ddOther states are debating requiring a mandatory 72-hour psychological evaluation for any student bringing a weapon to school.

Why isn't Maine? Selling illegal drugs on school grounds is a far more serious offense than selling the same amount of the same drugs elsewhere. Why not make the same distinction for assault, terrorizing, threatening or harassment, why not elevate those offenses if committed at school?

ddOf course, this would have the immediate effect of further burdening already overworked police officers, it would jam up already overcrowded court dockets.

But if nothing else, perhaps the sight of more violence-prone teens ending up not in the principal's office but in a real criminal court before a real judge might

ght expose Maine's juvenile justice system for the empty, underfunded shell tha
t
it is. It might even force society to take responsibility for the behavioral
problems it creates and then dumps upon the schools.
ddThankfully, this horrifying school year is over. The UM committee will work t
hrough the summer, doing valuable work for the
long-term. Those who have comman
d over the sort-term must get busy. The summer in Maine is short; September is
just around the
corner.n

Publication#W\ PEP# 67. The Salt Lake Tribune"Publication" #:\ PFP# 06/18/98S
ection: Opinion; Page A14

Headline#\ PGP# No Need for Teacher TestsHeadline #:\ PHP#

Utah may be one of only seven states that do not require teachers to pass a f
ormal test before being allowed to run a classroom, but
there is nothing wrong
with that unless image is more important than substance.
ddUtah's teacher certification process already is a rigorous, comprehensive one
. All teachers must be certified, and special
endorsements are necessary, depen
ding on what grade levels or types of students they teach.
ddFor example, there are elementary certificates for grades K-6, secondary cert
ificates for grades 7-12, special-education certificates,
early childhood educa
tion certificates for kindergarten teachers. There are even certificates for ad
ministrators, counselors, librarians,
social workers and psychologists who work
with students.
ddIndeed, Utah's certification process arguably is too restrictive in some area
s, particularly in support areas. If it needs anything,
it is periodic examin
ation and adjustment to ensure a balance between theory and practice, and to guar
d against a propensity to lean
too heavily on pedagogy.
ddOf course, there is the image problem. If most states conduct such tests for
teachers and Utah does not, it can make Utah look bad
and lackadaisical about t
he quality of its public schools.
ddBut Utah should be used to image problems and invidious comparisons when it c
omes to public schooling. For years, it has been
near or at the bottom in per-p
upil expenditures. Despite higher than average taxation for a Great Basin state
, the figure continually
dogs Utah mainly because of the state's high birthrate
and large number of school-age children.
ddAll this is not to say there is no need for improvement. Greater effort shoul
d be made to see that secondary teachers are well-versed
in the subjects they a
re assigned to teach. Research and common sense indicate that teachers knowledg
eable and enthusiastic about
their subjects have a greater ability to impart th
is to their students than those who are not. But this problem has more to do wi

th
administration than teacher training because teachers sometimes are assigned
to teach subjects outside of their academic background.
To be certified, secondary teachers must have a major or minor in their subject area.
ddGiven the scope of Utah's teacher certification system, the imposition of an
additional gate-keeping test would not lead to any
teacher improvement. However
popular nationally, such a test for Utah teachers would be superfluous.n

Publication#W\ PIP# 68. The Detroit News"Publication" #:\ PJP# 06/18/98; Edit
ion: Final; Section: Editorial; Page A10

Headline#\ PKP# Micromanaging the CollegesHeadline #:\ PLP#
State Rep. Deborah Whyman's bid to end racial preferences in state universiti
es has embroiled her in a silly battle with her
legislative colleagues. Rep. Wh
yman, R-Canton, recently attached an amendment banning racial preferences in un
iversity admissions
and hirings to the appropriations bill for higher education
. But Rep. Derrick Hale, D-Detroit, has amended her amendment to keep
racial pr
eferences alive.
ddBoth her amendment and Rep. Hale's response, however, are dubious. The state
Constitution gives state universities broad
discretion in the administration of
their funds. Each university governing board, according to the Constitution, s
hall have "direction
of all expenditures from the institution's funds."
ddRep. Whyman, it is obvious, is seeking her political fortune by marketing her
self as an implacable foe of racial preferences. But
her tactics are less lauda
ble than her cause. This time they appear calculated more toward promoting her
upcoming bid for the state
Senate.
ddAlong with the amendment to the appropriations bill, Rep. Whyman authored an
amendment to another bill to end preferential
promotions, hiring and contractin
g at state-funded community colleges. Although the bill was approved by the Hou
se and is in
conference, Rep. Whyman has yet to produce concrete evidence showi
ng that racial preferences are a big problem at any community
college.
ddSen. John Schwarz, R-Battle Creek, who heads his chamber's appropriations sub
committee for higher education, should make
sure that these amendments are scra
pped before the bills emerge from conference.
ddCertainly, the University of Michigan's rigid use of racial preferences is tr
oubling. And recent reports that the U-M provost, Nancy
Cantor, used her discre
tion in 36 out of 42 cases to grant admission to white candidates does not comp
ensate for what appears to be
systematic racial bias in the university's genera
l admissions policy.

ddAs Terry Pell of the Center for Individual Rights, the group behind two lawsuits against the university's admissions policy, responded, "Minorities get the points automatically based on skin color. Other students can only get the points based on some demonstrated hardship."

ddThe U.S. Court of Appeals for the Fifth Circuit held in the Hopwood case that the University of Texas law school's admissions policies that gave race undue consideration violated the equal protection clause of the U.S. Constitution. It remains to be seen if local federal courts will take a similar view of U-M's practices.

ddRep. Whyman should await the courts' decision or pursue other means to discourage the use of racial preferences. Her attempt to dictate admissions policies merely provoked an opposite and equally unwise reaction. Even without Rep. Hale's foolish response, however, attempting to micromanage the state universities through the appropriations process is bad public policy.

Publication#W\ PMP# 69. Raleigh News & Observer"Publication" #: \ PNP#June 18, 1998

Headline#\ POP# Catch up to keep up Headline #:\ PPP#Subhead#\ PQP# North Carolina community colleges are in dire need of more funding for equipment, technology and people. It's in the state's best interest to make this farsighted, sensible investment.Subhead#:\ PRP#

ddThe figure is \$100 million-plus and counting. That's the amount North Carolina's community colleges need to update their equipment and technology if they are to fulfill the mandate of training high-skill workers. Additional money is needed to hire more people to run the technology: The legislature allots only one technology support position per college, far short of the need in a time when advances in computers require constant updating.

ddWithout this support, says Martin Lancaster, president of the community college system, "The quality of our graduates is going to decline, and North Carolina business and industry will not be able to look to us for the kind of training we have been known for since the system was created. The equipment and technology are changing at a pace far greater than our resources will allow us to replace it."

ddThat means that as North Carolina businesses " and businesses recruited by the state " call for more high-tech worker training, which they desperately need, the community college system is saddled with low-tech equipment. dd"For many years," Lancaster said in an interview, "we could get away with using outdated equipment, because North Carolina business was still using that stu

ff. But our companies today are turning over their equipment very rapidly."
 ddIf the need for equipment is acute, the need for more support staff for technology is both acute and chronic. Without staff members to keep computer equipment going, for example, instructors can't follow through with more courses taught over the Internet, one of the system's major innovations. But because the General Assembly limits the technology people to one per college, some colleges have taken money for instructors and moved it to technology support.
 dd"Central Piedmont in Charlotte has 27 technology support people," Lancaster said, "so that means they had to transfer 26 positions from the instructional to the support side. That's robbing Peter to pay Paul, and that robbery is resulting in the lowest-paid faculty in the entire South and second only to South Dakota in the entire country."
 ddJust as Lancaster recently has been making his pitch to legislators, University of North Carolina system President Molly Broad has been flying the system's flag in calling for more money, and rightly so. But the community colleges have been suffering from fiscal neglect, and their needs must not get lost in the competition for limited resources.
 ddThe community college system is a vital engine in this state's business community. To keep the parts moving, it needs all the resources the state can possibly provide.

Publication#W\ PSP# 70. Arkansas DemocratGazette"Publication" #:\ PTP#June 18, 1998

Headline#\ PUP# His farewell addressHeadline #:\ PVP#Subhead#[\ PWP# Baker Kurrus takes his leaveSubhead#:\ PXP#
 ddCHALK UP another loss to Little Rock's public schools, and therefore to Little Rock's future: Baker Kurrus is leaving. Nobody who has followed the decline and always hoped-for rise of public education in Little Rock needs to be told who Baker Kurrus is.
 ddHe's one of the good guys, one of the best guys. Year after year he did grunt work for the schools his kids went to "like any other good parent "but he did a lot more. He led, he proposed, he praised, he criticized, he pointed out problems (which is easy) and worked to solve them (which is much harder) despite an obdurate bureaucracy (which is maddening) and an apathetic public (which is frustrating).
 ddLet's not even go into the plague of lawyers and decades of inchoate court rulings that have reduced public education in some places from a basis of civilization to just another shoddy adversary process. Dedicated parents and leaders like Baker Kurrus have had to deal with it all. ddDespite those odds, Mr. Kurrus

accomplished a lot for Little Rock's schools and was about to accomplish more (he was going to run for the school board) but opportunity knocked in "where else? "North west Arkansas. In Bentonville, to be exact, at Wal-Mart. He's not going away mad, just going, and everybody who cares about Little Rock's schools will wish him and his well, and will envy Northwest Arkansas his dedication. Our thanks for a job done superbly. Give us seven Baker Kurruses on Little Rock's school board and public education would come back in the capital city quicker' than you could say Quality Education.

ddEVEN IN leaving, Baker Kurrus has performed a service by talking about the schools in the most candid, that is, constructive way. We all need to do that. Instead of just sigh, shrug, and give up. Put together his comments in an interview with the Democrat-Gazette's Cynthia Howell, and you've got one heckuva farewell address, a stirring charge to the graduating class, an astute analysis of the school system's problems, and an agenda that needs to be followed "now. ddBecause just now a rare a window of opportunity is open for public education in Little Rock, and, unless the school district and the public can be galvanized into action, it will be too late. Now's the time a new superintendent is coming in, neighborhood schools are coming back, the courts and even the plaintiffs are recognizing that desegregation doesn't have to be deconstruction, the times are good enough so people can afford to tackle even chronic problems, and, glory be, even the school board seems to be working together. To quote Baker Kurrus: "Those are things you don't always have. The stars only line up this way very seldom."

ddCarpe diem! Seize this moment. When is Little Rock going to organize that community-wide congress suggested in the fine but much ignored study of the public schools put out by the University of Arkansas at Little Rock? Or is that study going to become just another forgotten paper on the shelf? (Our copy is already attracting cobwebs.) Is the dream of rallying community-wide support behind the schools going to be scuttled on the shoals of the usual bureaucratic turf wars? Does anybody care?

ddOn his way out, Baker Kurrus has warned us: "You don't see the bold action that people are waiting on. A lot of things are happening behind the scenes that are very good, but the community doesn't perceive any major changes and major improvements. If we want a community-based school district, then we have to demonstrate action that inspires and invigorates a community."

ddUnless the city gets its education act together "now" this moment will pass unseized, and an already too pervasive impression will be set in concrete: Nothi

ng can be done.

ddBaker Kurrus is one of those who has demonstrated that much can be done "if we will disenthral ourselves, and rebuild our schools. If we don't, Mr. Kurrus has also told us what will happen, and has been happening for some time now. To quote his words

to Cynthia Howell:

dd"I don't want to sound negative, but there is no time to waste. The little elementary school "where my kids have gone and done well "lost a lot of good people this year, good volunteers who made the school better for everybody. It wasn't that those people didn't get what they wanted. It was just that they didn't get anything when they voiced legitimate concerns. All they got was a bureaucratic runaround. They leave quietly, and they don't make a big fuss. But it kills the system when they leave."

ddWho's paying attention, who's minding the schools? If you're one of those who have asked "about so many things in this throw-away culture ""Where's the outrage?" then you can hear it in Baker Kurrus' almost exasperated voice. "It's unthinkable," as

he says, "that public education is almost inconsequential in the city's growth areas. There are people in the real-estate business who don't even

know which school districts or school zones that their developments are in because they don't anticipate any public school patrons living in those developments. That's shocking."

ddAnd it's all too accepted. Because for years, when the school district should have been building, developing, improving, competing

. . . it was bogged down in legal hassles and bitter infighting. And countless families that had better things to do, like educate their kids, were lost to the public schools.

ddNO AMOUNT of PR is going to keep families in the public schools if they can't be confident their kids are safe and learning. But

again and again, efforts to keep the public schools competitive have been thwarted by that old Us. vs. Them mentality.

ddTo quote Baker Kurrus, "it is imperative to figure out a way "with the teachers' union "to get teachers out of the classroom who can't teach. Right now that

is not being done. We have good teachers. They are the reasons some people come to our district. But we have some who can't get the job done." Year after year.

ddBaker Kurrus wants the school system to be teacher-centered (Hooray!) but in order for that to happen, the good teachers have to be given control, and the poor ones got out of the way. They're a menace. That a lot of teachers in the public schools send their kids to private schools should tell us something about the two-tiered system of education we're developing in Little Rock "and

across
the country.
ddExperimenting with vouchers and charter schools would be just one way to make
the public schools competitive again. So that
parents are treated like patrons
instead of just bothers when they demand quality. There are many other ways to
improve and support
education, but they may never be brought up if the whole c
ommunity "including its political officials and business leaders "doesn't
get i
nvolved. Because education is much too important to Little Rock's future to be
left to the educators.n
Publication#W\ PYP# 71. U.S. Newswire"Publication" #:\ PZP#06-18 3:10p Ca
tegory: Press release

Headline#\ P[P# Education Dept. Says New Lower Loan Interest Rates
Mean Big Sa
vings for Students Headline #:\ P\P#

ddContact: Stephanie Babyak, 202-401-2311, or
ddJane Glickman, 202-401-1307,
ddbboth of the U.S. Department of Education
ddWASHINGTON, June 18 /U.S. Newswire/ -- Effective July 1, interest rates on ne
w federal student loans will drop almost a full
percentage point from the curre
nt rate, saving hundreds, even thousands, of dollars for borrowers over the lon
g term.
dd"I am pleased that the administration's proposed student interest rate has be
en adopted, with bipartisan support in Congress, despite
a strong lobbying effo
rt begun last year by the banking industry to block the interest rate reduction
," said U.S. Secretary of
Education Richard W. Riley .
ddIn February, Vice President Gore introduced a plan to go forward with a sched
uled loan interest rate reduction promised to
students in a 1993 law, while off
ering private lenders a reasonable return and protecting taxpayers. The low stu
dent rate was adopted
as part of a temporary, three-month measure recently enac
ted by Congress as part of the Transportation Equity Act for the 21st
Century t
hat was signed into law by President Clinton on June 9.
ddFor new Federal Stafford loans with a first disbursement between July 1 and S
ept. 30, 1998, the interest rate will drop from 8.25
percent to 7.46 percent du
ring repayment (7.66 percent to 6.86 percent while the student is in school). T
he new rate applies to Federal
Family Education Loans (FFEL) and Federal Direct
subsidized and unsubsidized Stafford loans.
ddUnder the new rates, a typical 4-year college student with a \$12,000 average
debt would save \$650 in interest over a standard
10-year repayment period. A gr
aduate student borrowing \$60,000 would save \$3,200 in interest. (See editors' n
ote below.)

The three-month provision will allow Congress and the administration additional time to reach agreement on a permanent interest rate change to be included in legislation reauthorizing the Higher Education Act (HEA). "I urge Congress to act quickly on the reauthorization of the HEA to enact a long-term solution on student loan interest rates. Our goal is to preserve savings for borrowers striving to further their education, while offering lenders a reasonable return and protecting taxpayers at the same time," Riley said.

The administration continues to oppose provisions that would provide lenders with excessive subsidies -- estimated by the administration at \$2.7 billion over the next five years -- especially during this time of generally low commercial loan interest rates and record banking industry profits. In fact, the Congressional Budget Office and U.S. Treasury Department determined that these provisions could provide returns substantially higher than banks' recent surging overall profit levels. Instead, the administration has proposed to lower lender subsidies and move toward a market-based mechanism for setting interest rates for lenders.

In addition, the administration has also called for the following as part of the HEA reauthorization:

- the "High Hopes for College" initiative that would create partnerships between colleges and low-income middle schools to inspire more young people to complete secondary school and pursue a college education;
- a reduction in the student loan origination fee by one percentage point next year and eliminating these fees entirely by 2003 for the most needy students

- an expansion in student aid eligibility for distance learning students at degree-granting schools while ensuring quality through improved accreditation;

- the Learning Anytime, Anywhere Partnership program (LAAP), a \$30 million initiative to support pilot projects that use distance learning and other technologies to deliver quality postsecondary education to students who face time and place constraints;

- the deferral of interest on student loans for up to three years for borrowers performing community service for low wages.

"We are committed to working for passage of a reauthorization bill that broadens educational opportunities for all students and ensures that finances are not a barrier to the realization of their dreams," Riley said.

Note to Editors: Savings were calculated using projected interest rates by the Office of Management and Budget for loans with a 10-year maturity at the new interest rate.

===== END ATTACHMENT 2 =====

===== ATTACHMENT 3 =====

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Daily Education News



Friday, June 19, 1998

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

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Education Dept. Says New Lower Loan Interest Rates Mean Big Savings for Students

NATIONAL

1. USA Today

June 19, 1998

1 million school kids totting guns

By Karen S. Peterson, USA TODAY

WASHINGTON - Nearly 1 million students carried a gun to school during the 1997-98 school year, and nearly half of them were armed six or more times, a key annual survey of kids said Thursday.

But the PRIDE study of 154,350 students in grades 6-12 also showed the number of students bringing guns to school declined over the past five years, from 6% in 1993-94 to 3.8% in 1997-98.

The study, which also looked at drug use among the children, comes amid an increasing number of school shooting incidents around the country.

"With this volatile mixture of guns,

bad attitudes and drugs, it only takes one student to create a national nightmare like Jonesboro, Ark., or Springfield, Ore.," said Thomas Gleaton, president of PRIDE. Students were killed by schoolmates at both locations.

PRIDE is a non-profit drug prevention program that has conducted the survey annually for the past 11 years.

Other findings:

64% of the 973,000 who carried guns used an illegal drug on a monthly basis. 51% of the students who carried guns to school said they had threatened to harm a teacher; 63% had threatened to harm

another student. Of the students who carried a gun to school, 59% were white; 18% black; 12% Hispanic; 3% Asian and 3% Native American.

The survey found a connection between participation in school and after-school activities and a reduction in violent behavior and drug abuse.

Students who did not carry guns were 53% more likely to be involved in after-school programs and 34% more likely to participate in school activities.

■

2. Family Focus on the News

June 19, 1998

Abstinence Money Refused by Calif. Public Schools

By Thomas Drayton, staff writer

Abstinence-only educators in California will not be receiving federal funding anytime soon. Two budget subcommittees voted not to accept \$7.2 million for programs that promote sexual

abstinence. Randy Thomasson is with the Capitol Resource Institute.

(Randy Thomasson) "Millions of dollars that could have been spent to teach children good morality and good behavior —and the money was not even

accepted. It is outrageous."

California governor Pete Wilson said he will continue efforts to include the funding as part of negotiations for the next fiscal year. ■

3. Crossfire (CNN)

June 18, 1998

A New York Public School Teacher Leads Her Students in Prayer

Should She Have Been Fired for It?

BILL PRESS, CO-HOST: Tonight, a New York teacher leads her students in prayer and she's led out the door. Should Mildred Rosario still be on the payroll? Or did the born-again Christian teacher impose her religious beliefs on her sixth grade class?

ANNOUNCER: Live from Washington, CROSSFIRE. On the left, Bill Press. On the right, Robert Novak. In the crossfire, president of the Family Research Council, Gary Bauer, and in

But for the ACLU, it's a violation of freedom of religion. New York director

New York, president of the American Civil Liberties Union, Nadine Strossen.

PRESS: Good evening. Welcome to CROSSFIRE.

She led her students in prayer and now she is out the door. She is New York teacher Mildred Rosario. When asked by one student if a fellow student who had died was in heaven, Rosario, a born-again Christian, answered "Yes he is." Then, after inviting those who wanted to leave — nobody did — Rosario told her Norman Siegel, "This is the first time I've heard of such an explicit recognition of

students about Jesus and led them in prayer. Later, one student, a Jehovah's Witness, complained and Rosario was canned. Well, that sparked a controversy over her firing and over the whole issue of prayer in school.

For Rosario, it's a matter of freedom of speech. "I told the principal our public school system is messed up because we're taking Jesus, prayers and God out of school."

Jesus Christ and God in a public school." But is that a fireable offense? That's our

crossfire tonight. Was Mildred Rosario only responding to a kid's question or was she forcing her kids to pray to Jesus? Bob?

ROBERT NOVAK, CO-HOST: Nadine, you know, the students of Ms. Rosario's seem to have regarded her as a very good and caring teacher. I just want to read you something that one of her young students, Juan Ruez (ph), said. He said, "It's a real dumb reason they got rid of her. We talk about guns and condoms and they give us condoms to have safe sex on the streets." When a little kid can see that giving you condoms to have safe sex is OK and talking about God is bad, why can't the ACLU understand that?

NADINE STROSSEN, PRESIDENT, AMERICAN CIVIL LIBERTIES UNION: The ACLU certainly understands freedom of speech for students and students are free, by the way, to talk about God as well as condoms. The

difference, though, here is we have a teacher who was leading students in prayer and endorsing specific religious beliefs, namely born-again Christianity and Bob, as you well know, there is a constitutional prohibition against that which does not apply to teaching about condoms or safer sex. It's called the non-establishment clause and most people think of it as separation of church and state. It is fine for a student to pray voluntarily in school in a non-disruptive way. It is not fine for a teacher to preach to that student in the public schools.

NOVAK: Well, Nadine, I would love for you to show me in the Constitution where it says that. But we don't want to make this a constitutional argument. What I want to ask you is, you know, I haven't always been a great fan of the ACLU, but I kind of, I want to tell you a secret. I have a secret admiration for the ACLU of protecting the downtrodden, of even letting Nazis march in — wanting Nazis to march in Skokie, Illinois, of wanting to say that people, you can't shut these people up. You're — aren't — don't you feel you're terribly out of character saying yeah, fire her, she said the wrong thing?

STROSSEN: We have never called for firing her, Bob. I've been very precise, as has the executive director of the New York Civil Liberties Union saying yes, she did commit a clear violation of the students' consultants rights to separation of church and state, religious liberty. But

NOVAK: Nadine, I want to ask you a question. You know, I'm interested in freedom and liberty as you. I consider myself a civil libertarian. But do you

does that amount to a sufficient basis to fire her? I really don't know. You'd have to look at the overall context there and that's a factual matter.

NOVAK: But the ACLU...

STROSSEN: And we would certainly stand up for her procedural due process rights, her substantive due process rights. She is entitled to a fair hearing.

NOVAK: Oh, but Nadine, but I, the ACLU all through history has not said gee, we're going to have to take a look at it and stand up for her rights. They say "Don't fire this person because she's a communist, she said communist things, because she said things that were advocating gay rights." But I guess when you talk about Jesus Christ and God, you're over the line, aren't you?

STROSSEN: Bob, I know you don't want to talk about the Constitution, but I hate to tell you that it does govern our public schools, which are governmental entities. And it does violate the Constitution for a schoolteacher who is a public official to advocate particular religious views. It does not violate the Constitution for her to discuss the other subjects that you mentioned.

PRESS: Gary Bauer?

GARY BAUER, PRESIDENT, FAMILY RESEARCH COUNCIL: Yes, Bill?

PRESS: Good to see you here on CROSSFIRE.

BAUER: Good to see you.

PRESS: I'm sure that Mildred Rosario is a good person, was acting, a good teacher acting out of the best possible intentions but even with the best intentions, I mean she did proselytize to these kids. She did ask them to pray with her, or lead them in prayer, to be precise. She clearly, with the best of intentions, violated the New York City guidelines as well as the Constitution, didn't she?

BAUER: No, I don't think she did clearly do that. You know, this is a very sensitive teacher. I think she did a very noble thing. She had a child in her classroom come to her and ask her about the death of a fellow student. She could have ignored that child. She could have said go away, I'm not allowed to answer questions about this. You know, I think Bob had it exactly right, Bill, and that is that there is infinite tolerance for almost any wacko idea a teacher would want to express in the classroom. The ACLU would be there for a teacher promoting the most bizarre things in a classroom, think those students might be better off if the classroom were less secular and they were admitted in to some thoughts about a higher being and the idea that perhaps

but when it comes to something based on faith, then suddenly this teacher has the full force of the bureaucracy in New York come down on her head. I think it's a shame.

PRESS: Gary, the Supreme Court has ruled that there should not be prayer in public schools. This woman said I want to tell you about Jesus. She did say if you want to to leave, but these are sixth graders. They're not going to run out on the teacher. She says she tells them about Jesus, she leads them in prayer, she goes around and places her hands on each of their heads.

BAUER: Right.

PRESS: I mean this is really — I mean how can you say this is not teaching religion in public schools?

BAUER: Well, let me tell you, Bill, what she did was not only acceptable but it was what...

PRESS: Acceptable under what?

BAUER: Let me finish the sentence. You've anticipated the end of the sentence, you don't even know the point I'm going to make. It was not only acceptable but there was a lot of it going on all the way up until 1963. Now, the Constitution didn't change in 1963. It's the same Constitution now that it was then.

PRESS: With a different Supreme Court ruling.

BAUER: Well, does the Supreme Court rewrite the Constitution? Did the words have a different meaning or did the words still have the meaning that the founding fathers intended them to have?

PRESS: Does the Supreme Court mean anything at all in your universe or do we just ignore it? And this is 1998 and that ruling is there and these guidelines are there across the country. How can you conceivably say she did not violate those rules?

BAUER: Because I believe 35 years ago the court set us on a road, Bill, that has left us with this bizarre problem that in New York, but not only in New York, in Jonesboro, Arkansas, in Pearl,

Mississippi, even when the gunshots are ringing out, it would be unconstitutional for a preacher to pray.

PRESS: So we're free to follow the Supreme Court when we like it and not when we don't. I'm glad to know what the new rules are.

BAUER: I think they made a mistake, Bill. That's all.

there is something more important in their life than condoms and drugs and all these very mun — these very unpleasant realities of life in the streets of New

York?

STROSSEN: Well, Bob, since you described yourself as a civil libertarian, let me describe myself as a conservative and say I believe in conserving the values on which our country was founded, including the idea of keeping government separate from religion for the benefit of religion as well as for the benefit of government. Our founders, including very religious founders, believed that religion was so special and so sacred that government could not get involved. It had to be maintained for the realm of the family, the private home, the church, the other religious institutions. Yes, religion can play a profoundly important role in people's lives, but not in government institutions.

BAUER: Nadine, do you believe that the Supreme Court from 1776 to 1963 was wrong all those years but right in the last 35 years?

PRESS: On a lot of stuff.

STROSSEN: Let me tell you, as a constitutional law professor, that the Supreme Court never had occasion to pass on the constitutionality...

BAUER: Because there was a...

PRESS: One at a time.

STROSSEN: ... or unconstitutionality of teacher-led prayer. In the very first case they had, they struck it down. Just as in 1954 for the very first time they held that racially-segregated public schools are unconstitutional. The fact that it took the Supreme Court a long time...

NOVAK: I want to...

STROSSEN: ... to enforce the Constitution doesn't mean that they were right earlier.

NOVAK: Nadine, let me ask you this. Let me ask you this, Nadine. You know, you talk about government. I never considered schools government. Maybe I'm a fool...

STROSSEN: Did you go to a private school?

NOVAK: No, I think they're public schools, but boy they're not government. I've been dealing with government a long time and they're a lot different than a public school. But there is, right, just a few blocks from where we're sitting, there is government, there's big government. And every day the House of Representatives and the Senate start off with a prayer. Very often they mention Jesus Christ in the prayer. Very often

NOVAK: Welcome back to CROSSFIRE. It's not easy for a New York City schoolteacher to get fired, but Mildred Rosario did it. She led

her students in prayer. Is that a hanging offense? We're debating this

when somebody dies and they have eulogies they talk about going to heaven and Jesus Christ. Can you explain to me how that is desirable for elected politicians who are indeed part of government but it is not good for little kids who are just going to school and don't know from the government?

STROSSEN: Well, the majority of the Supreme Court, in a decision that I suppose Gary would say wasn't correct, held that there is a distinction between those prayers and prayers in public schools for a couple of reasons.

NOVAK: What is that distinction? Can you explain that to me?

STROSSEN: The major distinction, according to the Supreme Court, is that in public schools we are dealing with children who are particularly susceptible, not as able to make independent judges as mature adult members of Congress are.

PRESS: I want to...

STROSSEN: There were dissenters who thought that that decision was wrong and that those prayers should be unconstitutional.

(CROSSTALK)

PRESS: I want to pick up there, Gary.

NOVAK: Let him respond.

PRESS: Bob, please.

NOVAK: Let him respond. He wants to say something.

PRESS: Bob, please. I want to pick up on that and just direct it with a question.

BAUER: Sure.

PRESS: She's talking about that children's capacity to respond and that's the Supreme Court decision. What about that Jehovah's Witness child in that classroom who obviously was offended? Doesn't that prove the Supreme Court was right, Gary?

BAUER: No, look. I know a lot of parents whose children are deeply offended when the school nurse comes by and starts handing out condoms and birth control pills. Neither you or the ACLU ever comes to the defense of those conservative families and their children who are routinely offended by the liberal agenda that's forced into the schools. But Bill, let me just say the bottom line here is this

effort to secularize America is not going to work. It's not taken in Arkansas where the parents bemoaned the fact their with Nadine Strossen, president of the American Civil Liberties Union in New York and here in Washington with Gary Bauer, president of the Family Research Council. Bill?

PRESS: Gary, quickly, I was

kids couldn't pray there in Jonesboro. It's not even taking in New York City, the heart of American liberalism, where the children and parents cried when this teacher was fired.

PRESS: Gary, I don't know of any effort to secularize America and supporting separation of church and state is hardly that. But let's turn it around and let's say this was a Muslim teacher who told all these little Christian kids get down on your knees and forget about Jesus. He's not divine. Let me tell you about the Koran. Let me read from the Koran, now let me tell you about the divine prophet Allah. Don't you think the Christian parents would be up in arms, rightfully so?

BAUER: This teacher did not tell people forget about the Koran, get down on your knees, I'm ordering you to do this.

PRESS: No, she said she was a Christian.

BAUER: You're exaggerating.

PRESS: No, I'm not. She did the same thing.

BAUER: Bill, let me ask you. When a child came up to her and said "is Johnny in heaven?", what should the teacher have said?

PRESS: Why don't you answer my question?

BAUER: Well, I just answered your question.

NOVAK: He did.

BAUER: You gave a comparison that's not — that is not the same...

PRESS: She read from the Bible and she preached about Jesus. They read from the Koran and they preach about Allah. What's the difference?

BAUER: Well, I would like a child in that classroom that wants to read from the Koran to be able to do so...

NOVAK: OK...

BAUER: ... and I don't think she should have a constitutional problem with doing that.

NOVAK: OK. We have to take a break and when we come back, we're trying to find out whether something that happened to me at my high school graduation 50 years ago was a violation of Nadine's Constitution that has ruined me for a half-century.

(COMMERCIAL BREAK)

interested to read that Rosario, Mildred Rosario said that she may appeal this decision. The teachers union has said they're standing behind her like they've stood behind other teachers that have been fired or disciplined. So she's really,

would you agree, not being treated any better or worse than these other teachers?

BAUER: Well, the teachers union looked to me to be pretty slow on the draw. This is new news for me. I'm glad they're standing behind her. Bill, you may know we've got teachers in the New York public school system that have been accused of all sorts of things. One guy belongs to the Man-Boy Love Association. He's still teaching. Another counselor there took a girl for an abortion without telling her parents. She's still teaching. The remarkable thing remains for me that this teacher had so much weight of authority come down on her and I'll repeat, Bill, all over America parents talk about education, they talk about the danger of drugs, they talk about the shootings, violence. I don't think many parents are sitting around just scared to death that their children may hear the name of Jesus Christ.

PRESS: Now, here was her message. Here was her message. I want to read you exactly what she says she told the kids. "I told them about the great love of God, that he sent Jesus, our savior, to die for us and that he came to save all the human race." Now, I happen to believe that, but my question to you is, what business does she have teaching that message in a classroom where there may be little kids who are Jews, there may be little Christians, little Christians, little Muslims, little kids who have no faith at all?

BAUER: Well, you know, Bill, the guidelines in New York City clearly did not permit her to say what she said. But I think you need to take a look at the larger context here. Why is this teacher in such deep trouble for an offense like this? Were any of those children worse off for hearing what she said to them? Why did those children cry? Why did their parents cry when the full force of New York came down on this teacher's head?

PRESS: Would you believe — would you agree, then, that that message is a proper message in church, it's a proper message in — that the home — it's not a proper message in a public school classroom?

BAUER: No, I believe in our public schools, Bill, we're going to have to do something to figure out a way to give a message to our children that they are

PRESS: Bob, you know, a couple of guys you may have heard of, Thomas Jefferson and James Madison, 200 years ago they teamed up in the Virginia assembly to defeat a measure that would have allowed taxpayer dollars to pay for people who teach the Christian religion. I

creatures of God, that he intends for them to live in a certain way and I think if we did that, if the Ten Commandments were up on the wall of our schoolrooms, there would be less of the problems that we have today.

PRESS: Oh, that's another...

BAUER: By the way, we're supporting legislation...

NOVAK: Nadine...

BAUER: ... that will do that.

NOVAK: Nadine, I was back in Joliet, Illinois last Saturday for my 50th, five-oh, class reunion at Joliet Township High School and they had the program of commencement from 50 years ago. Naturally, they had a benediction, they had an invocation. But the commencement address was given by, can you stand the shock, a Baptist minister. I bet you that our class was about two percent Baptist. Do you think that I was ruined for those 50 years having the Constitution, Nadine Strossen's Constitution, 'cause it's certainly not my Constitution 'cause I don't read it in there, violated by having a Baptist minister give the commencement address?

STROSSEN: Well, you obviously turned out all right, pun intended, and the point is not that he is a Baptist minister. The question is what did he talk about. For example, if...

NOVAK: He talked about God.

STROSSEN: If Martin Luther King had given the commencement address and talked about civil rights, I certainly would be championing that. But the point is if the school chooses him to give a specifically religious message at a ceremony that is, as the Supreme Court recently held, for all intents and purposes required because there's so much peer pressure to go there and so much parental pressure, that does violate separation of church and state.

NOVAK: Nadine, just so our viewers can understand what the situation is, I just want to, just to get your position correct, and if I'm wrong, please correct me. The ACLU will defend, they may not agree with it but they will defend to the death the right of a teacher to talk about man-boy love, to talk about communism...

STROSSEN: Not necessarily in class...

think they were trying to tell us something, Bob. I don't think you're listening.

NOVAK: I don't think they ever intended these kind of rulings for a Mildred Rosario to be fired. I think she's a heroine of our times. You know,

NOVAK: To talk about...

STROSSEN: Not necessarily in class. That's a very important distinction.

NOVAK: All right, let me ask you this. If a student, if a teacher were fired, as this woman, Mrs. Rosario has, Mildred Rosario has been fired for advocating lesbian relations among girls, would you, and she was fired for doing it, would you defend her?

STROSSEN: Not necessarily because it depends on the context. In the classroom, the teacher has a professional responsibility to teach the particular subject and to only give information...

PRESS: Now, you know you'd be...

(CROSSTALK)

STROSSEN: No, no. This is a very, very important distinction.

NOVAK: You'd be defending her.

PRESS: Bob, let Gary get the last word in here.

STROSSEN: If she stands up, if she was advocating joining the ACLU in math class, that would be a dismissible offense.

NOVAK: You know you'd be defending her. You know that.

PRESS: Gary, go ahead.

BAUER: Nadine, the irony is that you brought up Martin Luther King because if you go back and read Martin Luther King's speeches, his appeal on behalf of civil rights for black men and women was based on the fact that we were all children of God. Under these latest court rulings, Martin Luther King would have the schoolhouse door barred to him because his appeal was...

STROSSEN: That's absolutely untrue.

BAUER: ... overtly religious.

STROSSEN: That's absolutely untrue.

PRESS: All right, we've got to go.

STROSSEN: And that's precisely why I used that example.

PRESS: Can't resolve that argument. We're going to have to leave it right there. Thank you very much, Nadine Strossen, for joining us from New York. Gary Bauer, good to have you back here in the studio.

BAUER: Thank you. Good to be with you.

PRESS: And the prayerful Reverend Novak and I will be back with our closing comments in just a minute.

(COMMERCIAL BREAK)

another person you may never have heard of, Whittaker Chambers, in "Witness," wrote that when people believe that they have — in the west — that they have the answers over God and that we must have a secular society, people like you, we are doomed. That's what the

communists said and that's what I hope this country does not, is getting away from that.

PRESS: With all due respect, I trust the wisdom of Thomas Jefferson and James Madison over the wisdom of Whittaker Chambers. Look, I don't have anything against this Mildred Rosario. If she admits she made a mistake and she'll

not do it again, not proselytize again, fine. Give her her job back. But otherwise, this is a textbook case of why...

NOVAK: You know what I really...

PRESS: ... prayer in public schools is wrong, Bob.

NOVAK: I really hate you expropriating Jefferson and Madison,

because that's not what they said.

PRESS: Because, that's exactly what they did and what they said and then read the Constitution, Bob, over the weekend. From the left, I'm Bill Press. Good night for CROSSFIRE.

NOVAK: From the right, I'm Robert Novak. Join us again next time for another edition of CROSSFIRE. ■

4. World News Tonight (ABC)

06/18/98Section: NEWS;

THE WAY AMERICA PAYS FOR PUBLIC SCHOOLS

By ANTONIO MORA
CHARLES GIBSON

CHARLES GIBSON: Tonight, we take a look at the way America pays for public schools. Historically, most of the money for our schools has come from local taxes. The better off a community, the higher its tax base and the more money it has for education.

The disparities in many states are so great that some communities have twice as much money or more to spend per pupil as nearby towns. Some states have tried to solve the problem, but in doing so have caused as many tensions as the problem itself. The state of Vermont is a good example. ABC's Antonio Mora went there.

ANTONIO MORA, ABC News: (voice-over) There is no dispute about one thing — well-to-do towns like Dorset have well-to-do schools, while towns in trouble have schools in trouble, too. Throughout Vermont, parents are worried.

EILEEN FRAGA, Winooski Parent: There are some very poor towns in Vermont, and there are some very rich ones. Right now, the ones that are very rich have the edge because their students are learning things that my kids haven't even heard of yet.

ANTONIO MORA: (voice-over) The difference is dramatic. That's because local schools could only spend what local property taxes would bear — as much as \$13,000 per pupil in the wealthiest towns, little more than 4,000 in the poorest.

CHARLES GIBSON: Where are we headed with all this? It's happened now in many states. Do you think eventually this will happen in all states — equalizing school revenues community to community to community?

DAVID LONG: I can't say it is going to happen in all states, but I think it is going to happen in more states if states

Since Vermont lawmakers passed Act 60, a law that redistributes educational dollars, all property taxes now will go directly to the state. The state will then pay schools the same amount — \$5,010 per student — a small increase for poor schools, a huge cut for the affluent ones.

(on camera) The state motto here is "freedom and unity." But instead of uniting people, Act 60 is pitting Vermonter against Vermonter. So much so, that a half a dozen towns have voted for outright rebellion, refusing to send their property taxes to the state.

(voice-over) Affluent towns are also outraged because they can't even choose to maintain school quality by raising their local taxes further. Almost all the added revenues would still go to the state fund. For schools and parents, the cuts in spending will mean big changes.

MARY BAROSSE, Dorset Parent: Next year, there's no budget for supplies, and we're losing some of the best teachers we've had in the school.

ANTONIO MORA: (voice-over) That infuriates Vermonters like best-selling author John Irving. He's accused the state of Marxism and decided to start his own school.

JOHN IRVING, Author: What I don't accept is the state effectively saying spend less on my child. Spend less.

ANTONIO MORA: (voice-over) But parents whose children always had less say they desperately need the help.

EILEEN FRAGA: I don't see Act 60 as making me rich. I don't see it as don't take seriously the issues of equity and adequacy which these cases raise. We've already had several states where school-financed litigation years ago lost.

Ohio is one state where that occurred, and Arizona is another. More recently, the supreme courts in both of those states have revisited those years of neglect since the last opinion of those courts, and

making someone else poor. I feel Act 60 is just trying to make it so that everybody gets the same chance.

ANTONIO MORA: (voice-over) No one doubts that. But it's also clear that Vermont's plan to bridge the gap between rich and poor is creating a whole new divide. Antonio Mora, ABC News, Dorset, Vermont.

CHARLES GIBSON: This is, by no means, just a Vermont issue.

(voice-over) Over the last 25 years, courts in 18 states have thrown out the way schools are financed because their methods were inequitable or unfair.

(on camera) David Long is an attorney who has worked on many of these cases, and we spoke to him earlier.

(interviewing) Mr. Long, I know you have worked in more than a dozen states to equalize educational expenditures. But there's a basic tenet of American society that when we do better, we move to better communities to give our kids better schools. Doesn't all this stand that basic tenet on its head?

DAVID LONG, School Finance Attorney: Well, there's a basic issue of what is this society? Are we all in the same boat together? Or are we all floating on our own boats, depending on what school district we live in? Since education is a state function, what the courts have said is that the state has to ensure, in some states, a level of adequacy, irrespective of whether the tax base is large enough to support that.

said, enough is enough. And they decided that those school-financed systems were unconstitutional.

CHARLES GIBSON: David Long, good to talk to you. Thank you.

And so, it may well be soon a debate in your state or school district, if it's not already.

■

5. Associated Press

06/18/98

AT&T Customers To Pay for Internet

By TED BRIDIS Associated Press

WASHINGTON (AP) - Residential customers who use AT&T long-distance will see a 93-cent monthly fee on their telephone bills starting next month, a charge that helps pay for inexpensive Internet hookups for schools and libraries.

The fee, which flows into the federal Universal Service Fund, isn't a new tax but merely shows up for the first time on phone bills in July. Previously, the charge was included within an assortment of subsidies paid by customers.

AT&T had previously said it would charge customers a 5 percent monthly

residential charge.

By its nature, AT&T's decision to impose a flat-rate fee is better for customers whose monthly long-distance bills are more than \$18.60 but worse for people whose bills are always less.

"We've decided that a flat charge is a better alternative for our residential customers because it is more predictable and simpler to understand than a percentage charge," said Rick Bailey, the company's vice president for federal government affairs.

MCI spokeswoman Claire Hassett said Thursday that MCI will charge a percentage rate, but the exact amount

hasn't been set. Sprint spokeswoman Eileen Doherty said the company hasn't decided how it will collect the fee.

About one-third of the money collected under the decades-old Universal Service Fund is currently earmarked for a controversial program to provide cheap Internet access for schools and libraries.

The Federal Communications Commission voted last week to cut the program's funding nearly in half after complaints by consumer groups and some in Congress. Critics of the program have dubbed the fees the "Gore tax" because the vice president supports the idea of inexpensive Internet hookups.■

6. Dow Jones Online News

06/18/98

AT&T Shifts To Flat Fee For FCC's Internet-Hookup Effort For Schools

NEW YORK -(Dow Jones)- A week after the Federal Communications Commission scaled back its controversial, multibillion dollar program to link the nation's schools, libraries and rural health-care providers to the Internet, AT&T Corp. Thursday said it has simplified the computation of the fee that covers the costs of the FCC program.

AT&T said it will start charging a flat monthly fee of 93 cents for each phone line for residential customers. AT&T last month said it would implement a fee based on usage rates. Under that scheme, users were to be assessed 5% of their total monthly charges for interstate long-distance and international calls, and

The issue came to a head last month when AT&T and MCI Communications Corp. announced that they would begin assessing a charge on consumers' bills each 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.

Telecom carriers pay into a "universal service" fund. Universal service is the complex system that has long kept local calling affordable in poor and rural areas and other parts of the country where it is expensive to string phone lines. The

1.8% of their monthly charges for interstate long-distance calls.

Corporate customers will see their fee lowered to 4.4% of their long-distance bills from 4.9%.

Buckling under complaints about high costs from members of Congress and consumer groups, the FCC last week 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.

While intended to address problems in school hook-up effort is a recent addition to the universal-service landscape.

When the FCC announced the effort late last year, the commission held talks with long-distance telephone carriers. According to various reports, the sides discussed a threat by the phone companies to detail on customers' bills their share of the cost of funding the schools effort.

For several months, AT&T Corp. and MCI Communications Corp. held off itemizing the costs on consumers' long-distance bills, though they did list the item on bills for business customers. When AT&T and MCI began itemizing the charge on consumer bills, a slew of

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-deregulation law and left it to the FCC to carry out the details.

angry letters and calls came to lawmakers.

AT&T has called the item a new fee. The FCC says only a small portion of the listed fees actually reach the fund for the schools effort. The FCC also argues that long-distance carriers shouldn't impose the fees because their costs have been offset by reductions the carriers have enjoyed in the rates they pay to local phone companies for beginning and ending long-distance calls.

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7. The Atlanta Journal-Constitution

06/18/98Section: News; Page A;08;08

School reform bills may fall flat

Clinton vows to veto tax-free savings accounts, announces \$40 million in after-school grants.

By Ken Foscett
COX WASHINGTON BUREAU

Washington - Prospects for substantive education reform this year faded Wednesday as President Clinton and congressional Republicans hardened their opposition to each other's competing reform proposals.

Clinton delivered a letter to House Speaker Newt Gingrich (R-Ga.) on Wednesday threatening to veto legislation sponsored by Sen. Paul Coverdell (R-Ga.) that would establish tax-free savings accounts for primary and secondary education. The House is expected to vote final passage of the measure today and the Senate is likely to vote next week.

Democrats in the House will offer a competing proposal that would provide tax credits for those who buy school construction bonds, subsidizing about \$22 billion in bonds that could be used to pay for school repairs.

House Minority Leader Richard Gephardt (D-Mo.) signaled Wednesday that Democrats wouldn't seek a compromise involving Coverdell's legislation and any of the president's education initiatives — all of which

have been stymied by the Republican-controlled Congress.

"We'd be happy to compromise, but there is no room for compromise," Gephardt said.

Coverdell said his proposal already includes some Democratic initiatives, such as making state pre-paid tuition programs tax free and extending \$5,250 worth of tax exemptions for employer-sponsored tuition assistance for employees.

"I think this is as close to a compromise as (Clinton) is going to see," Coverdell said. As for Clinton's school rebuilding program and his plan to spend \$20.8 billion over 10 years to reduce class sizes to 18 students per teacher, Coverdell said, "He spends money that isn't here."

At the White House, Clinton announced \$40 million in new grants to finance after-school programs at 315 rural and urban schools. The programs are designed to keep the children of working parents in school between the hours of 3 p.m. and 6 p.m., when many are inclined to get into trouble.

"For millions of Americans, 'Home Alone' is not a funny movie; it is a

serious risk that children and parents undertake every day all across this country," said Clinton, calling on Congress to expand financing for the grants to reach up to 500,000 more children. "These grants will now give thousands more children a safe place to go before and after school and good things to do."

Coverdell's legislation would allow parents, guardians and even corporations and unions to set aside up to \$2,000 per year in tax-free savings accounts. Money from the accounts could be used to finance public school expenses such as books, computers and tutors or private school tuition.

Government officials estimate that 70 percent of the children who set up and use the accounts would be in the public school system. But because parents with children in private schools would be expected to use them more, half the money set aside in the accounts would be spent in private schools.

"If the House of Representatives passes this bill, the American people will have the right to say, 'Thanks for nothing,' " **Secretary of Education Richard Riley** said Wednesday. ■

8. Associated Press

06-18 3:34p

House passes bill for tax help on private school tuition

By ROBERT GREENE
AP Education Writer

WASHINGTON (AP) - Republicans pushed a bill through the House on Thursday to give tax breaks to families that save for school expenses including tuition at private schools. President Clinton has promised a veto.

The 225-197 vote was mostly along party lines and the margin narrow enough to indicate a veto would stand. The Senate is expected to pass the same bill.

Regardless of the final outcome, the measure gives Republicans a way to deliver an education message this midterm election year that stresses

parental control of education spending and teacher accountability.

"Now only the president stands between families and increased educational opportunities," said Rep. John Boehner, R-Ohio, chairman of the House Republican Conference.

Democrats are stressing new, multibillion-dollar federal programs to build schools, hire teachers and expand programs to care for children after school. They mocked Republicans for voting Wednesday to abolish the existing tax code, then voting Thursday to create what they say is another tax loophole for the wealthy.

"Our Republican friends are saying that this code is so complicated, so unfair that it ought to be pulled up by its roots," said Rep. Charles Rangel, D-N.Y., top Democrat on the tax-writing Ways and Means Committee. "But if the code is so complicated, why would the Republicans add this fertilizer to the roots that they want to pull up?"

The bill would expand tax-free savings accounts that Congress created last year, with Clinton's blessing, to provide for college expenses.

Families, employers and others could contribute up to \$2,000 a year on a child's behalf, up from \$500 in the original bill.

Interest buildup and withdrawals would be tax-free, and the money could be used for expenses starting with kindergarten.

"We're helping all sorts of families make different choices for their kids," said Rep. Jerry Weller, R-Ill., whose district south of Chicago has many Catholic schools.

Backers stress that most people would use the savings to help with ordinary costs of attending public schools, such as books, supplies, tutors, computers and transportation, and the special needs of disabled children. But opponents say most of the dollar benefits would go to more affluent parents sending their children to private schools.

"The people who benefit from this bill are not ordinary citizens," said Rep. Albert Wynn, D-Md. "What's wrong is when you take tax dollars away from

public education and give tax relief to the rich."

Although the average family would get a tax break worth \$7 a year, opponents say, backers stress that the incentives are still enough to leverage billions of dollars in private savings for education to be spent as families choose. The accounts would cost the Treasury \$1.5 billion over 10 years in lost tax revenue.

The measure has other tax breaks for pre-paid tuition plans and employer-paid tuition, as well as some education provisions that have nothing to do with taxes. These include creation of a program to spend \$210 million on helping children learn to read, mostly through training teachers.

The bill also would give states financial incentives to institute merit pay

and competency testing for teachers. Teacher unions oppose merit pay on grounds it is unfairly awarded.

Republicans said Clinton and other Democrats were blindly opposed to the measure because of vehement opposition from the National Education Association and the American Federation of Teachers, the two largest teacher unions and major contributors to the Democratic Party.

"The reason we have schools is to educate our children," said Majority Whip Tom DeLay of Texas. "It's not to support labor unions or give bureaucrats more money."

Democrats said Republicans had no business talking about special interests when tobacco money helped defeat an anti-smoking bill in Congress the previous day. ■

9. Charlotte Observer

June 17, 1998

From new Vance High, U.S. official presses for school construction

By CELESTE SMITH
Staff Writer

With one of Charlotte's newest high schools as his backdrop, U.S. **Education Secretary Dick Riley** came to town

The broadcast presented an image of Charlotte-Mecklenburg as a fast-growing school system that's preparing for growth — with voters approving bonds, teachers being tapped for advice on what to include in new buildings and business leaders putting their support behind schools.

Before an audience of about 150 invited school, government and

Please see VANCE / page 7C

business leaders, speakers said communities must involve business leaders, architects and educators in building new schools. Vance Principal Ann Clark, who spoke on a panel with Riley, said she and other educators worked with architects as the school's

Tuesday night to deliver a message from his boss, President Clinton: It will cost \$112 billion to build new schools for the next century.

Riley, who hosts monthly meetings plans were drafted.

Charlotte Chamber vice president David Belton and Katherine Russ, principal architect of Boney Architects, were among the speakers who described Vance as a school that benefited from this cooperation.

Vance, which opened last August, is stocked with computers and other technology thanks to a grant from IBM. The media center features artwork from other countries. And the school is part of a unique "village" format, with other middle and elementary schools also located on campus.

"Many of our present schools are too large and impersonal and not conducive to safety," Riley said. Communities must

around the country on various education issues, brought his latest televised "town meeting" to Vance High School, where the focus was on school construction.

"rethink the way schools should be built and equipped."

Superintendent Eric Smith said attention also should be placed on older buildings that can't handle the demands of the latest technology.

"Some of our buildings simply need to be bulldozed. They are so old they need to be replaced," he said.

The broadcast offered no specifics on how Charlotte should manage its future building plans, but instead made general points for school systems nationally — such as designing buildings to be used after school hours, using wide hallways to increase school safety, and including educators in the design of new schools. ■

TRADE

10. LRP Publications

June 18, 1998

Riley Urges Congress to Pass Child Literacy Bill Before

July Recess

Education Secretary Richard Riley today (June 18) called on the Senate to pass pending legislation that would provide \$210 million to establish a national child literacy program, before Congress breaks for its July 4th recess.

"Americans everywhere are doing their part to teach children to read: parents, teachers, librarians, volunteers, businesses, community groups - - even the children themselves are working very hard this summer," Riley said today at an event to kick-off the summer reading season around the country. "But Congress is sitting on a Senate bill that would give \$210 million to improve child literacy. It would be a shame if they go off on vacation and let this funding be forfeited."

The Senate Committee on Labor and Human Resources marked up and passed a substitute version of H.R. 2614 - - the Reading Excellence Act - - tying literacy funding to a \$500 million annual increase in special education programs over the next three years (see D.C. Daily, June 8).

The Clinton administration has said it will support the Senate bill - - which has not yet been scheduled for a floor vote - - if the requirement for increased IDEA funding is removed.

Meanwhile, the original Reading Excellence Act, as passed by the House last November, has been incorporated into the conference report for Sen. Paul Coverdell's, R-Ga., education savings accounts legislation. President Clinton, however, has promised to veto the

legislative package, including the attached literacy provisions (see D.C. Daily, June 17).

When Congress originally appropriated the funds for a national literacy program, it made the appropriation contingent on authorization of such a program by July 1, 1998. Therefore, if neither literacy bill is passed by Congress and signed into law before the July 1 deadline, the \$210 million will automatically shift to special education state grants.

Congress departs for the July 4th holiday on June 26, leaving only six legislative days before the July 1 deadline.■

11. LRP Publications

June 18, 1998

Riley, First Lady Kick Off Summer Reading Season

Education Secretary Richard Riley joined First Lady Hillary Rodham Clinton today to announce that the America Reads Challenge has summer reading projects in all 50 states to fight

Read*Write*Now, an America Reads program, encourages children to read for 30 minutes each day, 5 days a week, for 8 weeks. At least once a week, a child reads with an adult partner and is additionally helped to obtain and use a library card. Upon completion of the program, the youth earns a coupon for a free pizza from Pizza Hut.

"Illiteracy is the ball and chain that

student summer reading drop-off.

Riley — who spoke at a rally for Jumpstart, a program which pairs college students with preschool children to prepare them for school success — ties us to poverty, and we must smash it forever," Riley said. "The best thing we can do to improve education is to read to our children daily. If parents can't always do it, then grandparents like me, or other caring adults must step in."

Riley cited numerous studies that show summer reading drop-off has predictable and negative consequences for student achievement, particularly for

announced that every state in the nation is encouraging school children to participate in Read*Write*Now! Projects.

disadvantaged children. Participation in summer reading programs can help students maintain their school year gains, catch up to a grade level, or even get ahead, the Education Secretary added.

"Learning shouldn't end because school is out - - these summer months offer precious opportunity to prepare all our children to be good readers," said Riley.■

12. Education Daily

June 19, 1998

Panel Okays Funding Of School Meals For 1999

by Rod Kuckro

The House Appropriations Committee has approved the Clinton administration's request for the school breakfast and lunch programs for fiscal 1999.

The school breakfast program is funded at \$1.397 billion and the school lunch program is funded at \$5.4 billion, both identical to President Clinton's request.

Fiscal 1998 spending is estimated to be \$1.3 billion for school breakfasts and \$5.2 billion for school lunches.■

13. Education Daily

June 19, 1998

Lawmaker Pushes New Religious Freedom Bill

by Darren Goode

A new House proposal that would protect religious freedom over other First Amendment rights may make it harder for schools to limit religious expression, a House subcommittee was told this week.

The Religious Liberty Protection Act (RLPA) — an attempt to revive the 1993 Religious Freedom Restoration Act (RFRA) struck down last year by the U.S. Supreme Court — would protect religious practices from government interference (June 26, 1997).

Legislation H.R. 4019 — sponsored by Rep. Charles Canady, R-Fla., chairman of the House Constitution Subcommittee — would bar the government from putting a "substantial burden" on religious practices, including student-initiated prayer at school, unless that restriction served a compelling

interest, such as health and safety.

RLPA is "another attempt by Congress to rewrite the First Amendment," said Marci Hamilton, a law professor at Yeshiva University in New York City, at Tuesday's hearing.

Julie Underwood, general counsel for the National School Boards Association, says on its face, the bill doesn't go as far as Hamilton implies. "I'm not willing to say that it is harmless, but it is not shocking to me. A constitutional problem isn't going to be resolved by federal legislation."

In throwing out RFRA, the Supreme Court ruled that Congress overstepped its authority by creating new rights under the Constitution's guarantee of free exercise of religion. RFRA required the government to show "a compelling reason" before restricting religious expression (ED, June 26, 1997).

RLPA has garnered heavy bipartisan support, including Sen. Edward Kennedy, D-Mass., and bill cosponsor Rep. Jerrold Nadler, D-N.Y. A Canady spokeswoman said the bill may be voted on soon in the subcommittee.

A constitutional amendment, sponsored by Rep. Ernest Istook, R-Okla., securing religious freedom in schools and the workplace, recently failed in the House (ED, June 8).

The **Education Department** has opted to institute nonbinding regulations on schools instead of promoting congressional action and issued school guidelines in 1995 (ED, Aug. 18, 1995).

President Clinton, in his May 31 radio address, said the newly expanded guidelines have been designed to help schools "find common ground about religious expression" (ED, June 2).■

14. Education Daily

June 19, 1998

Debtors May Be Forced To Pay Part Of Student Loan

by Rebecca S. Weiner

Discharging debts in student loan bankruptcy cases doesn't have to be an all-or-nothing decision, a federal court has ruled.

Entire loan amounts don't have to be forgiven through bankruptcy proceedings because debtors can arrange to pay off a portion of their debts, ruled Judge Avern Cohn for the U.S. Sixth Circuit Court of Appeals in Tennessee Student Assistance Corp. v. Steven and Teresa Hornsby (96-6320/6321).

Cohn said bankruptcy courts can give debtors a fresh start while still requiring them to meet their obligation to pay back their student loans.

Overwhelming Debt

Teresa and Steven Hornsby sought to discharge student loan debt totaling \$33,387.

But loan guarantor the Tennessee Student Assistance Corp. opposed the loan cancellation. Neither Hornsby graduated from the schools they attended.

The federal bankruptcy code requires repayment of student loan debt unless "repayment would constitute an undue hardship." But the courts have differed over the definition of hardship, taking a conservative stance and rarely forgiving student loans.

The Hornsby couple succeeded with their claim in both bankruptcy court and the U.S. District Court for the Western District of Tennessee.

But the bankruptcy court did not do a thorough study of the family's expenses, the Sixth Circuit said.

"The bankruptcy court did not question what seems like an exorbitant bill for long-distance telephone service or the Hornsby's monthly bill of \$100 for cigarettes," Cohn wrote in the June 9 opinion.

Not Poor Enough

The Tennessee agency argued that the Hornsby's, who have three young children, had an income that exceeded the 1995 federal poverty guideline of \$17,710 for a family of five. The bankruptcy court estimated the Hornsby's annual income for 1995 at \$36,000, and after meeting monthly expenses, the family would have about \$200 to spare each month.

Federal courts often apply a three-prong test to determine hardship based on the 1987 federal court decision in Brunner v. New York Higher Education Service Corp. (831 F.2d 395). The test requires the debtor demonstrate that:

* A "minimal" standard of living cannot be maintained if forced to repay

the loans;

* Additional circumstances exist that the current income level will persist for most of the loan repayment period; and

* A good-faith effort has been made to repay the loans.

Even though the Hornsby's had never made a payment on their loans, the bankruptcy court determined they made a good-faith effort by using various loan deferment options offered by the loan guarantor.

Cohn said the Hornsby's have enough money to make a small contribution toward their debt and has sent the case back to the bankruptcy court to establish a payment plan.

He said a provision in the bankruptcy code will allow the lower court to "issue any order, process or judgment" so long as it is consistent with the Bankruptcy Act."

An independent federal bankruptcy commission recommended that Congress ease the law regarding student loans.

"The bankruptcy system, through its network of exceptions to discharge, seems to penalize individuals who seek to educate and improve themselves," the report said (ED, Oct. 24, 1997).

Congress has expressed no interest in easing the rules.■

15. Education Daily

June 19, 1998

Education Tax Breaks Advance In House

by Rod Kuckro

The House approved tax-preferred savings accounts for education yesterday, but not by a margin large enough to override President Clinton's promised veto.

Tangled in the bill is a \$210 million literacy program for grades K-12 that must be approved by July 1. Otherwise, that money will go to special education programs.

The House approved H.R. 2646 by a 225-197 vote, well short of the 290 votes it would take to override a veto. Most

Only the interest in the account has tax-preferred status, resulting in a benefit of roughly \$7 to \$37 a year per family, according to congressional estimates.

The bill also would provide:

* Incentive grants to schools that demonstrate academic excellence and states that implement merit pay for

Republicans voted for the bill while most Democrats opposed it.

Earlier, by a vote of 225-196, the House defeated a move to send the bill back to a House-Senate conference to drop the education savings plan and insert a plan to finance \$22 billion for school construction (ED, April 23).

The education savings account measure now goes to the Senate, where a vote could occur next week, allowing time for the president's veto and an override attempt. Congress then could take up the literacy program as a teachers;

* Allow federal funds to be used for same-gender schools; and

* Allow weapons to be admitted as evidence in internal school disciplinary proceedings.

Rep. Bill Goodling, R-Pa., chairman of the House Education and the Workforce Committee, said the bill was

stand-alone bill.

The Senate education committee last month passed separate literacy legislation, H.R. 2614, that emphasizes training teachers in proven reading strategies (ED, May 14). Lawmakers could pass that bill before July 1.

Setaside Increase

The House approval of H.R. 2646 increases to \$2,000 from \$500 the amount a family can set aside in a savings account for educational purposes, including private school tuition or the purchase of computers. stripped of his proposal to ban national testing.

But Goodling said he has assurances from both House speaker Newt Gingrich, R-Ga., and Senate Majority Leader Trent Lott, R-Miss., that the ban will be included in the fiscal 1999 education appropriations bill. ■

16. CongressDaily/A.M.

06/19/98Section: EDUCATION;

Tax-Free Education Accounts Clear House

The House Thursday approved, on a 225-197 vote, the conference agreement on a bill to expand tax-free education savings accounts to cover payments for private or religious school tuition and other school expenses.

The bill is expected to clear the Senate, but President Clinton has promised a veto. The House vote for the proposal was well short of the two-thirds majority needed for a veto override.

Under the bill, families could use the

savings of up to \$2,000 a year and their tax-free interest for books, tutors, computers, transportation or other public school expenses, as well as tuition at private or parochial schools. The money could also be saved for college. ■

LOCAL

17. Rocky Mountain (Colo.) News

06/18/98; Edition: FINAL; Section: News/National/International; Page 27A

DENVER GETS \$600,000 GRANT FOR AFTER-SCHOOL PROGRAMS

By Michael Romano

Rocky Mountain News Washington Bureau

President Clinton gave Denver a \$600,000 federal grant Wednesday to enhance after-school programs to keep kids "safe and smart."

The grant is a small portion of the \$40 million the Clinton administration will

target for the "21st Century Community Learning Center Program," which will establish or expand after-school sites across America. It is expected to reach at least 500,000 children.

At a Rose Garden ceremony, Clinton said, "For millions of Americans, Home Alone is not a funny movie. It is a serious risk."

"Incidents of violent crime by juveniles more than double in the hour after school, and children are at greatest risk of becoming victims of crime in the hours immediately after school," Clinton said. "But in communities where children have something positive to do, youth crime is dropping and academic performance is on the rise."

At least 5 million school-age children - and perhaps as many as 15 million - are home alone after school. Experts agree these children are far more likely to use alcohol, drugs or tobacco, commit crimes or drop out of school.

"These programs are absolutely

critical," said Nancy Carter, assistant director of community education for Denver Public Schools. "Statistics show that these times (after school) are when students - especially middle-school students - are at grave risk of getting into serious problems."

Carter said the federal funds, spread over the next three years, will be used to augment established programs at three middle schools in northwest Denver: Skinner, Horace Mann and Lake. ■

18. The Sacramento Bee

06/18/98; Edition: METRO FINAL; Section: MAIN NEWS; Page A16

AFTER-SCHOOL GRANTS

By Bee staff and news services

Arguing that after-school programs are the way to keep kids out of trouble, President Clinton announced \$40 million in grants for 315 rural and inner-city school systems and individual schools — to provide learning havens after school, on weekends and during the summer.

He urged Congress to expand the grants to reach up to 500,000 children annually — still a fraction of the estimated 5 million to 15 million children left home alone after school.

The **Education Department** picked 315 schools in 36 states to receive funds through the 21st Century Community

Learning Centers Program.

Thirteen school systems or individual schools in California were among the grant winners for three-year programs, including Modesto City schools and Golden Plains Unified School District in San Joaquin County. ■

19. The Kansas City Star

06/18/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C3

After-school programs get new funding

Federal grants go to Independence and Lawrence districts.

By MARA ROSE WILLIAMS
Staff Writer

The Independence and Lawrence school districts will benefit from federal money handed out Wednesday to provide safe, drug-free programs after school, on weekends and during the summer.

Together, the two districts got more than \$1.5 million of \$40 million that was given to 315 recipients in 36 states. The money will be dispensed over three years.

The funding was made available through the 21st Century Community Learning Centers Program, which President Clinton wants to expand from \$40 million this year to \$200 million in each of the next five years.

All grants were distributed to schools that would provide care for children who might otherwise be home alone while their parents work. The goal is to reach 500,000 children annually.

The Independence School District got a three-year grant totaling \$573,300 for an after-school program at Bingham and Bridger middle schools. Lawrence got \$1.04 million for its Central School Project, which offers academic enrichment, a life-skills program and recreation for students after school.

Independence Superintendent Bob Watkins said his district will set up an after-school enrichment program that will include literacy instruction, tutoring and recreation.

The district has provided some after-school programs for students who might otherwise go home to an unsupervised home, but Watkins said the grant "will allow us to expand the program to last until 6 p.m. and to include more activities for the student."

Watkins said experts have determined that from 3 to 6 p.m. on weekdays, middle-school age children end up in trouble with the law more than at any other time.

In Missouri, the St. Louis and Seneca school systems also received grants. The Lawrence district is the only Kansas recipient. ■

20. Sacramento Bee

June 19, 1998

Minority drop stirs up regents

By Stephen Magagnini Bee Staff Writer
SAN FRANCISCO — While Ward Connerly's attack on publicly financed "alternative" graduation ceremonies celebrating race, ethnicity or homosexuality failed to gain much support Thursday at the University of

California regents meeting, the debate over how to keep diversity alive raged on.

After Connerly led a successful campaign to end racial and ethnic preferences in university admissions, UC officials scrambled to find ways to

maintain enrollment of underrepresented minorities.

But what they hoped would be a race-neutral way to increase diversity — preference based on socioeconomic hardship — has so far had a negligible effect at one of the system's crown

jewels, UC Berkeley's Boalt Law School.

Dean Herma Hill Kay told the regents that the 150 socioeconomically deprived applicants to the 1998 class at Boalt

Kay said no African American applicants qualified as socioeconomically deprived, "generally because African Americans who apply to our law school are not disadvantaged. Their mothers and fathers are professionals with good family incomes."

Since UC outlawed affirmative action admissions, Boalt has been under fire nationally for the declining enrollment of underrepresented minorities.

Boalt's 1997 entering class included seven Latinos and one African American who had been accepted in 1996 but deferred admission.

None of the 18 African Americans accepted to Boalt in 1997 chose to go, opting instead for schools such as Harvard, Yale, Stanford and Columbia, Kay said.

University officials expressed concern that underrepresented minority applicants to the three UC law schools dropped from 20 percent in the mid-1990s to 13 percent in 1998. The good news, Kay said, is that Boalt accepted 32 African Americans in 1998 and six have said they will attend.

"The pool of African Americans is a lot stronger than it's ever been," she added.

Connerly wants to make it illegal for state agencies and universities even to ask applicants their racial or ethnic identity on applications, and will raise the issue at next month's regents meeting.

He questioned Kay closely on whether

included no African Americans, nine Latinos and one American Indian. Eighteen of those applicants — who otherwise would have been rejected — admissions officers know an applicant's race.

"The only way (they) would know race or ethnicity is if the applicant himself says so in his personal statement, or in letters of recommendation, or through student activities or graduation from Morehouse (or other African American colleges)," Kay said.

UC attorneys also pointed out that federal law requires the university to furnish a racial and ethnic breakdown of students once they're enrolled to ensure there's no discrimination.

Connerly and Regent John G. Davies expressed skepticism over Boalt's hardship criteria, which takes into account an applicant's high school, neighborhood, knowledge of English, percentage of classmates who go to college or drop out of high school, physical or emotional obstacles, and parental income and educational levels.

"If they (socioeconomic criteria) don't work, then I suspect you'll find other criteria that are proxies for race, and we will have achieved nothing," Davies said.

Asked Connerly sardonically, "If I said being black in California is an obstacle, would I be accepted?"

Regent William Bagley blamed Connerly for the decline in minority applications to UC, saying had the regents not abolished affirmative action in 1995, "there would not be the tarnish in the media."

Bagley added that Connerly's latest

were accepted, including 10 whites and three Latinos.

cause — an attack on alternative graduations for ethnic groups — fuels the perception that UC is hostile to minorities.

"Alternative ceremonies is separatism, a Balkanization of our society," Connerly said. "I strongly object to the idea of providing public funds for graduation events based on (sexual) orientation, race or ethnicity."

Despite Connerly's attack on alternative ceremonies, he drew the support of only one other regent on the issue.

At Berkeley alone, over 60 official commencement exercises take place, celebrating university-sanctioned subgroups based on ethnicity, academic discipline, sexual orientation, physical handicaps or other shared experiences.

They are funded partially by the university, including student fees. Any student who objects to the use of fees for such celebrations is entitled to a pro rata refund.

UC attorneys said that as long as alternative graduations are held by recognized groups and are open to all students, they are legally entitled to university funds.

Bagley accused Connerly of trying to micromanage the university. "This (proposal) tells our black and brown students, by God, we don't even want you to get together for fun

Should we get rid of prayer groups in school, too?"■

21. San Diego Union-Tribune

June 19, 1998

Texans corral few teachers in state

Spanish speakers sought by Dallas suburb schools

As California's bilingual education programs hung in litigation limbo, educators from a Dallas suburb headed west this week to recruit Spanish-speaking teachers.

Ready to offer jobs on the spot, administrators from the Arlington Independent School District hoped to draw 45 or so instructors to their rapidly growing bilingual and

English-as-a-second-language programs.

But they returned home yesterday after hiring only five people from

Orange, Los Angeles and San Diego counties.

While that is far short of their initial goal, the school officials said their \$10,000 trip was worthwhile.

"We came here with no expectations," said Anita Buttram, executive director of personnel for Arlington schools, Texas' eighth-largest district.

"We knew it could possibly be a bust or it could be very successful."

Arlington school administrators planned the trip after Proposition 227,

which mandates the end of bilingual education in California's schools, passed earlier this month.

Many bilingual education advocates outside California worried that the initiative might start a national trend, but Arlington school officials saw it as a chance to woo teachers.

"We have an opportunity to attract some qualified people here, and we're going to jump on it," Mac Bernd, superintendent of the 55,000-student district, said before the recruiters left

Texas on Sunday. "I guess it's consistent with the American way."

Local educators said the effort had Bilingual teachers are fully qualified to teach in English-only classrooms; they just have an additional teaching certificate. And, with a high demand statewide for qualified teachers, districts in California need everyone they can get.

"Our teachers have a job," with or without bilingual programs, said Alma Pirazzini. She is director of bilingual education for the Sweetwater Union High School District.

"They're fully credentialed, and our kids still need an education," Pirazzini said.

The same is true for bilingual instructors in the San Diego Unified School District, said Tim Allen, director of second-language education.

Thus, the Texas group had to persuade teachers to leave their careers — and lives — in California.

Superintendent Bernd, who headed the San Marcos Unified School District for six years, ending in 1992, said he had hoped to find teachers so dedicated to bilingual education that they would

limited success because most bilingual teachers are not at risk of losing their jobs despite the passage of Proposition 227, consider moving.

"People who take the trouble to become certified like to practice what they've learned," Bernd, who headed an Orange County school district until he was recruited by Arlington schools last fall, said last week.

"We're betting on the fact that they'll want to continue to employ those skills. And that's why we feel like Arlington can be an attractive place for them to come."

Only two of the five teachers hired were currently employed, though.

Bernd, previously the superintendent of Newport-Mesa Unified School District, admitted that the job offer isn't for everyone.

An interstate move is a tough sell, and the salaries in Arlington, ranging from \$26,500 to \$49,563 a year, are less than most California schools pay.

(Salaries of San Diego Unified teachers range from \$29,370 to \$59,714.)

But recruiters wooed teachers with the quality of Arlington's schools, the area's low cost of living and the appeal

which is being challenged and is under review in federal court.

of the city, between Dallas and Fort Worth and home to nearly 293,000.

While Pirazzini, the Sweetwater administrator, considered Arlington's interest in California's teachers "flattering," she said she does not expect any mass exodus.

"It's cute," she said. "It would probably make a bilingual teacher chuckle."

Rebeca Lee, a bilingual teacher at Southwest High School, said that there is such a demand for teachers in California that she does not expect out-of-state districts to have much luck recruiting.

While the offer may have appealed to some instructors for personal reasons, she said, "I don't think teachers are going to leave California and go to Texas simply because of Proposition 227. Those of us who have been here are committed to our students, and we don't want to dump them."

"We have a job. We want to be here."■

22. Detroit Free Press

June 19, 1998

Detroit schools may fine parents who don't pick up kids

BY TRACY VAN MOORLEHEM,
SUZANNE SIEGEL AND
PEGGY WALSH-SARNECKI
Free Press Staff Writers

Detroit Public Schools will crack down on parents who fail repeatedly to pick up their children from school, possibly with tickets and fines, Deputy Superintendent Arthur Carter said this week.

Carter said the 180,000-student district has the power to issue tickets, similar to traffic tickets, under its authority to enforce attendance. That's one option the district is considering as it writes a policy for tardy parents that Acting Superintendent Eddie Green will issue before school starts in the fall.

The work on a new policy comes in the wake of an incident June 10 when police arrested a principal after she tried to drop off a grade-school child at the 13th (Woodward) Precinct when his parents hadn't picked him up between 5 and 6 p.m.

Police refused to take custody of the child from Frances Parker, principal of Dewey Center for Urban Education.

"Our main appeal right now is to the

When Parker tried to leave, she was arrested for child abandonment, according to Donald Boggs, president of the Organization of School Administrators and Supervisors.

Denby High School Principal Ellword Miller, called the principal's arrest "dehumanizing."

"It's a shared responsibility. We're all public servants and caregivers," he said. "Some of us are parents, too, and we have to be home for our own children."

Parker's office referred news media calls this week to Bruce Bolton, vice president of the administrators' union. Bolton did not return calls.

No charges have been filed against Parker, a district employee for 27 years.

Still, the incident reopened the difficult question of just who should be held responsible for hundreds of children left stranded at Detroit schools each year when their parents or guardians are extremely late or don't show up at all to pick them up.

On Monday, about 50 members of the school administrators' union picketed police headquarters until Detroit Police community," he said. "I'm a parent and I

Chief Isaiah McKinnon came out and agreed to meet with them later to discuss the issue. He refused to comment on the Parker case because he said a lawsuit may be filed against the city.

He said that for many years, school administrators dropped off children at nearby precincts when they couldn't contact parents. Officers would watch the students until their caretakers arrived.

Then last year, the police department became concerned that officers who should be answering emergency calls were stuck baby-sitting. It sent out a letter that said police precincts could no longer be responsible for the children.

McKinnon said the problem is that as many as 10 to 15 children a day are left stranded at city schools. "That's 10 to 15 scout cars that are tied up and can't answer runs," he said.

He added that police stations — with steady streams of criminals moving through — aren't suitable environments for youngsters.

Carter agrees, but said sometimes there is no other option.

also have to pick up my 12-year-old son.

There are times when I'm caught here at work. We're asking parents to phone the school, make arrangements with other family members."

If that doesn't work, parents may find themselves receiving tickets — and fines

— instead of just report cards from school.

Theresa Hill, whose daughter is a sophomore at King High School, said that seems fair, so long as extenuating circumstances are taken into

consideration.

"If you're just late from work ...you should be allowed to call the principal and make some other arrangements. But if you're just late for no reason, yeah, I could see giving a ticket."■

23. Atlanta Journal-Constitution

June 19, 1998

Teachers accused of cheating resign

Savannah, Ga. — Two third-grade teachers accused of giving students advance copies of questions on the Iowa Tests of Basic Skills have resigned.

A school board investigation into the test controversy found that Gilbert O. Hayes Elementary School teachers Janice Bryant and Lisa Brown hand-copied test questions and provided them to students in the form of take-home tests, Savannah-Chatham County School Superintendent Virginia Edwards said

Thursday.

The teachers violated state and local rules for administering the test, she said.

"If there is any good in this, we can reflect that the teachers were honest about their actions and what they did regarding the situation," Ms. Edwards said.

She said a parent tipped off the school district about wrongdoing.

Alan Lowe, attorney for the Georgia Association of Educators, who

represented both teachers in negotiations with the school board, would not comment on the case. Ms. Bryant and Ms. Brown were not available for comment.

Their teaching licenses still could be revoked by the Professional Standards Commission.

Ms. Edwards said the school board has not yet decided whether the affected students — about 50 third-graders — will be retested.■

24. Chicago Tribune

June 19, 1998

SCHOOL'S OUT, BUT NOT FOR LONG FOR MANY KIDS

By Janita Poe and Jodi S. Cohen
Tribune Staff Writers

Once upon a time, before the Paul Vallas administration, summer school seemed like a lackadaisical time for sports activities and easy classes. But for the 47,793 Chicago Public Schools students who must attend mandatory summer school in 3rd, 6th, 8th and 9th grades this year, summer school is a serious matter.

"I keep worrying about it and thinking that I'm not going to pass," said Norbella Lagunas, a 3rd grader at Pilsen Community Academy, 1420 W. 17th St., one of 60 children who will participate in Pilsen's mandatory summer school, which begins Tuesday, just days after the school year ended Thursday. "When I went before, they asked me to go, and I said sure because I wanted to. But this year I had to go."

Norbella is not alone in her feeling.

Mandatory summer school was established under the administration that took over in 1995, headed by schools chief Vallas. Students who do not make a minimum reading and math score on the Iowa or TAP exams are required to

Though the overall number of students in mandatory summer school declined from last year, many in the program say they are nervous about summer school because they know they could be retained for a year or more if they do not improve their standardized test scores.

Not all the public school students will attend summer school because of low scores on the Iowa Tests of Basic Skills or the Tests of Achievement and Proficiency (TAP), however. A total of 175,000 —about 40 percent of the total enrollment —will participate in one of the system's academic and recreational summer school programs. That compares with 151,000 in 1997 and 126,000 in 1996.

This year, 83,773 students are enrolled in the district's 11 academic programs, which include gifted, bilingual and special education; a new "early intervention" program for 1st and 2nd attend summer school and repeat the tests at the end of the summer. If they still fail to make the score, pupils must repeat a grade.

While some students lamented and even feared the mandatory programs,

grades; and "Making the Grade," a special course for 3rd and 6th grade retained students who are working to move back to their original levels.

According to Blondean Davis, the district's schools and regions chief, the district is emphasizing summer school education because of a growing feeling among many educators nationwide that year-round school attendance provides students with a better educational foundation than the traditional 9-month programs.

"We're rapidly going in the direction of year-round education for the children," Davis said. "Research tells us that when children are out two or more weeks there tends to be a fall-off. In order to maximum learning, it is important to continue to provide intellectual stimulation for the student and that is what we're doing during the summer."

others said they want to return to school.

Cecilia Calcote, a 15-year-old student at King High School, 4445 S. Drexel Blvd., said she quickly decided to change her attitude about school after learning about her summer school requirement

earlier this year.

"If I would have worked harder the first couple of marking periods, I

wouldn't have to go. But instead I was playing," Calcote said. "But I learned from my mistakes.

"Next year, no playing. Next summer, no summer school."

■

25. Boston Globe

June 19, 1998

Recommendations up for teacher dismissals

By Beth Daley, Globe Staff

Ten of the Boston Public Schools' 4,600 teachers have been recommended for dismissal this year, the largest number in recent history, according to superintendent Thomas W. Payzant.

Last year, no teachers were recommended for dismissal; two were the previous year. Recommendations for dismissal usually result in resignations or firings, although a firing can be overturned through arbitration.

"This does, on the surface, appear to be a step forward," said Sam Tyler of the

Municipal Research Bureau, a watchdog group. "But this is an area that needs far more attention by the school department, to provide professional development and hold teachers accountable through performance evaluation."

School officials did not detail the reasons why the teachers were recommended by their principals for firing, and none has been let go yet.

Prior to this year, if teachers received an unsatisfactory evaluation, they could merely transfer to another school and the evaluation process would have to start

again, according to the school department.

But in the contract approved last year, the union and school department agreed that if a teacher received two poor evaluations during the school year - or an unsatisfactory evaluation at the end of the year - the teacher had to remain in their original school. Then, the principal would continue the evaluation process, leading either to help for the teacher or a recommendation for dismissal. ■

26. The Washington Post

06/19/98; Edition: FINAL; Section: Metro; Page D05

Group Demands Resignation Of Alexandria Schools Chief

By Sylvia Moreno

Washington Post Staff Writer

The head of the Northern Virginia Urban League has demanded the resignation of Alexandria School Superintendent Herbert Berg over a proposal to unpair two elementary schools.

In a letter to Berg and the members of the School Board, George H. Lambert Jr. said the proposal to unpair Maury and Lyles Crouch elementary schools "without the benefit of the African American community was a serious tactical error." He called Berg's recommendation "disrespectful and dismissive" of African Americans whose children represent the majority of

students in the public schools.

Lambert said he was writing on behalf of the Alexandria Forum, a group of churches, individuals and organizations concerned with issues affecting the city's black community.

Berg said that he is not familiar with the Alexandria Forum but that he had had 14 community meetings this spring, including some with black residents, to discuss the proposed redrawing of school attendance zones to be implemented in 2000. The unpairing of Maury and Lyles Crouch, which were linked in 1973 for the purposes of desegregation, would be considered as part of the larger redistricting plan, Berg said, "to allow all

schools to be diverse."

"We will not allow any of our schools to end up . . . segregated," Berg said. "We are in the business of integrating schools and providing a rigorous, quality public education for all children."

School Board Chairman Stephen J. Kenealy said the decision regarding the unpairing will be made by the board, not the superintendent.

"They're certainly premature," Kenealy said of the Lambert letter. "If the board makes a decision that this group or any other does or does not like, they ultimately have control at the ballot box." ■

27. The Washington Post

06/19/98; Edition: FINAL; Section: Metro; Page D05

D.C. Schools Firing 400 Employees

By Valerie Strauss

Washington Post Staff Writer

More than 400 D.C. public school employees are losing their jobs in a second round of a large reduction in force that has been ordered throughout the

146-school system to help close a multimillion-dollar budget gap, school officials said yesterday.

Layoff notices went out yesterday and more will be sent today to about 300 custodial staff members and scores of

people in other departments, including 17 employees in personnel, 10 in mechanical operations, 11 in transportation, 32 computer lab aides and 8 library aides.

TD New Schools Superintendent Arlene Ackerman has already dismissed

175 out of 646 central administrators and staff to help close a \$62 million budget gap, which was discovered last spring and attributed, in part, to the presence of hundreds of extra people on the school system's payroll.

"There may be a third wave [of firings]," said new personnel chief Joe Castillo. "We are sensitive to this because it affects people and their families. It isn't done with any kind of satisfaction, believe me."

Another school official, who asked not to be named, said the layoffs would help close the budget gap and also allow new managers to restructure many offices that have been largely dysfunctional for years.

The D.C. financial control board gave the school system about \$34.6 million

toward the shortfall, but school officials have had to find ways to make up the rest. Ackerman considered a range of controversial options, including raising class size and cutting the number of school counselors and librarians. But she decided to steer clear of money-saving measures that would directly affect classrooms and, instead, find other personnel trims.

Eliminating the 300 custodial positions will save some \$8.25 million, according to school officials, who have also frozen most nonpersonnel spending and are taking other steps to close the deficit. School officials said they currently have more than 1,000 custodial employees and will have enough staff to clean schools after the 300 jobs are cut.

Employees who receive notices of termination this week will be dismissed from their jobs immediately and given four weeks pay and benefits, officials said. Another 16 attendance officers and 26 administrators will be notified that they are losing their positions, but they will be given other jobs in the system.

There are also 110 teachers from around the city, mostly in secondary schools, who are being removed from their schools and placed elsewhere. This is part of an effort by Ackerman to enforce strict staffing guidelines at schools where she believes there are too many teachers for the number of students. ■

28. The New York Times

06/19/98Section: Metropolitan Desk; Section A; Page 1, Column 1

NEW YORK ENLISTS PRIVATE SCHOOLS

By SOMINI SENGUPTA

With less than three months left before 14,000 4-year-olds are supposed to begin new pre-kindergarten classes established by the state, New York City's overcrowded public school system is planning to enroll a third of those children in private and parochial preschools.

Unable to squeeze the preschoolers into public schools ripping at the seams, officials expect to use public funds to educate about 5,000 children in private schools. It is a rare example of the city's public school system relying on the private sector for basic academic services; the only precedents are smaller programs in counseling and tutoring.

The state law that established pre-kindergarten classes encouraged local school districts to draw up contracts with private preschools. The law requires each

And recently, a new complication was unearthed: When a Brooklyn superintendent showed up to inspect a yeshiva, it was closed for a religious holiday, revealing the potential chaos that mismatched school calendars could create for working parents.

Still, most educators unequivocally embrace the concept of preschool education, not just in New York but around the country. A survey taken last year by the Children's Defense Fund, an advocacy group based in Washington, found that 21 states had increased financing of preschool programs, most of them intended for poor children. Last year, the New Jersey Legislature set aside

district to devote at least 10 percent of its funds to contracts with private agencies, and education officials in Albany said the requirement was added because they knew many districts would be unable to find the space or the qualified teachers on their own. The private preschool industry, worried about losing business, also lobbied heavily in Albany.

When state lawmakers enacted the law establishing the \$500 million program last summer, they allocated money for teachers and aides, but none for construction, despite the space problem.

Since then, translating the language of the law into reality has flummoxed school officials across the state, especially in New York City, which now expects to be spending 35 percent of its state allocation for the program on private and parochial schools.

Indeed, the story of pre-kindergarten \$125 million for pre-kindergarten classes in 125 of the state's poorest school districts. In Connecticut, lawmakers agreed last year to spend \$86 million over two years on pre-kindergarten classes in more than a dozen poor, mostly urban districts.

"Who can say anything bad about children having early-childhood education?" said Dr. Arthur Greenberg, the head of Community School District 25 in Flushing, Queens. "Is it well planned? No. I know a whole bunch of superintendents who would have liked more time to get this off the ground."

When the universal pre-kindergarten law was enacted a year ago, it drew

in New York is emerging as the story of good intentions crashing into difficult realities.

In some areas of the city, parents have been unable to submit applications for their preschoolers because district officials have not picked the private preschools they will use. Bathrooms and playgrounds are still being inspected, teacher credentials reviewed and classrooms observed. As school officials have discovered, conditions at private preschools vary widely. Dirty floors and a dearth of books at a day care center on the ground floor of an East New York housing project dismayed one superintendent, while the emphasis on penmanship at a preschool in northern Queens troubled another district official, who considered the school's approach too rigid.

bipartisan support from lawmakers, and got a strong boost from Lieut. Gov. Betsy McCaughey Ross. The program is voluntary for parents. New York City's Board of Education voted to require each of its 32 districts to provide the classes.

Champions of the program cited research pointing to the long-term benefits of early education. For instance, studies of Head Start, the federally financed pre-kindergarten program for poor children, showed that preschoolers enrolled in the program initially showed measurable improvements in health, school attendance and cognitive test scores. The gains in cognitive test scores, however, faded after a couple of years.

To stretch its resources, New York City decided to establish half-day pre-kindergarten classes; a few other districts in the state are creating full-day programs. The program is financed with \$46 million in state funds for the 1998-99 school year, matched by \$5 million from the Board of Education. Unlike Head Start, which is limited to needy children, New York's pre-kindergarten program is available to children regardless of their family income, though in the first year only districts with the largest percentage of poor children — including all New York City districts — are eligible.

Private preschools that want contracts with the city school system must be licensed by the city, and they cannot offer religious instruction. Any parochial schools involved in the new program will, under the state law, have to scrub classroom walls of religious icons and agree to a secular curriculum.

Given the stipulations, several private agencies, including schools run by the Roman Catholic Archdiocese of New York, have passed up the offer.

"We are in the business of religious education," said Dr. Catherine Hickey, superintendent of schools for the archdiocese, which has more than 6,000 children in pre-kindergarten classes. "We probably would not sacrifice one of our own religious early-childhood programs for the sake of secular programs."

The privatization issue has not drawn opposition from the teachers' union. An estimated 225 teachers will be hired to instruct children in pre-kindergarten.

"Obviously, I would prefer it in the public schools," said Ronald C. Jones, the United Federation of Teachers vice president for elementary schools. "Until we get to that nirvana, I don't think we should deprive these kids of pre-K."

Other districts are also facing problems implementing the program. In small, growing cities like Gloversville, west of Albany, school officials are having trouble finding enough school buildings or licensed day care centers to accommodate the rising student

The New York Civil Liberties Union has pledged to watch closely as the arrangement is carried out.

Although enrollment is optional for parents, each of the city's school districts will be required to accommodate 16 percent of their estimated population of 4-year-olds, or a citywide total of 14,000 children. Five of the most overcrowded districts have yet to find room in their buildings or in private preschools to accommodate their share of pre-kindergartners in the fall, though Board of Education officials say they are optimistic that room will be found soon.

Those five are District 6 in upper Manhattan, Districts 9 and 11 in the Bronx and Districts 24 and 29 in Queens.

Most districts are selecting students either by lottery or on a first-come-first-served basis. The state law mandates that districts gradually expand the number of slots so that by fall 2002, any 4-year-old can enroll in a pre-kindergarten class. But accommodating all children whose parents want them in the program by 2002 is likely to be a formidable challenge, given the lack of new school buildings and parallel state legislation requiring cuts in class size beginning in fall 1999.

For pre-kindergarten alone, 30,000 seats, or 1,750 classrooms, would have to be built or found by 2002, according to estimates by the Board of Education. To reduce class size, 45,552 more seats — more than 2,000 classrooms — would be required. The board plans to open schools with 16,000 to 18,000 seats, according to the School Construction Authority.

"The facilities part is a major factor that has been overlooked," said J.D. LaRock, a board spokesman.

District 19 in eastern Brooklyn, for example, has little room for enrollment, state education officials said. In East Aurora, in western New York, school districts are negotiating with a mammoth day care center run by the toy company Fisher Price. Several cities are looking for empty rooms in state buildings.

pre-kindergarten in its Cypress Hills neighborhood, the densely populated northern part of the district where schools are already so crowded that kindergartners are bused to Starrett City, several miles south.

Touring his district and looking for pre-kindergarten space the other day, Superintendent Robert E. Riccobono said he wondered whether parents in Cypress Hills would shepherd their children to the southern end of the district, where there is ample space for pre-kindergarten: Within a two-block radius in Starrett City, he had found a public school that could house a couple of pre-kindergarten classes, as well as a yeshiva and a secular preschool.

But space is not the sole concern. Although licensed private preschools, like the public schools, have state-certified early-childhood teachers, there is a great variety in the conditions and philosophy of each preschool. On a tour the other day, Mr. Riccobono found one preschool, on the ground floor of a housing project in the East New York section of Brooklyn, practically devoid of books and instructional supplies and floors that needed a thorough cleaning. Still, he chose the preschool after concluding that the problems were easily fixable.

"Don't forget, we are responsible," Mr. Riccobono said. "It's not comfortable to be responsible for something you can't control."

Around the state, 124 of about 700 school districts — those with the largest share of poor children — are eligible in the first year, and of those, 80 are participating. School districts will be phased in based on their percentage of poor children, and by the fourth year, all districts will be eligible.

In New York City, the demand for the state-financed pre-kindergarten classes is hard to gauge, though it is well known that the day-care crunch is particularly intense for the city's working poor: There are 36,000 children on a waiting list for city-subsidized day care slots. ■

29. Chicago Tribune

06/18/98; Edition: NORTH SPORTS FINAL; N; Section: METRO CHICAGO; Page 6

CITY SCHOOLS MAKE SAFETY SUMMER GOAL

BY Janita Poe

Tribune Education Writer.

Chicago Public Schools chief Paul Vallas said Wednesday that he plans to "step up" safety for the city's youth this summer by spending \$1.1 million on a

series of safety programs designed to reduce gang and other violence by developing safe activities for children.

During a news conference at the Jenner Elementary School at 1009 N. Cleveland Ave., Vallas said the school

district will work with police, officials of the city, library system and Park District, as well as ministerial and community leaders to implement a new 10-point safety program, known as Safe Schools, Safe Neighborhoods, that will begin next

week and run through Oct. 1.

Vallas said programs were prompted by the large number of incidents involving violence and minors in previous summers. The district should play a larger role in monitoring the safety of its 430,000 students, including 175,000 who are scheduled to begin summer school on Tuesday, he said.

Last year the district spent about \$600,000 on summer safety programs, although most of the funding was used to pay for security officers at the schools.

Plans for this year's program include:

a series of community forums on violence; courses for parents on conflict resolution, crisis intervention and violence prevention; a violence-prevention video distributed to all 559 schools; a series of anti-violence marches organized by church groups across the city; the expansion of the parent patrol truancy officers when school resumes; safety projects developed by community organizations; and the hiring of 100 "facilitators" to work in various communities to prevent violence.

Police Supt. Terry Hillard said at the same news conference that the city's curfew law covering those 16 and under will be strictly enforced this summer.

The law requires children under 17 who are not accompanied by a parent, guardian or other responsible adult to be off the streets between 10:30 p.m. and 6 a.m. during the week and 11:30 p.m. and 6 a.m. on weekends. Exceptions are made for those who are working or going to an adult-supervised activity sponsored by school, church or civic organizations. ■

30. Eugene Register-Guard

06/18/98

Attack School Violence at Roots, Oregon Governor Says

By Harry Esteve

SPRINGFIELD, Ill.—Jun. 18—Don't turn schools into fortresses with armed guards and metal detectors, local educators and community leaders told Gov. John Kitzhaber at a meeting Tuesday.

Instead, make it easier for teachers and counselors to report on students who seem to pose a risk for violence, and then make sure there's a place for those students to go for help if they're expelled.

"If a kid is kicked out, he needs a place to go," said U.S. District Judge Ann Aiken, a former juvenile court judge for Lane County. "As it turns out, we're

"The thing that scares me the most about being a new father is sending my son into that environment," said Kitzhaber, whose son, Logan, is almost 8 months old.

Kitzhaber, a former Eugene resident, recalled his days as a student at South Eugene High School in the 1960s and noted how the kind and amount of violence has escalated in recent years.

"There was a group that used to hang out after school and smoke cigarettes, but no one thought someone was going to pull out a 9 mm pistol," Kitzhaber said. "Or we might go to a close game at North Eugene High School, and someone might hit you with a fist after the game. But no one shot anyone."

Kitzhaber, a frequent critic of Measure 11, which set longer, mandatory prison sentences for violent criminals, said the recent emphasis on punishment has thrown the state's justice system out of kilter.

"We have fallen down on the prevention side," Kitzhaber said. State

releasing them to the community, and they're like little matches waiting to be lit."

Those were some of the suggestions made at a freewheeling, 1-hour session to brainstorm solutions that would prevent the kind of violence that struck Thurston High School last month.

Attended by 75 students, teachers, school board members, city councilors and others invited to the meeting, the ideas ranged from passing stricter gun control laws to funneling next year's surplus income tax "kicker" checks into early intervention services.

Kitzhaber said he will incorporate the money has been channeled away from social service programs designed to help "at-risk" children and adults and funneled into prison construction.

He said he wanted to focus the Legislature's attention on the roots of juvenile violence.

Those who attended Tuesday's forum at Agnes Stewart Middle School appeared to agree.

Many of the proposals centered on increased efforts to intervene in the lives of children and parents who show signs of dysfunction.

And teachers said they should be freed to report on students who make threats of violence, write papers that demonstrate a potential danger to other students or who otherwise appear to be a risk.

Rachael Beckley-Rich, a teacher at Thurston, called for "required intervention" for students who might pose a danger to other students or teachers.

She said the state should set up some kind of centralized record-keeping to

comments into a \$30 million juvenile crime prevention package he wants to present the 1999 Legislature. He said the package will be a centerpiece of his re-election campaign.

In his opening remarks, Kitzhaber made it clear that he was personally shaken by the events at Thurston, in which two students were killed and many others were wounded when a 15-year-old freshman fired 51 bullets into a crowded cafeteria.

The suspect, Kip Kinkel, also has been charged with killing his mother and father.

track students who have made threats.

Lane County Commissioner Ellie Dumdi said privacy laws can create a "communication barrier" that prevents schools from knowing which students may be at risk for violence.

"There's no communication between private counselors and schools," Dumdi said. "We have to break down the barriers" and let the communication flow.

Thurston Principal Larry Bentz drew one of the biggest rounds of applause when he urged against an overreaction on school security.

"We should not turn our school into a fort," Bentz said. "We should not have metal detectors. It isn't an atmosphere I want my children to go to school in."

In the days after the Thurston shootings, there were a number of suggestions from experts that the only way to prevent another tragedy was to treat schools like airports, including guards, searches and sanctions for even joking about violence.

Bentz's comments were seconded by

some students who attended the meeting.

Donnie Dahl, who will be a senior at Thurston in the fall, suggested removing the police officers that patrol the campus and replacing them with adult volunteers, who could cover more of the school grounds.

And he suggested forming peer counseling groups that could work with students who have been making jokes about violent acts.

"The group could intervene before he

makes these jokes a reality," Dahl said.

Dahl urged parents, business leaders and other adults to simply spend more time inside their neighborhood schools.

"Just make time for kids," he said. "You adults are who we look up to. A little time from you would be great."

Kitzhaber said he hopes to have better success in the upcoming legislative session with a juvenile crime package than he did last year. He said the Thurston tragedy may inspire lawmakers

to provide more funding for prevention and intervention programs.

"What this really was, was a wake-up call of a very serious problem," Kitzhaber said.

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31. Newsday

06/18/98; Edition: QUEENS; Section: NEWS; Page A34

Unified Special Ed Approved

Local districts to take control

By Rose Kim. STAFF WRITER

The Board of Education yesterday unanimously supported a mayoral task force's recommendation to place special education students under the control of local school districts.

Schools Chancellor Rudy Crew, a member of the mayoral task force on special education, said a unified system would enhance the performance of special education students.

"The way it was essentially allowed for the treatment of children with special needs and children with general needs to be viewed as a dual system," Crew said. "I want that bifurcated system to be

Donald Singer, president of the Council of Supervisors and Administrators, said the principals' union supported the change, but had

merged into one system."

The task force's recommendations, introduced earlier this month, would move large numbers of students from special education to regular classrooms in the next two years and would speed up the evaluation process.

The plan, however, does not affect the 16,000 most severely emotionally and physically disabled students who attend classes in a separate school district, District 75.

Despite the board's full support, nearly a dozen parents and educators spoke against the resolution, criticizing the board for lacking a detailed plan and for reservations about other mayoral recommendations, such as using private firms, instead of teams of board teachers and psychologists to evaluate students.

failing to consult parents.

"Our major concern is that they're looking to implement it without a plan," said Ed Leahy, the president of New York United Special Education Parents.

Luis Reyes, the Manhattan board representative, however, praised the change as "a necessary reform" that would revolutionize special education.

Further reforms were needed, Reyes said. Statistics indicated that children classified as having Limited English Proficiency (LEP) were referred to special education at a rate of 2 1/2 times greater than non-LEP students, Reyes said.

A privatization plan has not been worked out, Board of Education officials said.■

32. Orlando Sentinel

06/18/98; Edition: CENTRAL FLORIDA; Section: LOCAL & STATE; Page D3

SHOULD MOM'S ILLS GET CHILD EXPELLED?

TAMPA - When a disabled mother missed too many parent-teacher meetings because of her illness, her 5-year-old son was expelled from kindergarten.

On Wednesday, a federal jury began deliberating whether the Pinellas County School Board discriminated against Reba Alexander or violated the Americans with Disabilities Act.

Had Alexander left the hospital for an early March meeting, "It would have been akin to signing her own death certificate," attorney Lydia Castle said Wednesday.

Alexander missed three PTA meetings. By missing a third meeting, she

violated a written contract with Pasadena Fundamental Elementary School.

The contract allowed her to miss two PTA meetings with no stand-in or four provided she sent someone in her place during the first two absences. But she had no stand-in, and her child was expelled after the third absence.

Gabriel was expelled in 1996. He was sad and depressed, and he continues to ask why he can't return to the school, she said.

Castle said every parent is allowed to miss two meetings at the school, known for its strict, back-to-basics style. The third miss was only because Alexander

was hospitalized with complications from dialysis.

Oscar Blasingame, School Board attorney, said Alexander knew she couldn't miss so many PTA meetings when she enrolled Gabriel at the school.

Furthermore, the School Board provided an intervention committee and another appeals group.

"She wants an exception - not an accommodation," Blasingame said. Had she found one person to sit in on PTA meetings during her absence, "we would not be here today and Gabriel would be in Pasadena Fundamental School." SEQN: 81680844■

33. The Hartford Courant

06/18/98; Edition: STATEWIDE; Section: MAIN (A); Page A10

STATE APPROVES SEX EDUCATION GUIDELINES

SOME CHILDREN MAY BE EXCLUDED

By RICK GREEN; Courant Staff Writer

The State Board of Education Wednesday ended months of wrangling over how to teach some aspects of sex education, approving new guidelines that urge instruction about puberty, AIDS and postponing sexual activity, among other topics.

The board gave unanimous approval for guidelines that school districts may use when assembling a health and sex education curriculum. The board action came after numerous revisions, months of meetings and controversy over explicit language. A detailed guidebook, based on the framework approved Wednesday, will be developed in coming months. The state does not mandate a specific health or sex education curriculum; it is up to each school district to adopt a specific plan.

Acknowledging that it is not possible to have everyone agree on a topic like how to teach children about human sexuality, state Commissioner of Education Theodore S. Sergi said the new guidelines represent "the best advice" possible.

"We have strived to make very clear the parental right to exclude their children," he said. Critics have said school districts do not do enough to inform parents of their right to keep their children out of sex education classes.

State law provides the right to allow parents to exempt their children from classes covering sex education-related topics. In many school systems this already occurs, with parents required to sign permission slips before lessons covering human development and sexuality are covered.

Despite board agreement, there were some who still saw danger in the new standards, particularly regarding teaching children not to discriminate. A group of parents who spoke at the meeting said this will lead to teaching children about alternative lifestyles.

"It is being presented under the guise of teaching respect for others," said Patricia Roberts, a Manchester parent. "It will put the heterosexual family and the married family as one of many options."

The new curriculum guidelines make no mention about alternative lifestyles, stating only that schools may want to "use a variety of strategies to demonstrate respect and responsibility to others without bias, abuse, discrimination or harassment, including but not limited to race, color, sex, religion, national origin or sexual orientation."■

34. Worcester (Mass.)Telegram & Gazette

06/17/98; Edition: ALL; Section: LOCAL NEWS; Page B8

Kerry seeks changes in U.S. public schools

BOSTON - U.S. Sen. John Kerry called yesterday for changes in U.S. public schools, including measures that would make it easier to fire bad teachers.

Kerry, D-Mass., who is mulling a run for president, said bureaucracy built up over decades needs to be swept away if public schools are going to survive.

"We are now only tinkering at edges carefully circumscribed by political timidity and powerful interest groups," Kerry said in a speech at Northeastern University.

Kerry called for principals and superintendents to have greater powers to hire and fire, better pay for teachers and changes in teacher certification to allow more people who have liberal arts degrees to teach, rather than limiting teachers to those who have majored in education.

He also recommended tenure be replaced with a fair dismissal policy, which would protect teachers from "capricious political" firings while

allowing for the removal of unqualified or "burnt-out" teachers.

"No teacher should have a lock on any job and it should not take tens of thousands of dollars and years in the court to let go a teacher who will not or cannot help our kids succeed," he said.

Kerry also called for an unspecified amount of emergency matching grants to help poorer school districts where funding is lagging behind richer communities.

"It is in the interests of all Americans to do so. Otherwise, we'll keep the status quo alive," he said.

The Massachusetts Teachers Association, which has supported Kerry in previous elections, appears ready to back his bid for the White House.

MTA President Stephen E. Gorrie said the state's largest teachers union agrees with Kerry on most issues raised in his speech, though he said Kerry "was playing to a national audience rather than a Massachusetts audience."

"As Sen. Kerry moves forward with making his education initiatives more concrete, we look forward to working with him to develop and promote specific plans to improve quality of public education in this country," Gorrie said.

The MTA came down on Kerry's side on the most controversial issue of the speech - tenure. Conservatives have railed against the academic system of protecting tenured teachers from getting fired.

Gorrie said the MTA agrees with Kerry that tenure should not be used to protect incompetent teachers.

"In 1993, Massachusetts replaced its old tenure law with a due process system that is fairer, more efficient and less expensive than the old system," Gorrie said. "We believe that the new system is working well."

Timothy J. Connolly of the Telegram & Gazette staff contributed to this report.■

35. Worcester (Mass.)Telegram & Gazette

06/18/98; Edition: EAST; Section: LOCAL NEWS; Page B1

Principal promises open-door policy

By Shaun Sutner;
Telegram & Gazette Staff

NORTHBORO - His office door will be open.

That's the pledge of Edward J. Gallagher III, the new principal of Algonquin Regional High School.

Superintendent Robert E. Melican appointed Gallagher Monday to succeed Romeo Marquis, who announced his resignation last October after four years as principal.

For the last five years, Gallagher, 50, has been principal of Mascoma Valley Regional High School in Canaan, N.H., which, with 475 students, is about half the size of Algonquin.

OPEN-DOOR POLICY

Gallagher said he plans to continue the same open-door policy he maintained at the New Hampshire high school.

"I want to be accessible to
"He's a very hard-working, quality person," Pfeifer said. "He's very knowledgeable about curriculum and secondary instruction. He's very well-versed, and he's an eager learner and he listens well."

Gallagher, a Quincy native, spent

everybody," said Gallagher, who goes by the name "Ned." "My door will pretty much be always open to kids, parents, teachers and community people."

Gallagher hopes to be on the job by sometime next month. He is now negotiating his last day in New Hampshire. At first, he said he will likely rent a home here. His family, wife Ginny, and children, Colin, 15, and Shay, 12, probably will follow later, he said.

He said he initially wants to get to know people and get a grasp of the issues.

"I want to learn the lay of the land and accommodate the concerns of the community and build up a base of information," he said. "My first goal is to get people to know me."

Long term, Gallagher will have to deal with the growth of Algonquin, which has about 850 students but is expected to three years of his childhood in Shrewsbury.

He began his career as an English teacher for 10 years at Masconomet Regional Junior-Senior High School in Topsfield, where he also coached varsity tennis and alpine skiing and junior varsity

grow dramatically. Various proposals are now being developed to expand and renovate the school.

"It's an exciting time. I'm thrilled to be going there," said Gallagher, who already went through a school expansion when he was assistant principal and interim principal of a junior-senior high school in Conway, N.H., in the late 1980s and early 1990s.

Keith Pfeifer, the new superintendent of the Berlin-Boylston Regional School District, was Gallagher's boss when he was superintendent of the Mascoma Valley Regional School District.

EXCELLENT CHOICE

Pfeifer said Gallagher is an excellent choice to head the school, considered one of the better public high schools in Central Massachusetts.

girl's soccer.

In his spare time, Gallagher enjoys playing recreational hockey and watching his son and daughter participate in sports and activities. ■

36. The Kansas City Star

06/18/98; Edition: METROPOLITAN; Section: ZONE/BLUE SPRINGS; Page 2

Schoolhouse idea a winner

By Yael T. Abouhalkah

The one-room schoolhouses that used to serve the Blue Springs area may have renewed life if a group of dedicated residents have their way.

Superintendent Charles McGraw and many other supporters of education are behind a project to build a replica of a one-room schoolhouse near the district offices on Vesper Street.

This is a sound idea with the potential to deliver valuable history lessons for district students and patrons.

The new building could serve as a reminder of what going to school was like in the latter part of the 19th century and into the 20th century.

The schoolhouse particularly could be interesting for today's students, who

could find out how education was delivered when what is now the Blue Springs district consisted mostly of one-room schoolhouses.

Formerly, a teacher - or sometimes more than one teacher - had to attend to the academic needs of students who varied widely in age, possibly from kindergarten through high school.

The district now serves about 13,000 students.

Plans call for the schoolhouse to be built by the district's high school construction department. Historical material about the district will be placed in the building. So will other memorabilia, such as yearbooks.

Interested residents have raised about \$30,000 to pay for the project.

Also, the 1949 high school graduation class, celebrating its 50th anniversary next year, has agreed to help complete the schoolhouse.

This small but dedicated band of people may get one of the first chances to tour the building, which is scheduled for completion in 1999.

The one-room schoolhouse in Blue Springs is the kind of history project that could have real value, not only for the people putting it together but also for those who will get the opportunity to see how small schoolhouses were used in educating previous generations of Americans.

Editorials are written by members of the Editorial Board of The Star. ■

37. The Tampa Tribune

No more specially assigned students for crowded schools

By GARY SPROTT
of The Tampa Tribune

TAMPA - Hillsborough County public schools designated as critically overcrowded won't accept students on special assignments, the school board said Tuesday.

The 51 schools are projected to have enrollments 120 percent or higher than their building capacity when the school year begins in August, officials say.

Special assignments allow students to attend schools outside their attendance boundaries for reasons like needing after-school care.

Another 24 schools will restrict special assignments to limited reasons such as medical hardship. Enrollment at those schools is expected to be 110 percent to 119 percent higher than

Approved contracts with two new charter schools, Back-to-Basics Charter

capacity.

"It's not something we want to do," board member Carol Kurdell said. "But it's an absolutely essential thing that we have to do."

The policy got its first test a few minutes later when a parent, citing a need for after-school care, asked that her daughter get a special assignment to Walker Middle. Officials say the school will have about 1,840 students, almost twice its capacity, making it the county's most crowded.

The board unanimously rejected the request.

In other action, the board:

Approved a batch of administrative transfers effective July 1.

Lee Cheshire, Coleman Middle principal, will be principal of Dorothy School Foundation Inc. and Tampa United Methodist Centers Academy. ■

Thomas Alternative School. Jerry Jackson, Adams Middle principal, will be Coleman principal. Lynn Wade, Northwest Elementary principal, will be Adams principal. James T. Stewart, Hill Middle principal, will be Tomlin Middle principal. Walt Shaffner, Tomlin principal, will be Burnett Middle principal. Jackie Heard, Burnett principal, will be on special assignment, assisting new principals.

Appointed Brenda Griffin principal of Foster Elementary. She was assistant principal at West Tampa Elementary.

Approved expanding a policy allowing the sale of advertising signs at high school athletic facilities to include football stadiums.

38. The Hartford Courant

06/17/98; Edition: STATEWIDE; Section: MAIN (A); Page A12

CLINTON ORDERS REPORT ON OFFICERS FOR SCHOOLS

By DAVID LIGHTMAN;
Washington Bureau Chief

President Clinton on Tuesday ordered a report on ways to put more law enforcement officers into the nation's schools by the start of the next school year, in the wake of recent shootings.

Speaking at a White House East Room ceremony at which he signed two crime-related bills into law, Clinton also urged Congress to pass legislation sponsored by Rep. James H. Maloney, D-5th District, to create a network of "school resource officers."

"I urge Congress to pass his bill as a back-to-school special for America's children," Clinton said.

Senate Judiciary Committee Chairman Orrin Hatch, R-Utah, who was at the ceremony, said he saw no opposition to the Maloney plan.

"We all realize we're in a different world and we're all sympathetic," Hatch

said. "We have to do anything we can to protect these kids."

Shootings and killings have plagued schools this year from coast to coast. This week, a 14-year-old boy shot and wounded a teacher and a volunteer at a school in Richmond, Va.

School resource officers would be funded through money available from Clinton's program to put 100,000 new police officers on the streets by 2000. That money would be shifted from community police operations so it could be used to pay for officers who work only in schools.

Communities can do that now, anyway, but the Maloney approach would make it easier to do so.

Clinton went a step further Tuesday, ordering Attorney General Janet Reno and Secretary of Education Richard W. Riley to report back to him "with a plan to ensure that {police} funding is

available to bring community police officers to all interested schools."

Maloney's resource officers would have several duties, including addressing crime programs, developing crime prevention strategies, training students in conflict resolution and helping create or refine school policies on violence.

At the bill-signing ceremony, Clinton approved legislation that will provide \$75 million in grants to help state and local governments defray the costs of providing bulletproof vests to officers.

Many officers now have to pay for such vests with their own funds.

Sen. Christopher J. Dodd, D-Conn., a bill cosponsor, said Connecticut could get at least \$562,500 of this money.

Clinton on Tuesday also signed a bill that guarantees money will be available to help pay for counseling programs to aid families of officers who die in the line of duty. ■

39. Raleigh News & Observer

June 18, 1998

Schools' strategy revisited

During its two-day retreat, the school board touches on the tender subject of deciding how to match need and money.

By MICHELE KURTZ, Staff Writer

DURHAM — School leaders this week revived a thorny debate about which schools deserve the most money — an issue that could change the way Durham's schools are financed and spark widespread disagreement during the next year.

The debate centers on two key questions:

Should schools with high numbers of students who live in poverty, and schools where most students struggle academically, get the most money?

And, what, if anything, would other

But some school officials say the system hasn't divvied up all the money in a consistent way. They hope to develop a formula that takes into account certain variables and use it to determine how much money to give each school.

For starters, the school system might use that approach to dole out money to expand an early literacy initiative. The school board is waiting to hear whether the county Board of Commissioners will allocate nearly \$1 million for that project, which would pay for extra teachers at every elementary school.

If the system doesn't get the full amount, board members agreed Wednesday that Superintendent Ann Denlinger would readjust the plan and give money to schools based on the number of students who aren't performing at grade level.

The idea could have its problems.

schools lose in the equation?

During a two-day retreat this week, Durham school board members agreed to tackle those questions in coming months. And they pledged to put extra resources in schools with the most needs.

But deciding how to do that won't be easy. "It's still a battle on the board on where the resources should go," school board member Mozell Robinson said.

Robinson led the charge to try to pump more money and teaching positions into a handful of schools that have the most students who aren't performing on grade level.

"Eventually, you run the risk of rewarding failure," said board member Phillis Scott, who supported giving more money to schools with kids living in poverty. She also said the board could consider factors such as a school's share of students who have special needs.

Some suggested that low-performing schools would not get the extra money forever, but for a given time period. Later, other needy schools would cash in on the additional money.

The idea might not be the most popular. Parents at some schools were heartened last year to hear the board adopt a new vision for the system, which shifted the schools' focus from boosting low-performing students to ensuring every student learns at his highest potential.

And meanwhile, parents at other schools are likely to object to such an

Some other board members questioned that approach, maintaining that the money should follow the neediest children, no matter where they attend school. "Does it give them less of a chance because of where they live?" board member Gail Heath asked.

Factors such as poverty and student performance already play a part in school budgets. Schools with high percentages of students on free or reduced-cost lunches, for instance, qualify for extra federal money. And the school system takes into account a school's test scores in distributing money for remediation. allocation formula. Board members said Wednesday that they don't want to sacrifice learning among students at the top.

But board members said they have a lot of hard budget work ahead before they explore the issue much more.

"In the community, there is so much suspicion about the way we use our money that I would like to put that to rest," Heath said. "I'm just tired of that mistrust."

The board this year has faced its most intense scrutiny from county commissioners about the system's budget. Some of the criticism followed a revelation this spring that the system had failed to use about \$1 million in state money to which it was entitled last year.■

40. (University of Virginia) Cavalier Daily

June 18, 1998

Schools target student press

By Meg Scheu

(U-WIRE) CHARLOTTESVILLE, Va. — With the recent alcohol related deaths occurring at MIT and LSU, as well as the University and Virginia Tech, institutions of higher education are looking into ways to change the culture of binge drinking on campus. To help combat the problem, schools are focussing on student publications and their roles in promoting abusive drinking.

Recommendations presented to

University President John Casteen, III from the University-Wide Task Force on Alcohol Abuse address the "importance of making better use of the media for informing the University community about alcohol policy and programs, countering pro-alcohol media and social marketing."

Dean of Students Robert T. Canevari said "in terms of photos and text The Cavalier Daily is not part of a significant problem," but because of time restraints

the committee was unable to wholly address publications at the University.

Canevari said the University yearbook, Corks & Curls, had informed him in a letter that they were willing to cut back on pictures and text focusing on alcohol and parties.

Matthew Sullivan, co-ordinator of substance abuse programs at the University of North Carolina, Chapel Hill, said the main problem with its student newspaper, The Daily Tar Heel is the

alcohol related advertisements.

"The Daily Tar Heel is evenly manored in reporting alcohol related incidents, and they do play a major role — the problem is with advertising — should they be allowed advertising that promotes alcohol abuse?" Sullivan said.

Sullivan said the UNC cannot regulate the advertisements of the newspaper because it is not funded by the university, but "those advertisements affect students."

Sullivan said about 75 percent of the UNC student body is under 21, the legal drinking age.

"If bars are advertising to a population that is mostly under-age, they must be getting" business out of it, he said.

Sullivan said if the newspaper did promote drinking in a way that glamorized alcohol abuse, "we'd have an

Koppes added the administration does not use the money as leverage to control newspaper content but that they initially felt pressure from UNI to not promote drinking.

"They didn't blame the paper solely but said that the newspaper had a hand in that by not urging people to not drink," Koppes said. "The administration said we had too many bar ads — we didn't, the bar ads were less than 50 percent of our

editorial response, even though we can't regulate them."

Sullivan added the biggest problem is the perception students have, and that "they think more drinking is going on than actually is," and "want to live up to that idea."

Tom Romanin, associate vice president for educational and students services at the University of Northern Iowa, agreed saying "students see drinking portrayed as the norm and think they should be drinking."

The University of Northern Iowa's student newspaper, The Northern Iowan, changed its advertising policies as well as its content.

Romanin said newspapers can influence students through advertising, but also through opinion columns.

"A columnist can do a lot of damage advertising."

Koppes said there have been no students complaints, but felt the paper should not have to change its policies.

"I really don't think by having bar ads we are pushing drinking," she said. "People will do what they want."

At Penn State University Cathleen Matason, Chairwoman for the Commission for Prevention of Alcohol and Other Drug Abuse, said the student

in a hurry by writing a column about how its fun to get drunk on the weekend — we've had controversy with columnists," he said.

Previously, the student newspaper was allowed to print alcohol prices of the local bars in the advertisements. Now, they still run the ads but are unable to publish drink prices.

"A lot of advertising money comes from bars — we now just can't publish the price of drinks," The Northern Iowan student managing editor Jennifer Koppes said.

The Northern Iowan secures 80 percent of its budget from advertisements; however, UNI pays printing fees through its student activities fund.

newspaper, The Daily Collegian used to publish drink prices also but is no longer able to do so.

"They can't publish ads with prices," Matason said. "We had some reaction to 'there is not to be advertising of alcohol' — the student reaction on the newspaper felt it was a violation of free speech."

Matason said the students felt it was their right to know about prices, and "that it was important to know."■

41. Boston Globe

June 18, 1998

School panel mulls promotion policy

May mean more in summer school

By Beth Daley, Globe Staff

As many as 50 percent of third-, fifth-, and eighth-graders in Boston public schools could be forced to go to summer school next year if a strict new promotion policy goes into effect, the School Committee learned last night.

The school department released statistics that calculated how many students would be eligible for a six-week mandatory summer school, based on 1997 statistics.

The School Committee is to vote on the proposal Wednesday despite pleas by parents to hold more discussions on the matter. Last night School Superintendent Thomas Payzant said discussion on the policy - and the larger school reform efforts it touches on - could be discussed for years without a decision.

According to the policy, students who don't pass summer school could be

retained or put in special transition classes, although it was unclear last night when that would begin. Anywhere from 5,323 to 7,655 students in grades 3, 5, and 8, - 37 to 53 percent - could be made to attend summer school.

The policy also calls for stricter attendance guidelines, early literacy programs, citywide standardized tests used for promotion, and the creation of an alternative diploma program for students who are more than two years behind their peers. A separate school for students not literate in any language was removed from the proposal last night. School officials last night estimated the cost of the program over the next three years to be \$5 million to \$6 million.

In other action at last night's meeting:

Payzant announced that a proposed alternative middle school for academically struggling students would

not open in September. Payzant came under fire in recent weeks because the creation of the school came at the expense of a popular short-term counseling center for troubled students. Last night, Payzant said he would try to find a way during the next school year to fund both.

The School Committee approved a 10 percent, or \$4.78 million, increase for student busing next year. Only one company, Laidlaw, bid for the contract. School Committee members said they were displeased by the increase in the now \$44 million budget, and would research ways to have more competition.

Edward Doherty, president of the Boston Teachers Union, told the committee it was "critical" they do something about disruptive students in middle and high schools who are making it impossible for other students to learn.

The School Department is in the midst of a massive effort to overhaul how their troubled district high schools operate.■

42. Chicago Sun-Times

June 18, 1998

15 schools on panel's list for staff shakeup

BY ROSALIND ROSSI
EDUCATION REPORTER

Fifteen poorly performing Chicago public schools should face reconstitution shakeups, an advisory council recommended Wednesday, but school officials said the next time they reconstitute, schools could be shut for as long as a year.

Even Vallas conceded Wednesday that reconstitution caused "all kinds of problems" but said it involved finding top staff in a short time frame.

As an interim step, Vallas said, some schools may need only 10 percent changes in their staff and that the system plans to discuss the idea with union officials. Even Accountability Council executive director Karen Carlson suggested such a move Wednesday.

"If principals are going to be held accountable for results, they have to at

Although the Chicago Schools Academic Accountability Council recommended that nine high schools and six elementary schools be considered for the system's most serious sanction, Vallas said the system wants to wait another year before it reconstitutes, and may consider both less-serious and more-serious forms of reconstitution than least be able to pick their staffs," Carlson said.

In addition, the union wants to present its own interim step to reconstitution and is expected to discuss it at a bargaining session today, said schools chief educational officer Cozette Buckney.

But as a more permanent measure, Vallas said, schools may need to be closed for as long as a year to ensure that they can have the best staffs possible when they reopen.

But, Vallas said, "That raises the

it imposed last year.

Last summer, all employees at seven reconstituted high schools had to reapply for their positions, leaving at least 30 percent of them without jobs. The process took only three months, and the shakeups were blasted by Chicago Teacher Union officials as arbitrary and often political.

dilemma of what do you do with the kids in the meantime. That's an issue we also have to wrestle with."

Under the recommended measure, schools that could face reconstitution include Marshall, Manley, Kelvyn Park, Richards, Tilden, Austin, Calumet, Harlan and Near North high schools, and McCorkle, Howland, Farren, Farraday, Terrell and Bethune elementary schools.■

INTERNATIONAL

43. The Cape(Town) Times

June 19, 1998

Payouts for female educators suggested

A STUDY COMMISSIONED by the Cape Professional Teachers' Association details the discrimination female teachers have had to endure. Education Writer TROYE LUND reports.

THOUSANDS of female teachers will be queueing for cash payouts to compensate them for the discriminatory employment conditions they have been subjected to in the past if the proposals of new research are enforced.

The study by John Mobbs, a retired academic and former employee of the education department, details "gross salary, benefit and promotion sexism" that the department of education has used against women.

The Cape Teachers' Professional Association (CTPA) commissioned the study.

George Kronenberg, of the CTPA,

said the study was commissioned after a task team that was set up by the Education Labour Relations Council's (ELRC) to look into the matter failed to meet once in the two years that it has existed.

The report said women classified as married or black were so poorly rewarded for their services that many of them would be entitled to lump sums close to R100 000 as well as monthly payments of about R2 000.

This is because, until 1984, the education department fired women the day they got married. Women who then wanted to continue working were

employed on a "temporary-indefinite" basis. This meant that they were only allowed to continue working on condition that they waived their right to pension benefits for five years, promotion posts or housing subsidies.

After five years, women were allowed to start contributing to a pension again, but if they left for any period to have children or moved schools, they would have to wait another five years before being allowed to contribute again.

Also, married women had to apply each year for the teaching post they occupied because it was advertised annually as a vacancy.

These circumstances resulted in some women working without any pension or housing benefits for decades, retiring with a pension calculated according to the number of years they taught as a single person.

Female teachers were often forced to

find jobs when they retired because of inadequate benefits, Mobbs found.

"Our ladies have been given a very bad deal," said Kronenberg.

Other findings of the CTPA report that will be tabled in the ELRC and with the Human Rights and Gender commissions

are:

Black female teachers not only earned less than black and white male teachers, they earned 50% less than white female teachers and were on the most inferior pension scheme.■

44. Sydney Morning Herald

June 20, 1998

Language schools do not work: Aquilina

STEPHANIE RAETHEL

Education Writer

Almost 20 languages high schools face the axe after an official review found they had failed to achieve their aims and, in most cases, were no longer leaders in teaching languages.

The review said the category of specialist languages high schools should be discontinued, with only a few outstanding schools remaining as "lighthouse schools".

The findings also signal an end to the Carr Government's election promise to create about 40 language high schools across the State.

The Minister for Education, Mr Aquilina, told an estimates committee hearing yesterday a review of languages in schools by the Department of Education and Training found "compelling evidence" that the languages high schools initiative had not succeeded in achieving its aims.

Despite a few notable exceptions, "the categorisation of specialist languages high schools should be discontinued", he said.

Outside the hearing, Mr Aquilina said: "Generally speaking, the experiment by the former Government in creating specialist languages high schools has not worked. They are not doing anything extraordinary that other high schools are not doing."

The review of languages high schools was part of a report on languages in schools across the State. Mr Aquilina said the final report was still being considered and he would release a languages policy when the report was finalised.

Most of the specialist high schools were set up by the former Coalition Government to provide more choice for parents and students and offer the chance to study at least two languages through to the HSC.

The Opposition's education spokesman, Mr Stephen O'Doherty, said the Government's original promise to increase the number of specialist language high schools had been over the top and he accused it of completely abandoning its commitment to create new specialist language high schools.

"The Coalition believes specialised language learning in high school should be made available to more students, especially those with particular interest to study at an expert level," he said.

The principal of Belmont Languages High School, Mr Terry Smythe, said the school had worked hard in the past seven years to build a strong languages department and would feel "let down" if the government withdrew the title.

The principal of Parramatta High School, Mr Andrew Powell, said language high schools had never been given the resources to make a real impact.

"I think it's a great pity because it seems to me Australia should be more outward looking," he said.

The president of the Secondary Principals Council, Ms Larissa Treskin, said the majority of principals of languages high schools would prefer not to have the title because it had outlived itself, but she backed an individual review of each school.■

45. The Times Educational Supplement

June 19, 1998

Platform: Our mutual friends

The role of schools is central to a radical overhaul of education, argues Peter Kellner in the second of our series on the search for a Third Way

As Tony Blair's Government enters its second year, it has to deliver on two big themes. The first, announced before last year's election, is to convert "education, education, education" from a slogan to the reality of a better service; the second is to put flesh on the still-skeletal idea that Labour is pursuing a distinctive "third way", different from old-left socialism and new-right advocacy of the

free market. Should part of Labour's strategy be to link these two themes: to apply third-way principles to the future of our schools?

At last month's Downing Street seminar on the Third Way, there was significant support for the name "mutualism". More importantly, most participants, in one way or another, subscribed to the thinking that the word

describes - that "individual and collective well-being is attainable only by mutual dependence" (as defined by the Oxford English Dictionary).

At one level, mutualism offers a way out of the sterile argument between state ownership and private enterprise. A mutualist economy is one in which enterprises respect their staff, customers and the environment, and refuse to ride

rough-shod over any of them in pursuit of profit.

At another level, however, mutualism also offers the opportunity for fresh thinking about our big public services - and schools in particular. As with the old

One of the notable features of Conservative rule was that ministers gave both answers at different times. Grant-maintained schools were offered partial autonomy, while the national curriculum extended central control. The combined effect was to hollow out the community's role in adapting local schools to local needs.

To make this point is not to equate mutualism with a larger role for local education authorities. On the whole, David Blunkett and Stephen Byers seem to be striving for the right balance, in which schools have maximum control over their budgets, but LEAs retain particular collective functions, above all in relation to admissions policy. Mutualism, rather, is about the culture of our schools, and the way they need to adapt to the globalised, information-driven economy of the 21st century. A mutualist strategy will undoubtedly need institutional and legislative changes, but these should flow from the process of thinking through education strategy. They should not be a bring-back-the-good-old-days starting point.

What, then, would a mutualist strategy involve? First, a recognition that schools are built on a series of mutual relationships: between the head and the rest of the staff; between teachers and pupils, between the staff and the parents, and between the school and the local community. Put like that, it sounds obvious. However, if every school was to succeed in getting every one of these relationships right, then our education system would look very different: more

Left-Right debate about the economy, there is an urgent need to break out of sterile disputes about the role of schools. Should they be free-standing institutions able to conduct their own admissions policy and pursue particular educational open and responsive, with greater parental and community involvement. Instead, we would enter an era of "stakeholder" schools, analogous to the best "stakeholder" companies; but the stakeholders would be staff, pupils, parents and residents, rather than managers, workers, customers and shareholders.

There is a second, deeper, layer to a mutualist strategy for schools. It goes beyond encouraging them to better perform their activities. It would also expand their functions to equip our children - and the rest of us - to cope with the future. Seventy years ago, Henry Morris, the visionary founder of Cambridgeshire's village college system, said that one of his aims was "to raise the school-leaving age to 90". He wanted schools to help people of all ages to learn new skills, crafts and hobbies. Schools would be open every evening and at weekends and in the holidays: caring for children seven hours a day, five days a week, 40 weeks a year would just be one of their tasks.

The need for such facilities has grown immensely since the 1920s; yet the non-educational institutions able to provide them have declined. We have fewer working men's clubs and church-based societies. Yet our schools live on as trusted community institutions that, for the most part, serve both genders, all faiths and all races. They are ideal places in which to nurture mutualism in its widest sense: places where we acknowledge that we depend on, and can help, each other; where we can both exercise our rights and

objectives, irrespective of the wider needs or wishes of the local community, or should they be controlled agents of a defined policy, with no real autonomy?

discharge our responsibilities.

Viewed in that larger perspective, schools would become much more than institutions where teachers teach children. They would be places in which MPs would hold their surgeries; where parents run after-school clubs; where children teach adults how to use computers; where public health campaigns on nutrition - for everyone, not just kids - are centred; where Citizens Advice Bureaux and local councils offer help; where training and retraining courses are provided every evening, weekend and holiday. Much of the Government's welfare-to-work strategy concerns lone parents of school-age children; by expanding the functions of schools, we would expand the need for, and therefore jobs available to, precisely the kind of people who have most difficulty juggling work and home life.

Already examples of each of these activities can be found. For example, eight A-level students at a Berkshire school are giving lessons in computer skills. Their paying customers include teachers. The need now is to make them part of the core function of our schools. To succeed in this would be to provide "education, education, education" in its fullest sense - and also to make third-way mutualism a reality. To adapt the RSPCA slogan about pets, schools should be not just for children, but for life.

Peter Kellner is a political commentator. He took part in a Downing Street seminar on the Third Way in May.■

46. The Times Educational Supplement

June 19, 1998

A Trojan horse in the battle for pay?

By Mike Baker

What is a teacher worth? Twice as much as a postman, the same as an estate agent, or half as much as an investment banker? It is a complex issue, in which image and psychology are as important as market forces.

Most parents would say a good teacher is priceless and a poor one worthless. School managers can only say a teacher is worth what the national pay

scale allows and their budget can afford. Governments usually pay the minimum required to put a teacher in front of every class.

So most would agree that the quality of the individual and/or the forces of supply and demand are important. So why is it that teachers are paid at the same rate, irrespective of their quality or the difficulty of filling posts in a particular subject, school or locality?

These questions are germane as the Government launches education action zones which will be free to disregard national pay and conditions. Ministers want them to experiment with the advanced skills teacher grade. "Superteachers" will earn up to £40,000 a year - presumably enough to keep them in red capes and blue tights as befits their status.

Those who don't appreciate the worth

of a good teacher might find it hard to swallow the idea of forty-grand-a-year teachers. It's time they accepted that the

One can only applaud the altruism, if not the realism, of the argument that teaching is a team effort with no individual stars. As a school governor I helped draw up a new pay policy. The teacher-governors consulted their colleagues and said they wanted no element of merit pay which rewarded individual teachers. We accepted that and applauded their team unity.

Yet most years that same governing body moved the head and deputy up the pay spine in recognition of their excellence. I was not alone in feeling there was a discrepancy here.

The danger of opposing higher salaries for a few is that everyone gets stuck on too little. Objections to advanced skills teachers miss this point and fail to recognise the positive impact a higher upper salary level would have on the profession's image.

We might regret it, but people tend to value things according to their price. Pay some teachers the same as a GP or a bank manager, and the overall image of the profession will improve.

Of course, some argue the profession will only be respected when all its members are paid a better salary. Yet they must recognise that what is holding

person to whom they entrust their child should be well rewarded. But why do teachers themselves reject this them back is the same thing that holds back nurses' pay: there are half a million of them. It is so much easier for governments to give a bigger pay rise to smaller groups of public-sector workers, such as senior civil servants and judges.

So a different tactic is needed to change the perception of what a teacher is worth. The advanced skills teacher could be the Trojan horse which gets inside the Treasury's fortifications.

As the public gets used to teachers on £40,000, so it will be easier for the unions to press for this status to be spread more widely. Rather than opposing "superteachers", the unions should press for company cars, too.

It could help teacher recruitment. Starting salaries for teaching are not far short of other comparable jobs for new graduates. It is at the top of the classroom grade that the gap yawns wide. When choosing a career, graduates are as interested in future earnings as starting salaries.

The advanced skills grade has also worried headteachers. Some think that instead of upgrading classroom teachers it will mean downgrading deputies and heads at smaller schools.

Those taking this view believe

opportunity? It seems that they think it is divisive.

education action zones will herald "superheads" who will take charge of clusters of schools. The smaller schools in those clusters would no longer have a headteacher but a "lead teacher". These former managers would then become the advanced skills teachers.

I doubt whether this is really the Government's intention. But I recall some years ago being told by many primary headteachers that they regretted the changes turning them into non-teaching chief executives. Perhaps some would welcome a turning-back of the clock, particularly if they could do so without loss of pay.

So, in the spirit of experimentation that the action zones are all about, surely teachers have more to gain than to lose from setting aside national pay and conditions? The Government is not going to risk the success of its guinea-pig areas by worsening pay and conditions. And surely the unions could afford the small risk of setting aside national collective bargaining in areas where it is already hard to recruit staff?

Mike Baker is the BBC's education correspondent. ■

47. The Times Educational Supplement

June 19, 1998

Digital revolutionary

Children hold the future in their hands, says Seymour Papert, and it comes with a keyboard. Jack Kenny profiles the IT education guru

Seymour Papert looks like one of the older generation in a Woody Allen film. He could probably play Woody's father. His gentle manner is in contrast to the intensity of his thought. The Lego professor of learning research is convinced that school is failing and that power is passing into the hands of the child.

Papert, regarded as one of the most original thinkers about information technology and education, likes to use metaphors. He takes flight when answering those who criticise the role of computers in learning.

"Imagine if we saw one of the first flights of the Wright Brothers. Someone might have told you that aviation would change the world. You could reasonably

look at that flight and say: 'Well, I can't see it from that. You need imagination to see the 747. Computers in education are at the Wright Brothers' stage.'

Papert has been given the Smithsonian award for leadership in education for his work at the Massachusetts Institute of Technology and his creation of LOGO, the computer language for children.

Earlier this month Papert presented some of his latest ideas to an invited audience at London's Imperial College.

He argued that a critical turning point in learning would coincide very closely with the millennium: that, soon after 2000, a wave of digitally-armed kids would hit the school systems with a force for change immensely more powerful than the puny arguments of philosophers

and psychologists. And he mused about whether Britain was choosing this moment to retreat back to an old-fashioned vision of education.

His child-centred thinking can seem curious in an age when targets, key stages and action zones claim so much space. His critics argue that the state has a role and responsibility for all children. Many in the audience, however, found it heartening to have their deeply-held beliefs re-stated with style, clarity and conviction.

Professor Patrick Purcell, now at Imperial, has worked with Papert. "He is the only man I know who can speak convincingly and in the same breath, about gears, computers and mathematical ideas together with play, fun and

affection. For me he is the polymath professor, whose educational research

The social purpose comes, like the still strong accent, from his early life in South Africa. Papert's early memories are being out with his entomologist father studying the tsetse fly. "We would go out into the jungles and set up camp to track the flies. It was a self-contained world. He would do the work and we would move on. I often contrast it with the world of the child today. The world to them is often unintelligible, threatening, mysterious."

His mother worried about his safety when he was attacked by a black mamba and he was back to Johannesburg and school. The segregated world of the city was in contrast to the egalitarian ethos of his father's camps.

The inequalities offended the 10-year-old. "I couldn't understand racism, the way that they thought. A few of us had heard of people teaching night-school classes to some of the black workers. We decided we wanted to do that so we asked the school if we could do it. They wouldn't let us, so with great naivete we decided to call a meeting of the parents because we knew that they would want us to do it. The parents were even more against.

mission is suffused with humanity and a real sense of social purpose".

"The arguments that were used had a profound effect on me. They said these people would be sitting at the same desks as us, there would be a danger of disease. We countered by saying: 'All these people are working in our houses, cooking our food, looking after babies. The parents weren't stupid or bad people. In other parts of their lives they were rational, decent and well-intentioned and yet...' That changed me."

It would be facile to suggest that suspicion of the adult world took root at that time but he does exhibit a certain weariness with the illogicalities of a world that seems intent on denying what is in front of it.

After studying maths at Witwatersrand University, he moved to Europe, spending the mid-Fifties in the UK at Cambridge. The stark medieval architecture was not to his liking, but he liked Paris. It was there that he met the psychologist Jean Piaget, who proved to be a major influence.

Marvin Minsky, the pioneer of artificial intelligence, was another. Minsky was instrumental in getting Papert over to the US and to MIT. It

proved difficult to obtain a visa as Papert's left-wing politics did not endear him to US politicians.

A simple incident in Minsky's office proved to be a turning point. He used Minsky's computer and felt empowered. Now Papert is on the board of Mamamedia in New York, a group dedicated to the Internet and children. His most recent book, *The Connected Family*, looks at the impact of technology on the home. It has not yet been published in the UK.

Flying now consumes his leisure time. "I got into it because I like learning new things," he says. "Flying is all about awareness of your own body and its relationship to the machine . . . Your training is in believing the instruments, the technology, when your body is telling you something totally different."

When he left London after the lecture, he flew to Los Angeles to talk to the Disney Corporation, spent a day there, flew back to spend a day with his wife in Maine, and then flew back over the Atlantic to Greece. A great many people want to hear his message. ■

48. The Times Educational Supplement

June 19, 1998

Opponents draw up plans to wreck zones

By Nicolas Barnard

Teachers are threatening to wreck the Government's flagship initiative as ministers prepare to announce their first Education Action Zones.

Members on the left of the National Union of Teachers have launched the National Campaign Against Education Action Zones after failing to get the NUT to back outright opposition to zones at its Easter conference.

With the backing of other opponents to the initiative, they say they will attempt to make zones unworkable by running campaigns wherever they are set up. Strike action is possible.

The Government will announce the first education action zones on Tuesday - 12 to be launched in September, the rest in January.

The announcement of all 25 comes despite speculation that barely 20 bids received by the Department for Education and Employment were worth serious consideration.

DFEE officials are known to have travelled around the country encouraging local authorities to spice up bids with more innovative ideas and greater private sector involvement.

The business community's lack of enthusiasm is thought to have disappointed ministers who wanted zones to generate a new blueprint for state education and believed the private sector will bring with it innovation.

Most zones are expected in inner city areas of poor educational achievement. Campaign joint convenor Vin Spencer said: "We don't want children in working class areas to be experimented upon."

A spokesman for the Education and Employment Secretary David Blunkett said: "The Government has made clear EAZs are all about raising educational standards, which is something I'm sure everybody is committed to."

The campaign was launched on Sunday following a conference attended by 100 people in May. It is opposed to

the potential suspension of the national curriculum in action zones and the tearing up of teachers' pay and conditions. It also objects to firms profiting from education.

Members say many bids have been drawn up behind doors, without consultation among the schools which will be in the zones. They aim to win enough local support to persuade schools to pull out of zones, as they are entitled to.

"We want people to be aware of what's going on and what the bids mean," Mr Spencer, a member of Liverpool NUT, said.

"Once bids are announced, we will move into those areas, blitz them with information and let teachers, support staff and parents know what will happen to their schools if those bids go ahead.

"We'll try to make them as unworkable as possible so the Government has to abandon it." ■

49. The Times Educational Supplement

June 19, 1998

Bill will 'weaken GM schools'

By Biddy Passmore

THE Prime Minister would probably not have been able to send his sons to their present school under the admission rules proposed in his own Government's education Bill, a former adviser to John Major said this week.

In a pamphlet published on Monday, Sean Williams, who was a member of the Number 10 policy unit under the Conservative government, says the reforms in the School Standards and Framework Bill will strip grant-maintained schools of funds and freedoms vital to their success.

He claims that the individual character of the London Oratory, the GM school attended by the Prime Minister's children, would be gravely weakened by the Bill.

The school's historic freedom to admit pupils from a wide geographical area would probably be restricted because its admissions arrangements would have to be approved by the local education authority every year and comply with a code of practice laid down by the

education secretary.

Priority for local children would keep out those like Euan and Nicholas Blair, who have to travel from Islington to Westminster, Mr Williams says. He even suggests that the school might no longer be able to stipulate that its pupils be Roman Catholic.

The Bill abolishes grant-maintained schools but creates a new category - "foundation" status - for most of them with many of the same features. (Church schools such as the London Oratory that want to keep a majority of church governors will opt instead for "aided" status). Mr Williams says the changes will mean that GM schools lose money and independence, especially over staffing and admissions.

His pamphlet claims the Bill generally represents "a massive centralisation of powers" away from schools and into the hands of local authorities and the education secretary. It shows, he says, that "old Labour" rather than "new Labour" is in charge.

On staffing, he points out that the Bill gives local authorities the power to control numbers of all staff - including cleaners - at community and voluntary-controlled schools. For foundation and aided schools, the Bill includes 15 pages of legislation specifying every last detail about how to appoint staff.

And he criticises the clauses in the Bill requiring local authorities to prepare Education Development Plans for raising standards in their schools. "This represents a significant extension of the authority of the institutions ... which were responsible for such a large part of the failure of educational performance since the 1970s," he says.

'Levelling Down - The School Standards and Framework Bill' by Sean Williams is available from the Centre for Policy Studies, 57 Tufon Street, London SW1P 3QL (tel: 0171 222 4488), price £7.50.■

50. The Times Educational Supplement

June 19, 1998

Tests may brand boys as failures

By Nadene Ghouri

Thousands of boys about to start school are in danger of being "written off" in their first term, according to early-years experts.

From September, universal baseline assessment will be used to help teachers gauge reception pupils' ability in their first seven weeks.

Figures from Government advisers, however, reveal that girls consistently outstripped boys across the board in pilots, raising fears that four and five-year-old boys will be unfairly judged too quickly.

"The odds are stacked against boys from the start. There is a real danger teachers will identify whole cohorts as failures, writing them off before they've had a chance," said Madeline Portwood,

"The things we ask children to be able to do when they start school, such as knowing their alphabet, counting numbers up to 10, being socially adjusted

senior educational psychologist at Durham Council.

Of the 6,732 children assessed, twice as many boys as girls fell into the bottom attainment category, failing to reach accepted standards. Girls outnumbered boys by about 30 per cent in the top group.

In number work, 35 per cent of girls reached the higher levels, compared with 29 per cent of boys. In reading and letter knowledge, a quarter reached the higher scores, compared with 16 per cent of boys.

Ms Portwood said: "It's no surprise girls score higher. It has nothing to do with intelligence. Boys simply develop at different levels. By key stage 2 it tends to have balanced out, but that might be too late for boys who have already been -should be exactly the same for boys as for girls," Mr Hawker added.

Helen Penn, at the Thomas Coram Research Unit at the Institute of

branded failures - disaffection sets in early."

Ms Portwood co-developed A Flying Start, Durham's baseline system, which has been adopted by six other local authorities.

David Hawker, head of curriculum and assessment at the Qualifications and Curriculum Authority with responsibility for under-fives work, said the differing scores could not be fully justified by developmental differences.

He said: "It is a phenomenon that boys develop differently to girls. We don't know why. But teachers shouldn't put differences down to slower development. That would be as crass as making excuses for poverty.

Education, said: "The real question isn't about gender. It's about why on earth we choose to grade children so early at all."■

51. Financial Times

06/19/98; Edition: London Edition; Section: NATIONAL NEWS; Page 8

Call to offer cash aid to poor A-level students

By Simon Targett
Education Correspondent

Poor students should be given GBP 300 a year to study for their A-levels, according to a report published today by agovernment advisory group.

The call, part of a radical GBP 400m package of proposals designed to ensure there are "no financial barriers" to study for students aged 16-19 and those aged 19-25 on low incomes, could put pressure on ministers to find funds for the further education sector in next month's comprehensive spending review.

It follows a recent report, published by the Labour-led select committee on education in the House of Commons, which called on the government to find GBP 500m for FE colleges and to pay sixth-former and FE students up to GBP 40 a week by switching the GBP 600m child benefit budget.

The new report, prepared by the Further Education Student Support Advisory Group, says there should be a "national minimum entitlement" to

financial support for students aged 16-19 whose parents are on income support.

The GBP 300 grant would cover the cost of books, equipment and essential living expenses. They would also be entitled to receive help to meet the costs of lodging if they are obliged to live away from home.

All students aged 16-19 would be entitled to free transport if they have to travel more than three miles to a school or college.

Graham Lane, chairman of the Local Government Association, who chaired the advisory group, said last night: "This is a windfall of opportunity to educate the poorest members of society, and therefore the government must accept the recommendations and put them into practice by September 1999 at the latest."

He said that child benefit could be means-tested, freeing up money for poor students. "I see no reason why this money should go to parents of children at Eton, when parents on council estates whose children haven't stayed in education do

not get it all."

The advisory group, set up last year by Baroness Blackstone, the education minister, was shocked to discover that only 62 per cent of manual worker families have children in post-16 education.

By contrast, 86 per cent of professional families have children in school sixth-forms or FE colleges.

The report also proposes reform of the post-19 funding structure. There would be free courses up to A-level standard for students aged 19-25 who have not been in education for three years.

There would also be remission of college fees for students over 19 who are on low incomes. At the moment, the Further Education Funding Council only makes grants worth GBP 80m to unemployed students over 19.

New Arrangements for Effective Student Support in Further Education. Available from the Department for Education and Employment. Telephone 0845 602 2260■

52. BBC News

June 18, 1998

Teacher 'Oscars' aim to boost staffroom morale

A national award scheme to recognise the best teachers in England has been launched, with the winners set to feature in a televised prize-giving ceremony.

The brainchild of Oscar-winning film producer Lord Puttnam, the awards will "celebrate excellence" among the teaching profession, with the aim of boosting teachers' morale and improving the profession's unglamorous image.

"Teachers certainly feel under-appreciated. They have a challenging job which has faced a series of difficult changes and it seemed screamingly obvious to me that there was a need for a celebration of what teachers

The awards scheme has been welcomed by the leading political parties and teaching unions.

Education Secretary David Blunkett said that while the awards were "not an alternative to next year's pay rise" there was a need for "excellence to be brought to the fore, so that we can celebrate

can achieve," said Lord Puttnam, who is a member of the Government's Education Standards Task Force.

"Education is uniquely both the cause and consequence of our national prosperity. Without well-motivated teachers our future success as a nation must remain uncertain," Lord Puttnam said.

Despite the importance of education to Britain's economic future, Lord Puttnam said that many teachers were working "in conditions that wouldn't be acceptable to people working in the private sector", with their achievements remaining unacknowledged.

success rather than highlight failure". "The work and challenges that fall to teachers are some of the most important in society. Their work with young people shapes generations to come, and all too often remains unrecognised," Mr Blunkett said.

Shadow Education Secretary David

"Years of neglect" wouldn't be resolved by the awards ceremony, he said, but it would begin to reflect the importance of teachers' responsibilities.

Drawing comparisons with the higher status of the medical profession, he said that the country had to decide whether it could afford to give a lower status to the educational health of the nation than to its physical health. The teaching awards, Lord Puttnam hoped, would contribute towards a "total re-appraisal of the role of schools".

"Not an alternative to next year's pay rise" says Blunkett

Willetts said that the awards will "raise the morale of teachers by recognising and respecting their professionalism".

David Hart, general secretary of the National Association of Headteachers, applauded the initiative as a "magnificent way of recognising achievements by teachers".

Under the award scheme, school governors and parents at all English schools will be able to nominate staff for 15 categories of award in regional and national finals, which will be staged for the first time in September 1999.

As well as primary and secondary teacher of the year, there will be awards for the best new teachers; the most

creative use of information and communications technology; best classroom assistant; working with parents and the community; and a lifetime achievement award. The amount of money that will come with the awards has yet to be decided.

The national judging panel will be chaired by the former chairman of ICI,

Sir John Harvey Jones.

Both regional and national award ceremonies will be covered by BBC television and radio.

The awards will be administered by a charitable trust, the Teaching Awards Trust, to be chaired by Lord Puttnam and backed over two years by £3m from Lloyds TSB Bank. ■

COMMENTARY

53. Family Focus on the News

June 19, 1998

School Access

By Jordan Lorence, guest commentator

Even a Supreme Court ruling does not ensure that the law will be followed.

In late April, the Supreme Court left standing a terrible decision from New York upholding a state law prohibiting community groups from renting school buildings for religious worship or instruction. Most thought that New York federal courts had blown it because the Supreme Court repeatedly ruled that public schools may not exclude religious worship from their buildings when they

open their doors for use by other community groups.

Many school districts allow churches to rent their facilities while the churches get started or construct new facilities. Many federal courts have upheld these equal access policies, but not in New York. After six cases in the past ten years—one of them a victory at the U.S. Supreme Court—New York school officials deviously figured out a way to get around the court decisions requiring equal access for religious speakers.

When the U.S. Supreme Court denied review of a case I had been working on for the past four years, I realized that this is going to be a long fight. Still, it is unconstitutional for the government to ban religious groups from renting a public facility when it allows other community groups to meet there. If you have an equal access situation you would like to discuss, please give me a call at 703-359-8619. ■

54. Phi Delta Kappan

June 1998

The Problem of Out-of-Field Teaching

By Richard M. Ingersoll

FEW ISSUES in our elementary and secondary schools are subject to more debate and discussion than the quality of teachers. Over the past decade, dozens of studies, commissions, and national reports have bemoaned our failure to ensure that all our nation's classrooms are staffed with qualified teachers. In turn, reformers in many states have pushed

There have also been interest and action at the federal level; a key goal of President Clinton's 10-point educational "Call to Action" is to ensure that all our nation's elementary and secondary students are taught by "talented and trained teachers." To this end, Clinton has, for example, recently proposed a major initiative to recruit and train thousands of new teachers to serve in low-income schools.

However, although seeing that all our nation's classrooms are staffed with qualified teachers is among the most

tougher licensing standards for teachers and more rigorous academic requirements for teaching candidates. Moreover, a whole host of initiatives and programs have sprung up for the purpose of recruiting new candidates into teaching. Among these are programs designed to entice midcareer professionals from other fields to become teachers; alternative certification programs. One of the least understood, like many similarly worthwhile reforms, these recent efforts alone will not solve the problems of underqualified teachers and poor-quality teaching because they do not address some of their key causes.

One of the least recognized of these causes is the problem of out-of-field teaching: teachers being assigned to teach subjects that do not match their training or education. Recruiting more teachers and mandating more rigorous coursework and certification requirements will help

programs, whereby college graduates can postpone formal education training, obtain an emergency teaching certificate, and begin teaching immediately; and Peace Corps-like programs, such as Teach For America, that are designed to lure the "best and brightest" into understaffed schools.

little if large numbers of teachers continue to be assigned to teach subjects other than those for which they were educated or certified.

One of the reasons for the lack of awareness of this problem has been an absence of accurate data on the subject—a situation remedied with the release, beginning in the early 1990s, of the Schools and Staffing Survey, a major survey of the nation's elementary and secondary teachers by the National Center for Education Statistics (NCES) of the U.S. Department of Education.

Over the past several years, I have undertaken a research project, partly funded by NCES, that used data from this survey to determine how much out-of-field teaching goes on in this country and why.¹

My interest in this project originally stemmed from my previous experiences as a high school teacher, first in western Canada and later in Pennsylvania and Delaware, near where I had grown up. The job of teaching, I found to my surprise, differs greatly in Canada and in the U.S. One of the major differences, I quickly discovered, was out-of-field teaching. In the Canadian schools in which I taught, misassignment was frowned upon and a rare occurrence. In contrast, out-of-field teaching was neither frowned upon nor rare in the high schools, both public and private, in which I taught in the U.S. My field was social studies, but hardly a semester went by in which I was not assigned a couple of classes in other fields, such as math, special education, or English. Teaching a subject for which one has little background or interest is challenging, to say the least. It is also, I have come to believe, very detrimental to the educational process.

My experiences left me with a number of questions. Were the schools in which I taught unusual in this regard? Or was out-of-field teaching a common practice in other schools across the country? If so, why? Later, after leaving secondary teaching and completing a doctorate, I got the opportunity to investigate these questions in a large-scale research project.

The findings of this research have shocked many and have captured widespread interest. Notably, the findings have also been replicated. Several other researchers have conducted statistical analyses of the Schools and Staffing Survey and have reached the same conclusion — that there is an alarming

Out-of-field teaching varies greatly across schools, teachers, and classrooms. For instance, recently hired teachers are more often assigned to teach subjects out of their field of training than are more experienced teachers. Low-income public schools have higher levels of out-of-field teaching than do schools in more affluent communities. Particularly notable, however, is the effect of school size: small schools have higher levels of out-of-field teaching. There are also differences within schools. Lower-achieving classes are more often taught by teachers without a major or minor in the field than are

level of underqualified teaching in American high schools. Over the past couple of years, the problem of out-of-field teaching has suddenly become a real concern in the realm of education policy and has been widely reported in the national media. My research has been featured in several major education reports, including those issued by the National Commission on Teaching and America's Future and Education Week's special supplement Quality Counts. It has even been cited by President Clinton in support of his initiative on teacher training and recruitment for low-income schools. I have been invited to speak on out-of-field teaching to numerous groups and forums, including the Congressional Hearings on Teacher Policy held by the House Committee on Education and the Workforce. However, despite a growing awareness of this problem and its importance, out-of-field teaching unfortunately remains widely misunderstood.

How Widespread Is Out-of-Field Teaching?

There is much controversy over how much and what kinds of training and education teachers ought to have to be considered "qualified." In my research I decided to skirt this debate by focusing on the most compelling case. I began by looking at whether teachers have a teaching certificate or license, but my primary focus quickly became discovering how many high school teachers do not have even minimal credentials — either a major or a minor — in their teaching fields. My assumption was that adequately qualified teachers — especially at the high school level and especially in the core academic fields — ought to have, as a minimum prerequisite, at least a college minor in the subjects they teach. Of course, some observers question the necessity of even this requirement and argue that a good, higher-achieving classes. Junior high classes are also more likely to be taught by out-of-field teachers than are senior high classes.

No doubt some out-of-field teachers may actually be well qualified, despite their lack of a minor or major in the subject. Some may be qualified by virtue of knowledge gained through previous jobs, through life experiences, or through informal training. Others may have completed substantial college coursework in a field but not have gotten a major or minor. In Georgia, for instance, because school accreditation regulations require teachers to have at least 20 hours of

bright teacher should be able to teach anything, regardless of education or training. In contrast, my assumption was that, while knowledge of subject matter is not a sufficient requirement and does not, of course, guarantee high-quality teaching — or even a qualified teacher — it is a necessary prerequisite. In short, I assumed that few parents would expect their teenagers to be taught, say, 11th-grade trigonometry by a teacher who did not have a minor in math, no matter how bright the teacher. However, that situation is all too commonly the case.

For example, I found that almost one-third of all high school math teachers have neither a major nor a minor in math or in related disciplines such as physics, engineering, or math education. Similarly, the same proportion of math teachers do not have a teaching certificate or license in math. Almost one-fourth of all high school English teachers have neither a major nor a minor in English, literature, communications, speech, journalism, English education, or reading education. The situation is even worse within such broad fields as science and social studies. Teachers in these departments are routinely required to teach any of a wide array of subjects that are outside their discipline but still within the larger field. As a result, almost half of all high school students enrolled in physical science classes (chemistry, physics, earth science, or space science) are taught by teachers without at least a minor in any of these physical sciences. Moreover, more than half of all secondary school history students in this country are taught by teachers with neither a major nor a minor in history. The actual numbers of students affected are not trivial. For English, math, and history, several million students a year in each discipline are taught by teachers without a major or minor in the field.

college credit (about four courses) in a field in order to teach it, many of those in the state who are assigned to teach out of field probably do have some background.

However, my premise was that even a moderate number of teachers who lack the minimal prerequisite of a college minor signals the existence of serious problems in our schools. And out-of-field teaching is not an aberration; it happens in well over half of the secondary schools in the U.S. in any given year — both rural and urban, affluent and low-income. Shifting the definition of out-of-field does not lessen the severity of the problem. Whether I looked at teachers

without a major or minor or teachers without certification in their assigned fields, the numbers were similarly alarming. Indeed, when I upgraded the definition of a "qualified" teacher to include only those who hold both a college major and a teaching certificate in the field, the amount of out-of-field teaching substantially increased. Moreover, the problem does not appear to be going away: levels of out-of-field teaching changed very little between the late 1980s and the mid-1990s.

The negative implications of such high levels of out-of-field teaching are obvious. Is it any surprise, for example, that science achievement is so low, given that even at the 12th-grade level, 41% of public school students in physical science classes are not being taught by someone with either a major or a minor in chemistry, physics, or earth science? The crucial question — and the source of great misunderstanding — is why so many teachers are teaching subjects for which they have little background.

The Causes of Out-of-Field Teaching

Many people immediately assume that out-of-field teaching is a problem of poorly educated teachers and can be remedied by more rigorous standards for teacher education and training. I have found that news columnists seem especially prone to hold this view. In responding to the reports of research findings on out-of-field teaching, columnists have, almost invariably, assumed that the source of the problem lies in a lack of academic coursework on the part of teachers, and they have then concluded that the problem can be remedied by requiring prospective teachers to complete a "real" undergraduate major in an academic specialty.²

My own case provides an illustration of just how misleading this view can be. I graduated magna cum laude from the University of California with a bachelor's

The most popular explanation of the problem of out-of-field teaching blames teacher shortages. This view holds that shortfalls in the number of available teachers, caused by a combination of increased student enrollments and a "graying" teaching force, have led many school systems to resort to lowering standards to fill teaching openings, the net effect of which is out-of-field teaching.

This last view is partly correct and partly incorrect. The data show that, consistent with the shortage predictions, demand for teachers has increased since the mid-1980s. Student enrollments have

degree in sociology. Several years later, I returned to school to take part in an intensive yearlong teacher certification program in social studies. None of this background, however, precluded me from later being assigned to teach out of my field of social studies on a regular basis.

The truth is that almost all teachers in the U.S. have completed a college education and half of them have graduate degrees. Moreover, 94% of public school teachers and, surprisingly, more than half of private school teachers hold regular state-approved teaching certificates. The source of out-of-field teaching lies not in the amount of education teachers have, but in the lack of fit between teachers' fields of training and their teaching assignments. Many teachers are assigned by their principals to teach classes that do not match their training or education.

The implications of this distinction for reform are important. There is no question that the teaching force could benefit from upgraded education and training and that education degrees should include substantial coursework in an academic discipline. This is the value of the ongoing efforts by many states to toughen entry criteria, enact more stringent certification standards, and increase the use of testing for teachers. However, though very worthwhile, none of these kinds of reforms will eliminate out-of-field teaching assignments. Hence, they alone will not solve the problem of underqualified teachers in our nation's classrooms.

Similar logic applies to two other related popular initiatives — curricular revision and professional development for teachers. Hundreds of new curricular packages, products, and techniques are produced every year by educational organizations and publishers and are widely disseminated to teachers through inservice training and other programs. Familiarity with the most up-to-date materials in one's field of expertise is no steadily increased, teacher retirements have steadily increased, an overwhelming majority of schools have had job openings for teachers, and the size of the teaching force has steadily increased. Most important, many schools, though not a majority, do report some degree of difficulty filling their teaching vacancies with qualified candidates. Finally, when faced with such difficulties, administrators say that they most commonly do three things: hire less-qualified teachers, assign teachers trained in another field or grade level to teach in the understaffed area, and make extensive use of substitute teachers. Each

doubt a good idea, but it provides little help if one is then assigned to teach a different subject.

A second widely believed explanation for out-of-field teaching assumes that the fault lies with teacher unions. A typical example of this thinking is found in Thomas Toch's U.S. News & World Report cover story, "Why Teachers Don't Teach: How Teacher Unions Are Wrecking our Schools."³ Toch used data from my research to support his attack on teacher unions and, in particular, their seniority rules. In his view, self-serving work rules promulgated by teacher unions are the main reason that classrooms are often staffed with out-of-field teachers. The use and abuse of such rules, according to Toch, is especially prevalent in times of teacher oversupply, when school officials face the need to cut or shift staff members as a result of fiscal cutbacks or declining enrollments. In such situations, "last-hired, first-fired" seniority rules require that more experienced teachers be given priority, regardless of their competence. As a result, so his argument goes, veteran teachers are often given out-of-field assignments, while junior staff members are transferred or laid off. Students suffer accordingly.

Nowhere in my research is there support for this explanation of out-of-field teaching. Indeed, the data suggest that the opposite is the case. Beginning teachers are more prone than experienced teachers to be misassigned, and both public and private schools with unions usually have less, not more, out-of-field teaching.

Union work rules certainly have an impact on the management and administration of schools, and, depending on one's viewpoint, this impact may be positive or negative. But eliminating teacher unions will not eliminate out-of-field teaching.

of these coping strategies results in out-of-field teaching.

But it is a mistake to assume, as has been commonly done, that hiring difficulties and out-of-field teaching are the result of teacher shortages in the conventional sense of too few candidates available and willing to enter teaching. While it is true that student enrollments are increasing, the demand for new teachers is not primarily a result of these increases. The demand for new teachers comes about primarily because teachers choose to move from or leave their jobs at far higher rates than do those in many other occupations. And while it is true

that teacher retirements are increasing, teacher turnover appears to have little to do with a graying teaching force. In contrast, the high rates of teacher turnover that plague schools are far more often a result of two related causes: teachers dissatisfied with teaching and teachers seeking to pursue another career.⁴

The implications of this fact for reform are important. Initiatives and programs designed to recruit new candidates into teaching, though worthwhile in many ways, will not solve the problem of underqualified teachers in classrooms if they do not also address the factor that, the data suggest, does lead to severe staffing inadequacies in schools: too little teacher retention. In short, recruiting more teachers will help little if large numbers of teachers continue to leave.

The data show, understandably enough, that inadequate support from the administration, low salaries, rampant student discipline problems, and little faculty input into school decisions all contribute to high rates of teacher turnover. Improving these conditions would decrease turnover, which would quickly eliminate the so-called shortages. It would also remove much of the need for out-of-field assignments in the first place.

An Alternative View

This points to what I have come to believe is a far more fundamental problem facing teaching and the real cause of the problem of out-of-field teaching. Unlike Canada and many European and Asian nations, the U.S. treats elementary and secondary school teaching as largely low-status work and teachers as semiskilled workers. Few would require cardiologists to deliver

1. Detailed reports of my research on out-of-field teaching can be found in *Teacher Supply, Teacher Quality, and Teacher Turnover* (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Report #95-744, 1995); and *Out-of-Field Teaching and Educational Equality* (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Report #96-040, 1996). See also a forthcoming research paper from

babies, real estate lawyers to defend criminal cases, chemical engineers to design bridges, or sociology professors to teach English. The commonly held assumption is that such traditional professions require a great deal of skill and training and that, hence, specialization is necessary. In contrast, the commonly held assumption is that teaching in elementary and secondary schools requires far less skill, training, and expertise.

Perhaps it is true that teaching may require less expertise than some other kinds of work. But those who have spent time in classrooms know that high-quality teaching requires a great deal of expertise and skill and that teachers are not like interchangeable blocks that can be placed in any empty slot regardless of their type of training. Indeed, the best contemporary research on the process of teaching has begun to illuminate the complex combination of art, craft, and science that good teaching is.⁵

It is the low status of teaching, exemplified by a lack of respect for the complexity and importance of the job, that has resulted in what the data tell us: that teaching is plagued by problems of recruitment and retention and that out-of-field teaching is not simply an emergency condition but a common practice in the majority of secondary schools in this country.

High rates of teacher turnover mean that schools are faced with a constant need to recruit and hire new teachers to fill vacated positions. Some schools have difficulty finding qualified candidates to fill their openings and some do not. But for all schools this is a time-consuming task. Many principals find that assigning teachers to teach out of their fields is, at NCES, *The Problem of Out-of-Field Teaching in American High Schools*.

2. See, for example, the syndicated columns of David Broder, Thomas Sowell, and Maggie Gallagher for the week of 14-20 September 1996.

3. Thomas Toch, "Why Teachers Don't Teach: How Teacher Unions Are Wrecking Our Schools," *U.S. News & World Report*, 26 February 1996, pp. 62-71.

4. Detailed reports of my research on

times, simply more convenient and less expensive than the alternatives. For example, rather than hire a full-time replacement for a science teacher who quit just prior to the start of the fall term, a principal may find it faster to assign a couple of English and social studies teachers to each "cover" a section or two in science. When faced with the choice between hiring a fully qualified candidate for an English position or hiring a less-qualified candidate who is also willing to coach a major varsity sport, a principal may find it more convenient to do the latter. If a teacher suddenly leaves in the middle of a semester, a principal may find it easier to hire a readily available, but not fully qualified, substitute teacher, rather than to conduct a formal search for a new teacher. These managerial choices may save time and money for the school, but they are not cost-free.

The implications for reform are clear. The way to make sure that there are qualified teachers in every classroom is not to assume that the problem stems from teacher unions or a deficit in the quality or quantity of teachers. The way to make sure that there are qualified teachers in every classroom is to upgrade the job of teaching. Well-paid, well-respected occupations that offer good working conditions rarely have difficulty with recruitment or retention. If they do, they do not resort to lowering standards as a coping mechanism. If we treated teaching as a highly valued profession, one that requires expertise and skill in a specialty, there would be no problem attracting and retaining more than enough excellent teachers. And there would be little problem ensuring that all classrooms were staffed with qualified teachers.

teacher turnover can be found in *Teacher Supply, Teacher Quality, and Teacher Turnover* and in a forthcoming research paper from NCES, *Teacher Turnover: An Organizational Analysis*.

5. See, for example, Lee Shulman, "Those Who Understand: Knowledge Growth in Teaching," *Educational Researcher*, February 1986, pp. 4-14.

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55. Phi Delta Kappan

June 1998

The NCAA: Major Barrier to High School Reform

By Joe Nathan

LIBERALS such as Jonathan Kozol,

Deborah Meier, Asa Hilliard, and

TheodoreSizer rarely agree with conservatives such as Jeanne Allen. So it is especially noteworthy that these people have joined four National Teachers of the Year and a number of other school reform activists in challenging the National Collegiate Athletic Association (NCAA).

Over the past five years, the NCAA has frustrated thousands of students and educators. Ironically, the NCAA has made life especially difficult for many educators who are trying to reform schools to increase student achievement. As a recent New York Times editorial explained, "The NCAA should be promoting educational innovation, not obstructing it."¹ It's time for the story to be told.

The NCAA, a very large national organization that runs university sports, is not used to challenges. Its most recent annual report showed that in 1997 it had more than \$247 million in revenues.² The organization was established, in part, because college and university officials wanted a relatively level playing field for athletics. Of course, the admissions standards of Princeton, Harvard, Stanford, and Duke are not the same as those of Florida State, the University of Oklahoma, the University of Nebraska, or the University of Nevada, Las Vegas. Nevertheless, some university officials felt that it would be a step forward if they could standardize at least some procedures for dealing with current and prospective university athletes.

About a decade ago, a handful of professional athletes noted that, while attending universities on athletic scholarships, they had developed strong athletic skills but could barely read. This

- o Dan Zien, a suburban Milwaukee student who won honors in the Junior Olympics, compiled a B-minus high school grade-point average and had solid SAT scores. However, the NCAA refused to allow him to participate in track as a freshman at Indiana University. Why? It rejected a single English course he had taken, although the same course was accepted from other Wisconsin high schools. The Milwaukee Journal Sentinel article noted that "an expert with the Wisconsin Department of Public Instruction says he has heard similar or worse complaints from almost every high school athletic director in the state."⁵

- o The NCAA ruled that Rebecca Burt, a young woman with a strong academic record, was ineligible to accept a track scholarship on the basis of a single "tech prep" science class. As a result, she had to drop out of college. An editorial in

revelation brought calls for reform and heavy pressure on the NCAA. Some members of Congress questioned whether the NCAA was capable of handling the responsibility for university athletics.

The NCAA responded by creating an Initial Eligibility Clearinghouse. It established certain grade-point and test-score minimums that high school athletes had to achieve in order to be eligible for a university athletic scholarship. When this process was originally established, freshmen were not eligible to participate on varsity teams in major sports. However, faced with intense pressure from some coaches in such high-profile sports as football and basketball, the NCAA changed its rules and now permits freshmen to play on varsity teams. This change led to even closer scrutiny of high school students and their coursework.

Clearly, some high school courses are not especially rigorous or demanding. No one debates this. But the NCAA could have joined national testing and assessment authorities, as well as the high school community, to develop better ways of assessing what high school students actually know and can do. For example, the NCAA could have recognized the importance of writing in college and could have worked with the appropriate authorities to develop a valid, reliable test of writing.

Instead, the NCAA developed a list of "standards" that high school courses had to meet. What students know and can do didn't seem to matter. Being a National Merit Scholar or a class valedictorian or posting very high grades and test scores wasn't enough for the NCAA. High school students who wished to be USA Today, discussing this and other cases, ran under the headline "NCAA's Too-Tight Rules Hurt Deserving Students."⁶

- o The NCAA tried to prevent a high school valedictorian from participating in college sports, simply on the basis of courses taken. This student had been appointed to one of the nation's military academies. The reporter from the Detroit News who uncovered this case began his story, "Ninety thousand dashed hopes. That's how many graduating high school seniors hoped to be playing sports in college this year, only to find they were academically ineligible."⁷ While not all these students have excellent academic records, the Detroit News reporter raised many troubling questions about the way the NCAA rejects students, often not accepting a single course the students have taken.

collegiate athletes had to take enough NCAA-approved courses.

In a mailing to high school principals in February and March of 1998 the NCAA noted that, among other things, acceptable high school social studies courses could spend no more than 25% of their time on humanities, criminal justice, contemporary issues, or community service. Does the NCAA require universities to offer and athletes to take courses meeting such standards? No. The NCAA also insisted that independent study courses in English, social studies, math, or science would not be acceptable as core courses — regardless of what the students who took them know and can do. What happened as a result of such policies was tragic and defied common sense.

Student Victims

The NCAA has compiled quite a list of student and educator victims. Let's begin with a few of the students.

- o The NCAA prevented Chris Rohe, who compiled a 3.97 high school grade-point average, had high test scores, and was a member of the National Honor Society, from playing football at the Air Force Academy during the 1996-97 school year. Why? The NCAA rejected one-third of a required 10th-grade English class.³

- o Amber Hofstad, a National Merit Scholar, was prevented from running cross-country at Michigan Technological University until halfway through her freshman year because the NCAA questioned the way some of her Advanced Placement courses had been listed on her transcript.⁴

- o The NCAA has argued in court that it does not have to comply with the Americans with Disabilities Act (ADA). The U.S. Department of Justice disagrees. The Justice Department has found that current NCAA rules specifying courses and standardized test scores for student athletes with learning disabilities are in violation of the ADA. The Justice Department has told the NCAA that it should compensate a number of these student athletes and modify their eligibility status.⁸

- o The NCAA currently faces lawsuits from students with learning disabilities, including Chad Gaden, a swimmer now at Michigan State University, who was denied full eligibility because of special education courses he took early in his high school years. By the time he was a high school senior, Gaden was doing well in honors courses at a highly

regarded suburban high school. But because of the special education courses he had taken earlier, he was not allowed to compete in his freshman year.⁹

o The NCAA denied full eligibility to two student athletes who were in the top 10% of their Philadelphia high school graduating class, had taken college-preparatory courses, but had standardized test scores that fell below the NCAA cut score. Using college admissions tests in this way is a violation of the guidelines for test use issued by the test-makers themselves. Last January, the students filed a class action race discrimination lawsuit against the NCAA.

o In the fall of 1997, Yale accepted Jennifer Rosholt as an "early decision" student. Rosholt, an excellent tennis player, had earned a 3.77 grade-point average at a well-regarded private school and had well-above-average college entrance test scores. While her record impressed Yale, it was not good enough for the NCAA, which, as of early spring 1998, had declared Rosholt ineligible for college sports, despite months of correspondence and phone calls from her parents and her school counselors.¹⁰

o In 1996 Misty Hollingshead graduated from North Thurston High School in Olympia, Washington, with a 3.56 grade-point average. She was a member of the National Honor Society all four years in high school, she was class president for four years, and she had strong college entrance test scores. A highly regarded volleyball player, Misty also took 43 quarter-hours of college

After having had too many experiences calling, submitting curricula, resubmitting curricula, and receiving different answers to the same questions because one can never talk with the same Clearinghouse representative, it makes my guidance counselors and me wonder whether the NCAA Academic Requirements Committee knows anything at all about curricula and those components of a planned course which qualify it as a core course.¹³

Bonacci isn't the only angry principal. The NCAA tried to block a New York student from participating in basketball, rejecting his principal's contention that he had taken an acceptable number of mathematics courses. At the time the NCAA acted, according to the judge in this case, the NCAA's own rules said that it would respect the judgment of principals about whether courses met NCAA specifications. However, the Clearinghouse overruled the principal.

Who are the people who wield such

work during her senior year in high school, as permitted under the state of Washington's "running start" law. However, she and her parents went through months of anguish because the NCAA challenged the amount of credit Hollingshead was awarded under the Washington law. Ultimately, Hollingshead was allowed to accept her scholarship. But because of the questions, her younger brother, also an honor student, did not participate in the "running start" program, and the family wonders whether another child, also an honor student, should participate. Misty's mother Sandy, a Washington educator, wrote:

The NCAA is inappropriately attempting to dictate the curriculum for U.S. high schools.

We were stunned by the rigidity and lack of common sense on the part of the Clearinghouse, and at their arrogance and unwillingness to give us answers concerning the process they had used in making decisions about our daughter

It's crazy for an organization to have the power that they do to override and overrule educational statutes set forth by a state legislature, and to not really have to answer to anyone for their actions and decisions. I think the colleges have created a monster that's devouring some of the brightest and the best of their potential student-athletes, a system that is weeding out the cream of the crop right along with the bottom of the barrel.¹¹

Educator Victims

Such stories about student victims go on and on. What about educators and power? A Connecticut district court overruled the NCAA in one of the cases, noting that the director of the NCAA's Clearinghouse had revealed in testimony that, to his knowledge, none of the people on his staff "is or ever was a school principal or a teacher who had experience in designing courses."¹⁴

Joyce Kaufman, a veteran Colorado school counselor, recently described her frustrations with the NCAA.

The same course would be approved for one student and denied for another student — same course, same school, same year! . . . I have referred, only half-jokingly, to the people who evaluate the transcripts as chimpanzees because it certainly appears that they perform the task as a "response" activity which requires no judgment. When it takes us as educators months of study and research to add or delete a class from our curriculum, having a temporary employee of the NCAA make these decisions in nanoseconds is ludicrous.¹⁵

schools victimized by the NCAA? One place to begin is with Elk River High School in Minnesota. Educators there developed a course in which students interviewed community members and wrote about what they learned. On the basis of the course title, "Essential Communications," the NCAA declared this course inappropriate for college preparation, thus making several honor students ineligible for athletic participation as freshmen. In its three-sentence memo to the district superintendent, the NCAA made three grammatical errors: "Thank you for you [sic] fax regarding 'Essential Communications.'" Do [sic] to the vocational aspect of this, we are unable to approve this course as a core course. Therefore, the decision remains unchanged [sic] for student named above."¹²

Bob Rodrigues, a suburban Pittsburgh teacher who was named "1997 Outstanding Secondary Teacher of the Year" by the National Council for the Social Studies, has spent frustrating months trying to gain NCAA approval of carefully developed interdisciplinary courses. He has won many awards and a Council for Basic Education fellowship, but the NCAA has repeatedly rejected his interdisciplinary courses. As this article was being completed, Rodrigues phoned to say that the NCAA had rejected his course titled "Leadership/School to Career." Is this a college-preparatory class? Sixteen of the 20 students are Rodrigues' former Advanced Placement students. Mike Bonacci, the principal of the school, wrote:

Some high school reformers, such as TheodoreSizer, have proposed that graduation from high school should be based on demonstrated skills and knowledge, not on the accumulation of credits. In an eloquent, visionary report, the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching recommended identifying a "set of learnings . . . in which students must demonstrate achievement in order to graduate" and creating "a Personal Plan for Progress for each student."¹⁶

But when innovative high schools in Georgia and Minnesota implemented such programs, they ran into trouble with the NCAA. A Roswell, Georgia, student was declared ineligible because his high school had adopted a performance-based approach. Betsy Stafford, a 20-year veteran of public education who is a counselor at Roswell's Independence High School, noted, "It's astonishing. We move toward requiring demonstration of

knowledge before students graduate. You'd think colleges would applaud. Instead, the NCAA rejects our best professional efforts."17

In a case that has attracted national attention, a Minnesota student, her family, and her charter school spent months battling the NCAA. Hope Grover is an outstanding softball player who scored 31 on her American College Testing (ACT) Program admissions test, a score that placed her in the top 10% of the nation's high school students. While still in high school, she earned more than 75 credits at the state university, maintaining an A-minus average. However, the director of the NCAA Initial Eligibility Clearinghouse wrote to her school, "The self-paced, performance based approach are [sic] not acceptable methods for the purposes of NCAA Initial Eligibility."18

Since the entire state of Minnesota is moving toward a high school graduation system that is based on demonstration of skills and knowledge, the Minnesota State Board of Education has challenged the NCAA.19 Toni Haas and Paul Nachtigal, co-directors of the Annenberg Rural Challenge, funded by the Annenberg Foundation, have also written the NCAA urging the organization to stop trying to dictate course content.

As this article was being completed, the nation's state attorneys general decided to create a panel to investigate the NCAA. They were responding to complaints from educators and parents across the country.

The intentions of the NCAA's initial eligibility process are worthy. The approach is wretched. The NCAA is inappropriately attempting to dictate the curriculum for the nation's high schools. In this country, state and local boards of education, not the NCAA, establish graduation requirements and the content of each course. The K-12 education community welcomes collaboration with higher education, but dictates, especially from those with no legal authority over K-12 education, are not welcome. The NCAA should reexamine and reject proposals for revisions in its initial eligibility process that seek to dictate the high school curriculum.

Fundamentally, the NCAA has arrogated to itself the authority to pass judgment on high school curricula at the nation's more than 20,000 high schools and to use college admissions test scores in ways not supported by those who created the tests. The NCAA has neither the right nor the capacity to act as a national school board. Current problems

Some have questioned the NCAA's right to create such standards. The National Association of State Boards of Education (NASBE) recently wrote that the NCAA "is interfering with states' academic reforms

The NCAA is far behind the curve of education reform efforts

The NCAA relies on the traditional and increasingly outmoded Carnegie unit — seat time — when many states and thousands of school districts are moving to assess student achievement through outcomes . . . and are experimenting with other innovations such as block scheduling and charter schools which are far beyond the static and limited purview of the NCAA."20 Brenda Welburn, executive director of NASBE, and staff member David Griffith are among the education community's most tireless critics of the NCAA.

Others have joined NASBE in protesting. Charles Rooney of the National Center for Fair & Open Testing (FairTest) has worked hard to change NCAA procedures. Meanwhile, in 1996 the NCAA demanded that every high school fill out a questionnaire for each new English, social studies, math, and science course. Initially, the American School Counselors Association saw nothing wrong with this. Indeed, one of its members appeared on an NCAA-sponsored national teleconference to praise the NCAA for its interest in students. However, the Minnesota School Counselors Association contacted school counselors around the nation and helped with the NCAA Initial Eligibility Clearinghouse are an inevitable consequence of the NCAA's massive and misguided undertaking. The NCAA can and should play a useful and constructive role in the academic lives of student athletes. However, that will require the NCAA to rethink its actions and focus more attention on the academic work of student athletes while they are in college.

But there is some progress to report. Two years ago, parents and high school educators had trouble getting NCAA officials to talk with them at all. The NCAA preferred to deal only with college officials. Today, the NCAA is talking with high school educators and parents, although weeks can go by before the NCAA responds to a query.

The requirement that high schools answer lengthy questionnaires about each new course in English, social studies, math, and science has been dropped. The NCAA has sent high schools a list of standards. It is asking the schools to review these standards and tell the

formalize counselors' massive frustration with the NCAA. Counselors noted that it could take months to get an answer from the NCAA and that, when it finally came, the decision frequently made no sense. Walter Roberts of the Minnesota School Counselors Association took a leading role in helping to write a resolution, adopted by the American School Counselors Association, which challenged the NCAA's actions. And the Minnesota Association of School Administrators has urged the American Association of School Administrators to challenge the NCAA.

Individual high school principals around the country have joined the effort to challenge the NCAA. Greg Firn of Cascade High School, Everett, Washington; Michael Bonacci of suburban Pittsburgh; Terry Downen of Eau Claire North, Eau Claire, Wisconsin; Judy Conger of Community High School, Ann Arbor, Michigan; and Al Zenor of Crookston High School, Crookston, Minnesota, have written letters to members of Congress and to their own professional organizations, citing the NCAA's abysmal treatment of outstanding student athletes and its inappropriate rejection of well-designed courses.

John Lamuel, associate executive director of the National Association of Secondary School Principals, has met with NCAA officials several times. He feels that "they have come a long way. [But] they have a way to go."21

NCAA which courses meet them. However, the NCAA still retains the right to overrule principals.

Recommendations

While some progress has been made, a growing number of educators and political leaders continue to challenge the NCAA's efforts. In a recent letter to the organization, more than a hundred of the nation's leading authorities on high school reform, including four National Teachers of the Year, offered the following recommendations:

1. The NCAA should abandon its efforts to dictate course content to American high schools. By the 1999-2000 school year, the NCAA should halt its inappropriate reliance on college admissions test scores. Instead, the NCAA should work with national testing and measurement authorities, some of whom are employed by NCAA member universities, to rethink ways to assess high school students' skills and knowledge.

2. The NCAA should increase scrutiny

of its own members by tightening academic requirements for student athletes who are already on college campuses, imposing stricter "continuing progress" rules and punishing colleges and universities that fail to educate student athletes. The NCAA should also reconsider the issue of freshman eligibility.

3. A national independent commission should be created, and it should hold public meetings. Half of the members should represent higher education, and half should represent — be appointed by — those legally responsible for setting K-12 curriculum standards at the state and local levels. Over the next nine months, this commission should:

invite students, parents, and educators who have experience with the initial eligibility process to testify before the commission and to speak at the 1999 annual NCAA meeting. The commission should hold at least five open hearings around the nation, allowing a variety of people to present their experience, research, and recommendations. reexamine the way NCAA assesses student preparation for higher education. review the research on the limitations and strengths of standardized tests. consider other, more appropriate ways to assess what high school students know. review current NCAA policies regarding academic standards that student athletes are expected to meet while they are in colleges and universities, in terms of both

9. Steve Wieberg, "Justice Department: NCAA Violates Disabilities Act," USA Today, 30 October 1997, p. 1-D.

10. Henry, p. 9-B.

11. Sandy Hollingshead, personal communication, 20 February 1998.

12. Quoted in Applebome, op. cit. I have a copy of this memo and am willing to share it with interested readers, who may contact me at the Hubert H. Humphrey Institute for Public Affairs, 234 Humphrey Center, University of Minnesota, 301 19th Ave. S., Minneapolis, MN 55455.

13. Michael L. Bonacci, letter to the NCAA Academic Requirements Committee, 11 September 1997.

14. Phillip v. NCAA, 1996 WL 870689 (D. Conn.).

course content and required grade-point average. develop and present recommendations throughout the nation prior to the 1999 annual NCAA convention. consider reinstituting the policy of making freshmen ineligible to participate in major sports, at least until they have successfully completed a quarter or semester at an institution of higher education.

4. The NCAA should publish and make widely available minutes of committee meetings and internal staff memos from the last three years that relate to the initial eligibility process, including those relating to the Initial Eligibility Clearinghouse. The NCAA should also provide research about the impact of its initial eligibility process on students, including students from a variety of backgrounds.

5. The NCAA should accept the U.S. Department of Justice recommendations with regard to compensating students with disabilities who have been inappropriately treated in the initial eligibility process. The NCAA should consider offering compensation to other students whose lives and educations have been disrupted, despite otherwise acceptable work, because the NCAA rejected one or more of their courses.

These recommendations will help ensure that future educators and students do not become victims of ill-advised, inappropriate NCAA actions.

Some have asked what attracted me to 15. Joyce C. Kaufman, letter to Walter Roberts, 23 March 1997.

16. Breaking Ranks: Changing an American Institution (Reston, Va.: National Association of Secondary School Principals, 1996), p. 11.

17. Betsy Stafford, presentation at a press conference at the NCAA annual conference, Atlanta, 10 January 1998.

18. Cavin R. Symons, letter to Dee Grover-Thomas, principal, Minnesota New Country School, 27 February 1997.

19. Jeanne Kling, "NCAA as Reform Obstacle," Education Week, 18 February 1998, p. 37.

20. Brenda Welburn, "Nation's Education Boards Issue Policy Statement Critical of NCAA's Eligibility Procedures," press release, National Association of State Boards of Education,

this battle. There are two things: first, respect for the young people who, despite their hard work, have been victims of the NCAA; second, admiration for the many high school educators who are trying to improve high schools, only to see their efforts rejected by the NCAA.

Would you care to help? If so, please contact me to join one of the most interesting — and unexpected — battles for high school reform in the last decade.²²

1. "The NCAA's Eligibility Standards," New York Times, 23 December 1997, p. A-12.

2. 1996-97 NCAA Annual Reports (Overland Park, Kan.: NCAA, December 1997), p. 42.

3. Peter Applebome, "NCAA Effort to Raise Academic Standards Leaves Many Top Students on Sidelines," New York Times, 23 October 1996, p. B-12.

4. Tamara Henry, "NCAA Eligibility: Game of Frustration," USA Today, 18 February 1998, p. 8-B.

5. Marie Rohde, "On Your Marks . . . Stop," Milwaukee Journal Sentinel, 17 March 1997, p. 1-B.

6. "NCAA's Too-Tight Rules Hurt Deserving Students," USA Today, 29 October 1996, p. 12-A.

7. Fred Girard, "Tougher NCAA Standards Under Scrutiny," Detroit News, 15 December 1996, p. E-1.

8. Dan Sutherland, letter to Kevin Lennon, director of member services, NCAA, 17 October 1997.

Alexandria, Va., 15 December 1997.

21. Interview with John Lamuel, February 1998.

22. Interested readers may contact me by e-mail at Natha001@hhh.umn.edu or by sending a letter to Hubert H. Humphrey Institute for Public Affairs, 234 Humphrey Center, University of Minnesota, 301 19th Ave. S., Minneapolis, MN 55455.

JOE NATHAN directs the Center for School Change, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, Minneapolis. He wishes to thank Debra Hare for editorial assistance and the Annenberg and Blandin Foundations for their support, though the opinions are his own.■

56. Phi Delta Kappan

June 1998

Who Cares? And So What?

I HAVE JUST finished trying to help

Phi Delta Kappa prepare a "reasoned and

rational" response to the TIMSS (Third

International Mathematics and Science Study) report purporting to show that American 12th-graders, when compared to students from other countries, perform poorly in physics and advanced math. In framing that response, we were aware that political considerations dictated that we not sound too defensive, too unwilling to admit our own faults as educators, or too resistant to change.

Having finished that task, I now feel the need, for myself, to answer the question, "So, how do you really feel?" To be honest, my initial answer regarding the TIMSS results is, "Who cares?" Should you respond that I ought to care about the fact that students in Cyprus, Greece, and the Czech Republic outperformed those in the United States, you might push me to the more substantive response, "So what?"

Perhaps my lack of concern is triggered by a sense of déjà vu. Fifteen years ago I listened to Secretary of Education Terrel Bell, in releasing *A Nation at Risk*, predict that failure to address the terrible school conditions described therein would make it impossible for the U.S. to remain competitive in a global economy. A few weeks ago, I heard **Secretary of Education Richard Riley** predict the same disaster based on the TIMSS data.

2. Require that all students study algebra, starting no later than the middle grades.

3. Require that every student study calculus before the end of high school.

4. Increase the time students spend in school, and use the added time for more instruction in math and physics.

5. Decrease the time students spend on art, music, and vocational subjects, and devote the time saved to more instruction in math and physics.

6. Decrease the time students spend on

All the while, the American economy rolls merrily along as the most productive and competitive in the world. Is reality beyond our grasp, simply irrelevant, or am I missing something?

Perhaps my ennui comes from having to engage in the debate over the obvious inadequacies of international test comparisons. Do we not understand that the United States is unlike any other nation in its long-standing commitment to mass education, in the easy access it provides to higher education, in the way the curriculum is organized, and in the belief that art, music, and extracurricular activities are important parts of growing up? If we do understand these things, is it not obvious that trying to control for these factors in international test comparisons would be a nightmare for those making the effort?

Comparing education systems that are not comparable requires the kind of mental gymnastics that delights researchers. No harm in that. Let them have fun! But we are surely too smart to try to use the data produced for making serious policy decisions regarding how best to structure our own system of education to fit our unique national needs. Or are we?

I suspect, however, that my lack of interest in the education system on extracurricular activities, including sports, and use the time saved for increased instruction in math and physics.

I will stop here, forgoing the temptation to suggest that we ban students from holding part-time jobs and driving cars. The changes I have listed above will bring our schools much more in line with the other countries in the TIMSS study. Then, bring on those tests!

Having offered the solution, I do feel an obligation to mention the risk. At the present time, the United States has the

Cyprus springs from irritation at the issues we choose to discuss. There are serious problems bedeviling our schools that our leaders should be addressing. The inner-city poor and the rural poor are being inadequately served. Many children attend crumbling schools and are taught by inadequately trained teachers teaching without benefit of up-to-date textbooks, supplementary materials, and supplies. These are problems we can handle if we have the will to do so. That we choose, instead, to spend our time debating how our students compare with those around the world suggests that we prefer fantasy to reality.

I realize, of course, that my lack of interest in how American students compare with those in other countries may label me as lacking in vision and as failing to understand what is really important. So, let's cut to the chase. If being number one, or two, or even 10 in international comparisons in math and physics is your priority, proceed as follows:

1. Forget local control of education, and establish a national curriculum so that the federal government can control what students study and when they study it.

number-one economy in the world and, according to the TIMSS report, the worst education system. If this inverse relationship is valid, improving the performance of our students in the TIMSS comparisons could send our economy into a tailspin. That might be too great a risk to run!

—*Lowell C. Rose, executive director emeritus of Phi Delta Kappa International.* ■

57. Los Angeles Times

* 06/19/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-8

School Choice

Don't know if I am the only one to notice this coincidence of two reports: "Stepchild of Secular Turkey" (June 11) quotes the Islamic fundamentalists, about religious control of education, as only wanting "freedom of choice" and their opposition saying that the logical

extension is "the dictates of religion."

The Times also reports (June 11) the Wisconsin Supreme Court as wanting only "freedom of choice" for the people who would receive government vouchers for their school of choice, those being primarily religious schools.

Seems as if the same fundamentalist drive to eliminate public schools is alive and well in several parts of the world.

EMIL SCHAFFER
Riverside ■

58. The New York Times

06/19/98 Section: Editorial Desk; Section A; Page 28, Column 5

How to Balance Church and State?

To the Editor:

Alan Wolfe (Op-Ed, June 14) is confused. The Baptist incident proves the opposite of his point, that the separation of church and state is no longer important.

Wisconsin notwithstanding, it is

neither constitutional nor good public policy to subsidize families to leave the public schools for religious schools. In case Mr. Wolfe hasn't noticed, religious schools teach religion, not some one-size-fits-all doctrine but the orthodox Judaism, Roman Catholicism or whatever

the religion of the school's sponsors.

Should this divisiveness be subsidized by taxpayers at the expense of public schools teaching common values?

THOMAS A. LIESE

New York, June 16, 1998

ART Drawing (Eric Hanson)■

59. Chicago Sun-Times

06/17/98; Edition: 5XS; Section: EDITORIAL; Page 41

The death of public education? Hardly

By Dennis Byrne

Not since President Ronald Reagan won his second term has anything wrought so many quivering chins among the Secular Left.

The Wisconsin Supreme Court's

What, critics asked, if Timothy McVeigh had a school? The American Civil Liberties Union, teachers unions and other advocates of the plantation form of public instruction also added their hysterical predictions about the destruction of the separation of church and state. The takeover of the schools by the Religious Right is at hand.

But what the state's high court did was sensible and long overdue. It concluded that U.S. Supreme Court decisions consistently have found that the Constitution is not violated every time that taxpayers' money ends up in a religious institution. This should come as no surprise. Otherwise, many denominational social service providers, such as Catholic Charities, would have to get out of business. There'd be no more research grants to religious colleges, health grants for religious-affiliated hospitals, or loans and scholarship aid for students at religious universities. All those vets who went to a non-secular college on the G.I. Bill would have to give the money back.

Why, then, should parents of children in elementary and high schools not have the same choice as veterans? Vouchers serve the same secular purpose - to get

decision allowing low-income parents to use taxpayer-funded vouchers to send their kids to religious, as well as private, schools of their choice left the Secular Left nearly, but unfortunately not fully, speechless. "Aghast" is how the New Americans a good education.

In the past, I haven't been a fan of vouchers, because I feared their impact on public schools, especially in Chicago, where Paul Vallas, Gery Chico and the no-nonsense team have been turning things around. But Vallas and his team won't be around forever, and powerful forces of the status quo educracy are just waiting for their chance to retake control.

But Chicago schools aren't threatened by the Wisconsin decision, even if it is affirmed by the U.S. Supreme Court. The decision merely gives school systems and cities that want to provide vouchers the opportunity to do so. It doesn't require them to do so.

This is a point missed by the Secular Left, who consider themselves the sole proprietors of "choice." For them, choice is verboten for low-income parents who want to give their kids a better chance; choice is only for those who can afford it. The choice to offer parents vouchers, says the Secular Left, must never be left to voters, parents and their elected representatives. For the Secular Left, the choice of whether to have vouchers must be squashed by federal judges, made unaccountable to the public by their lifetime terms.

York Times described the reaction. "School Ruling Shakes Milwaukee," the paper roared, as if the city was about to rattle into Lake Michigan.

I have a challenge: For those who are worried about the survival of public schools, I offer this alternative, which will leave the system not just intact, but stronger. Let school boards choose school operators who offer the best programs for the best deal. Open up the bidding on school contracts to private, for-profit, nonprofit, secular or religious groups. If the principal and teachers of the school think they can do a better job, let them bid also.

They'll have lots of money - the more than \$6,000 that is spent annually on each Chicago student, for example. Bids higher than that would be rejected. Schools would have to meet the system's academic standards; no McVeighs allowed.

I bet that groups galore would do it for less, and do a better job - Marva Collins and the Catholic schools, for example. Parents who don't like their kids being taught by one contractor can send their kids to another school of their liking. Call it privatization, competition, school choice or whatever. It's a lot better than the straitjacket that the Secular Left wants us to wear.

Dennis Byrne is a member of the Sun-Times editorial board. ■

60. The Boston Globe

06/18/98; Edition: City Edition; Section: OP-ED; Page A27

Kerry's lost message

By Jon Keller

Poor, luckless John Kerry. Minutes

before he gave the best speech of his political career on Tuesday, the Louise

Woodward decision came down, siphoning the TV crews out of the hall

like a tornado emptying a birdbath. Haven't seen bad news cycle luck like that since Bill Weld jumped into the governor's race just as Charles Stuart jumped off the Mystic River Bridge.

Too bad for Kerry, who took a step toward establishing legitimate presidential candidate credentials by shedding his past persona as a defender of the public education status quo.

As recently as his 1996 reelection campaign against Weld, Kerry was a faithful regurgitator of party and teachers union dogma: Don't blame teachers, and don't panic by indulging in school choice, charter school expansion, vouchers, or any other reform initiative that might encroach on the existing public school monopoly. He thoroughly trashed Weld for suggesting that Kerry's alternate "solution" — spend more money — was

Is that fair? After all, going back to the anti-Vietnam War days, Kerry has a track record of trying to shake up a somnolent Democratic establishment. But Kerry's famous 1992 speech at Yale criticizing affirmative action as "inherently limited and divisive" resulted in no real change in either his party's agenda or his own.

For all the bold rhetoric, some of Kerry's punches on Tuesday did seem pulled. He dismissed vouchers as a sign of "giving" on public schools, and notes that "there are not enough private schools

part of the problem.

But Tuesday Kerry offered a brave and scathing critique of his own party and its powerful union pals for becoming "stuck in ideological cement of our own mixing." He called for public school choice, an end to teacher tenure, and the scrapping of stultifying collective bargaining agreements that handcuff local reformers. He wants to junk the old certification rules that narrow the teacher pool and allow any qualified college graduate to compete for these key jobs.

Kerry said what no other member of the Massachusetts delegation will — that his party's current education reform homilies are pap. The favorite Democratic line of the moment is how we need to invest in fixing up school buildings, admittedly a worthy goal. But as Kerry noted, the emphasis makes to save a generation from a crisis of mediocrity and outright failure." Yet, while observing how frantic poor parents are to rescue their children, he offered no alternate, short-term escape route. The fundamental debate over neighborhood schools and the busing catastrophe that prompted it went unmentioned. And for all his protestations that money alone is not reform, Kerry can't bring himself to use money as leverage to force reform on reactionary unions and bureaucrats. He wants choice but promises "emergency

Democrats sound "as if the problem of kids graduating from high school who can't read or write can be solved with bricks and mortar alone. . . . Let us compete over curriculum and the quality of our extracurricular activities — not over caved-in ceilings or broken pipes."

And how about this quotable quote: "The truth is teachers and schools have been stripped of disciplinary tools and will as the nation experimented with value neutrality, disarming before the political correctness police, leaving a morality and value vacuum."

Ronald Reagan? Are you in there? No, just a grandstanding presidential wannabe, according to Steve Gorrie, president of the Massachusetts Teachers Association. "He was playing to a national audience rather than a Massachusetts audience," said Gorrie. assistance" to rotten systems. It's a naïf's view of what makes public bureaucracies react.

But why quibble? Kerry's willingness to chop down a few trees is welcome relief from the overgrown bog of Democratic dogma on education reform. Then again, if a tree falls when no TV camera is around, does it make a sound?

Jon Keller is political analyst for WLVI-TV's "Ten O'Clock News."

■

61. IntellectualCapital.com

June 18, 1998

Schoolgirls, Sex and Speech

By Nadine Strossen

Long Island school officials recently banned three of the most popular magazines for teenage girls — Seventeen, Teen and YM — from the middle-school library after some parents relayed their priest's charge that these magazines "go against what we believe is the truth about sex as Catholic Christians." The officials ignored the conclusion of educational experts that the magazines provide factual information about sex that is particularly valuable for adolescents.

This is just one more example of the constant efforts, by government officials all across this country, to deny young people access to sexually oriented materials "for their own good." That refrain has been echoed by the many government officials who have sought to censor the Internet.

Kids and the Constitution

In striking down the federal

government's effort to criminalize "indecent" or "patently offensive" cyberspeech under the Communications Decency Act (CDA) last year, the Supreme Court did not reject the pervasive presumptions that such material would be harmful to minors and that, consequently, the government could lawfully bar minors from seeing it.

Instead, the Court held that the CDA violates the First Amendment because, given the diffuse nature of cybercommunications, the ban would extend to adults as well as minors. The Court therefore followed precedents involving other media, holding that the government may not pursue its interest in "protecting" minors from sexually oriented expression through measures that deprive adults of such expression, too.

I certainly concur with the Court's rationale — as far as it went. And I'm proud that this historic decision will go

down in the history books under the name of *Reno v. ACLU*. The ACLU's argument for freedom of cyberspeech went further than the Court's rationale, though, and championed the rights of not only of adults, but also minors.

Both the Long Island school case and the rush to censor cyberspace — as well as the countless other government initiatives that "shield" minors from sexually oriented expression — reflect two widespread, but wrong, assumptions: first, that young people have few, if any, constitutional rights to free speech; and second, that any such rights should not extend to sexual expression, since that expression is harmful to minors.

Young people do have constitutional rights, which are entitled to special respect. As the Supreme Court noted in 1976, "Constitutional rights do not mature and come into being magically only when one attains the state-defined age of majority."

Significantly, the Court made that observation in a case that upheld another aspect of minors' rights in the area of sexuality — their reproductive freedom. Likewise, in a 1975 case that specifically concerned minors' exposure to sexually explicit "adult" films, the Court declared that "minors are entitled to a significant measure of First Amendment protection."

Moreover, a landmark 1943 decision stressed that public-school officials have an important responsibility to honor young people's constitutional rights, explaining: "That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not

[A]t least some of the material subject to ... the CDA may contain valuable literary, artistic or educational information of value to older minors as well as adults. ... [T]he government has made no showing that it has a compelling interest in preventing a seventeen-year-old minor from accessing such images. By contrast, plaintiffs presented testimony that material that could be considered indecent ... may be critically important for certain older minors.

As Judge Sloviter indicated, the ACLU introduced evidence that — far from being inherently harmful to minors — sexually oriented expression can be beneficial, at least for older minors. Given that a majority of teenagers are

to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes."

Government "protection" backfires

The reflexive assumption that "indecent," "patently offensive" or other sexually oriented materials are innately dangerous to young people is so entrenched that, in *Reno v. ACLU*, the government did not even bother to introduce any evidence to this effect. Nor did the Supreme Court cite any evidence or reasoning to support this assumption. In effect, most of the judges simply followed a procedure called "judicial notice": taking note of facts that are so sexually active, information about sexuality is vitally important to them. In light of the record-breaking numbers of unplanned teen pregnancies in the U.S., information about contraception and abortion promotes minors' welfare. In light of the tragically rapid spread of HIV and other STDs among teen-agers, information about safer sex protects their health and literally saves their lives. In light of the heartbreakingly high number of suicides among lesbian and gay teens, information about sexual orientation is also life saving. Nonetheless, the CDA criminalized all such information for the "sake" of minors.

Not a member of the family

To be sure, parents have not only a responsibility, but also a constitutional

widely accepted and undisputed that no evidence is deemed necessary to support them. A typical fact of which a court could appropriately take judicial notice is that the sun rises in the east.

In contrast, it is hardly an incontrovertible fact that young people are harmed by seeing sexually oriented expression, even expression that might be considered "indecent" or "patently offensive." This point was forcefully made by one of the lower court judges in *Reno v. ACLU*, Dolores Sloviter (unfortunately, her enlightened views on this point were not endorsed by any other judge who ruled on the case):

right, to shape the education, upbringing and values of their own children. Therefore, parents may certainly discourage their children from reading particular magazines or visiting certain Web sites. Furthermore, parents may teach their own moral or religious views about sex to their own children. On such deeply personal matters, though, just as our government should not be "Big Brother" to adults, it likewise should not be "Big Daddy" or "Big Mommy" to young people.

Nadine Strossen is president of the American Civil Liberties Union. She is a contributing editor of IntellectualCapital.com. ■

EDITORIAL

62. St. Petersburg Times

June 19, 1998

A constructive school plan

Solving Florida's school crowding crisis is everyone's priority but no one's problem. Rather than provide adequate funding to build hundreds of urgently needed schools, the Legislature has been content with pay-later construction schemes and fudged enrollment numbers. Against this backdrop of denial and obfuscation, it was refreshing to see the Hillsborough County school district unveil a construction plan grounded in reality.

Hillsborough's half-billion-dollar plan calls for building 21 schools in five years, down from an earlier timetable of 15 years. The urgency reflects the continuing growth of an urban county. School officials deserve credit for putting

an honest number on the table during an election year. Candidates for state and local office now must offer clear-eyed solutions, not platitudes about taxes.

The \$465-million price tag does not include the millions more it will take to acquire new school sites, or the additional millions needed to repair some older schools. All told, Hillsborough needs close to \$1-billion. That assumes schools can be built to accommodate more students and constructed more cheaply than in the past.

The classroom gap in Hillsborough is notable only for its depth. In Dade, Broward and the other large counties, school principals are stuffing kids into classrooms like clothes into an

undersized suitcase. Portables also are proliferating in historically rural Florida, where young families have gone to escape the crowded conditions of the urban counties.

Partisans have stalled workable solutions by framing school crowding as a debate over taxes. That is where Hillsborough's plan is particularly constructive. It focuses attention on the magnitude and inevitability of the job at hand. Hillsborough today could fill nearly half the 21 schools it plans to open by 2002.

Jim Hamilton, the assistant schools superintendent in Hillsborough who oversees construction, is right to declare: "New solutions are in order." His plan

gives voters the ammunition they need to confront School Board and legislative candidates in the fall elections.

The timing could not be better, as 51

"critically overcrowded schools" in Hillsborough will reopen just weeks before the September primary. Crowding will not end until politicians pay a price

for not delivering on empty commitments.■

63. Baltimore Sun

June 19, 1998

Teaching the teachers more about reading

Certification: State requirements will improve chances that children can read well.

GOOD reading instruction can often make the difference between a child's success and failure in school. Yet, as is apparent in test scores, the preparation and professional development required of Maryland teachers has not given them adequate grounding in the basics of reading instruction.

Next week, the State Board of Education will vote on a proposal to ratchet up the level of reading instruction knowledge that teachers must have to be certified in Maryland. In our view, adopting these requirements is a no-brainer, especially for a state that so far has shown admirable determination to give teeth to all the talk about accountability in education.

If teachers, principals and school systems are responsible for ensuring that

their students achieve at grade level, then it makes sense to expect colleges and universities to give future teachers the training they need to accomplish the single most important task in education — ensuring that their students are literate.

Schools of education may resent these proposals as interference with their cherished independence. But those concerns are scant comfort for neophyte teachers. Imagine their plight when they first face a roomful of youngsters and discover that nobody prepared them to spot Susie's difficulty with letters, or taught them why Johnny will never decode even the simplest story without a strong understanding of letters, sounds and how they fit together.

The proposal before the board would require candidates for certification as elementary and middle school teachers to earn 12 credit hours in reading

instruction. Secondary teachers would be required to earn six credit hours. Similar requirements for recertification will prompt significant changes in professional development programs in each jurisdiction.

Some critics have suggested that performance-based exams would be a better way to ensure that teachers are better equipped to provide reading instruction. In fact, those exams would be the perfect complement to these course requirements. But by themselves, they would solve nothing.

The board is tackling these challenges in the right order — first, making sure teachers have sound instruction in teaching reading, then testing their ability to deliver the goods in the classroom.

A positive vote on the proposed course requirements will be one more important step on the road to school reform.■

64. The Washington Post

06/19/98; Edition: FINAL; Section: Editorial; Page A24

Superintendent, Not Supplicant

NEW D.C. SCHOOL Superintendent Arlene Ackerman has reached a familiar stretch in the road on her way toward reforming the city's public schools. It is a place well recognized by every superintendent who has tried — and failed — to overhaul a school system known for resisting change. Some school activists apparently fear that Mrs. Ackerman's school reform efforts will run aground because she is not spending enough time seeking cooperation from the system's change-resistant bureaucracy. "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," said Mrs.

Berlin. Therein, we think, lies a major flaw in the school system.

Shortly after arriving on the scene, every new senior city official discovers there is a vast difference between giving orders and having them faithfully carried out. The school system's bureaucracy is among the city's most hard of hearing. Petty school administrators, accustomed to being treated as worlds unto themselves, are known for responding to a superintendent's directives with all the urgency given to fortune cookie messages. It is that official culture the new superintendent is up against. If there is to be a complete turnaround in D.C. public education, those ways must change.

Fortunately, Mrs. Ackerman isn't in this struggle by herself. Other key stakeholders — notably parents, the business community and other city officials — have an interest in seeing school reforms succeed. While it is important for Mrs. Ackerman to enjoy the support of mid-level school employees and principals, it is equally necessary for them to recognize who is now in the driver's seat. Insubordination in the form of dilatory actions designed to delay change is not an option. If necessary, the city's elected leaders and financial control board should help drive home that point. The superintendent shouldn't have to beg. And we have a feeling this one isn't going to.■

65. Bangor (Maine) Daily News

06/18/98

Threats not funny

Regarding the threats made by Luke Eaton in his Blue Hill yearbook; he should be suspended. He wanted people to take what he said as a joke. Walk into any airport anywhere in this country and joke that you have a bomb. See how many people laugh. You'll be doing hard

time in prison.

In the wake of so many school shootings, you just can't make idiotic comments like this. If it can happen in small towns in Mississippi and Kentucky, it can almost surely happen in Blue Hill, Maine.

My cousin (who will be graduating in this class) knows this student and says he would never hurt anyone, that he's a nice guy. Gee, that's exactly what they said in Mississippi and Kentucky, after the bloodshed. Michael B. Marshall Belfast, Maine■

66. Bangor (Maine) Daily News

06/18/98

Levels of violence

This time, it was Virginia. This time, the 14-year-old gunchild missed his primary target and merely wounded two. This time, one more time, it did not happen here.

Here's a few things that have happened here recently in insulated, innocent Maine: A Newport middle schooler is charged with threatening to kill his principal; two teens hide a cache of 13 stolen guns near the elementary school in Hartland; a Brunswick eight-grader threatens to kill his principal with a baseball bat less than a week after the principal's window was shattered as he sat at his desk. The Thomaston Grammar School is trashed by young vandals; death threats are scrawled on blackboards.

Down in Blue Hill, a George Stevens Academy senior uses his yearbook entry to launch a violence-laden tirade, wishing gruesome death upon all not in his immediate circle of friends. Instead of expulsion, he is celebrated, he is cheered at commencement, he pumps his fists as he accepts his diploma. His only regret is that this little misunderstanding might remain on his permanent record.

After all, he says, it was just a joke. Only they're not laughing in Springfield, Jonesboro, West Paducah, Pearl or any of the other towns too steeped in grief to see the humor. Nor are they laughing in schools across this state, where teachers report a shocking rise in violent words and deeds, where many say a new feature has been added to the common fire drill — students pretending to shoot each other.

But something else is happening in

Maine; somebody is trying to do something, trying to find a way to end the heartbreaking cycle of alienation, despair and violence afflicting this forsaken generation. The newly expanded University of Maine Safe Schools Committee is enlisting a growing number of educators, jurists, police, medical professionals and clergy in its search for answers.

The answers won't come easily; at this point, it's mostly questions. What level of violence in schools should be the primary concern? Should it be the weapons violence that still is a rarity; the physical violence that increases daily; or the verbal violence that permeates, the taunting, the insults, the threats? If schools are to draw a line, where should it be drawn?

Where, the committee asks, does school violence — which isn't taught in school, but just manifests itself there — come from? Is it from dad, coming home every night with abuse on his mind? Is it mom's road rage? Is it the bottomless swill of gore and belittlement that pours from TV and movie screens? How many more tragedies will occur before society gets serious about raising its children?

In trying to grasp the scope of the problem, this committee is doing a job of vital importance, but laying the groundwork for a permanent solution won't help much when school reopens next fall. Immediate action is needed, a quick fix, a temporary, even if imperfect, palliative is urgently required. That means legislation, but Maine's political leaders have been strangely silent.

Yes, Maine aggressively prosecutes

hate crimes, but none of the schoolhouse massacres have been connected to racial or sexual bias. Yes, the Communities for Children Project helps build partnerships between schools and caring adults, but such programs have no appeal to adults who do not care. There simply is not time to continue to preach to the choir.

Other states are debating requiring a mandatory 72-hour psychological evaluation for any student bringing a weapon to school. Why isn't Maine? Selling illegal drugs on school grounds is a far more serious offense than selling the same amount of the same drugs elsewhere. Why not make the same distinction for assault, terrorizing, threatening or harassment, why not elevate those offenses if committed at school?

Of course, this would have the immediate effect of further burdening already overworked police officers, it would jam up already overcrowded court dockets. But if nothing else, perhaps the sight of more violence-prone teens ending up not in the principal's office but in a real criminal court before a real judge might expose Maine's juvenile justice system for the empty, underfunded shell that it is. It might even force society to take responsibility for the behavioral problems it creates and then dumps upon the schools.

Thankfully, this horrifying school year is over. The UM committee will work through the summer, doing valuable work for the long-term. Those who have command over the short-term must get busy. The summer in Maine is short; September is just around the corner.■

67. The Salt Lake Tribune

06/18/98Section: Opinion; Page A14

No Need for Teacher Tests

Utah may be one of only seven states that do not require teachers to pass a formal test before being allowed to run a classroom, but there is nothing wrong with that unless image is more important than substance.

Utah's teacher certification process already is a rigorous, comprehensive one. All teachers must be certified, and special endorsements are necessary, depending on what grade levels or types of students they teach.

For example, there are elementary certificates for grades K-6, secondary certificates for grades 7-12, special-education certificates, early childhood education certificates for kindergarten teachers. There are even certificates for administrators, counselors, librarians, social workers and psychologists who work with students.

Indeed, Utah's certification process

arguably is too restrictive in some areas, particularly in support areas. If it needs anything, it is periodic examination and adjustment to ensure a balance between theory and practice, and to guard against a propensity to lean too heavily on pedagogy.

Of course, there is the image problem. If most states conduct such tests for teachers and Utah does not, it can make Utah look bad and lackadaisical about the quality of its public schools.

But Utah should be used to image problems and invidious comparisons when it comes to public schooling. For years, it has been near or at the bottom in per-pupil expenditures. Despite higher than average taxation for a Great Basin state, the figure continually dogs Utah mainly because of the state's high birthrate and large number of school-age children.

All this is not to say there is no need for improvement. Greater effort should be made to see that secondary teachers are well-versed in the subjects they are assigned to teach. Research and common sense indicate that teachers knowledgeable and enthusiastic about their subjects have a greater ability to impart this to their students than those who are not. But this problem has more to do with administration than teacher training because teachers sometimes are assigned to teach subjects outside of their academic background. To be certified, secondary teachers must have a major or minor in their subject area.

Given the scope of Utah's teacher certification system, the imposition of an additional gate-keeping test would not lead to any teacher improvement. However popular nationally, such a test for Utah teachers would be superfluous. ■

68. The Detroit News

06/18/98; Edition: Final; Section: Editorial; Page A10

Micromanaging the Colleges

State Rep. Deborah Whyman's bid to end racial preferences in state universities has embroiled her in a silly battle with her legislative colleagues. Rep. Whyman, R-Canton, recently attached an amendment banning racial preferences in university admissions and hirings to the appropriations bill for higher education. But Rep. Derrick Hale, D-Detroit, has amended her amendment to keep racial preferences alive.

Both her amendment and Rep. Hale's response, however, are dubious. The state Constitution gives state universities broad discretion in the administration of their funds. Each university governing board, according to the Constitution, shall have "direction of all expenditures from the institution's funds."

Rep. Whyman, it is obvious, is seeking her political fortune by marketing herself as an implacable foe of racial preferences. But her tactics are less

Rep. Whyman should await the courts' decision or pursue other means to discourage the use of racial preferences. Her attempt to dictate admissions policies

laudable than her cause. This time they appear calculated more toward promoting her upcoming bid for the state Senate.

Along with the amendment to the appropriations bill, Rep. Whyman authored an amendment to another bill to end preferential promotions, hiring and contracting at state-funded community colleges. Although the bill was approved by the House and is in conference, Rep. Whyman has yet to produce concrete evidence showing that racial preferences are a big problem at any community college.

Sen. John Schwarz, R-Battle Creek, who heads his chamber's appropriations subcommittee for higher education, should make sure that these amendments are scrapped before the bills emerge from conference.

Certainly, the University of Michigan's rigid use of racial preferences is troubling. And recent reports that the merely provoked an opposite and equally unwise reaction. Even without Rep. Hale's foolish response, however, attempting to micromanage the state

U-M provost, Nancy Cantor, used her discretion in 36 out of 42 cases to grant admission to white candidates does not compensate for what appears to be systematic racial bias in the university's general admissions policy.

As Terry Pell of the Center for Individual Rights, the group behind two lawsuits against the university's admissions policy, responded, "Minorities get the points automatically based on skin color. Other students can only get the points based on some demonstrated hardship."

The U.S. Court of Appeals for the Fifth Circuit held in the Hopwood case that the University of Texas law school's admissions policies that gave race undue consideration violated the equal protection clause of the U.S. Constitution. It remains to be seen if local federal courts will take a similar view of U-M's practices.

universities through the appropriations process is bad public policy. ■

69. Raleigh News & Observer

June 18, 1998

Catch up to keep up

North Carolina community colleges are in dire need of more funding for equipment, technology and people. It's in the state's best interest to make this farsighted, sensible investment.

The figure is \$100 million-plus and counting. That's the amount North Carolina's community colleges need to update their equipment and technology if they are to fulfill the mandate of training high-skill workers. Additional money is needed to hire more people to run the technology: The legislature allots only one technology support position per college, far short of the need in a time when advances in computers require constant updating.

Without this support, says Martin Lancaster, president of the community college system, "The quality of our graduates is going to decline, and North Carolina business and industry will not be able to look to us for the kind of training we have been known for since the system was created. The equipment and technology are changing at a pace far greater than our resources will allow us to replace it."

That means that as North Carolina businesses — and businesses recruited

by the state — call for more high-tech worker training, which they desperately need, the community college system is saddled with low-tech equipment.

"For many years," Lancaster said in an interview, "we could get away with using outdated equipment, because North Carolina business was still using that stuff. But our companies today are turning over their equipment very rapidly."

If the need for equipment is acute, the need for more support staff for technology is both acute and chronic. Without staff members to keep computer equipment going, for example, instructors can't follow through with more courses taught over the Internet, one of the system's major innovations. But because the General Assembly limits the technology people to one per college, some colleges have taken money for instructors and moved it to technology support.

"Central Piedmont in Charlotte has 27

technology support people," Lancaster said, "so that means they had to transfer 26 positions from the instructional to the support side. That's robbing Peter to pay Paul, and that robbery is resulting in the lowest-paid faculty in the entire South and second only to South Dakota in the entire country."

Just as Lancaster recently has been making his pitch to legislators, University of North Carolina system President Molly Broad has been flying the system's flag in calling for more money, and rightly so. But the community colleges have been suffering from fiscal neglect, and their needs must not get lost in the competition for limited resources.

The community college system is a vital engine in this state's business community. To keep the parts moving, it needs all the resources the state can possibly provide. ■

70. Arkansas Democrat-Gazette

June 18, 1998

His farewell address

Baker Kurrus takes his leave

CHALK UP another loss to Little Rock's public schools, and therefore to Little Rock's future: Baker Kurrus is leaving. Nobody who has followed the decline and always hoped-for rise of public education in Little Rock needs to be told who Baker Kurrus is.

He's one of the good guys, one of the best guys. Year after year he did grunt

Despite those odds, Mr. Kurrus accomplished a lot for Little Rock's schools and was about to accomplish more (he was going to run for the school board) but opportunity knocked in — where else? — North west Arkansas. In Bentonville, to be exact, at Wal-Mart. He's not going away mad, just going, and everybody who cares about Little Rock's schools will wish him and his well, and will envy Northwest Arkansas his dedication. Our thanks for a job done superbly. Give us seven Baker Kurruses

work for the schools his kids went to — like any other good parent — but he did a lot more. He led, he proposed, he praised, he criticized, he pointed out problems (which is easy) and worked to solve them (which is much harder) despite an obdurate bureaucracy (which is maddening) and an apathetic public (which is frustrating).

on Little Rock's school board and public education would come back in the capital city quicker'n you could say Quality Education.

EVEN IN leaving, Baker Kurrus has performed a service by talking about the schools in the most candid, that is, constructive way. We all need to do that. Instead of just sigh, shrug, and give up. Put together his comments in an interview with the Democrat-Gazette's Cynthia Howell, and you've got one heckuva farewell address, a stirring

Let's not even go into the plague of lawyers and decades of inchoate court rulings that have reduced public education in some places from a basis of civilization to just another shoddy adversary process. Dedicated parents and leaders like Baker Kurrus have had to deal with it all.

charge to the graduating class, an astute analysis of the school system's problems, and an agenda that needs to be followed — now.

Because just now a rare a window of opportunity is open for public education in Little Rock, and, unless the school district and the public can be galvanized into action, it will be too late. Now's the time a new superintendent is coming in, neighborhood schools are coming back, the courts and even the plaintiffs are recognizing that desegregation doesn't

have to be deconstruction, the times are good enough so people can afford to tackle even chronic problems, and, glory be, even the school board seems to be working together. To quote Baker Kurrus: "Those are things you don't always have. The stars only line up this way very seldom."

Carpe diem! Seize this moment. When is Little Rock going to organize that community-wide congress suggested in the fine but much ignored study of the public schools put out by the University of Arkansas at Little Rock? Or is that study going to become just another forgotten paper on the shelf? (Our copy is already attracting cobwebs.) Is the dream of rallying community-wide support behind the schools going to be scuttled on the shoals of the usual bureaucratic turf wars? Does anybody care?

On his way out, Baker Kurrus has warned us: "You don't see the bold action that people are waiting on. A lot of things are happening behind the scenes that are very good, but the community doesn't perceive any major changes and major improvements. If we want a community-based school district, then we have to demonstrate action that inspires and invigorates a community."

Unless the city gets its education act together—now—this moment will pass unseized, and an already too pervasive impression will be set in concrete: Nothing can be done.

Baker Kurrus is one of those who has demonstrated that much can be done—if we will disenthral ourselves, and rebuild our schools. If we don't, Mr. Kurrus has

also told us what will happen, and has been happening for some time now. To quote his words to Cynthia Howell:

"I don't want to sound negative, but there is no time to waste. The little elementary school—where my kids have gone and done well—lost a lot of good people this year, good volunteers who made the school better for everybody. It wasn't that those people didn't get what they wanted. It was just that they didn't get anything when they voiced legitimate concerns. All they got was a bureaucratic runaround. They leave quietly, and they don't make a big fuss. But it kills the system when they leave."

Who's paying attention, who's minding the schools? If you're one of those who have asked—about so many things in this throw-away culture—"Where's the outrage?" then you can hear it in Baker Kurrus' almost exasperated voice. "It's unthinkable," as he says, "that public education is almost inconsequential in the city's growth areas. There are people in the real-estate business who don't even know which school districts or school zones that their developments are in because they don't anticipate any public school patrons living in those developments. That's shocking."

And it's all too accepted. Because for years, when the school district should have been building, developing, improving, competing . . . it was bogged down in legal hassles and bitter infighting. And countless families that had better things to do, like educate their kids, were lost to the public schools.

NO AMOUNT of PR is going to keep families in the public schools if they can't be confident their kids are safe and learning. But again and again, efforts to keep the public schools competitive have been thwarted by that old Us. vs. Them mentality.

To quote Baker Kurrus, "it is imperative to figure out a way—with the teachers' union—to get teachers out of the classroom who can't teach. Right now that is not being done. We have good teachers. They are the reasons some people come to our district. But we have some who can't get the job done." Year after year.

Baker Kurrus wants the school system to be teacher-centered (Hooray!) but in order for that to happen, the good teachers have to be given control, and the poor ones got out of the way. They're a menace. That a lot of teachers in the public schools send their kids to private schools should tell us something about the two-tiered system of education we're developing in Little Rock—and across the country.

Experimenting with vouchers and charter schools would be just one way to make the public schools competitive again. So that parents are treated like patrons instead of just bothers when they demand quality. There are many other ways to improve and support education, but they may never be brought up if the whole community—including its political officials and business leaders—doesn't get involved. Because education is much too important to Little Rock's future to be left to the educators. ■

PRESS RELEASES

71. U.S. Newswire

06-18 3:10p Category: Press release

Education Dept. Says New Lower Loan Interest Rates Mean Big Savings for Students

Contact: Stephanie Babyak,
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WASHINGTON, June 18 /U.S. Newswire/ -- Effective July 1, interest rates on new federal student loans will drop almost a full percentage point from the current rate, saving hundreds, even

thousands, of dollars for borrowers over the long term.

"I am pleased that the administration's proposed student interest rate has been adopted, with bipartisan support in Congress, despite a strong lobbying effort begun last year by the banking industry to block the interest rate reduction," said **U.S. Secretary of Education Richard W. Riley**.

In February, Vice President Gore

introduced a plan to go forward with a scheduled loan interest rate reduction promised to students in a 1993 law, while offering private lenders a reasonable return and protecting taxpayers. The low student rate was adopted as part of a temporary, three-month measure recently enacted by Congress as part of the Transportation Equity Act for the 21st Century that was signed into law by President Clinton on June 9.

For new Federal Stafford loans with a first disbursement between July 1 and Sept. 30, 1998, the interest rate will drop from 8.25 percent to 7.46 percent during repayment (7.66 percent to 6.86 percent while the student is in school). The new rate applies to Federal Family Education Loans (FFEL) and Federal Direct subsidized and unsubsidized Stafford loans.

Under the new rates, a typical 4-year college student with a \$12,000 average debt would save \$650 in interest over a standard 10-year repayment period. A graduate student borrowing \$60,000 would save \$3,200 in interest. (See editors' note below.)

The three-month provision will allow Congress and the administration additional time to reach agreement on a permanent interest rate change to be included in legislation reauthorizing the Higher Education Act (HEA). "I urge Congress to act quickly on the reauthorization of the HEA to enact a long-term solution on student loan interest rates. Our goal is to preserve savings for borrowers striving to further their education, while offering lenders a reasonable return and protecting

taxpayers at the same time," Riley said.

The administration continues to oppose provisions that would provide lenders with excessive subsidies -- estimated by the administration at \$2.7 billion over the next five years -- especially during this time of generally low commercial loan interest rates and record banking industry profits. In fact, the Congressional Budget Office and U.S. Treasury Department determined that these provisions could provide returns substantially higher than banks' recent surging overall profit levels. Instead, the administration has proposed to lower lender subsidies and move toward a market-based mechanism for setting interest rates for lenders.

In addition, the administration has also called for the following as part of the HEA reauthorization:

- the "High Hopes for College" initiative that would create partnerships between colleges and low-income middle schools to inspire more young people to complete secondary school and pursue a college education;

- a reduction in the student loan origination fee by one percentage point next year and eliminating these fees

entirely by 2003 for the most needy students;

- an expansion in student aid eligibility for distance learning students at degree-granting schools while ensuring quality through improved accreditation;

- the Learning Anytime, Anywhere Partnership program (LAAP), a \$30 million initiative to support pilot projects that use distance learning and other technologies to deliver quality postsecondary education to students who face time and place constraints; and,

- the deferral of interest on student loans for up to three years for borrowers performing community service for low wages.

"We are committed to working for passage of a reauthorization bill that broadens educational opportunities for all students and ensures that finances are not a barrier to the realization of their dreams," Riley said.

Note to Editors: Savings were calculated using projected interest rates by the Office of Management and Budget for loans with a 10-year maturity at the new interest rate. ■