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SUBJECT: Early Report 10/6: Global Economy/Kosovo

TO: Laura D. Schwartz (Laura D. Schwartz@eop [UNKNOWN])

READ:UNKNOWN

TEXT:

The ongoing series of meetings in Washington to address the financial turmoil in the global economy continued to attract widespread attention in editorials overseas. Most analysts again expressed pessimism concerning the major powers' ability to solve the economic problems facing the world. Some, however, saw as a "flash of inspiration" the U.S. proposal to create a new fund within the IMF to assist nations whose economies are threatened by financial contagion. Singapore's pro-government Business Times urged that the proposal be given "due consideration," but added ruefully: "It is a pity the Clinton administration could not see beyond its nose 12 months ago when there was a better chance of averting a global recession." An Australian commentator likewise endorsed the plan, saying that IMF programs "remain the best antidote to global economic instability." Some European pundits, however, leveled sharp criticism at the IMF and were less supportive of the rescue plan. Munich's centrist Sueddeutsche Zeitung held that the "new rescue operation" had "generated suspicion" among the Europeans and others. Milan's provocative, classical liberal Il Foglio also spoke of differences between the U.S. and European countries, concluding that "a concerted effort on a world scale has not found much room." Meanwhile, Tokyo's business-oriented Nihon Keizai lobbed sharp criticism at the Japanese government and politicians for having

"misdiagnosed" that country's economic health and having adopted "one misguided economic policy after another."

'CRUCIAL TUG OF WAR' ON KOSOVO BETWEEN U.S. AND ALLIES VS. YUGOSLAVIA

Foreign media continued to dedicate widespread attention to developments around Kosovo, highlighting UN Secretary General Kofi Annan's presentation of his final report to the UNSC, and U.S. Envoy Richard Holbrooke's consultation with NATO leaders and most recent warning to Yugoslav President Milosevic to stop the violence against the Kosovars. Many editorials expected little from Holbrooke's visit and continued to urge NATO to act swiftly to intervene in Kosovo, as history has shown that President Milosevic is "once again hosting Clinton's and Yeltsin's envoys, gaining time, and mobilizing public opinion." London's centrist Independent summarized this sentiment: "Unless Holbrooke can achieve some miracle...NATO will have no option but to bomb its way to a settlement." Several commentators judged that failure to act decisively will have ramifications for the credibility of NATO Alliance. Other papers, notably in Russia and China, warned that military intervention may cause deep rifts in the West's relations with Russia. As China's official People's Daily observed, "the tentative partnership between Russia and NATO will suffer." A number of European dailies also emphasized that some capitals in Europe appear to favor a softer wait-and-see approach to NATO strikes, underlining that a policy gap might be emerging between the EU majority, led by Italy, and Britain, Spain, and others, who agree with the harder-line U.S. stance.

BRIEF

-- Syria-Turkey Tensions: 'War Is A Remote Possibility'?

EDITORS: Katherine Starr, Kathleen J. Brahney and Bill Richey

FUND FOR THREATENED ECONOMIES: 'FLASH OF INSPIRATION' AMID THE GLOOM

BRITAIN: "Clinton Lays Down The Law"

The liberal Guardian had this from Washington (10/6): "President Clinton last night sought to take personal control of the effort to head off global financial meltdown by urging the world's finance ministers to act fast. He took the unusual step of meeting finance ministers to urge immediate steps to shore up international growth. The president's involvement in a gathering of finance ministers is highly unusual and was seen as a recognition of how seriously the present crisis is viewed by the White House."

"World's Most Pressing Problem"

The centrist Independent's lead editorial stressed (10/6): "Presidents and finance ministers meeting in Washington seem to have finally, and belatedly, come to the conclusion that there is a crisis in the world economy, that the international regulatory and lending institutions have failed to meet it, and that something drastic needs to be done.... It is also self-evident that the institutions that should have warned, if not actually coped with, this gathering crisis--the IMF, the World Bank and the Bank of International Settlements--have singularly failed in their task....

But...if the international institutions have failed us, it has been as much a problem of leadership as of structure. This week sees the annual meetings of both the IMF and the World Bank. It is time that their chiefs, Michel Camdessus and James Wolfensohn, were called to account, and, in the former's case, replaced."

FRANCE: "Need For Regulated Social Liberalism"

Jean Boissonat argued in regional Ouest France (10/6): "The United States was not able on its own to guarantee the well-being of the financial system born in the seventies. That is the system that needs to be rebuilt. If today's crisis serves only that end, it will have served a purpose.

Bureaucratic socialism has not been shown to be the answer to anarchic liberalism. We are going to have to invent regulated social liberalism. The Clintons, Schroeders, Blairs, Jospins and Prodis of this world will fail in their missions if they do not tackle this."

GERMANY: "The Rich Countries--Clueless"

Centrist Sueddeutsche Zeitung of Munich featured this commentary (10/6) by Helga Einecke: "With a lot of fanfare, Bill Clinton called for a new rescue operation for countries in crisis. It was his suggestion to create the G-22 group in which established industrialized countries meet with emerging economies to discuss new strategies. Such an action plan generated suspicion, not only among the Europeans. For months, the Americans have been refusing to give the IMF more money to deal with the management of financial crises. Some American politicians dislike a

proposal from the French, who want to strengthen their influence in the IMF. Paris is hoping for support from the future German Chancellor Gerhard Schroeder who will soon visit the White House. British Prime Minister Tony Blair likes to talk about a new architecture for the global financial system, but he does not offer any concrete suggestions.... The next test case will be Brazil.... Brazil poses a new opportunity for reasonable action--by private donors, by reformers in all countries, and by the American Congress."

ITALY: "The 'Bigs' Of The World Are Rather Small"

According to an editorial in provocative, classical liberal Il Foglio (10/6): "The Asian stock markets reacted negatively to the G-7's conclusions.... [President Clinton's] proposal to set up a special fund...was disregarded. Indeed, it would be enough that the American Congress pays its \$18 billion dues to the IMF to unblock \$90 billion from other countries.... Clinton's request to the Europeans to cut their interest rates...was rejected.... In other words, the idea of a concerted effort on a world scale has not found much room."

RUSSIA: "Vicious Circle"

Maxim Filimonov noted in reformist Vremya-MN (10/6): "The outcome of the negotiations [with the IMF] is anybody's guess. Things have come full circle: Russia cannot draft a program until it knows for sure whether or not the West will disburse; the IMF cannot disburse money until it knows the government's program. Quite possibly, as often before, the Washington talks will end with the usual assurances of the parties that 'common sense

has prevailed.' But once the experts begin work on the concrete terms of the issue of loans work will drag out for many months. And the government must decide soon out of what sources it will pay pensions, wages and salaries to soldiers, prepare for the winter and finance military orders."

BELGIUM: "Missed Opportunity"

Foreign affairs writer Carl Pansaerts maintained in financial Financieel-Economische Tijd (10/6): "The intensive talks in recent days in Washington did not yield what one was allowed to expect from them. The G-7, G-10 and Interim Committee missed an opportunity to send a strong signal to the world. They skipped the chance to point out the homework and responsibility of everyone in clear and, if need be, strong words. Given the painful circumstances, that would have been easier than ever before. Too bad that that opportunity was not seized in Washington."

DENMARK: "Clinton's Bind"

Center-right Berlingske Tidende featured this editorial (10/6): "Bill Clinton has proposed that new borrowing mechanisms be introduced to help countries suffering from the financial crisis. It is unlikely, however, that Clinton will be able to convince Congress of the need to inject more money into the IMF. Congressional skepticism is, unfortunately, not without foundation. IMF loans place very tough demands on borrowers, and these could be hard to bear for countries which are already under heavy economic pressure."

JAPAN: "Public Funds Must Be Infused Into Ailing Banks Expeditiously"

Business-oriented Nihon Keizai's chief editorial writer Akira Kojima, penned this front-page commentary (10/6): "Non-performing loans, accumulated by Japanese banks, have not only created a credit crunch but have made the state of the national economy even more critical. Given the present circumstances, top G-7 financial officials, meeting in Washington, urged Japan to take swift action to infuse public money into ailing but sustainable financial institutions. Japan must not react negatively to this 'urgent' G-7 request as external pressure ('gaiatsu.')... Both the government and the LDP, as well as opposition party officials, are to blame for their lack of a sense of urgency. Since the collapse of Japan's 'bubble economy,' the government has 'misdiagnosed' the nation's economic health and adopted one 'misguided' policy after another, thus creating an economic crisis.... Relief measures must be taken as expeditiously as possible before these institutions actually go under.... The problem of settling the bad loan issue has been neglected for such a long time that there no longer exist satisfactory or convincing solutions to the problem. One thing is clear.... Japan's failure to reinvigorate these financial institutions at an early date will only hurt the actual state of the national economy and bring the nightmare of a global economic and financial crisis closer to us."

CHINA: "G7 Fails To Take Lead In Turmoil"

Official English-language China Daily commented (10/6): "Financial leaders in search of bold solutions to the global economic chaos wrapped up another weekend of talks offering little

more than vague promises and conflicting ideas on what they should do next. The failure of the G-7 finance ministers and central bankers to produce decisive action and present a united front against the threat of a financial meltdown slowly sank in. And jittery world markets were prepared for disappointment when they reopened yesterday. The strained relations between Washington and Tokyo also showed few signs of improvement following the high-level talks as the G7 urged Japan again to pull itself up by the bootstraps and get its ailing, debt-ridden financial sector sorted out."

AUSTRALIA: "IMF Must Have Support"

The national business-oriented Australian Financial Review opined (10/6): "Beyond a broad pledge of intensified cooperation to keep the global economy growing, the G7's finance ministers and central bankers failed at their weekend meetings to offer anything substantially new to calm the global panic. The most effective way to contain the crisis still remains with the IMF, which holds its annual meetings today in Washington. As demonstrated by the therapy in Mexico, Thailand and South Korea, IMF-style packages can work. The IMF may have failed to anticipate much of Asia's turbulence. It may have even prescribed imperfect policy solutions. But its programs--fully supported by an engaged United States and reform-minded Japan--remain the best antidote to global economic instability."

SINGAPORE: "Clinton's Flash Of Inspiration"

The pro-government Business Times' editorial observed (10/6): "The new

U.S. proposal for a mechanism to provide emergency finance to help vulnerable nations ward off global financial contagion won predictable support from the Group of Seven (G-7) leading industrialized countries. But the hard truth is that, apart from Japan's proposal for a \$30-billion fund to help Asian countries in crisis, there is really little on offer. In fact, the Japanese officials have every right to complain that America's latest flash of inspiration is similar to their own proposal a year ago which was rejected by Washington then.... Certainly, Mr. Clinton's proposal should be given due consideration. But much water has flowed under the bridge since last September.... It is a pity the Clinton administration could not see beyond its nose 12 months ago when there was a better chance of averting a global recession."

INDIA: "Economic Storm-Watch"

The centrist Times of India told its readers in an editorial (10/5): "The U.S. Federal Reserve's reduction of the interest rate last week has not yielded positive results, and the G-7 countries met last weekend to consider the steps to stabilize the present situation.... The world has to wait for the collective wisdom of the G-7.... One hopes that in addressing the systemic problems underlying the current crisis, they will give due consideration to the financial speculators who play havoc with national economies based on vulnerable currencies.... Thanks to the fact that India did not globalize as fast as some advocated, it has to an extent been protected so far from the global economic turmoil affecting other Asian and Latin American countries. That might not be for long, though; the spillover is bound to affect the Indian economy."

ARGENTINA: "Swings And Roundabouts"

An editorial in the liberal, English-language Buenos Aires Herald stressed (10/3): The main reason for the gloom is the increasing certainty of a world recession--quite apart from such major trouble spots as Japan, Russia and Brazil, the crisis has now reached Europe.... The figures involved are truly terrifying--the crisis has cost the world some \$600 billion dollars so far this year and the exposure of the LTCM hedge fund now in trouble is \$200 billion, there are no less than 4,000 hedge funds.... Stock exchanges seem to have become an end in themselves and a veritable casino for the likes of derivatives. Yet while such problems seem beyond the

IMF or even the Federal Reserve, imaginative solutions must be available for each country's problems on the basis of such assets as Russian gold; Japanese capacity or Brazilian privatizations."

BRAZIL: "Power Scheme Will Remain Unchanged"

An editorial in center-right O Estado de Sao Paulo judged (10/5): "Obviously, at stake is a choice between the two ways to negotiate financial reform. The traditional way, preferred by the U.S. government, is to keep the major decisions in the G-7 environment. There may be sessions of a G-22 with the presence of ministers of 15 emerging economies, but this expansion, in practice, will not in any way alter the power scheme. The most powerful it seems will continue, deciding the major issues, with general oversight provided by the United States."

'CRUCIAL TUG OF WAR' ON KOSOVO BETWEEN U.S. AND ALLIES VS. YUGOSLAVIA

BRITAIN: "Not Much Expected From Holbrooke Visit"

BBC Radio told listeners (10/6): "Mr. Holbrooke said he was coming to Belgrade to explain to President Milosevic that the West viewed the situation in Kosovo extremely gravely. It appears that he failed. The talks...were clearly a disappointment to the Americans.... Mr. Holbrooke is now going to Kosovo to meet the ethnic Albanian side. With nothing new from Belgrade, any meeting with the Kosovar leadership seems a formality. Mr. Holbrooke is due back in Belgrade at the end of the day, but it is hard to see what new he can expect from President Milosevic.'

"A Terrible Choice"

The liberal Guardian opined (10/6): "Unless Holbrooke can achieve some miracle of negotiation in Belgrade today, NATO will have no option but to try to bomb its way to a settlement... He has another mission in Belgrade today: to save the credibility of a NATO alliance.... And Holbrooke has one final, crucial mission: to save his (and President Clinton's) outstanding international achievement, the Dayton agreement."

"Action Now"

The centrist Independent carried this front-page editorial (10/6): "NATO must act, and act swiftly, if anything is to be rescued from this sorry debacle of procrastination and pusillanimity... The time for dithering is

over. What is at stake is no longer confined to the containment of a Balkan crisis in Kosovo, or the protection of civilians fleeing to Albania. It is the credibility of the UN, NATO, and, indeed, the whole ability of the international community to bring even half-peace to the world.... The Russians will oppose, the Southern Europeans will quibble. The UN secretary general will try to shift responsibility. So be it. There are those who can act and now have the responsibility to do so. This newspaper has never urged violence lightly. But for the sake of conscience and credibility we urge NATO to unleash the missiles now, before all we have left to view is our own shredded ignominy."

GERMANY: "With Empty Hands"

In centrist Der Tagesspiegel of Berlin, Walther Stuetzle concluded (10/6): "Richard Holbrooke, the American special envoy, meets Milosevic.... But what is the message? Holbrooke will tell Milosevic that the situation is very serious and the patience of the West in tolerating the killing is running out. The ruler of death and life will say that this is not true and that the West should send observers to see for themselves what is going on...and so on and so forth. Holbrooke will stand in front of the cameras with a serious face and declare what everybody already knows anyway.... [E]verybody will know that nothing will change and everything will just continue as before. Holbrooke will come home with empty hands. It would have been better for him to

travel only if threats are followed by action."

BELGIUM: "The UN Ducks Out Of Kosovo"

Edouard Van Velthem wrote in independent Le Soir (10/6): "Mr. Annan, unable to ensure the enforcement of those provisions [in UNSC resolution 1199], contents himself with providing information on the humanitarian situation which, he says, is disastrous.... Similar hesitations were perceptible in Luxembourg where the fifteen ministers of foreign affairs once again failed to hide their differences.... In Washington, Pentagon officials have recognized that 'the prospect of a military intervention seems more remote.'"

ITALY: "Still Too Early For Military Intervention, According To Foreign Minister"

Centrist, influential La Stampa (10/6) quoted Italian Foreign Minister Lamberto Dini's statements from Luxembourg: "It is still too early to talk in a decisive way about a military intervention in Kosovo. We believe there is still room for negotiation and diplomacy."

"Italy Leads the Party of European Doves"

Francesco Manacorda, in centrist, influential La Stampa, noted (10/6): "Foreign Minister Dini was a dove in yesterday's Council of Foreign Ministers in Luxembourg on the situation in Kosovo.... For sure, among the 15 ministers he is not alone in extreme reluctance to military intervention.... It seems that the French foreign minister is rather close to him...and we can also expect that...the German government will be much more lukewarm on the perspective of a NATO military action in Kosovo than

its predecessor.... The louder discordant voice comes from British Foreign Minister...along with tough positions by Spain and Austria."

"Not Everyone Convinced That Military Plans Can Obtain Desired Political Aims"

Arturo Zampaglione observed in left-leaning, influential La Repubblica (10/6): "The Polish Foreign Minister, in his role as OSCE President, announced to Milosevic that the OSCE is very interested in Belgrade's plan, providing European observers are allowed to go everywhere in Kosovo. This might be the last chance for peace...even though, at NATO headquarters in Brussels, a military intervention is being talked about much more than negotiations. Even Holbrooke...made clear that there is no room for negotiation: If Serbia does not obey immediately, NATO will attack.... Concerns exist within NATO and in the relations between Western countries and Russia. Not everyone is convinced that the military plans can obtain the desired political aims."

"Crucial Tug Of War Has Begun"

Ennio Caretto judged in centrist, top-circulation Corriere della Sera (10/6): "Today will be Slobodan Milosevic's doomsday.... Kofi Annan released his report to the UNSC which will meet today.... Faced with Annan's accusation...Milosevic offered a compromise to the West by clinging to an old Russian proposal, and yesterday he invited the OSCE to 'visit the region'.... Ten days before the deadline of the American ultimatum a crucial tug of war between the U.S. and its allies on one side,

and Yugoslavia and Russia on the other has begun."

BULGARIA: "NATO Attack Would Provoke Countermeasures"

Left-oriented Sega commented (10/6): "There are Yugoslav forces in Kosovo. What better reason for NATO to strike Belgrade? Brussels thinks it's not normal for a part of Yugoslav territory to have Yugo-military present. It can even assume it is not necessary to ask the UNSC for permission to attack the Yugoslav 'aggressors' at their home. Possible air strikes without a Security Council resolution would provoke countermeasures, such as terrorist attacks."

CANADA: "The Real Crime"

The Winnipeg Free Press editorialized (10/5): "The West is again waiting and wringing its hands while Serbian President Milosevic turns the province of Kosovo into a charnel house.[D]espite repeated lessons, NATO, the UN--the West, for that matter -- have not learned how to deal with genocide except after the fact. NATO must act now on its threats to stop President Milosevic, and the UN must develop an agreed to procedure to intervene quickly to prevent ethnic conflicts from turning into bloodbaths."

RUSSIA: "An International Theater Of The Absurd"

Valeria Sycheva asked in the reformist Segodnya (10/6): "Can NATO act without a UN mandate? [P]olitical leaders are still making confused and vague statements on that score. The same is true of pinpoint air strikes

to resolve the Kosovo problem. In any case no one has been able to come up with convincing clarifications as to how bombings can help Kosovar refugees to survive through the winter. And for all that, it is obvious that the international theater of the absurd can at any moment become a theater of hostilities, an intervention in a sovereign state without UN sanctions. And this may lead to a shake up of the whole system of international relations with consequences that are beyond conjecture."

SLOVENIA: "Yugoslav President May Be Crazy, But Has A Strategy"

Left-of-center, independent Delo opined (10/6): The Kosovo Albanians have long been waiting for NATO's intervention...which -- they believe -- can bring them autonomy.... The West cannot give them autonomy without endangering...the Dayton order in Bosnia.... A limited attack may even come in handy for Milosevic, to whom human casualties mean nothing. Like in Bosnia, he has done everything to provoke (an attack) to prove that an outside enemy really exists.... Besides, it is the easiest thing to call an eventual bombing of Serbia just another attempt of the American President to direct attention away from his lowered pants. Most probably, the situation has not yet reached this point; therefore, Milosevic is once again hosting Clinton's and Yeltsin's envoys, gaining time, mobilizing domestic public opinion, and improvising.... Yugoslav President may be crazy, but he certainly follows a certain strategy."

SPAIN: "The Right of Intervention"

Conservative ABC opined (10/6): "How much more evidence is needed to demonstrate that, as he has done so many times in the past, Milosevic is

not complying with UNSC resolutions? Yesterday, Kofi Annan issued his report on Belgrade's compliance with UNSCR 1199...in which he acknowledges that 'the great majority' of the atrocities carried out in Kosovo have been committed by Serbian security forces. If this is not sufficient, will we have to wait until it rains cadavers before coming to the realization that the right of humanitarian intervention should be invoked?... But perhaps it would be better to employ force now so that President Milosevic may bear the brunt of his responsibility for having dragged the Balkans through seven years of warfare."

CHINA: "Bombing Is Not The Right Way To Achieve Peace"

Lu Yansong commented in Official Communist Party People's Daily (Renmin Ribao)(10/6): "From a military point of view, Yugoslavia is obviously not strong enough to rival NATO. Military advantages only ensure NATO success in the battlefield; air raid bombings do not guarantee peace in Kosovo. NATO's possible military actions against Yugoslavia will also impair the developing new European security arrangement and cause new turbulence in the Balkan region... If anti-West sentiment surges in Russia, who traditionally has interest in the area, the tentative partnership between Russia and NATO will also suffer."

BRIEF

SYRIA-TURKEY TENSIONS: 'WAR IS A REMOTE POSSIBILITY'?

TURKEY: "War Is A Remote Possibility"

Mehmet Ali Kislali wrote in intellectual Radikal (10/6): "A war between Syria and Turkey is a remote possibility at this stage. Such high intensity conflicts have been abandoned after World War II, and now low intensity conflicts are preferred. Transferring troops to the Syrian border is a means of diplomatic pressure. The solution to this very serious problem will come when Syria realizes how serious it is."

"Ankara's Amateur Policies"

Yilmaz Oztuna wrote a front-page editorial in religious/ conservative Turkiye (10/6): "Ankara so far has pursued amateur, overly optimistic and to a certain extent ignorant policies toward Syria. Our neighbor Syria is an evil itself. Syria will not change its hostility toward Turkey, not until the 28 year-old dictatorship has gone."

SAUDI ARABIA: "Ankara Could Lose Friendship Of All Arab States"

Jeddah-based, conservative Al-Madina had this editorial (10/6): "Ankara could lose the friendship of all the Arab states if it insists on testing its strategic alliance with Israel on Arab territory.... The consequences of Turkish behavior in handling its crisis with Syria cannot...be in favor of Turkey because the implications could be more grave.... We demand a practical Arab position which could help relay a clear message to Ankara."

JORDAN: "The Kurdish Issue Or The Search For A Vital Role"

Chief editor Taher Udwan wrote in independent, mass-appeal Al-Arab Al-Yawm (10/6): "Ever since the end of the second Gulf war and the imposition of sanctions on Iraq, Turkey has sought to play a major and vital role in the Arab region.... It seems that Turkey is looking for another area in which its military forces can work in order to establish a new Turkish role in the Middle East that would earn it some credit with the White House."

"No To The Military Option; Yes To Dialogue"

Pro-government, influential Al-Ray (10/6) editorialized: "To put an end to the Syrian-Turkish standoff, dialogue and straightforward negotiations are required, not guns and missile launchers. The Arab and Muslim countries of this region all agree that Arab and Muslim interests must come first. The Arab League and the Organization of the Islamic Conference have to live up to their responsibility of healing the rift between these two Muslim country neighbors."

QATAR: "Ankara Awaiting Washington's Green Light"

Semi-independent Al-Watan had this editorial (10/6): "Turkey's excuse is that Syria supports the Kurdish rebels, an allegation successive Turkish governments have failed to prove. For its part, Damascus has been calling for dialogue with Ankara for the last two years. No, it seems that the sudden Turkish threat points to unannounced goals, raising suspicion. Otherwise, why would there be mention of the need for a green light from Washington?.... It is clear that the long-term goal of an imminent

Turkish assault is to break the Syrian army's back so that it would come out of the experience ready to sign a compromising peace document with Israel."

FRANCE: "Main Beneficiary Is Netanyahu"

Jean-Pierre Perrin wrote in left-of-center Liberation (10/6): "The main beneficiary of the renewed tension in the Middle East between Syria and Turkey is Netanyahu, because it detracts attention from the stalled peace process, even if he has refrained from giving his support to Ankara.... The tension and Ankara's escalation have proven to what extent Syria has become isolated.... Only Baghdad has openly criticized Turkey.... The crisis will undoubtedly reinforce the two alliances which are forming in the region. On the one hand, the alliance between Ankara, Jerusalem and Amman, and another alliance yet to be born, between Damascus and Baghdad, which is forced to exist because of the Israeli-Turkish rapprochement."

GERMANY: "Attempt To Divert Attention And Signal Washington"

Andrea Nuesse commented in centrist Der Tagesspiegel of Berlin (10/6): "Deploying troops at this point is also an attempt to divert attention for the domestic situation in Turkey and to send a signal to Washington. The Turkish leader is trying to move attention from the disclosures about connections between the government and the mafia. In addition, the country is in a state of heightened alert because of the sentencing of the

Islamic mayor of Istanbul and his banning from politics. Government leaders fear that early elections in April might help Islamic politicians.... In addition, Ankara wants to make clear particularly towards Washington, that the Kurdish question is expressly a Turkish issue and that it will not tolerate any intervention from the outside. The publicly celebrated reconciliation of two estranged Kurdish groups in Washington...was considered an affront by Ankara."

ITALY: "Ankara's Impure Love Affair"

Fiamma Nirenstein wrote from Tel Aviv in centrist, influential La Stampa (10/6): "We could not understand the reasons for the present situation if we do not go back to last Sept. 17 in Washington. There, under American auspices, the Kurds signed a peace treaty between the different factions. This deal...is the latest move in an American commitment to the Kurds.... This has been the case since the U.S. decided to fight its war against Saddam Hussein...by subsidizing his enemies.... For Turkey it is a terrible affront that America helps its enemies.... But while Turkey warns America, though it might seem a paradox, all the Arab countries also warn Turkey not to come too close to the West.... Finally there is a sort of ostentation, a sort of happy dare-devil attitude in the way Turkey shows interest in the Israeli Anti-Arrow system and in the way Israelis smile, show their happiness, especially to their American allies, any time there is a joint training exercise and they can be seen with some Turkish general. This is an illegal love affair...which is unbearable for jealous enemies."

RUSSIA: "Ankara's Reputation For Blackmail And Bluff"

Nadezhda Spiridonova wrote in centrist Nezavisimaya Gazeta (10/6): "Some observers do not rule out that in the event of a full-scale conflict between Syria and Turkey Israel may side with the latter (even if not openly). But hostilities are unlikely to break out. Ankara has long had the

reputation for its adherence to the policy of blackmail and bluff in order to bargain for benefits. Suffice it to recall Turkey's threat to block the process of NATO expansion if it were not admitted to the European Union."

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X' hp x FUND FOR THREATENED ECONOMIES: 'FLASH OF INSPIRATION' AMID GLOOM

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"remain the best antidote to global economic instabil

ity." Some European

pundits, however, leveled sharp criticism at the IMF and w

ere less

supportive of the rescue plan. Munich's centrist Sueddeutsche Zeitung

held

that the "new rescue operation" had "generated suspicion" among the

Europ

eans and others. Milan's provocative, classical liberal Il Foglio

also spoke o

f differences between the U.S. and European countries,

concluding that "a conce

rted effort on a world scale has not found much

room." Meanwhile, Tokyo's busi

nessoriented Nihon Keizai lobbed sharp

criticism at the Japanese government and politicians for having "misdiagnosed" that country's economic health and having adopted "one misguided economic policy after another."

X' hp x 'CRUCIAL TUG OF WAR' ON KOSOVO BETWEEN U.S. AND ALLIES VS. YUGOSLAVIA

Foreign media continued to dedicate widespread attention to developments around Kosovo, highlighting UN Secretary General Kofi Annan's presentation of his final report to the UNSC, and U.S. Envoy Richard Holbrooke's consultation with NATO leaders and most recent warning to Yugoslav President Milosevic to stop the violence against the Kosovars. Many editorials expected little from Holbrooke's visit and continued to urge NATO to act swiftly to intervene in Kosovo, as his story has shown that President Milosevic is "once again hosting Clinton's and Yeltsin's envoys, gaining time, and mobilizing public opinion." London's *centrist* Independent summarized this sentiment: "Unless Holbrooke can achieve some miracle...NATO will have no option but to bomb its way to a settlement." Several commentators judged that failure to act decisively will have ramifications for the credibility of NATO Alliance. Other papers, notably in Russia and China, warned that military intervention may cause deep rifts in the West's relations with Russia. As China's official *People's Daily* observed, "the tentative partnership between Russia and NATO will suffer." A number of European dailies also emphasized that some capitals in Europe appear to favor a softer wait-and-see approach to NATO strikes, underlining that a policy gap might be emerging between the EU majority, led by Italy, and Britain, Spain, and others, who agree with the harderline U.S. stance.

X' hp x

BRIEF

Syria/Turkey Tensions: 'War Is A Remote Possibility'?
EDITORS: Katherine Starr, Kathleen J. Brahney and Bill Richey

FUND FOR THREATENED ECONOMIES: 'FLASH OF INSPIRATION' AMID THE GLOOM

BRITAIN: "Clinton Lays Down The Law"

The liberal Guardian had this from Washington (10/6): "President Clinton last night sought to take personal control of the effort to head off global financial meltdown by urging the world's finance ministers to act fast. He took the unusual step of meeting finance ministers to urge immediate steps to shore up international growth. The president's involvement in a gathering of finance ministers is highly unusual and was seen as a recognition of how seriously the present crisis is viewed by the White House."

"World's Most Pressing Problem"

The centrist Independent's lead editorial stressed (10/6): "Presidents and finance ministers meeting in Washington seem to have finally, and belatedly, come to the conclusion that there is a crisis in the world economy, that the international regulatory and lending institutions have failed to meet it, and that something drastic needs to be done.... It is also self-evident that the institutions that should have warned, if not actually coped with, this gathering crisis—the IMF, the World Bank and the Bank of International Settlements—have singularly failed in their task.... But...if the international institutions have failed us, it has been as much a problem of leadership as of structure. This week sees the annual meetings of both the IMF and the World Bank. It is time that their chiefs, Michel Camdessus and James Wolfensohn, were called to account, and, in the former's case, replaced."

FRANCE: "Need For Regulated Social Liberalism"

Jean Boissonat argued in regional Ouest France (10/6): "The United States was not able on its own to guarantee the wellbeing of the financial system born in the seventies. That is the system that needs to be rebuilt. If today's crisis serves only that end, it will have served a purpose. Bureaucratic socialism has not been shown to be the answer to anarchic

liberalism. We are going to have
to invent regulated social liberalism.
The Clintons, Schroeders, Blairs, Josp
ins and Prodis of this world will
fail in their missions if they do not tackle
this."

GERMANY: "The Rich Countries Clueless"

Centrist Sueddeutsche Zeitung of Munich featured this commentary (10/6) by
Helg
a Einecke: "With a lot of fanfare, Bill Clinton called for a new
rescue opera
tion for countries in crisis. It was his suggestion to create
the G22 group in
which established industrialized countries meet with
emerging economies to dis
cuss new strategies. Such an action plan
generated suspicion, not only among t
he Europeans. For months, the
Americans have been refusing to give the IMF mor
e money to deal with the
management of financial crises. Some American politic
ians dislike a
proposal from the French, who want to strengthen their influence
in the
IMF. Paris is hoping for support from the future German Chancellor
Ge
rhard Schroeder who will soon visit the White House. British Prime
Minister To
ny Blair likes to talk about a new architecture for the global
financial syste
m, but he does not offer any concrete suggestions.... The
next test case will
be Brazil.... Brazil poses a new opportunity for
reasonable action by private d
onors, by reformers in all countries, and by
the American Congress."

X' hp x ITALY: "The 'Bigs' Of The World Are Rather Small"
X' hp x

According to an editorial in provocative, classical liberal Il Foglio
(10/6):
"The Asian stock markets reacted negatively to the G7's
conclusions.... [Presi
dent Clinton's] proposal to set up a special
fund...was disregarded. Indeed,
it would be enough that the American
Congress pays its \$18 billion dues to the
IMF to unblock \$90 billion from
other countries.... Clinton's request to the
Europeans to cut their
interest rates...was rejected.... In other words, the
idea of

a concerted effort on a world scale has not found much room."

RUSSIA: "Vicious Circle"

X`hp x Maxim Filimonov noted in reformist VremyaMN (10/6): "The outcome of the negotiations [with the IMF] is anybody's guess. Things have come full circle: Russia cannot draft a program until it knows for sure whether or not the West will disburse; the IMF cannot disburse money until it knows the government's program. Quite possibly, as often before, the Washington talks will end with the usual assurances of the parties that 'common sense has prevailed.' But once the experts begin work on the concrete terms of the issue of loans work will drag out for many months. And the government must decide soon out of what sources it will pay pensions, wages and salaries to soldiers, prepare for the winter and finance military orders."

X`hp x

BELGIUM: "Missed Opportunity"

Foreign affairs writer Carl Pansaerts maintained in financial FinancieelEconomische Tijd (10/6): "The intensive talks in recent days in Washington did not yield what one was allowed to expect from them. The G7, G10 and Interim Committee missed an opportunity to send a strong signal to the world. They skipped the chance to point out the homework and responsibility of everyone in clear and, if need be, strong words. Given the painful circumstances, that would have been easier than ever before. Too bad that that opportunity was not seized in Washington."

DENMARK: "Clinton's Bind"

Centerright Berlingske Tidende featured this editorial (10/6): "Bill Clinton has proposed that new borrowing mechanisms be introduced to help countries suffering from the financial crisis. It is unlikely, however, that Clinton will be able to convince Congress of the need to inject more money into the IMF. Congressional skepticism is, unfortunately, not without foundation. IMF loans plac

e very tough demands on borrowers, and these could be hard to bear for countries which are already under heavy economic pressure."

JAPAN: "Public Funds Must Be Infused Into Ailing Banks Expeditiously"

Business-oriented Nihon Keizai's chief editorial writer Akira Kojima, penned this frontpage commentary (10/6): "Nonperforming loans, accumulated by Japanese banks, have not only created a credit crunch but have made the state of the national economy even more critical. Given the present circumstances, top G7 financial officials, meeting in Washington, urged Japan to take swift action to infuse public money into ailing but sustainable financial institutions. Japan must not react negatively to this 'urgent' G7 request as external pressure ('gaiatsu').... Both the government and the LDP, as well as opposition party officials, are to blame for their lack of a sense of urgency. Since the collapse of Japan's 'bubble economy,' the government has 'misdiagnosed' the nation's economic health and adopted one 'misguided' policy after another, thus creating an economic crisis.... Relief measures must be taken as expeditiously as possible before these institutions actually go under.... The problem of settling the bad loan issue has been neglected for such a long time that there are no longer exist satisfactory or convincing solutions to the problem. One thing is clear.... Japan's failure to reinvigorate these financial institutions at an early date will only hurt the actual state of the national economy and bring the nightmare of a global economic and financial crisis closer to us."

CHINA: "G7 Fails To Take Lead In Turmoil"

Xinhua Official Englishlanguage China Daily commented (10/6): "Financial leaders in search of bold solutions to the global economic chaos wrapped up another weekend of talks offering little more than vague promises and conflicting ideas on what they should do next. T

he failure of the G7 finance ministers and central bankers to produce decisive action and present a united front against the threat of a financial meltdown slowly sank in. And jittery world markets were prepared for disappointment when they reopened yesterday. The strained relations between Washington and Tokyo also showed few signs of improvement following the highlevel talks as the G7 urged Japan again to pull itself up by the bootstraps and get its ailing, debt-ridden financial sector sorted out."

X' hp x AUSTRALIA: "IMF Must Have Support"

The national business-oriented Australian Financial Review opined (10/6): "Beyond a broad pledge of intensified cooperation to keep the global economy growing, the G7's finance ministers and central bankers failed at their weekend meetings to offer anything substantially new to calm the global panic. The most effective way to contain the crisis still remains with the IMF, which holds its annual meetings today in Washington. As demonstrated by the therapy in Mexico, Thailand and South Korea, IMF-style packages can work. The IMF may have failed to anticipate much of Asia's turbulence. It may have even prescribed imperfect policy solutions. But its programs fully supported by an engaged United States and reform-minded Japan remain the best antidote to global economic instability."

SINGAPORE: "Clinton's Flash Of Inspiration"

The pro-government Business Times' editorial observed (10/6): "The new U.S. proposal for a mechanism to provide emergency finance to help vulnerable nations ward off global financial contagion won predictable support from the Group of Seven (G7) leading industrialized countries. But the hard truth is that, apart from Japan's proposal for a \$30 billion fund to help Asian countries in crisis, there is really little on offer. In fact, the Japanese officials have every right to complain that America's

latest flash of inspiration is similar to their own proposal a year ago which was rejected by Washington then.... Certainly, Mr. Clinton's proposal should be given due consideration. But much water has flowed under the bridge since last September.... It is a pity the Clinton administration could not see beyond its nose 12 months ago when there was a better chance of averting a global recession."

INDIA: "Economic StormWatch"

The centrist Times of India told its readers in an editorial (10/5): "The U.S. Federal Reserve's reduction of the interest rate last week has not yielded positive results, and the G7 countries met last weekend to consider the steps to stabilize the present situation.... The world has to wait for the collective wisdom of the G7.... One hopes that in addressing the systemic problems underlying the current crisis, they will give due consideration to the financial speculators who play havoc with national economies based on vulnerable currencies... . Thanks to the fact that India did not globalize as fast as some advocated, it has to an extent been protected so far from the global economic turmoil affecting other Asian and Latin American countries. That might not be for long, though; the spillover is bound to affect the Indian economy."

ARGENTINA: "Swings And Roundabouts"

An editorial in the liberal, Englishlanguage Buenos Aires Herald stressed (10/3): The main reason for the gloom is the increasing certainty of a world recession quite apart from such major trouble spots as Japan, Russia and Brazil, the crisis has now reached Europe.... The figures involved are truly terrifying the crisis has cost the world some \$600 billion dollars so far this year and the exposure of the LTCM hedge fund now in trouble is \$200 billion, there are no less than 4,000 hedge funds.... Stock exchanges seem to have become an end in themselves and a

veritable casino for the likes of derivatives. Yet while such problems seem beyond the

IMF or even the Federal Reserve, imaginative solutions must be available for each country's problems on the basis of such assets as Russian gold; Japanese capacity or Brazilian privatizations."

BRAZIL: "Power Scheme Will Remain Unchanged"

An editorial in centerright O Estado de Sao Paulo judged (10/5): "Obviously, at stake is a choice between the two ways to negotiate financial reform. The traditional way, preferred by the U.S. government, is to keep the major decisions in the G7 environment. There may be sessions of a G22 with the presence of ministers of 15 emerging economies, but this expansion, in practice, will not in any way alter the power scheme. The most powerful it seems will continue, deciding the major issues, with general oversight provided by the United States."

X' hp x 'CRUCIAL TUG OF WAR' ON KOSOVO BETWEEN U.S. AND ALLIES VS. YUGOSLAVIA

X' hp x BRITAIN: "Not Much Expected From Holbrooke Visit"

BBC Radio told listeners (10/6): "Mr. Holbrooke said he was coming to Belgrade to explain to President Milosevic that the West viewed the situation in Kosovo extremely gravely. It appears that he failed. The talks...were clearly a disappointment to the Americans.... Mr. Holbrooke is now going to Kosovo to meet the ethnic Albanian side. With nothing new from Belgrade, any meeting with the Kosovar leadership seems a formality. Mr. Holbrooke is due back in Belgrade at the end of the day, but it is hard to see what new he can expect from President Milosevic."

X' hp x

X' hp x "A Terrible Choice"

The liberal Guardian opined (10/6): "Unless Holbrooke can achieve some miracle of negotiation in Belgrade today, NATO will have no option but to try to bomb

its way to a settlement... He has another mission in Belgrade today: to save the credibility of a NATO alliance.... And Holbrooke has one final, crucial mission: to save his (and President Clinton's) outstanding international achievement, the Dayton agreement."

"Action Now"

The centrist Independent carried this frontpage editorial (10/6): "NATO must act, and act swiftly, if anything is to be rescued from this sorry debacle of procrastination and pusillanimity... The time for dithering is over. What is at stake is no longer confined to the containment of a Balkan crisis in Kosovo, or the protection of civilians fleeing to Albania. It is the credibility of the UN, NATO, and, indeed, the whole ability of the international community to bring even halfpeace to the world.... The Russians will oppose, the Southern Europeans will quibble. The UN secretary general will try to shift responsibility.

So be it. There are those who can act and now have the responsibility to do so. This newspaper has never urged violence lightly. But for the sake of conscience and credibility we urge NATO to unleash the missiles now, before all we have left to view is our own shredded ignominy."

GERMANY: "With Empty Hands"

In centrist Der Tagesspiegel of Berlin, Walther Stuetzle concluded (10/6): "Richard Holbrooke, the American special envoy, meets Milosevic.... But what is the message? Holbrooke will tell Milosevic that the situation is very serious and the patience of the West in tolerating the killing is running out. The ruler of death and life will say that this is not true and that the West should send observers to see for themselves what is going on...and so on and so forth. Holbrooke will stand in front of the cameras with a serious face and declare what everybody already knows anyway.... [E]verybody will know that nothing will change and everything will just

continue as before. Holbrooke will come home with empty hands. It would have been better for him to

travel only if threats are followed by action."

BELGIUM: "The UN Ducks Out Of Kosovo"

Edouard Van Velthem wrote in independent Le Soir (10/6): "Mr. Annan, unable to ensure the enforcement of those provisions [in UNSC resolution 1199], contents himself with providing information on the humanitarian situation which, he says, is disastrous.... Similar hesitations were perceptible in Luxembourg where the fifteen ministers of foreign affairs once again failed to hide their differences.... In Washington, Pentagon officials have recognized that 'the prospect of a military intervention seems more remote.'"

X hp x

ITALY: "Still Too Early For Military Intervention, According To Foreign Minister"

Centrist, influential La Stampa (10/6) quoted Italian Foreign Minister Lamberto Dini's statements from Luxembourg: "It is still too early to talk in a decisive way about a military intervention in Kosovo. We believe there is still room for negotiation and diplomacy."

"Italy Leads the Party of European Doves"

X hp x

Francesco Manacorda, in centrist, influential La Stampa, noted (10/6): "Foreign Minister Dini was a dove in yesterday's Council of Foreign Ministers in Luxembourg on the situation in Kosovo.... For sure, among the 15 ministers he is not alone in extreme reluctance to military intervention.... It seems that the French foreign minister is rather close to him...and we can also expect that...the German government will be much more lukewarm on the perspective of a NATO military action in Kosovo than its predecessor.... The louder discordant voice comes from British Foreign Minister...along with tough positions by Spain and Austria."

X' hp x

"Not Everyone Convinced That Military Plans Can Obtain Desired Political Aims"

Arturo Zampaglione observed in leftleaning, influential La Repubblica (10/6):

"The Polish Foreign Minister, in his role as OSCE President, announced to Milosevic that the OSCE is very interested in Belgrade's plan, providing European observers are allowed to go everywhere in Kosovo. This might be the last chance for peace...even though, at NATO headquarters in Brussels, a military intervention is being talked about much more than negotiations. Even Holbrooke... made clear that there is no room for negotiation: If Serbia does not obey immediately, NATO will attack.... Concerns exist within NATO and in the relations between Western countries and Russia. Not everyone is convinced that the military plans can obtain the desired political aims."

"Crucial Tug Of War Has Begun"

Ennio Caretto judged in centrist, topcirculation Corriere della Sera (10/6): "

Today will be Slobodan Milosevic's doomsday.... Kofi Annan released his report to the UNSC which will meet today.... Faced with Annan's accusation...Milosevic offered a compromise to the West by clinging to an old Russian proposal, and yesterday he invited the OSCE to 'visit the region'.... Ten days before the deadline of the American ultimatum a crucial tug of war between the U.S. and its allies on one side, and Yugoslavia and Russia on the other has begun."

BULGARIA: "NATO Attack Would Provoke Countermeasures"

X' hp x Leftoriented Segal commented (10/6): "There are Yugoslav forces in Kosovo. What better reason for NATO to strike Belgrade? Brussels thinks it's not

normal for a part of Yugoslav territory to have Yugoslav military present. It can even assume it is not necessary to ask the UNSC for permission to attack the Yugoslav 'aggressors' at their home. Possible air

strikes without a Security Council resolution would provoke countermeasures, such as terrorist attacks."

X' hp x

X' hp x CANADA: "The Real Crime"

The Winnipeg Free Press editorialized (10/5): "The West is again waiting and wringing its hands while Serbian President Milosevic turns the province of Kosovo into a charnel house. ... [D]espite repeated lessons, NATO, the UN, the West, for that matter have not learned how to deal with genocide except after the fact. NATO must act now on its threats to stop President Milosevic, and the UN must develop an agreed to procedure to intervene quickly to prevent ethnic conflicts from turning into bloodbaths."

RUSSIA: "An International Theater Of The Absurd"

Valeria Sycheva asked in the reformist Segodnya (10/6): "Can NATO act without a UN mandate? [P]olitical leaders are still making confused and vague statements on that score. The same is true of pinpoint air strikes to resolve the Kosovo problem. In any case no one has been able to come up with convincing clarifications as to how bombings can help Kosovar refugees to survive through the winter. And for all that, it is obvious that the international theater of the absurd can at any moment become a theater of hostilities, an intervention in a sovereign state without UN sanctions. And this may lead to a shake up of the whole system of international relations with consequences that are beyond conjecture."

X' hp x

X' hp x SLOVENIA: "Yugoslav President May Be Crazy, But Has A Strategy"

Leftofcenter, independent Delo opined (10/6): The Kosovo Albanians have long been waiting for NATO's intervention...which they believe can bring them autonomy.... The West cannot give them autonomy without endangering...the Dayton order in Bosnia.... A limited attack may even come in handy for Milosevic, to whom human casualties mean nothing. Like in

Bosnia, he has done everything to provoke (an attack) to prove that an outside enemy really exists.... Besides, it is the easiest thing to call an eventual bombing of Serbia just another attempt of the American President to direct attention away from his lowered pants. Most probably, the situation has not yet reached this point; therefore, Milosevic is once again hosting Clinton's and Yeltsin's envoys, gaining time, mobilizing domestic public opinion, and improvising.... Yugoslav President may be crazy, but he certainly follows a certain strategy."

SPAIN: "The Right of Intervention"

Conservative ABC opined (10/6): "How much more evidence is needed to demonstrate that, as he has done so many times in the past, Milosevic is not complying with UNSC resolutions? Yesterday, Kofi Annan issued his report on Belgrade's compliance with UNSCR 1199...in which he acknowledges that 'the great majority' of the atrocities carried out in Kosovo have been committed by Serbian security forces. If this is not sufficient, will we have to wait until it rains cadavers before coming to the realization that the right of humanitarian intervention should be invoked?... But perhaps it would be better to employ force now so that President Milosevic may bear the brunt of his responsibility for having dragged the Balkans through seven years of warfare." X hp x

CHINA: "Bombing Is Not The Right Way To Achieve Peace"

X hp x
Lu Yansong commented in Official Communist Party People's Daily (Renmin Ribao)

(10/6): "From a military point of view, Yugoslavia is obviously not strong enough to rival NATO. Military advantages only ensure NATO success in the battlefield; air raid bombings do not guarantee peace in Kosovo. NATO's possible military actions against Yugoslavia will also impair the developing new European security arrangement and cause new turbulence in the Balkan region... If anti-West sentiment surges in Russia, who

traditionally has interest in the area,
the tentative partnership between
Russia and NATO will also suffer."

BRIEF

SYRIA/TURKEY TENSIONS: 'WAR IS A REMOTE POSSIBILITY'?

TURKEY: "War Is A Remote Possibility"

Mehmet Ali Kislali wrote in intellectual Radikal (10/6): "A war between
Syria
and Turkey is a remote possibility at this stage. Such high
intensity conflict
s have been abandoned after World War II, and now low
intensity conflicts are p
referred. Transferring troops to the Syrian
border is a means of diplomatic pr
essure. The solution to this very
serious problem will come when Syria realize
s how serious it is."

"Ankara's Amateur Policies"

Yilmaz Oztuna wrote a frontpage editorial in religious/ conservative
Turkiye (10/6): "Ankara so far has pursued amateur, overly optimistic and
to a certain e
xtent ignorant policies toward Syria. Our neighbor Syria is
an evil itself. S
yria will not change its hostility toward Turkey, not
until the 28 yearold dict
atorship has gone."

SAUDI ARABIA: "Ankara Could Lose Friendship Of All Arab States"

Jeddahbased, conservative AlMadina had this editorial (10/6): "Ankara
could l
ose the friendship of all the Arab states if it insists on testing
its strategi
c alliance with Israel on Arab territory.... The consequences
of Turkish behav
ior in handling its crisis with Syria cannot...be in favor
of Turkey because th
e implications could be more grave.... We demand a
practical Arab position whi
ch could help relay a clear message to Ankara."

JORDAN: "The Kurdish Issue Or The Search For A Vital Role"

Chief editor Taher Udwan wrote in independent, massappeal AlArab AlYawm
(10/6)
: "Ever since the end of the second Gulf war and the imposition of

sanctions on Iraq, Turkey has sought to play a major and vital role in the Arab region....

It seems that Turkey is looking for another area in which its military forces can work in order to establish a new Turkish role in the Middle East that would earn it some credit with the White House."

"No To The Military Option; Yes To Dialogue"

Progovernment, influential AlRay (10/6) editorialized: "To put an end to the SyrianTurkish standoff, dialogue and straightforward negotiations are required, not guns and missile launchers. The Arab and Muslim countries of this region all agree that Arab and Muslim interests must come first. The Arab League and the Organization of the Islamic Conference have to live up to their responsibility of healing the rift between these two Muslim country neighbors."

QATAR: "Ankara Awaiting Washington's Green Light"

Semiindependent AlWatan had this editorial (10/6): "Turkey's excuse is that Syria supports the Kurdish rebels, an allegation successive Turkish governments have failed to prove. For its part, Damascus has been calling for dialogue with Ankara for the last two years. No, it seems that the sudden Turkish threat points to unannounced goals, raising suspicion. Otherwise, why would there be mention of the need for a green light from Washington?.... It is clear that the longterm goal of an imminent Turkish assault is to break the Syrian army's back so that it would come out of the experience ready to sign a compromising peace document with Israel."

FRANCE: "Main Beneficiary Is Netanyahu"

JeanPierre Perrin wrote in leftofcenter Liberation (10/6): "The main beneficiary of the renewed tension in the Middle East between Syria and Turkey is Netanyahu, because it detracts attention from the stalled peace

process, even if he has refrained from giving his support to Ankara.... The tension and Ankara's escalation have proven to what extent Syria has become isolated.... Only Baghdad has openly criticized Turkey.... The crisis will undoubtedly reinforce the two alliances which are forming in the region. On the one hand, the alliance between Ankara, Jerusalem and Amman, and another alliance yet to be born, between Damascus and Baghdad, which is forced to exist because of the Israeli Turkish rapprochement."

GERMANY: "Attempt To Divert Attention And Signal Washington"

Andrea Nuesse commented in centrist Der Tagesspiegel of Berlin (10/6): "Deploying troops at this point is also an attempt to divert attention from the domestic situation in Turkey and to send a signal to Washington. The Turkish leader is trying to move attention from the disclosures about connections between the government and the mafia. In addition, the country is in a state of heightened alert because of the sentencing of the Islamic mayor of Istanbul and his banning from politics. Government leaders fear that early elections in April might help Islamic politicians.... In addition, Ankara wants to make clear particularly towards Washington, that the Kurdish question is expressly a Turkish issue and that it will not tolerate any intervention from the outside. The publicly celebrated reconciliation of two estranged Kurdish groups in Was hington...was considered an affront by Ankara."

ITALY: "Ankara's Impure Love Affair"

Fiamma Nirenstein wrote from Tel Aviv in centrist, influential La Stampa (10/6): "We could not understand the reasons for the present situation if we do not go back to last Sept. 17 in Washington. There, under American auspices, the Kurds signed a peace treaty between the different factions. This deal...is the latest move in an American commitment to the Kurds.... This has been the case since

ince the U.S. decided to fight its war against
Saddam Hussein...by subsidizing
his enemies.... For Turkey it is a
terrible affront that America helps its ene
mies.... But while Turkey warns
America, though it might seem a paradox, all t
he Arab countries also warn
Turkey not to come too close to the West.... Final
ly there is a sort of
ostentation, a sort of happy daredevil attitude in the wa
y Turkey shows
interest in the Israeli AntiArrow system and in the way Israelis
smile,
show their happiness, especially to their American allies, any time the
re
is a joint training exercise and they can be seen with some Turkish
general.
This is an illegal love affair...which is unbearable for jealous
enemies."

RUSSIA: "Ankara's Reputation For Blackmail And Bluff"

Nadezhda Spiridonova wrote in centrist Nezavisimaya Gazeta (10/6): "Some
obse
rvers do not rule out that in the event of a fullscale conflict
between Syria a
nd Turkey Israel may side with the latter (even if not
openly). But hostilities
are unlikely to break out. Ankara has long had the
reputation for its adherenc
e to the policy of blackmail and bluff in order
to bargain for benefits. Suffic
e it to recall Turkey's threat to block the
process of NATO expansion if it wer
e not admitted to the European Union."
#Xx\ P6QyXP#

===== END ATTACHMENT 2 =====

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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Edupage, 13 October 1998. Edupage, a summary of news about information technology, is provided three times a week as a service of EDUCAUSE, an international nonprofit association dedicated to transforming higher education through information technologies.

TOP STORIES

Merger Of Web Measurement Firms Will Smooth Out Differences

OECD Reps Set Guidelines For Internet Taxation

Direct Mail Group Merges With Web Marketers

AMD's New Chip Is Not Off The Old (Intel) Block

Hatching A High-Tech Incubator

ALSO

Amazon To Launch Book Sites In The U.K., Germany

Audio Banner Ads From ValueClick

IBM & RealNetworks To Offer Training/Presentation Products

Honorary Subscriber: Joseph Schumpeter

MERGER OF WEB MEASUREMENT FIRMS WILL SMOOTH OUT DIFFERENCES

New York-based Media Metrix and Atlanta-based Relevant Knowledge, two companies that provide advertisers with statistics on how people use the World Wide Web, and that have often provided vastly different ratings from each other and from the Web sites themselves, have agreed to merge.

Neither

has been profitable. Rich Lefurgy, head of an industry trade group, says:

"It was very hard to understand why 10 of the top 25 sites rated by Media Metrix weren't on Relevant Knowledge's Top 25 list. By bringing together the two companies we will have more credible information." (New York Times 13 Oct 98)

OECD REPS SET GUIDELINES FOR INTERNET TAXATION

Government representatives attending an OECD (Organization for Economic Cooperation and Development) conference in Ottawa have agreed that business should take the lead in developing e-commerce and regulate itself within a framework of support provided by governments. The group also established an

e-commerce tax scheme based on existing principles of taxation, recommending

that no new taxes be imposed that would discriminate against electronic commerce, and suggesting that any taxation take place at the point of consumption. The group agreed that digitized products should not be treated

as a good -- thus software would not be taxed on the value of the diskette

it is stored on, but rather on the value of the content. "This is a big deal for Internet commerce," says a Forrester Research analyst. "To set these proposals for Internet taxation is remarkable. It is one of the biggest issues facing Internet commerce." The OECD group plans to address issues like permanent presence -- for instance, whether the location of a server or Web site implies permanent presence for the purposes of taxation -- during the next year. (TechWeb 10 Oct 98)

DIRECT MAIL GROUP MERGES WITH WEB MARKETERS

The Direct Marketing Association is taking over the Association of Interactive Media, in an effort to adapt its bulk-mailing techniques to cyberspace. Many of DMA's 4,100 members currently restrict their activities to snail mail, but are eager to use the Internet to get their messages out. "They certainly have an interest in finding out how to do things effectively," says the president of DMA. "This acquisition is going to provide for a technology exchange between the two groups." The acquisition has alarmed some privacy advocates who shudder at the thought of unleashing the junk mail experts on the Internet. "The DMA's attitude is to spam the consumers until they scream, and that's not the way things are done in cyberspace," says the president of New Jersey-based Junkbusters Corp. "In cyberspace, the consumer finds the seller, not the other way around." (Wall Street Journal 12 Oct 98)

AMD'S NEW CHIP IS NOT OFF THE OLD (INTEL) BLOCK

Advanced Micro Devices will break new ground next year with a K7

microprocessor that is not patterned after the industry-standard Pentium

II.

"The K7 is the greatest move away from the Intel architecture that AMD has ever attempted," says an analyst at SoundView Technology Group. "They're going down some unpaved ground here." The K7, aimed at the high-end computer market, will fit into the same slot as a Pentium II, but its interface is different, requiring specially designed motherboards and chipsets. Support from other chipset makers will be key to the K7's success, say industry experts, but "it's a chicken-and-egg situation," says one analyst. If the K7 does well in the market, companies likely will support it -- but it is also dependent on that support to do well.

(Investor's Business Daily 13 Oct 98)

HATCHING A HIGH-TECH INCUBATOR

Thursday's opening of the Business Technology Center in Altadena, Calif., marks the debut of the largest high-tech incubator in the state. The 40,000-square-foot center will house between 30 and 50 start-up companies, mostly software and Internet firms, some of which are spinoffs from Caltech and the Jet Propulsion Lab in Pasadena. Incubators assist small businesses in developing business plans, identifying funding sources, and networking into the local business community. "We wanted to reinvigorate the high-tech industry, which had taken such a hit because of defense downsizing," says the manager of regional economic development for the L.A. County Community Development Commission. "The Business Technology Center lends itself to an emerging technology corridor from Cal Poly Pomona to the City of Hope Cancer

Center in Duarte to Caltech to the Huntington Medical Research Institutes

in

Pasadena, then to the Jet Propulsion Laboratory and all the way out to the

media gulch in Glendale and Burbank." (Los Angeles Times 12 Oct 98)

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AMAZON TO LAUNCH BOOK SITES IN THE U.K., GERMANY

Amazon.com is poised to expand its Web presence, opening two new sites in the U.K. and Germany. Amazon's move comes on the heels of German media giant Bertelsmann's announcement that it will purchase 50% of the Internet sales unit of Barnes & Noble for \$200 million. Barnesandnoble.com plans to sell foreign language books via Books Online, the online bookseller that Bertelsmann will launch next month in Germany, France, the U.K. and Benelux.

Amazon has timed its European debut to preempt the opening of Books Online, and plans to extend to European customers the same discounting strategy that

has proven so effective in its U.S. sales efforts. (Financial Times 12

Oct 98)

AUDIO BANNER ADS FROM VALUECLICK

Online advertising firm ValueClick is now offering to place banner ads that

play sound in a variety of formats, including Broadcast.com's,

RealNetworks'

and InterVU's. The ads will include small animated GIFs and a section that

says, "Click here to listen." When users clicks on that banner, it will

transport them to another site that checks for plug-ins and plays the audio.

The ads could be quite effective, says a Jupiter Research analyst, because audio increases emotional reactions to ads: "The real challenge will be having publishers accept this form of advertising." Many users become annoyed by technically complex media gimmicks that slow their download times or cause other technical problems. (TechWeb 13 Oct 98)

IBM & REALNETWORKS JTO OFFER TRAINING/PRESENTATION PRODUCTS

In a joint venture of the two companies, IBM's Lotus Notes and Domino "groupware" products that allow a number of people to work together on the same documents will be combined with RealNetworks' RealSystem G2 audio and video technology. The purpose of the venture is to produce a product that can be used by companies for presentation and training sessions. (New York times 13 Oct 98)

HONORARY SUBSCRIBER: JOSEPH SCHUMPETER

Today's Honorary Subscriber is the free-market economist Joseph Schumpeter, who originated the term "creative destruction" to describe how competition improves the economy by destroying firms and ideas that are no longer viable. For more details, see the very end of today's Edupage.

Edupage is written by John Gehl (gehl@educase.edu) and Suzanne Douglas (douglas@educase.edu). Telephone: 770-590-1017

Technical support for distributing Edupage is provided by Information

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<http://www.educause.edu/conference/c98/c98.html>

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[Note: Edupage editors John Gehl & Suzanne Douglas also write the

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<http://www.newsscan.com/> .]

EDUCOM REVIEW ... is a bimonthly print magazine on information technology

and education ... Subscriptions are \$18 a year in the U.S.; send mail

to: er-subs@educause.edu.

CAUSE/EFFECT ... is a quarterly practitioner's journal about managing and

using information resources on college and university campuses. See the

publications section at <http://www.educause.edu>.

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EDUCAUSE Online is a weekly e-mail notification system that summarizes news and information found on the EDUCAUSE Web site. To subscribe send a message to: LISTSERV@LISTSERV.EDUCAUSE.EDU. Leave the subject area blank and in the body of the message write: SUBSCRIBE EDUCAUSE-ONLINE.

HONORARY SUBSCRIBER: JOSEPH SCHUMPETER Today's Honorary Subscriber is the Austrian-American free-market economist and Harvard professor Joseph Alois Schumpeter (1883-1950), whose analysis of 20th century business cycles, political institutions, and social processes emphasized the role of the entrepreneur as the dynamic figure of economic development.

Among his books are "The Theory of Economic Development," "Capitalism, Socialism, and Democracy," and "A History of Economic Analysis."

He created the term "creative destruction" to describe what occurs when the process of innovation strengthens the system as a whole by making old ideas and technologies obsolete. Rejecting both Marx and Keynes, Schumpeter predicted that capitalism would be an eventual victim of its own success by creating a class of self-satisfied intellectuals who would attack it.

EDUCAUSE, an international nonprofit association dedicated to transforming
higher education through information technologies

===== 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 <01J2X4G65634001K31@PMDF.EOP.GOV>; Tue, 13 Oct 1998 11:05:18 EDT

Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J2X4G210CW001FYD@PMDF.EOP.GOV>; Tue,
13 Oct 1998 11:05:12 -0400 (EDT)

Received: from listserv.oit.unc.edu ([152.2.25.17])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)

with ESMTP id <01J2X4FJEHE000204W@STORM.EOP.GOV>; Tue,
13 Oct 1998 11:04:46 -0400 (EDT)

Received: from SOCKFAULT1@localhost (port 46459 [127.0.0.1])
by listserv.oit.unc.edu with SMTP id <224338-3748>; Tue,
13 Oct 1998 10:57:10 -0400

Received: from educom@localhost by listserv.oit.unc.edu id <222476-3748>; Tue,

13 Oct 1998 10:42:46 -0400

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by listserv.oit.unc.edu with ESMTP id <222626-3754>; Tue,
13 Oct 1998 10:42:12 -0400

Received: from NewsScan (srq-146.packet.net [208.11.100.146])
by largo.packet.net

(Post.Office MTA v3.1 release PO203a ID# 155-36981U510L100S0)
with SMTP id AAA20518; Tue, 13 Oct 1998 10:43:12 -0400

X-Sender: Edupage Editors <educom@listserv.oit.unc.edu>

X-Sender: douglas@mailers.packet.net

X-To: edupage@educause.unc.edu

X-Mailer: Windows Eudora Pro Version 2.2 (16)

X-Filter: mailagent [version 3.0 PL54] for educom@listserv.oit.unc.edu

X-Listprocessor-version: 8.1 -- ListProcessor(tm) by CREN

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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:22-OCT-1998 10:47:00.00

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 education clips.

Carlin Hertz

Education Department public affairs

401-1576

===== ATTACHMENT 1 =====
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id <01J39P8PJIN400494K@PMDF.EOP.GOV>; Thu, 22 Oct 1998 11:11:00 EDT
Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J39P82YX68004LSV@PMDF.EOP.GOV>; Thu,
22 Oct 1998 11:10:19 -0400 (EDT)
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22 Oct 1998 11:09:14 -0400 (EDT)
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by vader.ed.gov (8.9.1a/8.8.4) with SMTP id LAA08604; Thu,
22 Oct 1998 11:08:24 -0400 (EDT)
Received: from ccMail by smtpgwyl.ed.gov
(IMA Internet Exchange 2.12 Enterprise) id 00275C56; Thu,
22 Oct 1998 10:58:37 -0400

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#:\ P#P#October 22, 1998

Headline#\ P\$P# Computers on rise in classroomsHeadline #:\ P%P#
By Tamara Henry USA TODAY

U.S. public schools have jumped onto the information superhighway in a big way, buying a computer for every six students, hooking up most schools to the Internet and trying to find ways to tie technology to the curriculum, says a new study.

But the study by Market Data Retrieval, a technology research firm, focuses solely on equipment and leaves unanswered questions raised by policymakers about whether computers and other technology improve education quality.

Quality is hard to track...There are so many other factors. It's not technology alone that's going to improve a child's learning ability, says spokeswoman Maureen Hance.

Study results, based on a mail and telephone survey of about 33,000 public schools showed a 105% growth in the number of computers for instructional use during

g the past five years, from 3.6 million units in 1992 to 7.4 million today. There were an additional 560,000 computers used by administrators.

The study also found: Schools have made remarkable progress in providing basic computer access to students, reducing a 12-to-1 average student-to-computer ratio in 1993 to 6.3-to-1 in 1998.

There has been a big jump to multimedia computers, defined by the presence of a sound card and CD-ROM drive. In 1997, there were 21 students per multimedia computer. In 1998, there are 14.

44% of all classrooms and 85% of schools have Internet access. In 1996, 32% of schools had access.

Internet use is affected by enrollment, the study found. More than 90% of middle and junior high and senior high schools have Internet access, compared with 82% of elementary schools. But 94% of the largest schools have access.

Publication#W\ P&P# 2. Wired News"Publication" #: \ P'P#October 22, 1998

Headline#\ P(P# Object-Oriented Education? by Burck Smith
Headline #:\ P)P#
A new modular approach to online education, developed by a group of software companies, publishers, and universities, aims to lower the costs of education and improve access to learning.

The group's plan centers around a set of standard technologies collectively known as the Instructional Management System. The standards specify how modules of learning, or "content objects" such as a multimedia explanation of Einstein's relativity, can be classified, distributed, sold, and re-used across the Web.

"The IMS Project ensures that 21st century students can take full advantage of the Internet's content resources," said Carole Barone, vice president of Educau

se, which promotes the use of technology in higher education.

"The ability to access, adapt, and use educational content is an extension of the tenet of academic freedom held dear in our institutions of higher education," Barone said.

Using the Einstein example, a video of his theory might be linked with other modules to create entire courses, said Mark Resmer, director of the IMS Project and associate vice president for information technology at California's Sonoma State University.

IMS will specify standards for searchable HTML meta-data, as well as the e-commerce guidelines that would allow the material to be traded and sold online.

The project's open and object-oriented paradigm differs sharply from today's online educational content, which is often proprietary and tied to a specific software platform or university.

For example, IMS project member WBT Systems, developer of TopClass learning management software, has teamed up with Macmillan Publishing to develop Internet-based courses about the fundamentals of computers.

Under IMS, this content might be standardized, reusable, and more easily distributed over the Web. Project backers believe that this will in turn decrease costs and improve access to education.

"By creating a viable method for compensation for Internet-delivered intellectual property, IMS will spur the development of a market for quality educational materials on the Web," Resmer said.

That market is expected to be sizable.

Experts expect that the learning management software market will mirror the ant

icipated
explosion of the distributed learning market. A June 1998 Lotus Development white paper estimates that the distributed learning market will reach US\$ 10-25 billion by the year 2000, with the potential to reach \$100 billion within the following decade.

Numbers such as these are bringing the big dogs off the porch.

IMS investors include Microsoft, Apple, IBM, Peoplesoft, Oracle, Unisys, Sun Microsystems, Simon & Schuster, International Thomson Publishing, KPMG, the Department of Defense, the Department of Labor, and the Universities of North Carolina, California, and Michigan, among others.

An additional 123 institutions and companies have pledged to develop products and content using the IMS specifications.

The decision to bring in so many investors was a conscious one; an alliance between a Microsoft and a Simon & Schuster, for example, could dominate the educational content and delivery market.

Denis Newman, director of market development for IMS, said that the program must develop quickly, or else content companies and institutions might settle on a number of stand-alone taxonomies and distribution models.

The first set of IMS standards, version 0.5, was released in April. Although the standards won't be ready for prime time until the 1.0 spec is done, sometime in the spring of 1999, companies seem eager to adopt them.

The first IMS-based materials are expected to roll out in the next year or two. International Thomson Publishing has already begun the process of integrating IMS meta-data into its content.

"I imagine that 'content object' standards will evolve like standards in other industries," said Bob Carlton, a senior vice president with International Thoms on Publishing, a textbook publisher and IMS project member.

"The eventual standards will combine standards bodies' work with the users' daily reality to create de facto standards," he said. He expects the IMS brand will eventually be widely recognized by consumers.

Publication#W\ P*P# 3. Wired News"Publication" #:\ P+P#October 22, 1998

Headline#\ P,P# Zapping the High School Market by Oscar Cisneros Headline #:\ P-P#

Before ZapMe! Corporation moved in and set up a free computer lab equipped with Pentium II and satellite-based Internet access, Oakland Tech High School students relied on donated computer parts and a slow Internet connection.

"We had a lot of rebuilt computers but this gives us a chance to use some state-of-the-art systems," said technology instructor Michael Moore. "We had the whole building " 65 classrooms " sharing an ISDN line. Sometimes it snailed and sometimes it wasn't working."

But with the data streaming in from the sky and new computers crunching full-screen video, Michaels said the story has changed. "We've had the program since January and the kids are crazy about it," he said.

Since spring, ZapMe has installed and maintained computer labs at 10 pilot schools in the San Francisco Bay Area, said Frank Vigil, president of ZapMe.

"We believe that students need to have access to the connected computer," Vigil said. "The Internet is an important resource for helping to augment learning in schools."

All the machines house Pentium II processors and essentially serve as Internet kiosks. Their functionality is disabled except for ZapMe's custom-built interface.

ce " a redesigned, Jetson-esque front end for Internet Explorer 4.0, he said.

Schools can choose, on a student-by-student basis, to allow access to the large
r Internet or
to limit surfing to a cache of 10,000 educational Web sites, Vigil
l said.

In addition to chat, message boards, and Web-based email, ZapMe has also seamle
ssly
integrated the Microsoft Office Suite into the interface, providing one-cl
ick access to word
processing in the browser window, he said.

ZapMe is funded through banner ads built into the browser interface, Vigil said
.
Manufacturers also pay an initial "technology placement fee" for prominent sp
ace in the school's
labs.

"It's their product that's associated with this incredible experience " there'
s clearly that
benefit," Vigil said.

While educators may see ZapMe as a dream come true " 15 computers, a server, a
nd
broadband satellite-based Internet access all for free " some see it as a n
ightmare, where
students and schools are beholden to corporate sponsorship and
advertisements.

"It's not the function of public or private schools to deliver a captive audien
ce of students to
corporations," said Garry Ruskin, director of Commercial Aler
t, a Washington-based think tank
founded by Ralph Nader.

"These corporations, like ZapMe, are working for profits. They don't have the s
tudents'
interest in mind."

Ruskin said the manipulative nature of advertising is antithetical to the criti
cal thinking skills
schools are supposed to instill in students. Children, he s
aid, are already bombarded by an
average of 30,000 commercials a year.

"It's a form of propaganda. Advertising does not belong at all in schools. This is all part of the force-feeding of American school kids with ads," Ruskin said.

But Oakland Tech's instructor Moore downplayed the impact of advertisement in his school.

"I'm getting zero feedback on the brand of the monitor or the brand of the PC, and the kids aren't reading the ads," Moore said.

"I think the school has definitely not sold its soul in that the positives outweigh the negatives," he said. "A lot of our students don't have this at home. That's why we're kicking them out of the lab at the end of the day."

ZapMe keeps costs down through standardization, Vigil said. Since all systems are identical in components and configurations, technical support is often less about troubleshooting and more a matter of re-imaging a disk drive through broadband access, he said.

Vigil said the cost of multi-casting data through a satellite stays the same as more schools are added and more revenue is generated through ads.

"Our goal is to get 300 schools by the end of the quarter," he said.

Publication#W\ P.P# 4. The NewsHour (PBS)"Publication" #:\ P/P#October 20, 1998

Headline#\ P0P# Local or FederalHeadline #:\ P1P# PHIL PONCE: Now the view from education's front lines. We get the perspectives of four players with "hands on" experience at the state and local level: two mayors, Republican Stephen Goldsmith of Indianapolis, and Democrat Tom Menino of Boston, and two educators, Lisa Graham Keegan, Arizona State Superintendent of Public Instruction, and Rod Paige, Houston Independent School Superintendent. Welcome all. Let's take it one issue at a time.

First of all, 30,000 new teachers this year. Superintendent Keegan, is that a good thing?

LISA GRAHAM KEEGAN, Superintendent, Arizona Schools: I don't think it's an appropriate role for the federal government. In Arizona what it will mean is approximately one teacher in 1/3 of our schools, and reducing class size, there's no empirical evidence that increases achievement. We have smaller class size now than we did when I was in school, and we have lower test scores. It would have been much better to give \$17 million to Arizona. Let us give it to individual students, and let them choose, let their parents choose the programs that will enhance their education.

PHIL PONCE: Superintendent Paige, class size - reducing class size may not have that much of an impact?

ROD PAIGE, Superintendent, Houston Independent School District: Well, we think reducing class size does have an impact, and we think that additional teachers in the classroom will be of benefit to the Houston Independent School District. We welcome the teachers.

PHIL PONCE: And Mayor Goldsmith, as somebody who's - who has a "hands on" approach towards education, how do you feel about Indianapolis getting extra teachers?

MAYOR STEPHEN GOLDSMITH, Indianapolis: Well, you know, if it's somebody else's vehicle, I think everybody will say they want more teachers, and we'd be pleased to have more teachers, and this is the point, dropping more teachers into a school bureaucracy, a monopoly - as Lisa says, preventing parents from making choices about where their children go to school. The billion dollars - if the federal government is going to spend a billion dollars, it would be better put in the hands of the parents so they could have choices about where their children go to school.

PHIL PONCE: Mayor Menino, better in the hands of the parents than more teachers

in the
classroom?

MAYOR TOM MENINO, Boston: Well, teachers will help us reduce class size, and that's part of the solution. We have choice in Boston, and we want to have parents have choice, but choice is for good schools, and we have reduced class size, you will have good schools, but let me just say there's more to the classroom than just teachers. You have to have after-school programs, before school programs, and that's part of the success story that we're showing in the city of Boston.

PHIL PONCE: And Superintendent Keegan, let's go to issue number 2. The school construction component that did not pass, do schools - do those of you in the front lines need more buildings, renovated classrooms?

LISA GRAHAM KEEGAN: Well, if we do, it's an issue for the state to grapple with, and the way we've done it in Arizona is to say that we're going to put that money with individual students and make sure that all students have access to enough money for capital purposes. It - thank goodness that the capital money coming from Washington did not go through. I think that's a terrible way to answer the need for school classrooms.

PHIL PONCE: A terrible way, Superintendent Paige?

ROD PAIGE: Well, we think that it's pretty clear that there's a big need for additional repair and renovation, only just in school facilities, but back to the idea about school choice and this idea about the new teachers, why do we have to treat this like a zero sum game, why can't we do both? Obviously, we've got to make the schools wonderful schools and productive schools, otherwise, choice is meaningless. So in Houston Independent School District we have a wide system of choice, but we also are going to provide good, sound teaching for our students, and especially in reading.

PHIL PONCE: Mayor Goldsmith, would Indianapolis have liked to have seen money come their way for more schools renovating classrooms?

MAYOR STEPHEN GOLDSMITH: Well, sure, but, again, I think it misses the point. What we want to have is the best, highest quality education for urban children. And that means that if these children have good schools, good principals, good teachers, let's free up those teachers to have more authority, more discretion. If a poor parent's child is trapped in an under-performing school, then that parent should have the same choices that middle class parents have and wealthy parents have, so building a fancier school with a poorly performing bureaucracy is not the answer. The answer is to put pressure on the bureaucracy, decentralize the system, give the teachers the discretion, but, in the end, it's the control parents have over their children, which will produce the most change in the system. A bigger, fancier building might be nice, might be helpful, but it's not the answer.

PHIL PONCE: Mayor Menino, before we get - I'll try to get back to the issue of school choice in vouchers towards the end of the segment - but how about it, would Boston welcome more money for more buildings, better buildings?

MAYOR TOM MENINO: Sure. We have some school buildings in Boston that go back to 1890, but I'm investing capital money in the city of Washington that's neither state nor federal because we have to make sure those schools are educationally ready, and that's what I'm trying to do in Boston, and, you know, everybody talks about choice. In Boston we have a choice plan. 80 percent of our parents get their first choice. But let me just say if you want vouchers, that means you've given up on the school system, you can't do the job. So get out of the business. I want all kids to have equal opportunity to get to all good schools in our system.

PHIL PONCE: Superintendent Keegan, again, I'd like to hold off on speaking specifically about vouchers, for now, but what impact do you see that the partisanship at the national level is having at the state or local level, any, or are you just going about your business?

LISA GRAHAM KEEGAN: We do go about our business. I don't have any issue with the fact that at the federal level we're talking about education. I think it's the number one issue in the country, and that's what's being picked up on. I think what's what we're seeing here. It's just that you have to question the role of the federal government. I think it's a terrific role for the federal government to give statistical information, tell us how schools are performing, to have a very limited role, and when they do spend Arizona's money, giving it back to Arizona, give it back on a per pupil basis so that we can make decisions locally at the state level, ultimately the parent level, about what is most appropriate, and we're seeing increased academic achievement in Arizona. We think that's because of open choice that we have other options I know we'll talk about later, but also strong academic standards and training. Those are the things we want to focus on, and this really just presupposes that the only answer is to put one new teacher in every one out of three of our schools, and I think that's a ridiculous presumption.

PHIL PONCE: Superintendent Keegan, just let me follow up on something you said. You're saying that, in your opinion, the federal government has, what, only a statistical clearinghouse kind of a role, how about policy or oversight?

LISA GRAHAM KEEGAN: I think their best role would be to give us information about student performance across the country. I think that's their best role. From a policy standpoint I certainly think that everybody likes to talk about what works in schools; we do at the state level as well. The bottom line is it gets done in a school; it gets done in a classroom by a teacher; and the best and most powerful way to improve achievement is to make sure that the children themselves live are the coin of the realm, that they're carrying all the money available to

o them; not
that we have my office or certainly not the federal office dictatin
g what's going to happen
between the teacher and the child.

PHIL PONCE: Superintendent Paige, how do you see what the federal government's
role
should be?

ROD PAIGE: Well, from a philosophical point of view, I think the federal govern
ment has
a role to play in education. I think it should be a very limited role.
I think funding is a part of that
role, and we accept that funding. I think th
ere would be some difficulty if they were guiding and
making policy and directi
ng, which we think is a state role, but the - this, what we're doing right
now,
from a practical point of view, is going to have some impact, but it's not goi
ng to solve the
whole problem and make the world safe for democracy. What we've
got to do is create high
performance organizations and get good, committed, an
d caring teachers, and get the job done
in that way. I think this is a step. It
's a step in the right direction, but it's not the total solution by
any means.

PHIL PONCE: And Superintendent Paige, just to follow up, how do you see the - w
hat
impact, if any, is the national debate on - what some people describe, perh
aps rightly, as a very
partisan debate - what impact does it have on your work?

ROD PAIGE: Well, actually we - while the philosophical debate is going along, w
e're going
to be dealing with it from a practical point of view. We know we've
got to create good, efficient
organizations, and we've got to have good teacher
s, and we're going to go ahead and get our
reading program effective, as we're
doing. And in the meantime we are incorporating choice as
well, as is happening
in Boston. We have a wide system of choice, and we like to give parents
as muc
h choice as possible.

PHIL PONCE: Mayor Goldsmith, the federal government's role?

MAYOR STEPHEN GOLDSMITH: Actually, I think the debate in Washington is a helpful one. The future of cities - this is the most important issue - in a post-welfare reform society where every child has an opportunity for a good education - reforming the public school system - "the" most critical issue - I think the philosophical argument - whether you just fund a teacher in every third school in the public school system, whether you fund parents for more choices, as perhaps the Republicans would prefer, I think this debate is healthy and in the long run, if we pay attention to the empirical evidence about what makes schools better, public schools and parents have more choices, I think that's good for everybody.

PHIL PONCE: And Mayor Menino, what would you like to see the federal government doing that would help Boston schools?

MAYOR TOM MENINO: Well, give us the resources, of course, from Washington but don't - you know, all school districts are different - don't give us the cookie cutter approach. Let us have some discretion in how you use those resources, and when you look at the kids that are coming into Boston public schools, the diversity of those children, we have to have a lot of after-school programs to help them through the process. That's what I'm looking at, is making sure that kid gets a well-rounded education, not just during the five hours they spend in the classroom, but before school and after school.

PHIL PONCE: And Mayor Menino, how do you see the impact of the national partisan debate on what happens at the local level?

MAYOR TOM MENINO: I think it's very healthy. I think it's healthy, and when the mayors met in June, the number one conversation we had was about how we improve public education in America. Crime wasn't mentioned at all, because we know that education is the height of all success in life. If you don't have a good edu

cation, you can't be a success. We're preparing our kids for the 21st century.

PHIL PONCE: Superintendent Keegan, in some cities, mayors such as Mayor Menino and Mayor Daley of Chicago have taken a real "hands on" approach to education. Do you see that kind of an approach as bearing fruit?

LISA GRAHAM KEEGAN: I think it absolutely does. I'm married to the mayor of my city. I applaud his approach. He is activist where it comes to education - I think all of us have a responsibility now, given where we are with our kids - and we're not where we need to be - focusing on education, understanding our role, doing everything that we can, and I think most of those decisions will have to do with making sure all kids have access to the school that they want to go to and that that school has the freedom to implement as stringent and academic program and as high an expectation for all children as they can, and that comes from the freedom to do that, and the resources at the school level, so, yes, I think it's an appropriate role for mayors.

PHIL PONCE: Superintendent Paige, let's talk briefly - let's expand on the question of school choice. Do you see - how do you assess the level of support right now for school choice, for vouchers? Has there been a sea change?

ROD PAIGE: Well, I think we need to be careful to distinguish between school choice and vouchers, but both I think is growing. I think the public is expressing a good deal of interest in both, and I think that the alert school administrator will take that into consideration. In Houston we have a wise system of choice including some relationships with private schools that's managed by the school board in the Houston Independent School District.

PHIL PONCE: Mayor Goldsmith, how do you assess the level of support for increased school choice?

MAYOR STEPHEN GOLDSMITH: Well, this is a huge battle " in the five or six years that we've been raising money - private money for vouchers and advocating for parental choice and tax credits, I think the whole mood of the country has changed. And the goal here and taking your question to the Arizona superintendent, the goal - I don't think there is one answer, whether Mayor Daley is doing a good job in Chicago - charter schools often do a good job; parental choice does a good job. What I see for our city is I no longer want a parent who aspires to be middle class to have to leave the center of our city in order to pick a school for their child. And the more choices we have in the city, I think that'll make good school systems with good superintendents like the one in Houston, even better because of the competitive pressure it puts on the system.

PHIL PONCE: Competitive pressure on the system, Mayor Menino?

MAYOR TOM MENINO: I think vouchers are an issue out there. What we've done in Boston, we've created pilot schools, which is a system - the schools come right out of the system - are independent schools, break all the teacher contracts we have, and they're very independent. Vouchers are out there, but I'm not a big supporter of vouchers because it looks like that I've given up - but I want to give kids the opportunity to go anywhere they want to. You know, 98 percent of our kids in America go to public schools, and I'd like to see that continue.

PHIL PONCE: And Mayor Menino, getting back to the - getting back to the political component, how do you sort of react to or divvy up how each party is attempting to take ownership of - it would appear to some - attempting to take ownership of education as a political issue?

MAYOR TOM MENINO: Well, because they finally realized that education is what - a success. If you don't have a good education, you can't be successful in life, and they're understanding - we've tried everything else, now let's get to educating

ation. We tried all the other issues, let's give kids good starts in life " early childhood programs, you know, Head Start, after school programs, 2 to 6 programs, after school, they understand finally - they've all woken up and said, gee, maybe if we educate these kids, they won't become problems of our public safety issues in America. So I'm just saying that America has finally woken up and education is the number one issue, and should stay the number one issue.

PHIL PONCE: Mayor Goldsmith, do you agree that it's one of these issues that is - from the people upwards to Washington, would you say?

MAYOR STEPHEN GOLDSMITH: Oh, absolutely. I think Washington appropriately has noticed that education is the most vital issue. What I do hope is that they won't distract the public with these cookie cutter answers and say, you know, we're spending \$400 billion today in our country on education; this billion dollars is not going to be a panacea; we ought to figure out how to provide the best possible answers; and the dialogue is good, superficial answers won't be.

PHIL PONCE: That's all the time we have. I thank you all for joining us.
Public
ation#W\ P2P# 5. Associated Press"Publication" #:\ P3P# 10/21/98
Headline#\ P4P# Group Wants To Ban Soda From
SchoolHeadline #:\ P5P#
By JOSEPH SCHUMAN
Associated Press Writer

WASHINGTON (AP) - A consumer group says the product poses a big health threat to American teens and wants it banned from schools, taxes placed on its sale and an end put to ads that target children.

No, not tobacco. Soda pop.

The Center for Science in the Public Interest, the private group known for exposing the evils of Chinese food and theater popcorn, now wants to pop the lid of the sugary drinks it says make up a dangerous portion of the American diet.

"The average American is drinking twice as much soda pop as in 1974," said the center's executive director, Michael Jacobson. And one-fourth of the teen-agers who drink soda get 25 percent or more of their calories there, he said.

"Those calories, of course, come from sugar, and teens consume two to three times as much sugar as government guidelines recommend," Jacobson said Wednesday.

Standing next to a wall of gleaming red, blue, green and silver aluminum cans, Jacobson urged states to tax soda sales to pay for health education campaigns. He also called on soft drink makers to end their marketing to young people and denounced deals that soda companies have made with schools to place vending machines on campuses.

Soda industry executives were quick to accuse the group of promoting "unfounded consumer alarm."

"Soft drinks have never pretended to be anything more than a nice refreshment product. They make no nutrition claim," said Jim Finkelstein, of the National Soft Drink Association.

"Consumers are smart enough to make their own choices, smarter than Dr. Jacobson gives them credit for being," Finkelstein said.

Another industry group, the Grocery Manufacturers of America, dismissed the anti-soda campaign as "another tiresome tirade against the food industry" by the center, which has previously decried the dangers it sees in Big Macs, eggs, saccharin and the fat substitute, olestra.

"When the food police start telling people that some foods are good and some foods are bad, they're just misleading people," said the grocers' spokesman, Gene Grabowski. Students simply need to "get the message about eating a balanced diet. That's true for any product, whether it's bean sprouts, candy or milk."

One teen-ager, Lisa Fierer, a 19-year-old student at George Washington University, shook her head at the idea of warning people away from soda in schools or anywhere else.

"If they take it out of classes, kids are going to fall asleep," she said. "It's not like they couldn't just bring it from home anyway. ... That's like saying you shouldn't eat cookies."

Jacobson linked soda consumption to obesity, kidney stones, heart disease and calcium deficiency in teen-agers, although he offered little scientific evidence. The statistics on how much soda people drink came from analyzing surveys by the Department of Agriculture, he said.

Publication#W\ P6P# 6. The Washington Post"Publication" #:\ P7P# 10/22/98; Edition: FINAL; Section: A Section; Page A23

Headline#\ P8P# Not an Academic QuestionHeadline #:\ P9P#
By Bill McAllister

It probably will come as a surprise to many lawmakers, but the Chronicle of Higher Education reports that only 75 of the nation's top 475 private colleges and universities told the Internal Revenue Service that they spent any money on lobbying.

Many academics find IRS guidelines on reporting "fuzzy and confusing," the publication said. But it also suggested that many colleges "try to reveal as little as possible because they seem embarrassed to be doing it [lobbying]."

No. 1 on the spending list was Boston University, which reported spending \$846,993 in the last half of 1996 and the first half of 1997, the period surveyed. Virtually all of BU's lobbying money went to Cassidy and Associates, the Washington lobbying giant that has made a specialty of getting federal money earmarked for colleges.

The smallest expense the Chronicle unearthed came from Southern Methodist University, which listed only \$600 in expenses. Princeton University, which the Chronicle said maintains

a five-member staff in Washington, listed its expenses at \$35,000. A Princeton spokesman said the dollar figure is correct but the Washington staff numbers only three.

The only universities in the D.C. area listed by the Chronicle as acknowledging lobbying expenses were George Washington University, which told the IRS it spent \$333,211, and Georgetown University, which listed \$163,603.

How the colleges fill out their Form 990s is important because any one that commits a "substantial part" of its funds to influence legislation risks the loss of its nonprofit status. Many of the colleges rely on an IRS definition that calls lobbying "direct contact" with officials for the purpose of influencing legislation, the Chronicle said. That excludes seeking federal contracts, informing campus officials about the status of legislation and trying to limit government regulations. Obviously, there's a lot of that and "strategic thinking" among academics these days.

Helping Hands for Beverly Hills

Speaking of schools, how can a community that brags of having one of the highest teacher pay scales in California "starting pay at \$31,840" ask for federal aid? The Beverly Hills Unified School District has done just that.

Publication#W\ P:P# 7. The Washington Post"Publication" #: \ P;P# 10/22/98; Edition: FINAL; Section: A Section; Page A06

Headline#\ P<P# Region Reaps Billions in BudgetHeadline #:\ P=P#Subhead#\ P>P# U.S. Spending Bill Funds Myriad Transportation Projects
Subhead#:\ P?P# By Dan Eggen and Peter S. Goodman
Washington Post Staff Writers
The Washington area will be showered with goodies under a \$520 billion spending bill signed by President Clinton yesterday, most of them aimed at building new roads and easing gridlock on the region's overburdened transportation network.

The measure includes \$68 million to start engineering and preliminary construction

ion on a new
Woodrow Wilson Bridge; about \$50 million to complete in Prince Geo
rge's County the final
eight-mile leg of Washington's 103-mile Metrorail system
; and millions to ease daily traffic
snarls for commuters using the Baltimore-W
ashington Parkway.

Congress also added \$100 million to the District's \$5.2 billion consensus budge
t, including
money for an expanded Metro station at the new downtown Convention
Center, for repairing
police facilities, for a new economic development corpor
ation and to make repairs to avert year
2000 computer problems.

The torrent of spending gave incumbent politicians in the Maryland and Virginia
suburbs a
chance to crow about the money they helped funnel into their distric
ts.

"We got our share of Christmas presents," said U.S. Rep. James P. Moran Jr. (D-
Va.), who
took credit for helping secure nearly \$75 million for his 8th Distric
t. "Our stocking is full of
goodies."

The Wilson Bridge money is a small installment of \$900 million that has been pr
omised by
the federal government for the project, which could end up costing tw
ice as much overall. The
City of Alexandria is suing to scale back the proposed
bridge, but Moran said he doubted that
would interfere with the planning, engi
neering and preliminary construction included in the first
phase.

The Virginia delegation also secured \$17 million to start planning bus service
along the
Dulles Access Road, \$10 million for new buses throughout Virginia and
money to ease the
traffic chaos feared during the reconstruction of the Spring
field "mixing bowl" interchange,
which starts next year.

U.S. Rep. Thomas M. Davis III (R-Va.) said Congress has had to step up funding
roads
because Virginia has failed to do so: "Frankly, the state government hasn

't stepped up to the plate, so the federal government is trying to do everything it can."

In Maryland, U.S. Rep. Steny H. Hoyer (D-Md.) joined Democratic Sens. Barbara A. Mikulski and Paul S. Sarbanes and others in front of crawling traffic to take credit for accelerating work on the Baltimore-Washington Parkway.

The spending bill includes \$4 million to add a merge lane at Route 197 in Beltsville, a chronic commuting bottleneck. That money, officials announced yesterday, will be added to \$22.7 million in other federal funds to speed up the seemingly eternal construction along the parkway. Officials said it can now be finished three to four years earlier than the expected 2005 completion date.

Mikulski said the highway has gone "from bucolic to bumper-to-bumper. We want to make sure the Baltimore-Washington Parkway is a corridor of opportunity, not a corridor of congestion."

Also, \$50.3 million will be spent to extend Metrorail's Green Line from Anacostia to a new station at Branch Road, while building three other long-planned new stations en route "Southern Avenue, Naylor Road and Suitland. The expenditure marks the final installment on a system that has taken \$11 billion and nearly a quarter-century to build.

And \$25 million will go toward placing dividers on Route 113 in Worcester County, on the Eastern Shore.

In Virginia, the Dulles bus project is envisioned as a precursor to an eventual \$1.5 billion rail system serving Dulles International Airport. U.S. Rep. Frank R. Wolf (R-Va.) said the bus line could be up and running in three years.

Overall, Wolf said Northern Virginia got a huge share of transportation dollars. "I don't think that any other region of the country did any better," Wolf said.

d.

Wolf's Democratic challenger, Cornell W. Brooks, criticized the transportation funding, saying it would do little to improve commutes. Brooks said rail service is what's needed "immediately.

"To unlock gridlock, we need a real transportation policy, not transportation pork," Brooks said.

Davis attached requirements to the spending legislation allowing Fairfax County to buy the property now occupied by the District's soon-to-be-closed Lorton Correctional Complex "but only if the county submits a plan for keeping much or all of the land as open, undeveloped space.

Wolf also said \$2 million would go toward improving an intersection within Manassas National Battlefield Park, which Wolf and other political leaders have long complained is too dangerous.

In the District, Del. Eleanor Holmes Norton (D-D.C.) and city pension representatives are meeting with Clinton administration officials today to discuss a provision in the bill that will let the White House use billions of dollars "initially set aside to pay pensions of retired D.C. police, firefighters and teachers "to fund the hiring of 100,000 new teachers across the country and other federal programs. The White House has said pensions will be paid and District retirees are not at risk.

Other provisions for the District included \$2 million for a new city museum at the Carnegie Library at Mount Vernon Square and \$300,000 for a study of whether to build a museum of American music.

D.C. public schools got a pleasant surprise, gaining \$30 million more for special education

than the \$125 million the schools sought.

Staff writers Justin Blum, Fern Shen, Valerie Strauss and David A. Vise contributed to this report.

Funding for Regional Projects

Here are some of the projects financed by the federal spending bill approved yesterday.

The Region

\$68 million to begin planning and engineering to replace the Woodrow Wilson Bridge.

\$2.1 million to continue running seven "telecommuting centers" for federal employees and to build new ones in Laurel and in the Woodbridge area.

In Maryland

\$50.3 million to extend Metro's Green Line from Anacostia to a new station at Branch Road.

\$25 million toward placing dividers on Route 113 in Worcester County, on the Eastern Shore.

\$4 million to improve the troublesome Laurel interchange linking the Baltimore-Washington Parkway and Route 197.

\$1.1 million for a new wrought iron and brick fence for the Suitland Federal Center.

In Virginia

\$17 million to plan a bus system linking Dulles International Airport to Tysons Corner and the West Falls Church Metro station.

\$10 million for new buses and transit facilities throughout Virginia, including \$1.6 million for the Potomac and Rappahannock Transportation Commission.

\$2.25 million to start a regionwide system to track gangs, to be operated by Fairfax County police.

Nearly \$2 million for new bus routes, signals and signs " all aimed at reducing car traffic during reconstruction of the Springfield interchange.

\$2 million for improvements to the intersection of Routes 29 and 234 in the Manassas National Battlefield Park.

In the District

\$8.5 million for the U.S. Park Police to buy and operate a new helicopter and improve its aviation base.

\$7.1 million for a new Boys Town USA facility.

\$2 million for a new city museum at the Carnegie Library at Mount Vernon Square .

\$1 million in matching funds for a new Georgetown Waterfront Park.

\$1.2 million for a new D.C. police department citizen complaint Review Board.
ART ph; ig CAPTION: Rep. James P. Moran Jr. says Virginia did well in the federal budget.n

Publication#W\ P@P# 8. The Washington Post"Publication" #:\ PAP# 10/22/98; Edition: FINAL; Section: Financial; Page C01

Headline#\ PBP# For-Profit School Firm Offers Teachers StockHeadline #:\ PCP#

By Jay Mathews
Washington Post Staff Writer
A rapidly growing private company hoping to make a profit running public schools yesterday announced a huge leap for capitalism in the classroom " stock opti

ons for teachers.

The Edison Project, a New York-based company operating 51 schools across the country, said it was promising options to the 90 staff members of Reeves Elementary School in Miami, where the teacher's union has embraced the plan, and would do the same for any other Edison school, including the Friendship House charter school in Southeast Washington.

Experts on the small but aggressive for-profit school industry said it was the first time they knew of any company offering teachers a financial share in their enterprise. For the moment, Edison executives acknowledged, the promise is worth less than an apple from a friendly student. The company has yet to sell stock to the public, but executives indicated it will do so in the next two or three years.

"This is the first time in the history of American education that teachers have become direct economic stakeholders in the public schools where they work," said Pat Tornillo, executive vice president of United Teachers of Dade, which represents the Reeves Elementary staff. "It's about time."

"It's the first time teachers will have an opportunity to benefit financially from the success of their schools," said Michael Moe, a San Francisco-based analyst at Merrill Lynch who follows the for-profit educational industry. "Teachers as a group don't go into education to get wealthy, but like all professionals, it is a positive thing to encourage good performance with compensation."

The Edison Project, the brainchild of entrepreneur Christopher Whittle, initially promised to build a huge national chain of private schools devoted to raising achievement through longer hours, more use of computers and other changes in standard school practice. By the time it opened its first four schools in 1995, it had switched to negotiating contracts with public school districts to run i

individual schools for an established fee and make money by being more efficient than the public school bureaucracy.

The company, whose chairman and chief education officer is former Yale University president Benno C. Schmidt Jr., grew to 12 schools in 1996, 25 last year and 51 in 1998. It serves more than 24,000 students in 26 communities and has indicated it hopes to have 75 schools by the fall of 1999.

Under the option plan endorsed by Edison, the Dade teachers union and the Miami-Dade County Public Schools, all full-time personnel at Reeves will be able to buy shares at a set price (not yet determined) after Edison stock goes public. The options would vest over five years, meaning a teacher could buy 20 percent of his or her allotted shares each year during that period.

The company set a limit on the total value of options "calculated as the set price multiplied by the number of shares" each staff member could buy. The maximum for principals would be \$10,500, for lead teachers \$5,400, for regular teachers \$3,000 and for other staff \$1,000. As with other stock options, if the value of the Edison stock climbed far above the set price teachers paid for it, they could realize a healthy profit whenever they decided to sell.

Edison has spent millions of dollars designing a comprehensive school model that its executives feel will produce significant increases in test scores and prove irresistible to school districts. It includes a wide-ranging curriculum, computers on every teacher's desk and in the home of every student in grade 3 and up, an extended school day and year and innovative staffing plans, including teams of teachers working with the same students over several years.

The company has attracted skepticism from its very beginnings, and some educators greeted yesterday's announcement with more doubts. C. Skardon Bliss, executive secretary of the Florida Council of Independent Schools, said Edison's plan to profit from the wasted spending

in normal public schools "is suspect to start with: If there is that much fat in there, why not just cut the cost to the school district?"

Edison General Counsel Chris Cerf said the options would be in addition to current salaries, usually higher than local teachers' salaries because of the longer school day and year, and normal increases.

Sandra Feldman, president of the American Federation of Teachers, of which the Dade teachers union is a part, welcomed the stock option plan. "This is an innovative approach to teacher compensation that did not come in exchange for scaling back teachers' salaries and benefits," she said. "It was done in partnership with the union. It should be interesting to see how it turns out."

Edison has raised \$161 million in private capital to support its research and development and expand its national system of schools. It is now operating schools in California, Colorado, Connecticut, Florida, Kansas, Massachusetts, Michigan, Minnesota, North Carolina, New Jersey, Texas and the District.

The Edison School in Southeast Washington opened for the first time this September as a charter school under a D.C. law that establishes independent public schools free of much of the usual bureaucratic red tape. The school has 1,350 students from preschool to fifth grade, operating in the old Chamberlain School building. Principal John Pannell could not be reached for comment yesterday on whether the option plan would be adopted.

Whittle, whose most successful educational venture so far has been the Channel One news and commercial program for secondary schools, said: "Until now, education has been one of the few sectors in the U.S. economy where the people doing the front-line work were not in a position to reap rewards from the enterprise's success, which in the case of schools is improved student performance."n

Publication#W\ PDP# 9. New York Times "Publication" #:\ PEP# 10/22/98
Headline#\ PFP# Miami Teachers In Edison Project To
Be Offered Stock OptionsHe
adline #:\ PGP#
By KAREN W. ARENSON

Stock options are usually reserved for high-paid executives or employees of high-tech start-up companies. But teachers in the for-profit Edison Project school in Miami will begin receiving them under a program believed to be the first of its kind.

The move was announced Wednesday by the Miami Dade Public Schools, the teachers union there and the Edison Project, the private company that runs one of Miami's public elementary schools and four dozen others around the country.

The move comes at a time of growing interest nationwide in finding new ways to reward teachers. Edison, a privately held start-up company that expects to go public in the next few years, provides a way for teachers and other school employees to benefit in the company's potential success. It gives them the right to buy stock at a relatively low price, no matter how high it might go.

"The basic idea is to give teachers a broader sense of ownership in the enterprise in which they are the key professionals," said Benno C. Schmidt Jr., Edison's chairman. "They are not giving up anything, but we want them to participate if Edison does well."

Pat Tornillo, executive vice president of the United Teachers of Dade, local 1974 of the American Federation of Teachers, applauded the new plan, calling it "the first time in the history of American education that teachers have become direct economic stakeholders in the public schools where they work."

"It's about time," added Tornillo.

Allan Odden, an expert in teacher compensation at the University of Wisconsin, said performance awards for teachers had begun to be offered in school district

s around the country,
including ones in Kentucky and North Carolina.

“This is a 90s phenomenon,” he said. But while applauding such incentives, he said it was too early to say whether they would improve education.

Under Edison's Miami program, full-time staff members will be able to buy Edison shares at a set “exercise” price during a 10-year period. Edison's board has said the stock price under the options would be no more than \$6.15 a share.

If the stock price rises above that amount, the value of the options will rise, giving school employees a profit. If the stock price remains below the exercise price, the options will be worthless, but employees would not need to use them. Generally, companies set their stock option prices at levels that are expected to generate profits for those who hold them.

The teacher options program will begin in Miami, where Edison runs the Henry S. Reeves Elementary School, which has 1,175 students in kindergarten through fifth grade, but Edison officials said they would offer a similar program at the other 50 schools they run this year.

The plan was approved by the Miami-Dade school district, teachers and staff at the school, their union local and Edison. Under the plan, teachers at the Reeves school will be granted options valued at \$3,000 each when fully vested after five years. Other employees, like cafeteria workers and custodians, will receive options worth \$1,000 each. The principal will receive \$10,500 in options.

Edison already offers cash bonuses in a few other schools, and has reached agreement in Miami on a separate program of cash bonuses that will be based on student achievement, community satisfaction and the school's success in meeting Edison's goals. No dollar amounts have been worked out.

23:26 EDT OCTOBER 21, 1998n

Publication#W\ PHP# 10. Education Daily"Publication" #:\ PIP#October 22, 1998

Headline#\ PJP# New Course Helps Stamp Out Bullies

In Grade SchoolHeadline #:\

PKP#

by Eli J. Lake

Help may be on the way for teachers struggling with students who terrorize their weaker classmates with wedgies, noogies, and knuckle sandwiches.

Wellesley College researchers, working with the National Education Association (NEA), have developed a new curriculum for teachers to bully-proof their classrooms.

The trick to ridding a classroom of bullies is to get bystanders to intervene on behalf of the bullied, especially when the aggressors are young enough to unlearn the antecedents to such behavior.

"The focus of the curriculum is on the bystanders who see the behavior but rarely want to become part of the problem," said Nancy Mullin-Rindler, associate director of the project at Wellesley's Center for Research on Women.

Mullin-Rindler is the co-author of "Quit It: A Teachers Guide On Teasing and Bullying," the curriculum designed to get grades K-3 children to rethink behavior that leads to the schoolyard bully culture.

Bullies Are Bad!

Bullying is a serious problem in schools. According to the National Association of School Psychologists, one in seven children is a bully or the target of a bully. Bullies are five times more likely than non-bullies to have a criminal record by age 30.

Their targets tend to have lasting emotional scars and low self-esteem. Ten per cent of eighth-grade students stay home at least one day a month for fear of an other student.

Mullin-Rindler developed the curriculum as a precursor to similar anti-bully course material the center developed for older students in grades 3-6 and 6-9.

She believes that there is a link between bullying in childhood and sexual harassment later in life. "Bullying is unwanted behavior repeated over time. If you look at the legal definition of sexual harassment it's pretty much the same thing," Mullin-Rindler said.

Mullin-Rindler stresses that one of the key factors in addressing bullies at the lower elementary level is to have all adults in the school community keep watch for bullying and intervene on a consistent basis. Her research shows that students often complain that adults are unwilling to intervene against bullies, and that most bullying is done out of an adult's line of sight.

The "Quit It" curriculum also recommends that teachers get children to discuss the differences between teasing and bullying through open discussions, and to address factors that get in the way of students having the courage to intervene.

Along these lines, children also discuss the difference between "telling" and "tattling."

The curricula also includes a lesson in which students discuss the need for rules. They listen to the story of Ridley, a town where the citizenry has no rules. The people of Ridley have cavities because no one has to brush their teeth, they don't learn in school because students don't have to show up, and neither do teachers.

Early Signs Of Interest

After NEA piloted the course material in some grade schools in New York City and Newton, Mass., some states and school districts are using Quit It as a teacher development tool.

The NEA's Kansas affiliate has trained over 2,000 teachers at the elementary level in bully-prevention. "This program is effective because it deals with behavior long before it gets to the suspension stage," said Christy Levens, vice president of the Kansas NEA.

Publication#W\ PLP# 11. Education Daily"Publication" #:\ PMP#October 22, 1998

Headline#\ PNP# Governors, Voters Sort Out State Education IssuesHeadline #:\ POP# by Jonathan Fox

With 36 states set to elect a governor this November, class-size reduction, bans on social promotions, teacher training and more charter schools all have emerged as key issues.

In several races, the education platforms of opposing candidates sound remarkably similar. In California, for example, Lt. Gov. Gray Davis and Attorney General Dan Lungren both offer vague education agendas that include higher standards, more charter schools and an investment in better textbooks.

Still, most candidates have found plenty of issues to do battle over. In Alabama and South Carolina, lottery financing of education has become a front-burner issue, while the school vouchers issue simmers in Minnesota, Colorado, New Mexico and Florida.

Along party lines, while Democrats are poised to score several key upsets "most prominently in California "Republicans are likely to hold sway in governors' mansions for some time.

The GOP holds 32 governorships and will probably keep "and perhaps strengthen "

its margins by one or two slots. At best, Democrats hope to slightly narrow the gap.

What follows are summaries of how education plays in eight of the most contested races:

ALABAMA

Education has become a top issue in this heated race between incumbent Gov. Fob James and Lt. Gov. Don Siegelman, in a state that often rounds out the bottom of nationwide education achievement comparisons "but has shown signs of improvement in recent years.

Siegelman is a strong challenger who could hand Democrats a rare win in the near-solid GOP South, while James is seen by some as too extreme even in this Christian Right stronghold, where a federal court recently appointed monitors to ensure prayer is kept out of Alabama schools (ED, Nov. 3, 1997).

During his first term, James's failed efforts to encourage state-sponsored religious expression earned him ridicule from GOP primary challenger Winton Blount, who said James's stands on education and other issues were an embarrassment to Alabama.

Despite that, James is running on his record. He points out that last April, he won passage of a \$550 million bond issue for school repair and construction. And while in 1995, James fought to bring corporal punishment back into schools, he succeeded in raising teacher standards, increasing school funding and establishing a core curriculum.

Siegelman offers a plan to establish a state-run lottery to pay for preschool programs, school technology programs and a college scholarship plan.

Anticipating criticism, Siegelman says Alabama's lottery would undertake statutory safeguards to ensure proceeds will supplement, not replace, existing state

education funding.

The proposal would allow students with B averages to attend an Alabama public university tuition-free or get a yearly \$1,500 stipend for a state private college. On the defensive, James responded by outlining a similar plan.

COLORADO

Lt. Gov. Gail Schoettler, the Democrat who hopes to succeed lame duck Gov. Roy Romer, supports the state's charter school movement and wants to reduce class size in early grades. Schoettler also supports toughening academic standards and teacher education.

While Republican candidate Bill Owens, the state's elected treasurer, also supports charter schools, he's also a longtime voucher advocate.

Colorado voters rejected a voucher initiative in 1992, but a new option has made it onto the November ballot in an election year in which Republicans are poised to increase their hold on this already conservative state.

Owens also proposes new "home rule" districts free of state regulation, including teacher tenure. In addition, he has vowed to trim the state's education bureaucracy.

That plan is expected to meet strong resistance from the state's teacher unions. As a state lawmaker, Owens failed in efforts to replace teacher tenure protection with merit pay and give teachers authority to expel students without permission from principals or parents.

FLORIDA

Education has become hot stuff in Florida's race, where Democratic Lt. Gov. Buddy MacKay hopes to succeed Gov. Lawton Chiles, who cannot run again because of term limits.

MacKay lags behind Republican businessman Jeb Bush in the polls. But Bush's provocative plans to overhaul schools with vouchers and heavy testing have drawn fire from MacKay, teacher unions and even business groups.

Bush and running mate Frank Brogan, the state's former education commissioner, propose mandatory yearly testing. Students who fail to meet grade-level standards would be held back, and schools would be ranked with letter grades by student performance.

Schools that move up a grade after testing or schools that get As would receive up to \$100 extra per student. Schools exhibiting chronic failure could be reconstituted, their staff contracts renegotiated or terminated.

Hurt by racial divisions in his party, MacKay hopes he can salvage his candidacy by painting the Bush-Brogan plan as dangerous. In a recent television ad, he charged that Bush's voucher plan is vague and would undermine public education.

In addition, MacKay calls for increasing education funds, weaning schools off lottery money and building or renovating more schools.

GEORGIA

In a state that lags in national comparisons, both candidates are offering detailed school reform plans.

Democratic Gov. Zell Miller can't run again, and his would-be successor, state Rep. Roy Barnes, faces a hard race against millionaire businessman and perpetual GOP candidate Guy Millner.

Millner wants to raise teacher quality by beefing up certification standards and testing, and

requiring all new teachers to have a 3.0 college GPA. Aspiring teachers now need a 2.5 GPA.

Millner also proposes that teachers be certified in subjects they teach, and he seeks to boost starting salaries by 15 percent to lure better candidates. In addition, he wants to hire 7,500 new teachers to reduce class sizes and issue \$375 million in bonds to build new schools.

Barnes, who vows to be an "education governor," says improving student discipline is his top priority. He proposes giving educators more legal protection, increasing alternative programs and requiring parents of troublemakers to cooperate with teachers. He also supports a 10 p.m. curfew on school nights and more after-school programs.

In other areas, Barnes vows to expand voluntary preschool programs and reduce class size.

MARYLAND

Education has become poker-hot here, as two former educators pummel each other in ads trumpeting their plans to either strengthen or overhaul the state's public schools.

Gov. Parris Glendening, the incumbent Democrat and a former university professor, is confidently running on his record as an education governor. His campaign is buoyed by analysts who point out that the state's budget now includes more money for public education than at any time in Maryland's history.

Glendening also touts the state's greater investment in school construction, which lowered class sizes. For a second term, he vows to support charter schools and try year-round schooling.

Republican Ellen Sauerbrey, a former high school biology teacher, blasts her rival's record. She says Maryland has gotten little for increased spending, noting that 40 percent of the state's eighth-graders flunked grade-level math and science.

ience exams.

Thick bureaucracy and poor teaching are partly to blame, she says. First, in her 12-point education plan is to require that 90 percent of education spending go to the classroom. She also proposes kicking out teachers who repeatedly fail to take required inservice training courses.

Sauerbrey wants to mandate that new teachers graduate from fully accredited programs. She wants the state to hire 1,000 new teachers in four years, assess first-graders to prevent unnecessary special ed referrals and teach phonics exclusively in early reading programs.

MASSACHUSETTS

In the Bay State, both candidates are using teacher quality as the defining issue in a close race where they have few other differences.

In a series of negative television ads, Acting Gov. Paul Cellucci and Attorney General Scott Harshbarger blasted each other's teacher testing plans months after the state was embarrassed by high test-failure rates (ED, July 2).

Cellucci, a Republican, charges that Democrat Harshbarger caved in to unions on his pledge to support mandatory teacher testing. Harshbarger fired back that he supports teacher testing, but only as part of a wider evaluation.

Meanwhile, the testing controversy has spilled over to the state superintendent's race. While Cellucci supports state education chief John Silber, who wants to revoke the charters of education schools with less than 80 percent passage on teacher certification exams, Harshbarger has vowed to fire Silber if elected.

MINNESOTA

The specter of school vouchers lingers here.

With the endorsement of state teacher unions, Democrat Hubert Humphrey III, the state's popular four-term attorney general, has made improving education a main goal in his campaign, even in a state that tops national education rankings. He opposes vouchers, which he accuses his opponent of supporting.

Meanwhile, Democrat-turned-Republican Norm Coleman, mayor of St. Paul, denies Humphrey's charge that he would cut funding for education. He supports tax credits for children to attend private and religious schools, but refuses to call the proposal a voucher plan.

Among other things, Coleman calls for ensuring that all children can read by second grade, ending social promotion and boosting K-12 spending by \$380 million over five years.

SOUTH CAROLINA

In a state where many see the governor's race as a referendum on either video poker or the Confederate flag, education also has emerged as a top issue.

While Republicans thought their man would glide into office, incumbent Gov. David Beasley has watched his cushion dwindle as the candidacy of Jim Hodges, a former Democratic leader in the state assembly, picks up speed.

Hodges recently assailed Beasley for doing little to lift South Carolina from the bottom of national education rankings.

He also criticized Beasley for his pledge to outlaw video poker "a move he said would end a lucrative source of education funding" and for opposing a state lottery that would enrich education. Since then, Beasley has softened his stance: While he still opposes video poker, he says the issue should be put to the voters in a referendum, where it would likely pass.

Hodges proposes another gambling measure in the form of a new state lottery to pay for more alternative education in nearly all school districts, a move he says would boost discipline.

Meanwhile, the candidates have tangled over school reform. Beasley wants higher teacher certification standards and proposes that teacher raises be linked to their scores on a national teacher exam.

Publication#W\ PPP# 12. Education Daily"Publication" #:\ PQP#October 22, 1998

Headline#\ PRP# Congress Passes 1999 Budget With \$3.5 Billion Hike For EDHeadline #:\ PSP# by William J. Cahir

House lawmakers on Tuesday extinguished a conservative rebellion against a sweeping domestic spending bill for fiscal 1999, passing the \$486.7 billion measure by a 333-95 vote.

The Senate followed suit yesterday and passed H.R. 4328, the Omnibus Appropriations Act, 65-29, clearing the measure for the White House.

President Clinton intended to sign the measure "which surpassed his request of \$32.3 billion for the Education Department "to prevent a government shutdown after a stopgap funding resolution expired at midnight.

The final bill would increase funding for ED's discretionary programs this year by \$3.559 billion, or 12 percent, to \$33.114 billion, according to the White House Office of Management and Budget.

"Passage of the bill was a big victory for children and public education. It probably ended up as the biggest increase ever for education," said Joel Packer, lobbyist for the National Education Association.

Ed Kealy, executive director of the Committee for Education Funding, added that "the new investments, [including \$1.2 billion] for things like reducing class size, was really a phoenix-like experience. The big loss on that front was, for a second year in a row, school construction was squeezed out."

A Key Budget Gimmick

White House and congressional negotiators found additional education funding for this year by tapping ED's fiscal 2000 budget. They have relied on advanced funding before.

For fiscal 1998, Congress took \$1.448 billion in advanced funding from fiscal 1999 to spend a total of \$8.012 billion on Title I, according the House Appropriations Committee.

For fiscal 1999, Congress will take \$6.048 billion in advanced funding from fiscal 2000 to spend a total of \$8.357 billion on Title I.

"It's clearly a budgetary gimmick" to spend money one year in advance, Kealy said. "It's something that's been used for three years. So far, it doesn't appear to have had any substantive effect on Title I. But they've spent \$6 billion of their fiscal 2000 allocation."

Steve DeWitt, government relations manager for the National Association of Secondary School Principals (NASSP), said lawmakers' determination to raid fiscal 2000 spending "is a concern. It's fine for now, but in future years, what is that going to do?"

Generous All Around

Virtually all education programs either get funding increases or are level-funded under the compromise bill. Goals 2000, which would have been halved by House appropriators, instead is level-funded at \$491 million. And Eisenhower professional development is level-funded at

\$355 million.

The bill also would increase:

- * The maximum Pell Grant by \$125, to \$3,125, and boost program spending to \$7.7 billion;

- * Safe and Drug Free Schools funding to \$566 million; and

- * Rehabilitation Services to \$2.65 billion.

Rep. Bill Goodling, R-Pa., chairman of the House education committee, estimated that the compromise, \$1.2 billion teacher program will enable districts to train, hire or test up to 30,000 instructors this year.

"The Republican Congress rewrote this Clinton administration initiative to ensure that all \$1.2 billion goes directly to school districts," he boasted.

Coming Back On Special Education

DeWitt vowed that next year NASSP would fight for amendments to the Individuals with Disabilities Education Act (IDEA) to ensure that principals can discipline students with and without disabilities in the same fashion.

Congress dropped discipline-related IDEA amendments from H.R. 4328 (ED, Oct. 19).

'Petty Dictators'

House Speaker Newt Gingrich reprimanded conservative Republicans, calling them "petty dictators" for opposing H.R. 4328 because it included Clinton's plan for a new teacher program to reduce class sizes (ED, Oct. 16).

"Yes, our liberal friends get a few things," Gingrich told the GOP firebrands. "And in a free society, where we share power, that's exactly what you should expect."

pect."

Gingrich added that the GOP had won its share of victories. "We blocked national testing, so there will not be any kind of national education program," he said.

Democrats didn't characterize the final bill as a complete victory. Instead, they accepted the added funding plan with a pragmatic attitude.

"Unless we want to tie up the government for another month, we have no choice to vote for this bill," Rep. David Obey, D-Wisc., the top Democrat for the House spending panel.

Publication#W\ PTP# 13. Education Week"Publication" #:\ PUP#October 22, 1998

Headline#\ PVP# Is the Grass That Much Greener? Headline #:\ PWP#
By Michael D. Usdan

I had the opportunity recently to serve as an education consultant to the U.S.-Japan 21st Century Committee, a group of distinguished business, political, and academic leaders from each nation that met several times over a two-year period on issues of mutual concern, such as trade, finance, security, and education. The committee's purpose was to bolster an important bilateral relationship. Its meetings were designed to promote candid discussion of the respective strengths and weaknesses of the two countries, which together constitute about 40 percent of the world's economy.

The American delegation was led by former U.S. Secretary of Labor William E. Brock, with former U.S. Secretary of Defense Harold Brown serving as vice chairman. The Japanese delegation included former Prime Minister Kiichi Miyazawa and Kazuo Inamori, the founder and chairman emeritus of the Kyocera Corp., as well as other luminaries. Committee members from both sides of the Pacific deemed education a salient enough issue to warrant exclusive attention at the final plenary meeting, held in Kyoto last May.

I was asked by the Washington-based Center for Strategic and International Studies, which administered the U.S. activities, to write a background paper on education issues in the United States and to help plan that final meeting. Though I have no particular expertise in the international arena, I did do some extensive reading on Japanese education prior to my trips to Tokyo to help plan the session and then to Kyoto to attend the meeting as a resource person. Thus, the following represents the impressions of an "instant expert" whose reactions might be of interest.

I was somewhat stunned to learn of the growing disaffection of the Japanese with their education system. Like most Americans, I have viewed K-12 education in Japan, perhaps naively, as a model system that incorporates vigorous academic standards and inculcates a high work ethic among students. Indeed, this high-performing elementary-secondary system has been commonly viewed as the engine driving the remarkable post-World War II economic renaissance of Japan. Many reports on Japanese education have been uncritically laudatory. The system has been held up and idealized as a model for troubled, low-achieving American schools to emulate.

The conventional wisdom is that only American schools are in deep trouble and that we have much to learn from Japan, where there are high academic standards and expectations of students, rigorous social discipline, and high teacher status. I discovered, somewhat to my surprise, that Japanese education was not Nirvana and was being subjected to increasingly severe criticism by political and business leaders, as well as the general public. In fact, one might reasonably predict that deteriorating economic conditions in Japan may well make their schools a scapegoat for larger societal problems in much the same way as schools here were blamed for

adverse economic conditions in the 1970s and 1980s.

In essence, the rather harsh criticism I heard of the Japanese system sounded very much like the condemnations of our system. Japanese schools are being criticized, for example, for not adapting sufficiently to ever-changing workforce needs in an increasingly competitive global economy. The debate now raging in Japan is somewhat analogous to the debate here. Old pedagogical methodologies are not working in either nation and, somewhat paradoxically, the Japanese envy some of the characteristics of our system that are so roundly excoriated here.

It is important for me to stress parenthetically (before discussing criticisms being articulated about their system by the Japanese themselves) that this essay is not written as an apologia for American schools, many of which desperately need higher academic standards, more-rigorous expectations of students, and greater accountability. My primary objective is to convince readers that all nations face serious educational issues and are not certain of what to do in our contemporary world, where change is the only constant. Education systems must fit into the unique history, culture, and traditions of their own nations, and we all have much to learn from each other in a world in ferment. No one has all the answers.

The Japanese criticize their system for stressing rote learning rather than encouraging creative thinking and innovation. Japanese youngsters, it is said, do not take risks in a highly bureaucratized, top-down structure that must be decentralized and deregulated. There is perceived to be too much pressure placed on youngsters from the time they enter nursery school, through the "juku" cram schools, and ultimately the "exam hell" which so largely predetermines their later success. In fact, plans to alleviate some of these pressures include a reduction in the school week to five days.

Critics bemoan the lack of independence, spontaneity, and individuality among youngsters in a closed, homogeneous, group-oriented society. American education,

rightly or wrongly, is admired for its creativity and flexibility by critics who acknowledge that too frequently in Japan "the nail that sticks up gets hammered down." In other words, the very characteristics that critics of American education deplore are admired by the Japanese; the grass does seem to be greener in the other yard.

The Japanese also share with Americans growing concern about the breakdown of children's support systems. Greater discipline problems seem to be emerging among Japanese youngsters. More kids spend their time "mallng," or hanging out in shopping areas. Drug use and teenage crime are more common. Dennis Rodman-style hair colors are more prevalent, and growing numbers of kids in Japan, like their counterparts in the United States, are perceived to be anti-intellectual and unaware of or indifferent to their history, culture, and international affairs.

Japanese teenagers, like ours, are accused of lacking social awareness and cultural and artistic sensibility.

The commonalities between our problems are striking. The Japanese, like us, decry the lack of parental involvement in the lives of their youngsters, as schools are being asked to assume responsibilities that were customarily parental. The schools purportedly are "closed" to the outside world and interact inadequately with business and other sectors. Schools are being urged to collaborate more and become more relevant to the job market and to the dramatically changing needs of the larger society.

Other parallels exist. The Japanese share our concerns about adequately financing education and have particular apprehensions about a rapidly aging population and a low birthrate. School administrators in Japan, as in the United States, are charged with providing inadequate leadership. Vocational education is stigmatized, as it is here, and Japanese schools are accused of paying too little attention to the burgeoning communications-technology revolution that is so rapidly and profoundly transforming the knowledge/information industries.

The continued deterioration of the Japanese economy will in all probability exacerbate the pressure on the schools. Until now, the traditional internal cohesion and homogeneous culture have been important assets to a nation that, in Japanese scholar Merry White's words, has had a historical sense of "precarious deficiency" due to its lack of natural resources, its geographical isolation, and its vulnerability to the forces of nature. These factors, of course, also have served to isolate the Japanese from the larger world and made them less receptive to new or outside ideas.

Children in Japan have traditionally been viewed as "scarce resources" whose academic success is of critical importance to a nation dependent on human capital. The collective commitment to academic success has been pervasive throughout Japanese society and has engendered an admirable work ethic. As many have noted, academic success in Japan is not viewed as being dependent on innate intellectual ability "as it often is in the United States" but on hard work and intensive study.

Today, however, there is a disturbing sense that the strong emotional bonds many Japanese have by custom felt for their schools may be breaking down. The schools increasingly are viewed in this time of severe financial stress as being part of the problem and not the solution to Japan's serious economic, social, and political problems.

Despite the surprising number of common problems confronting our two nations' schools, there are some fundamental differences as well. In the United States, the issue is not only to improve the basics for large segments of the population, but to raise the level of academic standards for all students. Our education system has not consistently had the ability to make the poorest students competent. In fact, American society faces the dangers of growing polarization between its best and poorest students, as well as its wealthiest and poorest citizens. The

strengths of the American system, at least as they are perceived by the admiring Japanese, lie in its adaptability to local conditions, its openness to new ideas, its fostering of creativity, and a higher education system that (deservedly or not) is the envy of the world. Thus, both nations confront complicated educational problems that are inextricably connected to the interrelated social, political, and economic issues confronting their respective societies. The major issue in Japan is how to generate change and innovation in an education system that has enshrined uniformity. The Japanese, however, have succeeded (in ways that we certainly have not) in accomplishing the educational objective of bringing almost all citizens to a basic level of functional competence so that they can become contributing members of society. In other words, Japan has been effective in making the poorest students competent, while not being particularly effective in fostering creativity and individuality.

The reality is that both the Japanese and American education systems need improvement in rather different ways. They have much to learn from each other's respective strengths and weaknesses. Blind emulation of schools embedded in the "warp and woof" of a vastly different culture makes little sense. We can be helpful to the Japanese in "loosening up" their highly centralized system. But at the same time we have much to learn from our Asian friends in "tightening up" academic standards in our underperforming schools.

Michael D. Usdan is the president of the Institute for Educational Leadership, based in Washington.

Publication#W\ PXP# 14. Education Week"Publication" #: PYP#October 22, 1998

Headline#\ PZP# The Standards Wars: Some Lessons Learned
Headline #:\ P[P#
By Christopher T. Cross

In the past decade, the push for academic-content and performance standards has become the most important and most enduring change to impact schools. The development

lopment of standards
and the early stages of implementation happened in nearly
every state and in more districts than
one can count. Since 1993, the Council f
or Basic Education has worked across the country
assisting states and districts
, large and small, in their efforts to set rigorous content and
performance sta
ndards. We have also assisted some states by critiquing their standards, others
by benchmarking them against the best in the nation and the best in the world.

What have we learned in five years of working with states and districts on stan
dards? Here
is a checklist:

Despite the research literature (and logic), the process of putting in place a
standards-driven
system is not as linear as it is described. Both policymakers
and practitioners often must cope
with a bewildering array of tests, profession
al-development models, standards, and budgets.

There are enormous arguments around the level of detail, with conflicting inter
ests battling
issues of local control vs. the need to provide clear guidance to
teachers and a clear
understanding to parents.

Accountability remains the most elusive component of standards-driven reform. T
he adults
in the system scorn it, students generally favor it, political and bu
siness leaders support it, as do
parents until it appears that it will affect t
heir children.

In some states and districts, standards have become the surrogate battlefield u
pon which
power battles are waged that have little to do with standards, such a
s who will exercise control
over the education system. Combatants may include b
oards, unions, central offices, special
commissions, governors, and state legis
latures.

There is no simple, cookie-cutter formula for setting standards. While many sta
tes begin with

standards, other states have found the need to "back fill" to create standards that align with other components of the system. While all of that might not create a pretty picture, the most important principle is having systems that align, so that standards, assessment, professional development, and the other components are all aligned.

While the momentum for standards continues and grows, a great deal of resistance to the idea of standards remains. We have found that the resistance may be greater at the state agency level than among teachers, who are more likely to see both the fairness and importance of standards. Parents, particularly low-income and minority parents, are usually the strongest supporters of standards.

Not much thought has been given to the really hard work involved in implementation. Even less thought has been given to the true impact of a standards-driven system on budgeting, professional development, and teacher education. Less thought still has been given to how long it will take for states and districts to thoroughly implement standards and see broad-ranging results.

While there are many differences among the standards adopted by various states and districts, the fundamental similarities are far greater than the differences. In five years' time, I rather suspect we will discover that we have created a de facto set of national standards, building from the ground up rather than imposing a set from on high. This "bottom up" approach is likely to be much more effective, although certainly not as efficient, as the "top down" strategy which was pursued earlier in the decade. It is both uniquely American and highly effective in building a national consensus. I believe that by 2003 we will find that 50 percent to 70 percent of state standards are quite similar.

Much confusion remains about what constitutes good standards, and there are many, many qualities standards must possess to be excellent. For example, they must be clear. They must focus on what we call "the big ideas." They must be measurable.

able. They must be rigorous. They must permit various methods of teaching.

The concerns of the conservative parents who raised objections to the affective nature of "outcomes-based education" have been largely dealt with by concentrating on academic-content standards. Concerns now seem to focus on whether or not standards are rigorous and specific enough, a sure sign that we are making real progress in achieving an appropriate academic focus.

A bidding war seems to be raging that has some states engaged in a "My old man (standard) can whip your old man (standard) any day of the week." While this has spurred some states to excellence, it has also resulted in standards that are not just higher but often unreasonably higher, even to the level of an advanced college curriculum.

Interest groups have been created or energized to serve as "guardians" of a particular discipline, usually in math, history, or English. Often these groups adopt a "take no prisoners" approach rather than engaging in a productive dialogue that would thoughtfully engage people on multiple sides of an issue. The result can be the defeat of any standards at all. The notion that standards are subject to continuous improvement is ignored in the interests of purity.

The national-standards documents have been and remain influential. In our work in states, we consistently find people using documents like those produced in science, geography, math, and economics. These standards are an important resource for groups to consider as they write state or district standards. It is true that some national documents are far more influential than others.

The process of having teachers, parents, community, and business groups engaged in the process of thinking through what they want in their own standards is tremendously useful. It often serves to bring people together, create common understandings, and raise expectations.

Teachers consistently call this exercise the most important thing they have done and say that they learn more here than through scheduled professional-development programs.

Even if a state has standards, most districts, especially large districts, need to engage in the process of examining, refining, and supplementing the state standards. There is simply no other way to have people "own" the importance and the power of standards, or the standards themselves.

Most policymakers have yet to understand that content standards are only the first step in a process that also encompasses performance standards, assessment, accountability systems, professional development, teacher education, and resource allocation. Educators at the state and local levels are beginning to understand that none of this will work without close alignment among all the components and that the ultimate "test" is whether or not student learning is improving.

The motivations of those who advocate high standards seem to be exceedingly diverse, ranging from those who simply seek higher performance from all students in the interests of improving public education to those that may wish to see public schools fail as a way to create support for vouchers, home schooling, and private education. That diversity of motivation should not be used to derail standards, but rather to redouble efforts to make standards work as the leverage for reform that leads to greatly improved student learning.

Only a few states have even thought about, much less tackled, the issue of the impact of higher standards on systems of public higher education. For those who have given this issue consideration, the motivation has generally been concerns about retention and remediation caused by students who don't meet the content-knowledge requirements of higher education. The impact of higher standards on the content of freshman courses and the need to give high school exit exams positive incentives by having them do double duty as college entrance exams

are two
vital issues.

The responsibilities of the higher education system to prepare teachers to enter classrooms that will operate under these new standards have not generally been accepted by the higher education community. Few colleges and universities have faced the need to dramatically increase the content knowledge of teachers; fewer still have actually tackled the issue. As teachers who have received CBE fellowships state over and over, "You can't teach what you don't know."

I am often asked in forums across the country whether standards are here to stay or simply a passing fad that will soon be replaced by another fad. My answer remains firm and consistent: Standards are here to stay.

The effort has survived almost a decade of attempts to sabotage it and, in fact, public support is stronger than ever. The existence of organizations like Achievement Inc., created as a result of the 1996 national education summit, has served to solidify support from both political and business leaders, two groups whose backing is critical. And parents and teachers understand the rationale for standards and their importance in achieving equitable opportunities for poor and minority children to gain a decent education.

Without that continuing support, standards would surely die, as they should. The way to assure their continued impact is to take the next steps to create performance standards, align assessments, restructure professional development, revise budgeting, and redesign teacher education. Without all of these steps, standards will be an empty promise.

Christopher T. Cross is the president of the Council for Basic Education, located in Washington.

Headline#\ P^P# God and the National Economics

Standards Headline #:\ P_P#

By Warren A. Nord

For some time now, evolution and sex education have been the curricular targets drawing the most fire from religious combatants in our culture wars, while all has been quiet on the economics front. So far as I know, there have been no lawsuits, no pitched school board battles, no polarizing direct-mail campaigns over economics textbooks or curricula.

And yet, as I read them, the national economics content standards and the standard economics textbooks are deeply hostile to religion. ("Voluntary Standards for Economics Released," Jan. 15, 1997.)

How so?

Before answering this question it may be helpful to remind ourselves of the relevance of religion to economics from within most religious traditions.

No doubt it would be anachronistic to suggest that the Hebrew and Christian Bibles or the Koran take positions on capitalism or socialism (creations of the 18th and 19th centuries), but over and over again they do take positions on wealth and poverty, work and stewardship, justice and human nature "all of which are very much relevant to economics.

What may be less familiar to some is the vast theological literature of the last century dealing with economics. Within Christianity, for example, this literature ranges from Pope Leo XIII's seminal 1891 encyclical *Rerum Novarum*, through the Protestant Social Gospel, Reinhold Niebuhr's Christian Realism, and liberation theology, to Pope John Paul II's recent encyclical *Centesimus Annus*. Most mainline Christian denominations and ecumenical organizations have

official statements addressing economic issues.

Central to Scripture and this recent theological literature is the claim that we must employ moral and religious categories to understand economic issues, ideals, and institutions. As the American Catholic bishops put it in their 1986 statement on the economy, we must guard against a "tragic separation" between religion and our economic life. People cannot "immerse [them]selves in earthly activities as if [they] were utterly foreign to religion, and religion were nothing more than the fulfillment of acts of worship and the observance of a few moral obligations." Indeed, economists, like all of us, must realize that "human dignity, realized in community with others and with the whole of God's creation, is the norm against which every social institution is measured."

So what do the economics standards and the texts say about human dignity, community with others, and God's creation? More generally, what do they say about religious approaches to economics?

Twice I've reviewed high school economics texts for their treatment of religion (in 1989 and again in 1997). If we string end to end all of the sentences referring to religion in the 10 texts I reviewed, we end up with about two pages "out of 4,400 altogether" and virtually all of these references are to the distant past.

The sole reference to religion in the 47 pages of the National Content Standard in Economics is to religious as one among several types of nonprofit organizations.

The standards and the texts ignore religion "and that is a part of the problem. But what they do say is also part of the problem.

The standards and the textbooks begin "and end "in the world of neoclassical economic theory, a world of competition for scarce resources by (essentially, if

not entirely) self-interested utility-maximizers. Of course, no religious tradition allows self-interest to be accepted as normative. While neither the standards nor the texts insist that all action is self-interested, they show no interest whatever in altruism or compassion. When is it good to overcome self-interest? They aren't interested. (Generally speaking, neoclassical theory emphasizes individualism over community, while within virtually every religious tradition society is understood communally: We are born into webs of obligation with other people, with all of creation, and with God.)

Ever since Adam Smith, economists have believed that self-interest makes the economic world go round, and Smith's "invisible hand" is still to be seen (so to speak) in these standards and texts. Self-interest and competitive markets lead to the "wealth of nations" and the maximization of preference satisfaction. We might wonder, however, whether justice is served in all of this, but neither the standards nor the texts discuss justice.

Within neoclassical theory, economic decisions should be matters of cost-benefit analysis in which the objective is to maximize the satisfaction of preferences or wants; because economics is a "value free" science there are no right or wrong wants, and value judgments are essentially subjective. But all religions hold that some wants are intrinsically wrong "and that we have duties that are not subject to the kind of weighing that is integral to cost-benefit analysis.

The standards emphasize the value of specialization, but say nothing about the dangers of "overspecialization" that worried even Adam Smith, and they ignore the problem of dehumanizing work. From within all religious traditions, work must be understood in moral and spiritual as well as in economic terms; indeed, from within many religious traditions, work is regarded as a calling, as a way in which we fulfill our obligations to God by using our talents for the good of

humanity. Needless to say, there is nothing of this in the standards or the texts.

The standards give no moral weight to the needs of the poor, yet virtually every religious tradition has placed special emphasis on compassion and the duty to help the poor and oppressed: God has a special concern for the widow and orphan, for the "least" of those among us. Almsgiving is one of the Five Pillars of Islam. Compassion is perhaps the fundamental Buddhist virtue.

Given the wealth and technological advantages of the Western industrial democracies, and overpopulation and poverty in the Third World, questions of international justice and the distribution of wealth are especially important religiously, and many theologians (not least Pope John Paul II) have spoken out forcefully regarding First World obligations to the Third World. The standards say nothing about these issues.

While some religious traditions (Catholicism and Buddhism, for example) have found special virtue in monasticism and vows of poverty, most have not condemned wealth per se, but rather the undue attachment to wealth that keeps us from God. But virtually all religious traditions condemn contemporary consumer culture for nurturing attachments to wealth and the material goods of this life. Our economic system thrives by encouraging acquisitiveness, by creating stronger (and new) desires for consumer goods, requiring that we devote ever more time, energy, and education to economic pursuits. The content standards and accompanying textbooks are silent about this problem.

Technology and economic growth are uncritically praised in the standards, and there is no discussion of their possible costs to, for example, the environment. Western theology has not been particularly sensitive to environmental issues until the last several decades, but discussions of stewardship and the sacredness of nature have become pervasive in contemporary theology. Again, neither the

standards nor the texts address this as a moral, much less a spiritual, problem
.

The problem isn't so much that theologians and economists take different positions on any particular issue; nor is it a matter of left-right politics. Rather, it's that economics texts and courses teach students to conceive all of economics in secular, nonmoral categories. In fact, as things now stand, schools don't teach the subject of economics "for subjects are open to various interpretations. Rather, they teach economics as a discipline, a particular way of thinking

"that is found in neoclassical economic theory "and they do so uncritically, without informing students that there are alternatives.

In the introduction to the new National Content Standards in Economics, the editors tell us that the standards were developed to convey a single conception of the world of economics "the "majority paradigm" or "neoclassical model" of economic behavior. For, the introduction continues, to include "strongly held minority views of economic processes [only] risks confusing and frustrating teachers and students who are then left with the responsibility of sorting the qualifications and alternatives without a sufficient foundation to do so."

This is "need I say it? "a truly appalling statement, for what it means is that K-12 students should be indoctrinated in, rather than educated about, economics.

In the end, neoclassical economic theory may provide the best way of thinking about economics. Maybe. To make educated judgments, however, students must be able to think critically; they must have the perspective to assess contending ways of thinking about a subject. But we provide students no such perspective on the "majority paradigm" of economics. When we disagree, public schools should teach the conflicts. Indeed, to teach only one way of thinking about anything that is deeply controversial is profoundly illiberal.

If religious perspectives on economics were taught elsewhere in the curriculum

"in a course in religious studies, for example "the parochial nature of the economics texts and content standards wouldn't be so dangerous, but there are no such courses. But even if there were, it would be incumbent on economists to relate their views to the alternatives. A good liberal education would put economic theories in cultural context, drawing connections and noting conflicts with other disciplines. Economics must not be an island to itself where students are uncritically taught to think in one particularly controversial way without ever learning that there are alternatives.

How should economics be taught? I'm not asking for equal time; I'm not proposing that economics texts become texts in moral theology. I do believe that at the very least, the opening chapter(s) of any economics text and the opening session(s) of any economics course should put the discipline of economics into broad historical and philosophical perspective. Students should learn that the ways of thinking about economics they will study are controversial, that there are secular and religious alternatives, and something about them. Most economics textbooks are less parochial than the standards document, in that they include chapters on Marxism and socialism. Why not say something about religious accounts of justice and economics as well? Economics teachers must know enough about religion to alert students when texts convey religiously debatable assumptions and claims and, ideally, use primary sources drawn from a variety of religious traditions to supplement texts in dealing with particularly important, religiously contested issues.

No doubt some educators will fret that this must be unconstitutional. But it isn't. The U.S. Supreme Court has made it clear that it is constitutionally permissible to teach about religion in public schools so long as this is done objectively or neutrally. Religious views of history or nature or morality or economics can't be promoted or advocated, but they can certainly be

studied. This isn't controversial.

Indeed, it might be argued that the study of religion should be required on constitutional grounds. Ever since its seminal 1947 ruling in *Everson v. Board of Education*, the U.S. Supreme Court has held that the government (and, therefore, public schools) must be neutral in matters of religion. As public institutions, they cannot favor one religion over others. Neither can they favor religion over nonreligion "or, for that matter, nonreligion over religion.

Of course, public schools do favor nonreligion over religion. They teach nonreligious ways of understanding every "subject" in the curriculum over the religious alternatives. This is not only illiberal, it is not religiously neutral "and as such should be recognized as unconstitutional.

What happens when we divorce economics from religion? The sociologist Robert Wuthnow has written: "Asked if their religious beliefs had influenced their choice of a career, most of the people I have interviewed in recent years "Christians and non-Christians alike "said no. Asked if they thought of their work as a calling, most said no. Asked if they understood the concept of stewardship, most said no. Asked how religion did influence their work lives or thoughts about money, most said the two were completely separate." The way we teach economics contributes to the secularization and de-moralization of our economic life.

In spite of our affluence and economic success, we find ourselves engulfed in a catastrophic environmental crisis, mindless consumerism, oftentimes meaningless work, nagging poverty, monumental problems of justice relating to the Third World and, even in the richest of countries, something that looks very much like a crisis of spirit.

Arguably, the most important issues relating to economics are moral and spiritual. Even if we disagree about this, it is important to understand why many people believe this. Alas, the economics standards and texts are oblivious to the moral

oral and spiritual domains of life "as well as to the requirements of a liberal education.

Warren A. Nord is the director of the Program in the Humanities and Human Values at the University of North Carolina at Chapel Hill. He is the author of Religion and American Education: Rethinking a National Dilemma (University of North Carolina Press, 1995) and, with Charles C. Haynes, Taking Religion Seriously Across the Curriculum (ASCD Press, 1998).

Publication#W\ P`P# 16. Education Week"Publication" #:\ PaP#October 22, 1998

Headline#\ PbP# Calif. Initiative Would Spend Cigarette-Tax Hike on Children
Headline #:\ PcP#
By Linda Jacobson

Los Angeles

Early last year, Rob Reiner stepped out of his roles as an award-winning actor and director and entered the world of policy and politics with a national public-awareness campaign about the developmental needs of young children.

On Nov. 3., Californians will decide whether he is as effective an activist as he is a filmmaker.

Mr. Reiner is the chairman of the California Children and Families Initiative, an effort to raise the state tax on a pack of cigarettes from 37 cents to 87 cents and use the estimated \$700 million a year in extra money to support health, nutrition, and education programs for infants and young children.

Supporters of Proposition 10 span the ideological spectrum and include Democratic Sen. Barbara Boxer, Republican former Rep. Michael Huffington, actor Robin Williams, and the Rev. Robert H. Schuller, the nationally televised minister.

The belief behind Proposition 10 is that spending money on programs for young children will pay off later in savings in such areas as special education, juvenile justice, and welfare.

The proposition would amend the state constitution to create a seven-member commission at the state level to oversee the money collected from the tax. Twenty percent of the proceeds would be used for statewide programs, such as parent education, training for child-care providers, and a multimedia campaign to encourage pregnant women and parents of young children to quit smoking.

The remainder would be spent on programs for children at the county level. Such spending would be managed by locally appointed commissions, which would adopt strategic plans for using the money.

A Los Angeles Times poll last month showed Proposition 10 had the support of 54 percent of respondents; campaign organizers say their polls suggest the initiative will pass with roughly 60 percent of the vote.

The proposal may not be a shoo-in, however. Mike Roos, the initiative's campaign manager, said he expects tobacco companies to spend between \$20 million and \$40 million to defeat the measure.

Television advertising from the opposition began running Oct. 1. The ads claim that Proposition 10 would create new levels of bureaucracy, and they criticize the initiative because it would not increase funding for the public schools.

Proposition 10 supporters raised about \$9 million for advertising and began running television and radio spots last week.

"We know it's going to be a really hard fight because they are just going to outspend us,"

Kristina Parham, a Proposition 10 campaign spokeswoman, said of the opposition.

Celebrities United

But the pro-initiative camp has celebrity on its side. In addition to the liberal Mr. Reiner, actor Charlton Heston, a prominent conservative, and former U.S. Surgeon General C. Everett Koop appear in the ads.

Proposition 10 could have a ripple effect across the country, said Michael Levine, a program officer at the Carnegie Corporation of New York City, which supports a variety of early-childhood programs, including the "I Am Your Child" campaign, also led by Mr. Reiner.

If the measure passes, Mr. Levine expects groups in other states to use the initiative process to enact similar means of paying for services for young children. Residents of 16 states, including California, can amend their constitutions through a ballot initiative.

Publication#W\ PdP#17. Education Week"Publication"#:\ PeP#October 22, 1998

Headline#\ PfP#Kentucky to Include Norm-Referenced Test In Accountability Plan
an Headline#:\ PgP#
By David J. Hoff

Officials have not decided how much weight to give the exams. In Kentucky, standardized-test scores will soon matter, at least a little.

The state school board this month directed that results from the Comprehensive Test of Basic Skills be included in the new accountability system it is creating. The state has given the norm-referenced exam for the past two years, but did not include its results in the formula for determining schools' rewards or sanctions.

While board members said they would include the norm-referenced results in their new

accountability system beginning next year, they won't decide how much weight they will carry until December, according to Lisa Y. Gross, a spokeswoman for the state education department. But they agreed that scores on the standardized test will be "a very small part" of the total, she added.

The move is significant because until now Kentucky's system of rewards and sanctions has relied chiefly on portfolios and performance-based exams designed to test students' knowledge of state standards. In contrast, norm-referenced exams gauge how students stack up against one another.

The change is "a necessary political compromise," said Robert F. Sexton, the executive director of the Prichard Committee for Academic Excellence, a Lexington-based group of business and community leaders that has supported the state's pioneering school reforms over the past eight years.

"It satisfies the concerns of a number of parents for having some kind of national comparison," Mr. Sexton said. "If it helps build public confidence, then we think it's a necessary adjustment."

New Creations

The overhaul of the accountability system is one of the many changes the Kentucky legislature mandated last spring. ("Ky. Bids KIRIS Farewell, Ushers in New Test," April 22, 1998.)

The state board has selected CTB/McGraw Hill to run the new testing system required by the law. The California company will give the reading, mathematics, and language arts versions of its CTBS to 3rd, 6th, and 9th graders. It also will produce exams to assess how well 4th, 5th, 7th, and 8th graders stack up against the state's standards in reading, history, the arts, and other subjects.

All those results will be included in the new accountability system, as will so-called noncognitive factors such as attendance and dropout rates.

At its December meeting, the board will decide how much weight to give each of the factors and how to define progress according to their results.

Publication#W\ PhP# 18. Education Week"Publication" #:\ PiP#October 22, 1998

Headline#\ PjP# Pa. Gov. Proposes Internet Access For
Day-Care Centers Headl
ine #:\ PkP#
By Karen L. Abercrombie

Gov. Tom Ridge of Pennsylvania envisions a future where even the preschoolers are technologically savvy.

The governor has proposed a \$1.6 million program that would provide free Internet access to more than 4,000 licensed day-care centers in the state and develop interactive technology for preschoolers.

Gov. Ridge, who is running for re-election, announced "Cyberstart" last month at the Pennsylvania Partnerships for Children's annual conference in Harrisburg.

The program would begin to prepare children for a high-tech 21st century, said Gretchen Toner, a spokeswoman for the Republican governor. "Being exposed to technology this early gives kids a head start," she said.

Mr. Ridge also hopes that the program could become a catalyst that links university and private research resources to create innovative Internet-based technology for early-childhood development.

The governor's proposal calls for \$1 million to be set aside for the development of a Creative Learning Institute, where early-childhood computer programs would be created. The remaining

\$600,000 would be used to cover annual Internet-access charges.

Preschoolers Unplugged

But some critics say the program should never see the light of day because it is geared toward very young children.

Educational psychologist Jane M. Healy, the author of *Failure To Connect: How Computers Affect Our Children's Minds* "For Better and Worse," argues that a child who can't read does not need to be on the Internet. She says that money for such programs would be better spent on teacher training and salaries and better school facilities.

Ms. Healy said there are serious drawbacks associated with computer use among young children.

"It takes away from learning language, math concepts, social skills, using the imagination, and creativity," she said last week. "Not to mention the physical hazards, like vision problems or early development of carpal tunnel syndrome."

Ms. Healy said computer use among young children is most troubling because developmental issues are ignored. Her research has found that children under age 7 are better off without much exposure to computers.

Responding to Parents

But in Pennsylvania, as well as in other states, preschoolers already are using computers as part of the curriculum. This past spring, the Snyder, Union, Mifflin Child Development Center Inc. began installing computers into its 10 day-care centers, which are in three central Pennsylvania counties.

Sharon Koppel, the center's executive director, said parents had requested the use of computers in the company's day-care centers because they had them in their homes. Ms. Koppel researched computer use among young children and found a local foundation to provide grant money to buy the equipment. Each center has one or two computers, depending on enrollment. Only preschoolers who are at least 3 are allowed to use the centers' computers. Ms. Koppel said the children always work in groups with a teacher present.

"We try to find software that challenges problem-solving abilities and encourages social interactions," she said. "They serve as a complement to learning, not a replacement."

Ms. Koppel, who helped the governor's policy office develop Cyberstart, said that such programs will be successful as long as computer instruction is done by trained adults in conjunction with a good curriculum.

Publication#W\ PIP# 19. Education Week"Publication" #: PmP#October 22, 1998

Headline#\ PnP# Calif. Voters Face Expansive Schools Initiative Headline #:\ PoP#
By Robert C. Johnston

California voters are poised to consider what is arguably the most far-reaching school reform proposal ever to appear on the state ballot.

Outgoing Gov. Pete Wilson sponsored the petition drive this past summer that qualified the plan for the Nov. 3 ballot. If it passes, Proposition 8 would help cement Mr. Wilson's education legacy, which includes increased K-12 spending and smaller class sizes in the primary grades.

But the opposition the plan is drawing from teachers' unions and other school groups provides a reminder that the two-term Republican's record remains deeply controversial for many educators.

California is one of about a dozen states where voters will be asked to decide ballot questions with implications for schools in the midterm elections. In Colorado, for example, Amendment 17 would grant tax credits for some private education costs.

But no measure is as sweeping and detailed as Proposition 8.

For starters, it would order permanent funding for California's popular K-3 class-size-reduction program. It would also expand state oversight of schools on several fronts and create the office of a new education czar who would inspect and rate public schools. It would require a zero-tolerance policy for student drug offenses. And it would mandate that new teachers, as well as those changing subjects, pass tests in the subjects they planned to teach.

On the local level, the plan would give parents on newly configured site councils in some 8,000 schools more power over their schools' budgets and curricula. The measure would also strengthen principals' authority to fire teachers.

In short, it's the equivalent of an education earthquake.

"I've signed on to this because I think we need an education revolution," said state school board President Yvonne Larsen, whom Mr. Wilson named to the board in 1992. "Some of these ideas can do this."

A broad coalition of education and anti-tax groups is fighting the measure, arguing that Proposition 8 is ill-conceived. And, while there are some indications that support for the measure is slipping, its critics are not taking any chances.

"It would be a giant step backward," said John D'Amelio, the president of the California School Boards Association. "We don't need another poorly crafted initiative."

Observers outside the Golden State say the measure is striking in its scope.

"I've never seen any ballot initiative that is this comprehensive or touches so many hot education issues," said Mary Fulton, a policy analyst with the Education Commission of the States, a clearinghouse in Denver.

But that's the way Mr. Wilson wants it. "I'm taking education reform directly to the people. If the public wants better schools ... here's their chance," he said in a recent speech.

Parent Power

Proponents argue strongly that the measure would keep future legislatures from cutting money for smaller K-3 classes. Foes counter that Proposition 8 is not needed because that program, which cost California \$1.5 billion in the 1997-98 school year, is so popular.

But if that were the only issue on the ballot, there would be little debate. "We all want smaller classes," Mr. D'Amelio said. "Permanent class-size reduction is really good."

It is beyond the push for smaller classes that the disagreement deepens. One of the most contentious issues is the proposal to empower school site councils. Such councils now serve in limited roles at most California schools. But Proposition 8 would give them the final say over school curricula and discretionary spending.

The timing is especially bad, some argue, because the state is beginning to phase in new academic standards. Shifting the authority for curriculum away from school boards, they say, would confuse and weaken that process.

"[The initiative] would make school boards obsolete," said Albert Lundeen, the spokesman for "No on Proposition 8," the coalition of union and tax groups fighting the measure. "The site

council wouldn't even have to be elected."

In a slap at Mr. Wilson's longtime adversaries, the teachers' unions, Proposition 8 would give parents a two-thirds majority on the councils, which are now evenly split between parents and teachers.

Mitch Zak, the spokesman for the "Yes on Proposition 8" coalition that includes the California Republican Party and the Alliance for Quality Education, a San Diego parents group, said school officials are overreacting. School boards, he pointed out, would set the bylaws of the site councils.

"They talk about giving parents local control," he said. "It seems that they must mean bake sales."

Bureaucratic Overkill?

Mr. Wilson, who is barred by law from seeking a third term, also wants to create an Office of the Chief Inspector of Public Schools. The office would issue annual reports on achievement scores, dropout rates, and college-entrance rates. Each school in the state also would be inspected every two years by the chief inspector's staff.

Under the terms of the initiative, the governor would name the putative education czar to a 10-year term that would allow the appointee to work independently of the state education department. The estimated \$15 million to \$20 million annual budget for the office would come from the education department budget.

"Prop 8 would be devastating because it would take existing classroom dollars to create a new bureaucracy," Mr. Lundeen asserted. "What's so bad is that the appointment requires no legislative experience, and there's no limit on staff or salaries."

Ms. Larsen, the state board president, envisions the job going to a professional

l auditor from the private sector. "This would not be a charismatic guru who is sues statements from a bully pulpit," she said.

Also under debate is a provision to base teacher certification on subject-matter tests rather than teacher candidates' college coursework.

Current teachers also would have to take subject exams before being reassigned to teach a new subject areas if the initiative passes.

With a teacher shortage already crimping districts' ability to hire teachers, opponents say it's not the time to make becoming a teacher even harder.

In a resolution against Proposition 8, the California PTA said that it backs high standards for all staff members.

But the proposed requirements, it said, "could make it more difficult and expensive to attract new candidates to the teaching profession in California."

The only provision generating little discussion is the proposed mandatory expulsion of students caught with illegal drugs on campus.

Waning Support?

In the last weeks before the vote, it appears enthusiasm for Proposition 8 may be waning. In August, support for the measure among likely voters was at 55 percent, compared with 24 percent against and 21 percent undecided, according to a survey by Field Poll, an independent polling firm in San Francisco.

In a Field Poll released last week, 48 percent of the respondents said they would vote for the initiative, while 29 percent said they were against it and 23 percent were undecided. The margin of error in both polls was 5.4 percent.

"It's now under 50 percent support. I wouldn't say it's fatal, but it should raise some cautionary flags," said Mark DiCamillo, the director of the Field Poll.

"It's easier for undecided voters to float into the 'no' side because it is more a maintaining of the status quo," he said.

While more than \$1 million was spent to qualify Proposition 8 for the ballot, Mr. Zak conceded that there is not enough money now for a television advertising campaign in support of the measure.

Foes of the measure are not taking any chances. They have spent \$3 million on television ads for the final push to turn voters against Proposition 8.

And their broad coalition promises to expand the base of opposition. Groups fighting the measure include the Howard Jarvis Taxpayers Association and the League of Women Voters.

Also in opposition are the California Teachers Association, which is the state affiliate of the National Education Association, and the California Federation of Teachers, the state affiliate of the American Federation of Teachers.

But the pro-Proposition 8 side picked up the California Business Roundtable's endorsement last week.

The Sacramento-based organization of California's top business officials said in a prepared statement: "The future of our state and the quality of our future workforce depends on our willingness to speak out against the status quo."

Publication#W\ PpP# 20. Education Week"Publication" #:\ PqP#October 22, 1998

Headline#\ PrP# As Tests Get Slight Reprieve,
Governing Board Forges On Head
line #:\ PsP#
By David J. Hoff

Washington

Even as Washington's powerbrokers were deciding the fate of proposed new national tests last week, the board in charge of the exams sought solutions to certain problems they would have if the plan ever became a reality.

The National Assessment Governing Board last week started a series of congressional hearings to discuss the kinds of accommodations the tests proposed by President Clinton would offer to students with disabilities or with limited English proficiency. The exams would gauge 4th graders' reading ability and 8th graders' mathematics knowledge.

The board held its hearing Oct. 14 while Mr. Clinton and Republican congressional leaders haggled over a budget bill that would decide whether the testing initiative moves forward.

Marshall S. Smith, the acting deputy secretary of the Department of Education, said the agreement forged between the administration and Congress last year allows test development to proceed into fiscal 1999. But, he said, it does not authorize pilot-testing.

Moreover, researchers will continue studying whether national test questions could be embedded into some states' assessments, Mr. Smith said.

The text of an electronic message from Rep. Bill Goodling, R-Pa., a testing opponent, confirmed that the governing board could move forward with "limited development," but would not be allowed to start pilot-testing next spring as planned.

Testing What Skills?

The information collected last week "like the rest of the work done by testing contractors over the past 14 months" may eventually be used to inform future as

assessments.

But, with the possible decision to stop development of the voluntary tests, the hearing appeared to be an exercise in which advocates simply repeated their strongly held views.

Thomas H. Fisher, the chairman of the governing board's design and methodology committee and Florida's assessment director, heard testimony here last week from advocates for disabled and LEP students.

Congress last year directed the governing board, known as NAGB, to hold the hearings.

At the portion of the NAGB hearing dedicated to LEP students, advocates urged Mr. Fisher to tell his colleagues that they are putting too much emphasis on testing English skills, not on testing literacy abilities in native languages.

Framing the central question, Deborah Short, the division director of English-language instruction for the Center for Applied Linguistics, a Washington research and advocacy group, asked: "Is it a test in reading or a test in reading English?"

Most of the witnesses said students should be tested in their native languages, but one was adamant that every child should take a test of his or her English skills.

"Unrealistic accommodations fail to prepare students to become full and productive participants in society," contended Jorge Amselle, the vice president for education of the Center for Equal Opportunity, a Washington group that opposes bilingual education and affirmative action.

"The reality for which schools must prepare students is one in which employers will not give them extra time or simplified language or assistance in their native language," Mr. Amselle said.

But most witnesses said the board shouldn't require students to take an exam they are destined to fail.

LEP 'Afterthought'

Under NAGB's testing initiative, it would begin pilot-testing next spring. During pilot-testing, the board had decided to offer LEP and disabled students the same extra help given on the National Assessment of Educational Progress "the federally mandated sampling of student achievement in core subjects that the governing board oversees. Those aids include extra time, large-print booklets, and scribes to record answers.

That approach set up a process that ensures any Spanish-language test would simply be an "unpiloted translation" of the English test, said Ambrosio Rodriguez, a legislative staff lawyer for the Los Angeles-based Mexican-American Legal Defense Fund.

Other NAGB decisions ignored the needs of LEP students, Ms. Short charged. None of the governing board's advisers is an expert on assessing students whose first language isn't English, she said.

The governing board has scheduled similar meetings in Atlanta, Chicago, Los Angeles, New York, and Austin, Texas. Given last week's budget agreement, the board will hold those hearings as scheduled, said Lawrence W. Feinberg, a spokesman for the governing board.

Publication#W\ PtP# 21. Education Week"Publication" #:\ PuP#October 22, 1998

Headline#\ PvP# Report Suggests Alternative Paths As
Solutions to Teacher Shortages
rtages Headline #:\ PwP#
By Ann Bradley

Alternative-certification programs that have grown up around the nation over the past 15

years can be "real solutions" to teacher shortages, a new report concludes.

The resource book, compiled by C. Emily Feistritzer and David T. Chester of the National Center for Education Information, is another in a series of annual reports on the topic by the private, nonpartisan research firm. Ms. Feistritzer, the president of the Washington-based center, is well-known for her support of such nontraditional routes to teaching.

People interested in becoming teachers traditionally have attended a state-approved program at a college or university and been awarded a license upon graduation. In the early 1980s "as concern about the quality of teachers mounted and a spiraling teachers expressed frustration at barriers to education careers "states began to establish alternatives.

In addition to details on the alternative-certification routes available in 41 states, this year's report includes profiles of the extensive programs in Texas and California. It also features a report on Troops to Teachers, the U.S. Department of Defense program that channels military retirees into teaching positions. (Expiring 'Troops to Teachers' Project Outfits Classrooms With Professional s in Demand," Oct. 14, 1998.)

Minority Teachers Attracted

In Texas, 27 alternative-certification programs produce nearly half of all minority teachers, data provided by the state show. Teachers who follow those routes generally stay in teaching at about the same rate as those who graduate from education schools, while African-American and Hispanic educators tend to stay in the profession longer if they were licensed through an alternate route.

Between 25 percent and 40 percent of the graduates who complete traditional teacher-training programs in California never take a teaching job in the state, according to

the report. In contrast, 87 percent of the teachers licensed by alternate-route programs enter California classrooms.

In both states, Ms. Feistritzer said, the alternate programs have been carefully designed and include extensive exposure to the classroom. California's new rules for teacher licensure include a two-year internship that more closely mirrors the alternate-route approaches there.

"Alternate routes target the programs where the jobs are," Ms. Feistritzer argued. "They are designed to meet demand, not to crank out more teachers who may or may not ever find a job."

Elizabeth Fidler, the vice president for policy and research at Recruiting New Teachers Inc., a Belmont, Mass., nonprofit concerned with improving the nation's teaching pool, did not disagree that some alternate-route programs can produce qualified teachers.

But Ms. Fidler, who had not seen the report, cautioned that the controversial programs remain uneven in quality. "There has been so much criticism, I am glad they are listening to it and trying to ensure quality," she said. "We have to be looking at evaluations of those teachers, and I don't think we have them across the board."

Publication#W\ PxP# 22. Education Week"Publication" #:\ PyP#October 22, 1998

Headline#\ PzP# At Long Last, Calif. Board Adopts Standards For All Core Disciplines Headline #:\ P{P# By David J. Hoff

California now has a complete set of academic standards in the core subjects, after the state school board approved outlines of what students should know in science and history and social sciences.

The unanimous adoption of science standards this month followed extensive debate

e among
commissioners assembled to write the standards, but the history/social
sciences document was
approved with little discussion.

The science battle primarily pitted advocates of a traditional emphasis on academic content
against those who stressed the use of hands-on learning. ("Science
FRICTION," Sept. 30,
1998.)

Supporters of the more traditional approach won in the package approved by the
board. The
new standards specify what students at every grade level should learn.

For example, one standard says 3rd graders should know that matter is composed
of elements
listed on the periodic table, and 5th graders should understand how
those elements combine to
create table salt, water, and carbon dioxide.

The standards also spell out what subjects within the field students should learn from the 6th
grade through the 8th grade.

"The standards we have adopted are consistent with what the most reliable research tells us
about student learning, without mandating experimental curricula and counterproductive
learning fads," Yvonne W. Larsen, the president of the California school board, said in a
statement. "They emphasize content, problem-solving, and conceptual understanding."

Despite their specificity, the science standards won't stop teachers from encouraging students
to engage in experiments that will help them understand the academic content, one of the
authors of the science document said.

The standards "are meant to say what the results are," said Bill Evers, a member of the
commission that wrote the standards and a research fellow at the Hoover Institution, a think tank
based at Stanford University. "They are not meant to
dictate the classroom process."

Less Controversy

The history standards were not as controversial as the science standards, Mr. Edwards suggested, because they did not stray far from a framework adopted in the 1980s.

The state board late last year approved standards in mathematics and language arts. An advisory panel to the board is writing curriculum frameworks explaining how districts should use the standards in those subjects. The panel will also draft frameworks for science and history/social sciences.

While the state board says the standards are voluntary, schools will eventually be held accountable for students' learning what is in them because the state is producing assessments based on the content of the standards.

Publication#W\ P|P# 23. Chronicle of Higher Education Academe Today"Publication" #: \ P}P#October 22, 1998

Headline#\ P~P# Affirmative-Action Supporters Speak
Out on 25 Campuses Nationw
ideHeadline #:\ PP#

By JEFFREY SELINGO

Students and professors at some 25 colleges nationwide held a series of teach-ins, walkouts, and rallies Wednesday to defend affirmative action, but the event attracted only small crowds, even on some of the campuses where debate over the issue has attracted the most attention recently.

A noon rally at Sproul Plaza, at the University of California at Berkeley, drew about 500 people, the largest crowd of the day at any of the campus gatherings. A rally in Meyerhoff Park, at the University of California at Los Angeles, attracted about 300 people. Rain and midterm examinations hampered turnout at a rally in front of the student union at the University of Michigan at Ann Arbor, w

here police estimated the crowd at 150 people.

"You can't measure the success by the number of people," said Bob Jensen, a journalism professor at the University of Texas at Austin, where a noon panel of speakers attracted about 80 people. Mr. Jensen, who helped organize the discussions and teach-ins on the campus, added that "the people who came were incredibly committed. They didn't want to come just to hear stump speeches."

Similar events are planned for today on many of the same campuses as part of the "National Days of Action to Defend Affirmative Action," which is being organized by the Coalition to Defend Affirmative Action by Any Means Necessary.

Officials at Michigan and the University of California system said it was difficult to calculate how many classes had been affected by the teach-ins that were held throughout the day. "The central administration tried to discourage cancelling classes, but individual faculty have a lot of leeway in what they do," said Mark Hass, a University of Michigan spokesman.

Rafael Perez-Torres, an associate professor of American literature at U.C.L.A., who spearheaded the idea of the days of action, said that about 40 faculty members at his institution had told him that they would deal with diversity issues in their classes. "As I walked across campus today, a large number of faculty were holding their classes outside as a symbol of support," he added.

Mr. Jensen said faculty members at Austin had agreed not to walk out of classes. "The political climate here is different than in California," he said.

Over all, administrators and professors in Michigan, Texas, and California described turnout for the day's events as "moderate," but "peaceful" and "educational."

Universities in all three states are the focus of affirmative-action opponents.

The University of Michigan is involved in two lawsuits challenging its admissions policies. A court ruling on a similar lawsuit in Texas two years ago led the state to stop using racial preferences in admissions. And California voters have banned consideration of race and sex as factors in university admissions and government hiring and contracting.

Themes for the day differed by campus, but participants said that many of the speeches had focused on making affirmative action an issue for all students, not just minority students.

Birch M. Harms, a second-year law student at the University of Michigan and a member of Law Students in Support of Affirmative Action, said that the Michigan events had centered on getting students organized. "People talked about how we all should care about affirmative action in an effort to get more people out in the future," Mr. Harms said.

"We talked about the positive impact that diversity has on education, especially the quality of the content," Mr. Perez-Torres said. "A number of faculty also testified on their own careers and how important diversity has been to them."

Publication#W\ PP# 24. The Portland Oregonian"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Riley rails at calls for vouchers Headline #:\ PP#Subhead#[\ PP# A schools conference hears the nation's longest-serving education secretary endorse charter schools and lament the state of teacher trainingSubhead#:\ PP # By Steven Carter of The Oregonian staff

U.S. Secretary of Education Richard Riley on Tuesday dismissed school vouchers as gimmicks, backed charter schools and criticized teacher training as a broken system.

Riley visited Portland for a regional school improvement conference organized by

y the Pacific
Northwest Regional Educational Laboratory. The three-day meeting
drew about 1,100 educators
from the West and as far away as the South Pacific.

Riley, history's longest-serving education secretary, drew a standing ovation a
t the meeting.
He said the Clinton administration would continue to fight any e
fforts to funnel tax dollars into
private education through vouchers or tax cre
dits.

"It makes my blood boil to think about the voucher schemes that some people are
proposing that would weaken public schools," Riley said.

The administration has beaten back attempts by conservative Republicans to give
tax money
to parents as partial payment for private school or to give parents
a tax credit if they send their
children to private schools. President Clinton
and Riley also oppose giving local school districts
carte blanche to spend fede
ral education dollars any way they want. Vouchers and block grants
lack account
ability for public dollars, he said.

Recent national polls of parents with children in public schools show that for
the first time
a majority favors vouchers. But in an interview after his speech
, Riley labeled vouchers as a
"gimmick" and said they would be poor public poli
cy.

"I have been in education for years," Riley said. "If I thought vouchers would
help, I hope
I'd be for them."

Riley argued that public pressure is building to improve public schools. He sai
d the
administration is trying to provide states with the resources to hire mor
e teachers, train them
better and give them technology, such as computers.

"We are gaining momentum," he said. "Don't comb off 2 or 3 percent of the stude
nts and say
let the rest of these sit there and rot."

Despite opposition to vouchers, Riley said the administration favors choice within the public school system. He cited as a positive example magnet schools that offer specialized programs. He pointed in particular to the Institute of Science and Mathematics at Portland's Grant High School. Andrew Shoals, a 4.0-GPA student in the Grant program, introduced Riley at the conference.

Riley also said charter schools, which operate free from regulations in exchange for funding and a pledge to reach specified goals, are a good way to spur innovation in public schools. But he declined to criticize Oregon's charter system, which allows only school districts to issue charters instead of other educational organizations.

The secretary said more work needs to be done in teacher recruiting and preparation. The country will need 2.2 million new teachers in the next 10 years, he said.

Riley called for eliminating emergency teaching licenses, requiring new teachers to have at least a college minor in the subject they are teaching and giving prospective teachers a basic-skills test before they enter a teacher education program.

"We are kidding ourselves if we think we can improve education without changing the present broken-down system of preparing new teachers," Riley said.

Riley also said education had scored a big victory last week in the budget compromise the Clinton administration reached with Congress.

In addition to the well-publicized money for new teachers that the administration got in the budget agreement, Riley said, money will be forthcoming to serve an additional 36,000 students in Head Start and 250,000 children in expanded after-school programs. Congress also approved more money for computer technology,

teacher recruitment and child literacy, he said.

Riley is in his sixth year as education secretary, longer than any of his predecessors. As a two-term governor of South Carolina, Riley earned a reputation for demanding higher achievement from all students.

Riley said he was disappointed Congress did not finance the administration's proposal to help districts pay to build, repair and remodel schools. America seems more willing to build state-of-the-art prisons than top-flight schools, he said.

Publication#W\ PP# 25. The Vancouver Columbian"Publication" #:\ PP# 10/21/98
Section: Clark County/region; Page b1

Headline#\ PP# EDUCATION SECRETARY PRAISES
CAMPUSHeadline #:\ PP#
By RICHARD S. CLAYTON,
Columbian staff writer
You know you're doing well when you impress the nation's top educator.

Discovery Middle School did just that Tuesday when U.S. Secretary of Education
Richard
Riley visited the award-winning Vancouver campus.

"This school really is one of the top" in the nation, Riley said after meeting
with students and
touring Discovery's clustered "village" classrooms and "toolbox" project area.

Riley was in Portland to give the keynote speech at a regional Improving America's Schools Conference. He requested the tour after hearing about Discovery at a national symposium on school design earlier this month.

Discovery, which has won several national design awards since opening in 1995, was one of nine schools included in a "Creative Solutions Group" at the symposium in Washington, D.C. Vancouver's Skyview High School also was noted at the event.

Discovery students gathered around the school's front entrance and buzzed with excitement

as Riley arrived.

Eighth-grader Alex McKee jockeyed to be the student who opened the door for Riley. He didn't know the secretary's name, but he knew the unfamiliar guy in the suit was important.

"He's from Washington, D.C.," McKee explained.

Principal Terry Nelson and two students, Renae Hamilton and Adrian Flores, led Riley around the school. Local television and newspaper reporters followed close behind.

Nelson and other school administrators explained how the "villages," clusters of classes built around open work areas, allow students to remain with the same group of teachers for two years. They attend traditional lectures in classrooms and do larger projects in the tiled work areas.

Riley saw models of historic Vancouver homes students studied and were re-creating with scale replicas.

In the "toolbox," Riley saw students building spreadsheets on computers and constructing "human" arms with wood, plastic balls and rubber bands.

Other work areas in the toolbox allow students to create video productions, work on the Internet, and do "messy" science experiments.

The village and toolbox concepts have been integrated into other Vancouver schools renovated or constructed since Discovery was completed.

Riley also visited the school's counseling center, which doubles as a community meeting area, and talked to five students who volunteer in the school's tutoring program. They and other Discovery students help grade-schoolers overcome reading problems during twice-weekly sessions.

"It just makes you feel real good helping little kids," seventh-grader Michael Mata said.

Riley noted how tutoring also ensures they have mastered their basic skills, and could convince them to pursue teaching as a career. All five students agreed.

With education issues at the top of the Democrats' election agenda, Riley also used the Discovery visit to emphasize the Clinton administration's recent funding victories and allow a local candidate to share in the glory.

Riley noted how \$1.2 billion set aside in the proposed federal budget would serve as the "down payment" on a seven-year plan to pay for 100,000 additional teachers and reduce class sizes.

Law enforcement officials have told him the increased teacher attention that comes with smaller classes is the best way to prevent student violence, such as the shootings in Springfield, Ore., Riley said.

He used Discovery to highlight the importance of a White House proposal the Republican Congress left out of the budget a plan to repair, modernize and build more than 5,000 schools.

Riley noted how Discovery's design appears to foster some of the enthusiasm of students for learning.

"It's not like you can't have good schools without buildings like this school," Riley said. "But, boy, does it help."

DISCOVERY FACTS

Address: 800 E. 40th St.

Enrollment: 780 students

Constructed: 1995

Cost: \$ 11.7 million

ART Caption: JANET L. MATHEWS/The Columbian Words of praise: U.S.

Secretary of Education Richard Riley answers questions from the media Tuesday after

touring Discovery Middle School. Candidate Brian Baird, left, and Discovery student Adrian

Flores listen. Flores and student Renae Hamilton helped

lead Riley's tour through the school.

Publication#W\ PP# 26. Sacramento Bee"Publication" #: \ PP#October 22, 1998

Headline#\ PP# UC Davis rallies urge preferencesHeadline #: \ PP#

By Nancy Weaver Teichert

Bee Staff Writer

A systemwide walkout at the University of California in support of affirmative action

programs brought out spirited and angry shouts in Berkeley, but in Davis

as many as 500

students participated in a more restrained rally.

On Davis' grassy campus quad and under the warm afternoon sun, organizer Edgar Chen

asked students to get on their feet in support of bringing back affirmative action programs.

"This is a fight, you guys. This is a movement," said Chen, who helped coordinate two

protest rallies and faculty-led teach-ins for the Progressive Student Coalition. The event

culminates in a rally today on the steps of the Capitol.

Considerations of race in UC admissions policies have been halted in the past few years.

First, the UC Board of Regents " led by Regent Ward Connerly, a Sacramento businessman

" eliminated affirmative action goals that were based on race and gender in 1995. The

following year, California voters passed Proposition

209 to outlaw racial preferences in public

hiring, contracting and college admissions.

missions.

Organizers in Berkeley said six UC campuses and a dozen other universities throughout the state participated in rallies and forums of their own.

Rafael Perez-Torres, a UCLA professor, started organizing the walkout last spring after the university announced admissions statistics for this year's entering class. At both Berkeley and UCLA, the percentage of Latinos and African Americans dropped significantly. For example, Berkeley accepted 66 percent fewer African Americans and 53 percent fewer Latinos.

Chen said Davis students were not asked to walk out of classes, but 30 to 40 professors abandoned their scheduled class work to focus on the debate over affirmative action.

In the quad, the afternoon rally's first speaker was Chancellor Larry Vanderhoef, who won applause for saying that the university is committed to diversity.

In a private conversation, Vanderhoef praised Chen for all the work that went into the event. Chen thanked him for participating. "It's a pleasure to have you," he said.

Matthew Huerta, a member of the progressive coalition, tried to get the crowd stirred up. "The diversity we do have is in serious jeopardy," said Huerta. "We're going to stand up and demand our civil rights to an equal opportunity."

Some students like Jehan Clark, a third-year undergraduate who participated in the protest, were disappointed with the turnout at the 2 1/2-hour rally.

"It's great. I just wish there were more people," said Clark, who's already noticed a change in the freshman class since the loss of affirmative action. "This is something that's going to impact us greatly."

At UC Davis, the percentage of freshmen who identified themselves as members of underrepresented minorities, such as African Americans or Latinos, has dropped

from 16.3 percent to 14.6 percent of the enrollment.

Wednesday evening, about 75 students carried their protest to the Borders Books store in Davis to debate a nationally known author invited to speak by a conservative student group on the Davis campus.

Dinesh D'Souza, author of "The End of Racism: Principles for a Multi-Racial Society" and "Illiberal Education: The Politics of Race and Sex on Campus," engaged in a lively discussion with students who carried their picket signs from the rally.

Connerly, who was not in California during Wednesday's demonstrations, said the protest was designed to focus attention on Initiative 200, a ballot measure in Washington to eliminate racial preferences in state programs. He said the message is a warning to voters that its passage would cause student protests.

Connerly was dismissive of Wednesday's rallies, saying that mainly students and professors in ethnic programs, such as Chicano studies, were behind the protests. "The people involved in the walkout effectively have no hope of overturning Proposition 209," he said.

But there was hope at Sproul Plaza at UC Berkeley that student actions would reverse the ban on affirmative action just as students helped to end the war in Vietnam two decades ago.

"The time has come once again to take to the streets to make known our cry for social justice, to make known our cry for human rights," Carlos Munoz Jr., a Chicano studies professor, told a crowd of about 500 people.

He said UC Berkeley's chancellor and leaders should not only "denounce (Proposition 209) but disobey it."

"Proposition 209 is an unjust law," Munoz said, as people whooped and cheered.

"We have
the moral responsibility to oppose this unjust law."

Toward the edge of the crowd, about 20 members of the Berkeley College Republicans
staged a protest of their own. Some held signs saying, "I want a refund," and
passed out leaflets
slamming the walkout.

"We're protesting people who are racist," graduate student David Hutchinson said of the
pro-affirmative-action crowd.

Publication#W\ PP# 27. San Diego Union Tribune"Publication" #: \ PP#October 22
, 1998

Headline#\ PP# Colleges' clout: \$3.5 billionHeadline #:\ PP#Subhead#[\ PP# N
ew report notes effect on economySubhead#:\ PP#
By Jeff Ristine STAFF WRITER

San Diego County's major colleges and universities pump more than just brain
power into
the community " they add more than \$3.5 billion to the regional economy every year,
according to a report.

That's like hosting a Super Bowl every 24 days.

"Higher education is an important sector in San Diego's economy," said San Diego State
University President Stephen Weber in summarizing the analysis, "and
it is an essential
ingredient in San Diego's economic future."

The first-of-its-kind report, released yesterday, measures the collective economic impact of
17 public and private institutions accredited by the Western Association of Schools and
Colleges " from SDSU, the University of California San Diego, CSU San Marcos and the
University of San Diego to Point Loma Nazarene University, United States International
University, National University, Thomas Jefferson School of Law and all of the county's
community colleges.

Assembled by researchers from several of the institutions, the report was released

eased in a news conference at the downtown offices of the San Diego Association of Governments.

It concludes that higher education, including student expenditures, added up to more than \$3.55 billion in the last academic year.

The grand total includes more than \$1 billion paid in salaries and wages to some 12,000 full-and part-time faculty members and 25,000 campus staff, the money spent to build new classrooms and laboratories, and all the books, pizza and movie money shelled out by some 300,000 full-and part-time students as they work on their degrees and certificates.

It includes about \$1 billion invested by state and federal governments, mainly to support research and financial aid.

All that money places higher education "among the leading sectors of our economy," said Robert Dynes, chancellor of UCSD.

Defense is still king of the region's economic hill, representing an estimated \$10 billion in spending.

But at \$3.55 billion, the colleges and universities aren't too far behind the vaunted tourism sector (\$4 billion) and are ahead of electronics and electrical machinery (\$3.2 billion) and aerospace, transportation and shipbuilding (a combined \$2.8 billion), according to the report.

And it's about to get better, with an expected boom in student enrollment over the next five years.

"Expenditures generally, and capital expenditures particularly, will rise dramatically in coming years," the report said.

It also notes that "proximity to key academic institutions is the most importa

nt factor in
determining where high-tech businesses will locate."

UCSD and SDSU in particular have been catalysts for several kinds of new industries in
San Diego " biotechnology, telecommunications, engineering and more
" that have helped
the region keep on its collective feet during waves of military downsizings.

"We've trained the work force that supports each of these critical industries in San Diego,"
said Alexander Gonzalez, president of CSU San Marcos.

Weber noted that, contrary to stereotype, the report found that students spent more than eight times as much on books and school supplies as they did on dining and entertainment.

The overall \$3.55 billion economic-impact figure doesn't include the "multiplier" effect of
the money spent by the universities as it is respent by local businesses and suppliers.

Also left out is the impact of some relatively small accredited institutions that didn't
participate in the survey, including Christian Heritage College in El Cajon, and myriad trade and for-profit schools.

And as USD President Alice Hayes noted, it doesn't measure the value of the students who
come to San Diego for an education and then decide to stay here, buying homes and making careers.

Augustine P. Gallego, chancellor of the San Diego Community College District, said the
institutions hope in a future report to analyze the value of the community service performed by
faculty and students.

Publication#W\ PP# 28. Denver Post"Publication" #:\ PP#October 22, 1998

Headline#\ PP# 10 Denver grade schools to teach
'universal values'Headline #
:\ PP#
By Carlos Illescas

Denver Post Education Writer

Ten Denver elementary schools have won a four-year, \$1 million grant to teach character and "universal values" to their students.

Just 10 years ago, teaching values was something schools shied away from. But the Washington, D.C.-based Character Education Partnership says such a curriculum is needed in the 1990s because of school violence, kids' easy access to guns and other problems.

"We need to proactively lay a strong foundation for our children's moral development," said Esther Schaeffer, executive director of the group.

The partnership helped secure the federal grant for the Colorado Department of Education ; Colorado was one of 10 states to receive funding for the program. Denver was targeted because of strong community involvement in public schools and interest in improving academic achievement.

Exactly how the money will be spent in schools isn't clear yet. Amy Hudson, spokeswoman for Denver Public Schools, said the money could be used for a variety of projects, from programs to curb playground fighting to helping students turn their homework in on time.

"What is done will be decided on a school-by-school basis," Hudson said. "Each school will identify what needs they have to make their schools more civil and caring communities."

Among the characteristics being stressed in the program are respect, honesty, compassion and civic-mindedness.

Perry Glanzer, education policy analyst for Focus on the Family, the Christian group based in Colorado Springs, said his organization typically does not support teaching moral values in

schools. But he said this program could be a good supplement for what children learn at home and on Sundays.

"The primary responsibility for character education lies with families and the church, but schools can play a role, too," Glanzer said. "I know the Character Education Partnership sought a lot of parental input."

The 10 Denver elementary schools receiving the money are Bradley, Columbine, Del Pueblo, Ebert, Edison, Garden Place, Knapp, Moore, Slavens and Pioneer Charter. Each of the Denver schools will receive roughly \$15,000 a year for four years. The rest of the money is to be used by the state department of education to promote character education.

One of the schools already offers character education. Pioneer Charter School, at East 38th Avenue and Steele Street, began the program last year when it first opened.

Principal Mary Sours said she will spend the new money on training for teachers, students and parents. She also will bring in members of the community to speak to students about values and being a good person.

The Character Education Partnership was started in 1993; one of its early backers was Sanford McDonnell, former president of McDonnell-Douglas, the aircraft manufacturer acquired by Boeing last year. The group is devoted to promoting character education in public schools across the country.

Partnership spokeswoman Robin Johnston said the group is encouraging Denver schools to meet with community members to decide what character traits people want instilled in children.

Values such as respect and civility should be practiced in the classroom, on the playground and riding the bus, Johnston said. She cited an elementary school in Dayton, Ohio, in the program that went from being one of the district's poor

est performing schools to one of the best.

"What we are doing is a transformational process," Johnston said. "We've seen problems out there all across the country."

Publication#W\ PP# 29. San Francisco Chronicle"Publication" #: \ PP#October 22, 1998

Headline#\ PP# A STUDY IN TEACHINGHeadline #: \ PP#Subhead#[\ PP# Fun-filled science classes earn William Pence a top state honorSubhead#:\ PP# Tanya Schevitz, Chronicle Staff Writer

California High School junior Gina Merolla couldn't believe it when she saw her science teacher, William Pence, lick a sea cucumber he had pulled from a tide pool.

But it did the trick for Merolla and her classmates during a field trip to the Catalina Island Marine Institute.

"It made it easier for you to reach in and grab things you had never seen before. You figured it can't be that harmful," Merolla said. "He wants you to learn, and he will challenge you to learn."

Pence's enthusiasm for science and passion for teaching "in and outside of his San Ramon classroom" was behind his selection this month as one of California's five Teachers of the Year for 1999.

Pence, who became eligible for the state honor after being named Contra Costa County's Teacher of the Year, was the only Bay Area teacher to be selected by the state Department of Education in the state competition. He is in Sacramento today for interviews to determine which teacher will represent California in the national competition.

Although only one can compete for the national prize, California honors five teachers because of the state's size.

Pence, 49, does everything but dance on the table to get his students to learn " and makes them love it. He lets them pelt him with paper balls for a lesson about enzyme reactions and illustrates complex biological structures with pita bread and pasta " and then cooks them up for students to eat.

``Hopefully from that gastronomical experience, that is going to be transferred into learning. The more senses you can involve in learning about concepts, the better it is going to stick," Pence said.

Pence's desire to teach hit him in his senior year at Lincoln High School in San Jose in 1967, when he encountered an anatomy and physiology teacher, Don Desch. Desch's passion for science was irresistible.

``He got me so in touch with the enjoyment of learning in a subject, and I thought that if he could do that for me, could I do that for others?" Pence said.

Pence started teaching at Newark High School in 1972, and has been a teacher at California High School in San Ramon since 1976.

The full classroom of students for his four- and five-hour voluntary biotechnology labs in November and December shows he has done what he started out to do. Students study genetic engineering, crime lab forensics and DNA mapping.

As a reward, he sometimes sneaks them through a hatch in the ceiling and up to the roof for late-night parties. Other nights, he sends them slinking through the science classrooms on their bellies in a competition to see who can infiltrate a room without triggering motion sensors.

``He never goes about things the usual way," said junior Garrett Beaty. ``He doesn't just give us the book labs that explain everything and then have the answers

wers on the page before it. He actually makes us work for it."

Pence also has students research lessons on the Internet and do constant experiments.

Freshman Craig Gill said Pence gave the students equipment to do gel electrophoresis to examine the DNA differences between an animal from the ocean and a land animal.

"You see them all the time on the Discovery Channel, but you never know what they are. Now we get to use them," Gill said of the lab equipment.

Pence's room is packed with computers and special devices. One wall painted by a former student has a mural of a killer whale and its baby swimming through the sea. Plastic inflated sharks float over the students' heads. A tide pool is used for lessons on starfish, sea urchins and hermit crabs, and pill bugs scuttled around in boxes of dirt awaiting their fate as specimens.

The classroom also has pictures and memorabilia chronicling Pence's experiences, from his high school diploma to a picture of him in 1974 with long hair and cutoff shorts ready to hang glide off a mountain. A 1977 photo shows a heavily bearded Pence on a whaling boat, while others depict his seven days living in an underwater habitat as an aquanaut.

"I used to say I hated to have teachers who were armchair teachers, armchair biologists. So I knew I had to live it," Pence said.

He makes sure his students do, too. He organizes yearly trips to Catalina Island. He has taken students diving in the coral reefs of the Caribbean and tramping through the rain forests of Costa Rica.

As founder of California High School's Earth Club, Pence has also started a recycling program to raise money to adopt about 40 acres of rain forest in Costa Rica, planted seedlings

in the Oakland hills after the fire, cleaned up beaches and landscaped parts of the campus.

At the beginning of an oceanography class this week, he roused his students from their desks almost as soon as they had sat down. Perched on a mound of dirt, he implored them to help with a landscaping project he had started on campus.

“How many used to like making sand castles when you were kids?” he asked, to an enthusiastic response. “All right. You are born shovelers. Tomorrow, after school.”

Publication#W\ PP# 30. San Francisco Chronicle"Publication" #:\ PP#October 22, 1998

Headline#\ PP# UC Students, Faculty Protest Loss of Affirmative ActionHeadline #:\ PP#Subhead#[\ PP# Walkouts, rallies at Berkeley and across the nationSub head#:\ PP# Laura Hamburg, Chronicle Staff Writer

Jennifer Jackson applied to the University of California at Berkeley because the catalog showed idyllic photographs of students of different ethnic backgrounds studying together.

But now, as one of the 129 African Americans admitted to this fall's freshman class of 3,808 students, Jackson is accusing the university of false advertising.

Yesterday, she joined hundreds of students and faculty members in a chant of “Educate, don't segregate,” in a classroom walkout and rally at UC Berkeley to protest California's ban on affirmative action.

Sprout Plaza was packed during the noon hour after students and faculty cut morning classes. Crowd estimates ranged from 500 to 5,000, depending on who did the counting.

Similar demonstrations, teach-ins and walkouts occurred throughout the day at five other UC campuses as well as at universities across the nation, including

Yale, Johns Hopkins, Swarthmore, the University of Michigan and the University of Texas at Austin. The teach-ins and rallies are scheduled to continue today.

“One of the reasons I chose to come to Berkeley is its reputation for diversity,” Jackson said.

“But look around Sproul Plaza; the reality is totally different. The message to me is that I am not really wanted around here.”

At UC Berkeley, the focus of yesterday's protest was Proposition 209 — the law approved by voters in 1996 that bars the use of race or gender as a criteria for university admission or for state employment.

Numbers for this year's freshman class at UC Berkeley show a 47 percent drop in minority enrollment.

Among all eight undergraduate campuses, the number of black students who planned to attend UC this fall dropped by 24 percent, and the number of Latinos by 6 percent.

“It has taken two short years to eviscerate 20 years of affirmative action,” said Diane Chin, speaking from the Mario Savio memorial steps on UC Berkeley's campus. “Educational opportunity is not equal in California because there is no level playing field.”

Some students and teachers said they hoped the walkout would drum up support for a variety of initiatives vying for the 2000 ballot that would effectively repeal Proposition 209.

“Let's go back to the voting booth and vote again,” said writer and UC Berkeley professor Ishmael Reed. “Don't forget, white women are the ones who most benefit from affirmative action.”

Jacquelyn Pyeatt walked out of her 10 a.m. Women of Color in America class because, she

said, as a white woman, affirmative action helped her get a job in the '70s. "I was a single mother and I needed a job that paid better than waitressing," said Pyeatt, 46, who is studying social work with the goal of counseling battered homeless women. "I was able to get a job in construction because there were quotas for women."

But other students said there's no point in trying to resuscitate affirmative action because the issue was resolved when voters axed it at the polls.

"It's already been decided. People should be accepted to school or get jobs based on merit and not on race or gender," said Elliott Otto, a freshman studying forestry. "It's as simple as that."

And a group of students from the school's Young Republicans club staged a small counterprotest to vent frustration over canceled classes.

"Not everybody is a fan of this walkout," said Leeron Kalay, a member of the Republican group. "Professors should stop ditching class. They are getting paid to teach, not to protest."

But Jackson, who turned down nearly a dozen top-notch schools to go to UC Berkeley, said if the school is less diverse, it loses one of its most potent attractions.

"We need to walk out, rally, do whatever it takes to send a message that this is not right."

Publication#W\ PP# 31. Miami Herald"Publication" #:\ PP#October 22, 1998

Headline#\ PP# Miami schools to move on
desegregation orderHeadline #:\ PP#
By JODI MAILANDER FARRELL
Herald Staff Writer

A reluctant Miami-Dade County School Board agreed Wednesday to respond to a federal judge's demand to free itself from a 29-year-old desegregation court order, clinging to hope that

it will be granted at least two more years to prove the school system is truly integrated.

None of the nine board members appeared eager to end the court's control, primarily because it allows the school system to assign teachers and students to schools based on race. Many were concerned schools here would become more segregated if the district wasn't allowed to continue to make race-based assignments.

Most school districts released from court orders, and declared "unitary," must stop considering race when assigning teachers to jobs and students to schools, including those with magnet programs. Broward's public schools did just that when a court order there ended two years ago.

"I'm concerned we could easily slip back to where we were 30 years ago," said board member Holmes Braddock. "This community would go so fast that way. They all want neighborhood schools

I have real concerns about doing this. I could see us having all one-race faculties like we had, and more one-race schools."

Board Chairman Solomon Stinson, who was among the district's first black teachers reassigned to white schools in 1970, also voiced displeasure at being forced out of the court's jurisdiction.

"I would prefer doing nothing, but the courts have put us on notice," Stinson said.

Senior U.S. District Judge C. Clyde Atkins issued an order last month asking the board to produce a timetable by Nov. 15 for proving the system has removed traces of its old dual system for black and white students. Atkins, who has overseen desegregation in Dade schools since the initial lawsuit was filed in 1968, warned he could not keep the case open forever.

While many of Dade's schools are far from integrated " 67 have enrollments with 90 percent or more of the students from the same race or ethnicity " the district has been successful at integrating faculties at most schools. Magnet programs have helped integrate enrollments at some schools.

On Wednesday, the board gave its attorney, Phyllis Douglas, permission to hire experts to help the district analyze its progress toward desegregation. The experts also will recommend any changes that need to be made before the board presents its case to Atkins and seeks unitary status.

Board members also were concerned that coming out from under the court order could reduce federal grant money to start new magnet programs.

Douglas said she will ask the judge if Dade can continue to make race-based assignments, even if it is declared unitary.

"If we don't do that, you may end up with magnet schools all one race," she warned.

Publication#W\ PP# 32. Miami Herald"Publication" #:\ PP#October 22, 1998

Headline#\ PP#New teachers funded but not more schoolsHeadline#:\ PP#
By FRANK DAVIES Herald Staff Writer

WASHINGTON " South Florida will get money to hire more teachers, a small boost for mass transit and the likelihood of additional air cargo inspectors as part of the massive, last-minute spending bill approved by Congress on Wednesday.

Members of Congress and their staffs pored over the fine print and the dollar amounts in the 3,825-page budget document, in some cases voting for the measure before they knew what was in it. The House adopted the bill late Tuesday, and the Senate did the same Wednesday.

South Florida members knew the measure included high-profile elements " protect

tion for
almost 50,000 Haitian refugees, a big spending boost for Everglades restoration and drug interdiction " but they didn't know exactly how much money was going to other programs until the 40-pound bill was printed.

The Clinton administration's insistence on money to hire and train 100,000 more teachers to reduce class sizes will mean \$11.5 million for Miami-Dade schools and \$4 million for Broward next year. But the administration's package of school-construction funds was defeated by Republican leaders who said that was a state and local matter.

The result will be a mixed blessing for South Florida public schools " more teachers but not, in some cases, classrooms to accommodate them.

"We appreciate the money, but we won't be able to maximize the benefits because we just don't have the space," said Richard Hinds, chief financial officer of Miami-Dade schools. "You could say that about most every big-city district, especially in Florida."

Hinds said the school system, the fourth-largest in the nation, will try to use the funds to hire teachers for middle and high schools, where students are on split schedules and not all classrooms are in use all the time.

That may be difficult, because the legislation targets the hiring of new teachers for first through third grades. Sen. Bob Graham's staff, which worked on the funding formulas, said it wasn't clear if the money could be used for other grades.

Hinds said that would be a problem in Miami-Dade: "Generally, in the elementary schools, we just won't be able to hire teachers unless we added another to a classroom, and many teachers find that disruptive."

Broward schools, many of them overcrowded, experienced a double-hit in the fund

ing
package. The loss of construction funds was a disappointment, and the fundi
ng formula was
weighted for schools with students from low-income families, whi
ch favored Miami-Dade over
Broward.

The big spending bill included money for many other projects, some at relativel
y modest
levels:

Mass transit: Metrorail will receive \$6 million for land acquisition to extend
the rail system
north along Northwest 27th Avenue and west to Miami Internation
al Airport. But completion
is years away and will require a massive federal sub
sidy.

Miami-Dade County will get \$2.2 million for new buses and \$1 million for improv
ed
security, and Broward was allocated \$1 million for new buses. But South Flor
ida members had
sought \$60 million.

Customs inspections: A \$126 million increase for more inspectors may speed up t
he
processing of air cargo at Miami International and Fort Lauderdale " two of
three airports nationwide identified in the fine print as high-growth facilitie
s. Rep. Carrie Meek, the Miami
Democrat on the House Appropriations Committee,
said that could translate into about \$13
million for South Florida.

Beaches and navigation: Miami-Dade and Broward will receive \$7.2 million for be
ach
re-nourishment and almost \$9 million for dredging projects.

Cruise ship fee: Passengers will pay a new \$1.75 user fee, sought by the indust
ry, to speed
up the processing of passengers at Florida ports.

Urban development: The bill allocates \$2.2 million for the rehabilitation of bu
ildings in the
Edison-Little River neighborhoods of Miami and \$45 million for e
mpowerment zones
nationwide. Miami-Dade officials are seeking one of those zone
s, which would mean tax breaks

and grants for economic development.

Publication#W\ PP# 33. Chicago Tribune"Publication" #:\ PP#October 22, 1998

Headline#\ PP# Suburban school chief to take state
helmHeadline #:\ PP#Subhea
d#[\ PP# Illinois board picks Deerfield officialSubhead#:\ PP#
By Rick Pearson and Ray Long
Tribune Staff Writers

The State Board of Education announced Wednesday that the head of Deerfields public elementary schools will become Illinois new schools superintendent, an acknowledgment of the growing political power of Chicagos suburbs.

Glenn W. Max McGee, 48, the seven-year superintendent of Deerfield School District 109, will formally be named Thursday as the successor to Joseph Spagnolo, whose turbulent tenure often overshadowed fundamental changes in state education policy.

Board officials had planned to announce McGees selection on Thursday. But they made the choice public a day earlier, telling employees in a memo that the media planned to upstage the formal announcement.

The selection of McGee was a tacit peace offering to the GOP-controlled Illinois Senate, led by President James Pate Philip of Wood Dale. Philip has long chafed about what he considers Springfield bureaucrats inability to understand suburban educational problems and needs.

The board passed over another finalist, Patricia Harvey, a former official in the Chicago Public Schools. Harvey became the city schools first chief accountability officer under GOP-backed reform measures instituted in 1995. She has been director for urban initiatives and a senior fellow of the National Center on Education and the Economy in Washington.

Recognizing the regional tensions among Chicago, the suburbs and Downstate, Board Chairman Lou Mervis of Danville urged local school officials not to rush to

judgment over the
selection of a suburbanite.

Although Max McGees district is relatively affluent, he is well aware of the problems
facing districts with fewer resources. He proudly claims to have been mentored by two
well-respected administrators of Downstate school districts . .
(and he is) particularly sensitive
to the problems facing inner-city schools,
Mervis wrote in a letter he sent out Wednesday.

But the choice is likely to draw criticism from Democratic gubernatorial candidate Glenn
Poshard, a five-term congressman from Marion. Poshard, a former educator, had criticized the
board for refusing to put off its selection of a new schools chief until a new governor was
elected.

McGee has been superintendent of a school district with a low-income population
of 0.5
percent, compared with a state average of 35.7 percent. The district spends an average of \$7,669
per student, compared with \$6,158 statewide. And its
average annual teacher salary is \$49,180,
compared with a statewide average of
\$42,429, according to state figures.

The districts pupils have performed well above the state averages for reading,
mathematics,
writing, science and social studies on required measurement testing among pupils at the
3rd-grade level and above.

Although the Deerfield school district is wealthy, with a \$21.8 million educational operating
budget this school year, it also is an example of how much suburban schools depend on property
taxes.

More than 92 percent of the districts operating money comes from local sources,
primarily
property taxes, with only 7 percent coming from the state. On average, the state pays 32.6
percent of the cost of education, compared with 58.6 percent from local sources and 8.7 percent
from the federal government.

With a limited amount of state dollars to go to education, an annual battle royal has ensued among legislators from Chicago, the suburbs and Downstate, each trying to increase their share of the budget pie. Suburban lawmakers have long complained that Chicago and Downstate get a disproportionate share of state money while suburban property taxpayers make up the difference in their local schools.

Despite the political overtones of the selection, Paul Vallas, the chief educational officer of the Chicago Public Schools, said he did not believe that McGee would engage in the regional warfare that has enveloped school finance issues in Springfield.

Im delighted, Vallas said. Hes very active. He has a lot of experience. He certainly has the educational background. I think hes a solid choice.

He replaces Spagnolo, who announced he would leave the \$137,500-a-year job in August, four years after he arrived.

Publication#W\ PP# 34. Minneapolis Star Tribune"Publication" #: \ PP#October 22, 1998

Headline#\ PP# More teachers go to head of class without full trainingHeadline
#:\ PP#
Kim Schneider / Star Tribune

With a dramatic slash of his chalk, Seth Kingman crosses out a complicated equation he's just written on the blackboard. A girl has asked the question he was waiting for " "Isn't there a simpler way to solve it?" " and he's clearly thrilled someone was following along.

Then the other shoe drops.

"He uses the chalk like a sword. Just like Zorro!" says a boy in the back row.

"It's Mr. Kingman, superhero," adds another. "He fights his nemesis, $y=mx+b!$ "

While all new teachers must prepare to duel with students bent on distracting them, most come with more ammunition than Kingman, who's a first-year teacher in the International Baccalaureate program at St. Paul's Central High School.

He's one of seven newly hired teachers in St. Paul who have experience in their subject areas but no training on how to teach. It's the first time the district has sought emergency licenses for full-time classroom teachers and a sign that national pressures on the teaching ranks are being felt in Minnesota.

Shortages of teachers in math, science and other key subject areas are forcing Minnesota districts to join other states in making emergency hires.

Growing national concern about the practice strikes a particular nerve in Minnesota, where the state's top ranking in teacher quality could be at stake.

Only 179 people received emergency "limited licenses" to teach or substitute in K-12 classrooms this year " some 0.3 percent of the state teaching force of 55,000, according to the Minnesota Department of Children, Families and Learning .

But that number could balloon as an expected 8,400 teachers prepare to retire in the next five years, said Judy Schaubach, president of Education Minnesota, the state's newly merged teachers union.

"When we cannot find licensed people to fill these positions, it ought to be a big red flag," she said. "We have to make sure we're not lowering standards, but finding ways to recruit people and keep them."

The threat to teacher quality also worries U.S. Education Secretary Richard Riley , who focused on the rising use of unlicensed teachers in his annual back-to-school speech.

While many of these new teachers are dedicated, most are "teaching by the seat of their pants with no preparation and guidance," he said.

Turning to business to get someone with a math degree " a proposal made last year by Gov.

Arne Carlson and soundly rejected by the Minnesota Legislature " isn't the answer, Riley and others say. Teaching also requires people to be experts in adolescent behavior, child development, the needs of working parents and how to get your message across to a child who doesn't speak English.

"We don't say to a physician, 'Well, we just don't have anybody out there, so we're going to let a nurse or pharmacologist come and do surgery,' " Schaubach said. "Because people are working with minds and not bodies doesn't make the skills they need any less important."

Urban kids feel impact

Of biggest concern, Schaubach said, is where the impact will be felt " in the state's largest, urban districts, where student achievement already lags behind much of the rest of the state and nation.

Research has shown a dramatic link between teacher preparation and student success, she said.

Teacher expertise was found to be an even more important factor in determining student achievement than smaller class sizes, according to a 1997 report by the National Commission on Teaching and America's Future. A study of high- and low-achieving schools with similar student populations in New York City found that differences in teacher qualifications accounted for more than 90 percent of the differences in student scores in reading and math.

That doesn't surprise Jan Magnuson, human resources director for St. Paul schools, who said

she hired unlicensed teachers with great reluctance and against her personal belief that teachers need even more training than they now receive.

Her district's facing tough competition, though, from other schools and private companies who have lured away some new hires with signing bonuses and bigger salaries.

Minneapolis schools have made a small number of emergency hires for several years, said Pat Pratt Cook, of the human resources department. The district now has four new teachers without full licensing in the high-demand areas of math, science and French. But some 42 classes were still without teachers last week. While hires were pending for some of them, others classes will be combined into larger sections or will be taught by substitutes.

"If they have difficulty recruiting people and are ending up with less-qualified teachers, we are literally putting our most at-risk kids even more at risk," Schaubach said.

Strict requirements

To be fully licensed in Minnesota, teachers need much more than a major in their subject areas. They must pass a skills test, spend several weeks as a student teacher, work with high-needs children and in a multicultural environment, and pass courses in topics that include learning theory, teaching strategies, curriculum, classroom management and child development.

A program now in the pilot stage would have teachers spending a fifth training year in a competitive internship. Even those granted a limited license must complete eight credits in a teaching education program to return the following year.

By contrast, teacher candidates in Louisiana can be fully licensed without even a minor in their fields, according to the Commission on Teaching report. More

than 30 states allow teachers to be hired on temporary or emergency licenses without having completed teaching preparation.

"Not surprisingly, students in Minnesota and Wisconsin achieve at the top of the distribution on national assessments, while those in Louisiana score at the bottom," said Linda Darling-Hammond, the commission's executive director.

At Central High School, Kingman is determined not to let his classes suffer from his lack of teaching credentials.

His name is engraved on several trophies in the hall, testimony to his skill in math. But classroom management, he admits, is a topic he's still working on.

Hours before the "Zorro" episode, he had the first major problem with his decision to let students eat and drink in class, he said. When he refused to let two girls leave in the middle of his lecture to get a soda, the class "made a game of it," taking turns going to the bathroom and returning with a can of soda or mouthful of food. In another class, a student told him to shut up, and he wasn't sure how to respond.

"I'm comfortable with my math ability," he said. "It's the other issues of teaching."

The fact that he's a Central graduate who knows the student population works in his favor, as does his willingness to go to other teachers for advice, said Marlys Henke, a veteran teacher Kingman often observes. But she's still troubled by the district's need to hire someone without teacher training, even if they have the teaching "gift" she sees in Kingman.

"He remembers what he did with his classes when he was in high school," she said. "But he didn't experience how we handled students in other levels of math classes. When what he tries doesn't work, he doesn't have a repertoire of things

to call on.

"Today's students don't come in and sit politely and wait for you to do your thing. You have to have a bag of tricks."

Publication#W\ PP# 35. St. Paul Pioneer Press"Publication" #:\ PP#October 22, 1998

Headline#\ PP# University a top 20 contender in this

categoryHeadline #:\ PP#

Subhead#[\ PP# \$10 million gift goes toward several projects Subhead#:\ PP#

JUDITH YATES BORGER

STAFF WRITER

With a pledge for a \$10 million donation from Richard ``Pinky" McNamara announced

Wednesday, the University of Minnesota secured its position as one of the country's top 20 fund-raising universities.

McNamara promised to give the university the money over 10 years, to be used for

intercollegiate athletics and the College of Liberal Arts, and to complete the new Gateway

Alumni/Visitor Center under construction on the corner of Oak Street and University Avenue on the Minneapolis East Bank campus.

McNamara's donation is the second largest the University of Minnesota has received from

a living person. The largest was \$25 million in 1986 from Curt Carlson, for the Carlson School of Management.

While McNamara's gift stands out in the annals of Minnesota giving, it's some distance from

donations other colleges have received from individuals. For instance, in 1993 Walter

Annenberg gave the University of Southern California and the University of Pennsylvania \$120 million each, in cash.

Neither is it the most exotic. In 1994, Sir Harold Acton gave a 57-acre Italian estate, a

collection of Renaissance art and \$25 million in cash to New York University.

Nor does it come with the best tale. Recently, a check for \$2.5 million for Colby College in Waterville, Maine, from Harold and Dorothy (Bibby) Alfond nearly wound up sealed in a time capsule for 200 years. Just before the copper capsule was turned over to the architect to be placed in the Alfond apartment complex cornerstone, a Colby official checked the contents and retrieved the money, which had slipped in accidentally.

Although the university does not receive as many large donations from individuals as other schools do, it does get enough small amounts from organizations to place it 16th among the top fund-raisers for 1996-97, the most recent numbers reported by the Council for Aid to Education.

The top fund-raiser, according to the council's figures, is Harvard University, which draws in \$427.6 million, or more than \$1 million a day. The University of Wisconsin at Madison is fifth on the list and the top public school, with \$212.5 million.

The University of Minnesota does not rank among the top 20, however, when it comes to total giving per student, or total alumni giving for 1996-97, according to the Council for Aid to Education.

McNamara pointed out Wednesday that his pledge is designed to encourage other University of Minnesota alumni to contribute.

McNamara attended the University of Minnesota on a football scholarship and graduated in 1956 with a bachelor's degree in liberal arts. He had a four-part course of study, emphasizing history, humanities, political science and speech.

With no further formal education, McNamara worked for Archer-Daniels-Midland plastics division, then went on to found Activar, a Bloomington holding company. Since 1966, privately held Activar has bought 25 to 30 companies in bankruptcy and turned them around, McNamara said. He is CEO of Activar, which has 500 employees.

oyees.

``I'm a turn-around guy," he said. ``When you're poor, you get creative."

McNamara said the money would be directed toward undergraduate education. Whether it will go into the university's endowment or spent directly will be determined over the years, McNamara said.

``I'd like to see the place student friendly like it was when I was here," said McNamara. ``The place needs tidying up a bit."

Publication#W\ PP# 36. Richmond Times Dispatch"Publication" #: \ PP#October 22, 1998

Headline#\ PP# Gilmore to earmark funds for more police in schools Headline #: \ PP#
BY MICHAEL HARDY
Times-Dispatch Staff Writer

Gov. Jim Gilmore will earmark about \$1.5 million to put more police officers in public schools as part of his campaign to combat gangs, drugs and violence.

About \$500,000, taken from a federal safe and drug-free schools program, would pay for the training of new officers who could be ready for duty beginning in January 1999. Currently, 438 special resource officers patrol the hallways of schools as well as serve as models and mentors for many students.

"The school resource officer program is a success story," said Gilmore, during a speech in Richmond to about 150 law-enforcement and school officials attending the fourth annual Governor's Forum on Crime. "It works as a tool of prevention, a tool of intervention and a tool of enforcement.

"It is hands-on community policing in one of the most important communities we have " our schools."

Gilmore made available immediately about \$500,000 and promised to designate at least another \$1 million in the next fiscal year, which begins July 1, from the Safe and Drug-

Free Schools and Communities Act.

The federal government allocated \$8 million to the Virginia Department of Education under the legislation. Gilmore is permitted to use \$1.9 million of the grant for his special programs.

Each officer costs a community an average of about \$35,000 a year in salaries and benefits, according to the governor's office. The funding comes from the localities, with support from the state and federal governments.

Master Police Officer Robert J. Kipper of Newport News welcomed the new cash and Gilmore's commitment.

"This funding today will ensure the longevity of the special resource officer program," said Kipper, president of the Virginia Association of Special Resource Officers.

The school-safety program began, primarily in city school districts, a decade ago and has spread to the suburbs and rural areas, he said.

"The concept has expanded and is successful," said Kipper, who said it's needed to help fight what he described, from his experience, as more aggressive attitudes in some of today's students.

North Carolina poured about \$14

million into its state program, he explained, and it led to a 54 percent reduction in weapons offenses in the state's high schools.

The governor, who recently has been hammering on his anti-crime agenda, also ca

lled for
General Assembly passage of measures that would make it a crime to recruit juveniles into a law-breaking gang. He also wants punishment of those who use juveniles to distribute drugs and enactment of a state racketeering statute " much like the one in the federal criminal code " to prosecute gang activities.

Additionally, he wants to change the state's money-laundering law to make it more effective and easier to attack drug money.

"Gangs and drugs corrupt our children, infest our schools and destroy our families and neighborhoods and communities," Gilmore said. "These laws will help break the vicious cycle of violence and destruction that gangs and drugs fuel."

The proposals follow Gilmore's recent pitch to impose three-year mandatory minimum sentences on adults and repeat offenders for illegal possession of an illegal firearm in a school building, illegal possession of a gun by a convicted felon or illegal possession of a firearm while possessing certain drugs.
Publication#W\ PP# 37. Richmond Times Dispatch"Publication" #: \ PP#October 22, 1998

Headline#\ PP# Standards of Learning hearings are tonight
Headline #:\ PP#
BY ROBIN FARMER
Times-Dispatch Staff Writer

A requirement for Virginia's 1 million public school students to pass rigorous tests before graduating and having their schools accredited has a lot of folks talking.

Tonight, the state Board of Education will be listening.

A public hearing, one of four statewide, will be held at John Marshall High School, 4225 Old Brook Road, beginning at 7 p.m. State board members are soliciting comments from parents, educators, students and others concerned about the state's new testing program " and about

where the board will set the passing levels for the tests.

This year's seventh-graders will be the first class required to pass at least six of 11 end-of-course high school Standards of Learning tests to graduate (there are 16 tests taken in earlier grades). Beginning with the 2006-2007 academic year, a school's accreditation will depend on 70 percent of the school's students passing the toughest tests.

Among questions raised by parents and educators:

Will teachers be pressured to "teach to the tests"?

Will teacher evaluations be tied to test scores?

What kind of support will be given to low-performing schools?

Roger Gray, president of the Richmond Education Association, said, "I think we know

from past experience that urban students as a whole perform below what their counterparts in the suburbs do.

"Since this is such high-stakes testing and so much rides on test scores, it's important for [urban educators and parents] to get out and insist that not only are assessments important, but directing resources to the improvement of students learning is probably perhaps more important."

Maria Bambacus, whose daughter is a junior at Mills Godwin High School in Henrico County, is concerned about how SOL tests will affect teaching. At back-to-school night, she recalled, teachers told parents they'd be teaching to the SOL tests until April and then would go on to other things.

"The pressure's been put on the teachers," she said. "They're not allowing the

teachers to teach as creatively as they did before. The aim is to get the scores up high, to get every school to look as good as they can, and I think it's terrible."

Some area educators said they hope the board takes into account the varying ability of students from diverse backgrounds.

"We endorse, respect and believe in the importance of a new era of accountability," said Mark A. Edwards, Henrico's schools superintendent. "At the same time we would encourage the state board to look at the great depth and breadth of students in Henrico County and across the state, and to be sure and maintain an element of hope for every classroom and every teacher where the new standards will present challenges."

The state board will set passing marks for all 27 of the SOL tests during a two-day meeting beginning Oct. 28.

Given that timetable, Gray isn't sure what role tonight's public hearings will play.

"The only issue is where do you set the test scores," he said. "And what do you say? High, low or at the average. What more do you say? I can't imagine exactly what people would say that would persuade the school board in one direction or another."

Publication#W\ PP# 38. Jonesboro (Ark.) Sun"Publication" #:\ PP#October 22, 1998

Headline#\ PP# Lincoln, Riley hopeful on education Headline #:\ PP# By BRANDI HINKLE

U.S. Senate Democratic candidate Blanche Lincoln and U.S. Secretary of Education Richard W. Riley were hopeful Wednesday morning about education's future in Arkansas and budget plans approved by Congress.

Legislation approved by the U.S. House of Representatives Tuesday and the U.S.

Senate
Wednesday includes a plan for increasing teachers nationally by 100,000 during the next seven years.

Riley and Lincoln addressed supporters Wednesday morning at the Jonesboro Municipal Airport.

Under Mrs. Lincoln's proposed plan should she be elected, she said, Schools Are For Everyone (SAFE) calls for class sizes to be lowered, better teacher training and helping children to achieve higher standards.

Smaller class sizes would allow for more developed individual relationships between student and teacher, Riley said, which would allow for earlier determination of problems and prevention of violence in schools.

Mrs. Lincoln's plan is in accordance with legislation introduced by and supported by Democrats in Congress, which would guarantee upwards of \$11.5 million and 300 teachers for Arkansas over the next seven years.

Craighead County will receive an estimated \$280,000 from the class size initiative; Greene County will receive more than \$133,000 and Poinsett County will receive \$154,000 over the next seven years.

"Education ought to be bipartisan," Riley said, "and in everybody's interest."

He touted a common-sense approach to education, one which allows for federal funding and support of programs but local control.

"The local district is where the function takes place," Riley said, "especially in the classroom."

Nationally, he said, education should be a priority, including important funding

ng for teachers
specially-trained in reading.

"We need to get young people thinking about teaching," Riley said, to accommodate the
need for more teachers over a period of seven years.

"It's all within the balanced budget framework," he said, with no deficit spending.

"There is a lot of talk about ignorance ... and education," Riley said, "but talk is cheap... We
need to think about not politicizing it.

"That's what Lincoln brings to this debate," Riley continued.

Mrs. Lincoln's proposed plan for education also provides for safe, clean environments as a
basic necessity for children. She said she has talked with school officials, teachers and parents
about Arkansas schoolchildren and how to bring about positive change.

"Teachers do all they can do, but they can't do everything," she said. "They also need
parental involvement."

Mrs. Lincoln said she has made education a priority in her past votes as a representative and
continues to do so in her campaign for the Senate by talking with teachers and administrators
over the past several months to determine their needs.

"I'm a product of the Arkansas public school system," Mrs. Lincoln said, "and I believe in
it."

She said she believes teachers need more authority and community support to improve
safety and discipline .

Higher education should also be a right for Americans, Riley said, with no denial based only

on financial limitations.

Almost 40,000 college students in Arkansas will benefit from Pell Grants this year, Mrs. Lincoln said.

"Education is giving a gift to our children for their future," she added. "But they're our future as well."

Publication#W\ PP# 39. Arkansas DemocratGazette"Publication" #:\ PP#October 2 2, 1998

Headline#\ PP# Riley stumps for Lincoln; rival camp assesses visitHeadline #:\

PP#
CARLA K. KOEN
ARKANSAS DEMOCRAT-GAZETTE

FAYETTEVILLE " Blanche Lincoln, the Democratic contender for the U.S. Senate, brought a supporter from the nation's capital Wednesday to Northwest Arkansas i n her

campaign against opponent and local man Fay Boozman. "Make no mistake. Th is election is

about public education," Lincoln, a Democrat, said before introd ucing U.S. Secretary of

Education Richard Riley . Riley accompanied her to Fay etteville after a stop in Jonesboro and

before heading to Little Rock. Lincoln,

38, of Horseshoe Lake, a homemaker and former U.S.

representative, is running

against Boozman, 51, of Rogers, a state senator and ophthalmologist.

Charley He

ffley, 49, of Dover, a disabled bricklayer, is the Reform Party candidate. The election

is set for Nov. 3. Boozman was campaigning in northeast Arkansas on We dnesday. His press

secretary, David Sanders, said Riley's presence means Lincol n is for more federal government

control of education. Before a small gathering

of campaign supporters and townspeople at

Fayetteville Air Service, Lincoln an

d Riley addressed what they called the battle over the future

of public schools

. Riley commended Lincoln for her efforts on behalf of Arkansas' children and

s

aid, "She's a very conscientious person who believes in the power of education.

" He also said

that instead of just talk, Lincoln has a strategy to improve pub

lic education called Schools Are

For Everyone. A "common-sense approach" is the

best way to improve the nation's schools,

Riley said. "Those who hunt for gimmicks ... we think are wrong." Riley said that since 90 percent of American children attend public schools, education is a national priority but that the control should remain local. Lincoln agreed education is "a local function and a state responsibility." She pointed to her proposal, which includes goals of smaller class size, more parental involvement, safer schools and better buildings. Public education is one of the country's best investments, Lincoln said, and every child deserves a chance to set the world on fire with his talents. Riley said the federal budget that was approved Tuesday by the U.S. House includes money for 100,000 new teachers over seven years. Because of the numerous teachers nearing retirement in Arkansas and nationwide, the government needs to encourage young people to teach. Arkansas is slated to get \$11.6 million of the budgeted finances to spend on 299 teachers for the first year for the early grades so class size can be reduced. Of that money, \$411,800 would go to Washington County, he said. The class size average is currently 20 to 23 students. Riley said the ideal class size is 17 or 18 students. Lincoln and Riley ended their day in Little Rock. "Make no mistake, this election is about public education," Lincoln said at Central Flying Service in Little Rock. "Right now there is a crisis in our public schools. Teachers are not given the tools to effectively discipline students. There's too few parents that are involved in their children's education. And students attend schools that are so badly in need of repair that they violate safety codes." Without naming Boozman, Lincoln said some "want to use this point in our public education system to tear down our public schools and abandon our commitment to our children's future. I would never walk away from that and I don't believe in that." She said educational opportunity should be for all people. She said some want to divert public resources to private schools in the form of vouchers "and that approach is truly tragic." "Proposals like vouchers and eliminating the Department of Education would abandon our commitment to the 450,000 Arkansas children who attend public school," Lincoln said. Boozman has said he supports considering the use of vouchers to "empower" par

ents in
choosing where their children can get the best education. Sanders said
Boozman has not
approved the use of vouchers and would first have to work out s
uch details as whether private
schools will be required to open their doors to
all students. "We haven't even been able to have
a full debate on education," S
anders said. "She says the public schools are in crisis, and for Mrs.
Lincoln c
risis is a code word for more involvement" by bureaucrats in Washington, Sander
s
said. Lincoln said, "There's no bigger difference between my opponent and me
than what we
are willing to do to improve our public schools. I want to make it
clear to everyone here today
that I will roll up my sleeves, sit down with par
ents, teachers and community members and
rebuild our neighborhood public school
s brick by brick if that's what we have to do." She said
a senator can help pro
vide incentives to schools to encourage parental involvement and discipline and
she can help by speaking out on the issue. Riley called Lincoln "serious-minded
"
and said, "She thinks out what is best for children. She then devises a strat
egy for improving
education for the elimination of ignorance." He said vouchers
are "divisive and diversionary."
Boozman held a fund-raiser Wednesday with fiv
e Republican senators who touted the budget
package provision of \$9 billion in
emergency defense spending. They said it reverses a 14-year
decline in real def
ense spending. Boozman criticized Lincoln defense votes in Congress. With
him w
ere Sens. Tim Hutchinson, R-Ark.; Don Nichols, R-Okla.; Jeff Sessions, R-Ala.;
Gordon
Smith, R-Ore.; and John Warner, R-Va. At a news conference after Boozman
's fund-raiser,
Nichols said that electing Lincoln to the Senate "would be canc
eling out Tim Hutchinson's vote,
and Arkansas would have no vote." "Votes that
are critical that I'm talking about national
defense, missile defense, whether
or not taxpayers get to keep more of their own money," said
Nichols, the assist
ant Senate majority leader. Boozman said that Lincoln, who served two terms
as
Arkansas' 1st District representative, voted "either not to increase, or to dec
rease spending for
the military." Until this year, Republicans said, defense sp
ending had been decreasing since the
mid-1980s. Lincoln's campaign noted that s
ome Republicans also supported decreased defense

spending during her tenure in Congress. Boozman also criticized Lincoln for voting to allow U.S. troops to be under United Nations command. Lincoln's campaign said she voted to give the president the authority to direct U.S. troops " under U.S. command " in peacekeeping efforts. Next session, Warner said, Congress would focus on medical issues such as nursing homes, home health-care agencies and health maintenance organizations. "Fay is a man who is willing to give up his practice to come and help the United States Senate sort out the complexity of medical issues," Warner said.

Democrat-Gazette writer Elizabeth McFarland and the Associated Press contributed to this story.

Publication#W\ PP# 40. Philadelphia Inquirer"Publication" #: \ PP#October 22, 1998

Headline#\ PP# Pa. board adopts new school standards
Headline #:\ PP#Subhead#
[\ PP# Legislative committees still must review the rules.
Proficiency seals would go on diplomas. Subhead#:\ PP#
By Connie Langland
INQUIRER STAFF WRITER

HARRISBURG " The era of academic standards rolled into Pennsylvania yesterday as the state Board of Education voted to adopt rules on what public school students should know and be able to do in math and language arts.

The board also agreed to establish seals of proficiency and distinction to be affixed to high school diplomas, beginning with the Class of 2002.

The board views such seals as a means of alerting employers and colleges to the student's level of achievement in high school. But critics yesterday questioned whether students in poor to middling schools would end up being cheated of jobs and education opportunities for reasons beyond their control.

Yesterday's action followed three years of study by state education officials under pressure from Gov. Ridge to abandon the outcomes-based education plan created during the Casey administration. That system, which sets 50 outcomes for students to achieve before graduation, has been criticized by opponents as vague and unworkable.

After a review by the state House and Senate Education Committees, the standards would become effective beginning next year. Benchmarks will be established for grades three, five, eight and 11 in mathematics, reading, writing, speaking and listening. The board plans to adopt more sets of standards for science and technology, geography, and several other areas in 1999 and for history in 2000.

Education Secretary Eugene W. Hickok hailed the vote as a victory for parents.

"For the first time, you will have a sense as a parent of what your child is expected to know and be able to do," Hickok said. "You can decide for yourself whether or not your child is meeting the standards " and whether the school is meeting the standards. That's the bottom line."

The standards are quite detailed. For instance, a third grader should be able to do about 70 tasks in mathematics " and eighth and 11th graders more than that .

The grade-three reading standard says a student should "acquire a reading vocabulary by identifying and correctly using words . . . [and] use a dictionary when appropriate." A fifth grader should "use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading [and] use these words accurately in writing and speaking."

An eighth grader should be able to "identify basic facts and ideas in text using specific strategies," and an 11th grader should be able to "locate various texts, media and traditional

resources for assigned and independent projects," among other tasks.

In math, one standard says that students in the third grade should be able to name and label geometric shapes in two and three dimensions; in fifth grade they should be able to give formal definitions of geometric figures; in eighth, to draw geometric figures on a computer; in 11th, to construct geometric figures using a compass, straight edge and drawing software.

The rules also appear to bar graduation for any student not demonstrating proficiency in reading, writing and mathematics on the Pennsylvania System of School Assessment tests, administered in grades 11 or 12. That section drew little comment yesterday but could trigger crises in some schools, notably in Philadelphia and other urban centers that have fared poorly on that test.

"Beginning in the school year 2002-3," the new plan states, "students shall demonstrate a proficient level or better in reading, writing and mathematics [on either the state or a comparable local assessment in either grade 11 or 12] in order to graduate."

However, the board has not yet established the definition for proficient performance.

The standards " in addition to rules that revise the standard state tests to bring them into accordance " will be included in a revised chapter of the state schools code that the board adopted yesterday.

The rules would apply to all public school districts in the state and to charter schools, which receive public funds.

There was widespread praise yesterday for the standards package, but several speakers expressed concerns about how the effort could work without an infusion of state money.

Among other changes, the rules call for remedial help for students who do not meet the standards by fifth grade " a step that likely would require extra teachers or teaching assistants to work individually with such children.

"It's good stuff," said Tom Gentzel, spokesman for the Pennsylvania School Boards Association. "The point is, it'll cost some money to do it." Tim Potts, executive director of the education watchdog group School Reform Network, noted that New York was trying to institute a similar standards system and that estimates ranged from \$66 million to \$72 million to put it into effect.

So far, \$3 million has been included in the budget this year in Pennsylvania for training teachers in the new standards, said Dan Langen, spokesman for the state Department of Education.

"It's time to acknowledge that standards do not come cheap," Potts said.

"The state has \$3 billion in surpluses," he said. "How much richer do we have to get before the state board will ask " just ask " for some of that wealth to trickle down to poor schools?"

Potts also noted that the plan to put seals on diplomas might be little more than "a reward for those lucky enough to attend school in a wealthy district" and that other graduates might miss out on employment and college opportunities "through no fault of their own because their schools lack the resources equivalent to their wealthy counterparts."

The plan also was challenged by Frank Huchrowski of McKeesport, an opponent of outcomes-based education who complained that the public-comment period was in August, when the public was least likely to attend hearings.

"I'll tell you parents in southwestern Pennsylvania don't like this," said Huchrowski, who took note of several sections " he counted 70 " that read much li

ke existing outcomes-based education provisions.

References to the term outcomes-based education, he complained, have been replaced by student learning outcomes.

"You didn't get rid of [outcomes-based education] , you renamed it," Huchrowski said.

The board made clear that the standards plan amounted to a work in progress, with revisions and additions expected on such issues as a foreign language requirement.

"These regulations are not set in cement, but they are now set in form," board member David Saxe said. "Most of the work is ahead of us."

Publication#W\ PP# 41. Baltimore Sun"Publication" #:\ PP#October 22, 1998

Headline#\ PP# College chiefs discuss break from systemHeadline #:\ PP#Subhead#\ PP# Towson's Smith, UMCP's Mote seek more independence; `Other alternatives'; Top administrators of smaller schools support status quoSubhead#:\ PP# By Michael Hill Sun Staff

The president of Towson University testified yesterday that unless the University System of Maryland is drastically changed, he wants his school out of it.

"The University System of Maryland has neither understood nor valued the role of a large, complex, metropolitan, comprehensive university, or has not had a vision for it," Hoke Smith told a task force examining the governance structure of the state's public colleges and universities.

"I personally believe we have given system membership the `old college try' and it has not worked for us," Smith said. "I cannot in good conscience continue to follow that option without exploring other alternatives. If it is feasible, we should give independence from the system a chance."

Smith's broadside came after a few warning shots by C. D. "Dan" Mote, the new president of the University of Maryland, College Park. They were testifying in Annapolis on the second day of appearances by college presidents before the task force chaired by retired Adm. Charles R. Larsen, former head of the Naval Academy.

While Mote noted that he had been on the job only 51 days and "cannot presume to offer an informed recommendation on Maryland's system of higher education," he outlined several proposals that would substantially change his campus' relationship with

the university system.

He said UMCP should be allowed to approach the governor and the legislature independently with its requests, instead of letting the university system lobby for the 11 institutions it oversees.

"Because we account for 40 percent of the system's budget and nearly 50 percent of all federally sponsored research, and because our success is fundamentally essential to the well-being of the state, the president should present the campus mission, programs and budgetary requirements directly to the governor for full and independent discussions," Mote said.

With several other presidents, Mote also urged greater autonomy for his campus. "The university must have greater flexibility to conduct academic and business operations," Mote said.

"The high level of control imposed on operations by layers of state offices has been documented in many recent studies," he said. "The attempt to establish academic policies that apply equally to all member institutions works at cross purposes with the assignment of a specific mission to any one of them."

Mote asked for a separate fund-raising foundation for UMCP, which shares a foundation with several other campuses. That foundation is run by the university system.

Mote noted that he headed the foundation at his previous campus, the University of California at Berkeley, and found it important not only in fund raising but also in developing relationships with business and community leaders.

Smith, who has been at Towson for 20 years, also complained about the system's high level of control, which he said was not the intention when the structure was set up in 1988.

"I recognize that the legislature and the governor may prefer to keep a system," Smith said.

"Therefore, [an] option is that the USM would change its operating philosophy to be more in line with the original conception of a decentralized system that facilitates the agendas and growth of its members. We need less regulation and more facilitation and service."

The university system was established by the legislature 10 years ago, putting all the state's colleges under one chancellor and a Board of Regents. Two schools "Morgan State University and St. Mary's College" stayed out of the system and have their own regents.

The task force was set up by state Senate President Thomas V. Mike Miller and Speaker of the House Casper R. Taylor Jr. to determine if the system needs modification. Many observers think Miller wants UMCP "which is in his Prince George's County district" out of the system.

The two other college presidents who testified yesterday "Catherine Gira of Frostburg State University and Dolores R. Spikes of the University of Maryland Eastern Shore" also asked for more autonomy but generally approved of the system.

This widened the division in the testimony between the larger schools, whose principals see their political power stymied by system membership, and the smaller schools, whose leaders see membership in the system as raising their political standing.

Publication#W\ PP# 42. Boston Globe"Publication" #:\ PP#October 22, 1998

Headline#\ PP# Teacher turns the table Headline #:\ PP#Subhead#[\ PP# Testing sought for lawmakersSubhead#:\ PP# By Beth Daley, Globe Staff

Newton public school teacher Paul Tiernan wants some reassurance - and maybe a little revenge.

He's proposing legislation to make all elected state officials take a ``Public Leadership Competency Test," and says he'll sleep better at night knowing the fate of Massachusetts is in wise hands.

Of course, knowing that the proposal is likely to irk the politicians who have been demanding a competency test for all the state's teachers is just, well, extra credit.

``I'm not against testing teachers, but if they want to ensure the best for the children in the classroom, the people of Massachusetts should be able to expect the same for public office holders," said Tiernan, a special needs teacher at the Brown Middle School.

The ``Standardized Public Leadership Competency Test" bill will be filed Dec. 3, the filing deadline for the next legislative session, by state Senator Robert Durand, a Marlborough Democrat, not because he supports it - but because Massachusetts is one of the few states that requires legislators to sponsor all bills submitted by members of the public.

Tiernan's proposal mimics the wording used in the bill passed to test new teachers. Starting this year, all prospective teachers must pass a literacy and subject competency test.

Like teachers, public office holders would have to take a literacy test, and be tested on subject matter based on their area of expertise.

Candidates and current office holders would get three chances to pass or get kicked out.

Says Tiernan, ``They should be able to take in what they dish out."n

Publication#W\ PP# 43. Boston Globe"Publication" #:\ PP#October 22, 1998

Headline#\ PP# Mass. will get \$22.4m to hire more teachers
Headline #:\ PP#
By Brian McGrory, Globe Staff

WASHINGTON - Massachusetts stands to reap \$22.4 million in federal funds this fiscal year to hire 577 public school teachers, part of the Clinton administration's initiative to reduce class sizes in early grades, according to the White House.

Massachusetts ranks 14th among states in the amount of money to be received, with California ranking first, followed by New York, Texas, Illinois, and Michigan.

The figures, which will be announced by Vice President Al Gore at an education event in Los Angeles today, were provided in draft form yesterday. The \$1.2 billion for the teacher hiring initiative is included in the \$520 billion federal budget that Clinton signed into law yesterday.

Under the plan, the money will be provided to the states, then distributed to school districts based on formulas that take into account the number of children living in poverty and the size of enrollment. Funds will be available to states by July 1, according to Gore's office.

The goal of the initiative is to hire 100,000 teachers across the country over the next seven years, ultimately reducing the average class size in grades one through three to 18 students. Districts that already have low class sizes can use

e the funds for further reductions or to reduce class sizes in other grades, Governor's office said.

Up to 15 percent of the funds are to be used for teacher training and competency testing, officials said.

Publication#W\ PP# 44. The Salt Lake Tribune"Publication" #:\ PP#10/17/98Section: Nation-World; Page A1

Headline#\ PP# Addressing Education's Gender Bias; Headline #:\ PP#Subhead#[\ PP# Science vs. language: Is one set of skills more important?

Subhead#:\ PP# By PATTY HENETZ and HILARY GROUTAGE THE SALT LAKE TRIBUNE

Six years ago, a groundbreaking report conducted by the American Association of University Women (AAUW) showed that sex discrimination remained pervasive in the nation's schools.

"How Schools Shortchange Girls" found that from the time they entered school, girls received significantly less teacher attention than did boys. Girls were increasingly the targets of sexual harassment, continued to lag behind boys in math and science achievement, were subjected to sexual stereotyping in curricula and scored lower than boys on standardized tests.

The report was a bombshell, and the response "quite unbelievable," says AAUW researcher Priscilla Little. "We were inundated for three years after with interest in this report."

This week, the AAUW released a follow-up to the 1992 report. The title "Gender Gaps: Where Schools Still Fail Our Children" calls for a significant change in how school achievements and failures are measured.

Simply put, equality and equity are different. If educators' main concern were equality, the report states, the critical question would be whether students receive the same education.

Equity, however, asks whether students receive the education they need to achieve a shared

standard of excellence.

"We're not out to make everybody equal but to make sure students who do not now measure up can achieve," Little says. "Our schools are changing. The demographics are changing. We need to pay attention to all students from all groups. We can see that more clearly in 1998 than we could in 1992."

And ideally, equitable education requires the end of the notion that boys are the norm, the "top performers" that girls need to catch up to.

This so-called deficit model of education says girls must overcome their shortcomings in comparison to boys. It focuses on what is wrong with girls instead of what is right. It assumes math, science and technology "where boys outperform girls" are more important than writing, languages or music, areas where girls excel.

This stereotypical bias feeds "and is fed by" social expectations in and out of school that influence the way girls and boys view themselves, as well as how adults view them.

The mission of schools, then, is to figure out how to mesh educational standards with equity concerns to meet the needs of all students. The AAUW report breaks this effort down into several categories.

Curriculum: Since the 1992 study was published, educators have implemented myriad reforms that have led to improvements in girls' participation in some academic areas where it previously lagged, particularly math and science. Girls' test scores and course enrollments have improved in these areas, except for computer science and physics, where the gender gap remains sizable.

In Utah, advanced-placement computer-programming classes can be lonely for girls. Even at Salt Lake County's Bingham High School, where the teacher is a woman

, only two female students signed up this year. Last year, said teacher Louise Hilton, there were none.

"I work really hard on recruitment. I find girls in my lower-level classes and work with them to make them feel confident," Hilton said.

Student Analea Cappell wants to be an astrophysicist and is used to being one of a few females to take challenging math and science classes. She also is realistic.

"I'm sure I'll end up doing something with computers. I don't think anyone really wants to hire an astrophysicist," she said.

Hilton might agree.

According to the AAUW report, when course-taking patterns are closely examined, it appears that girls may be getting a broader education than boys:

" Girls outnumber boys in all English classes except remedial English.

" In 1990 and 1994, female high school graduates were significantly more likely than male graduates to have taken French or Spanish.

" In the same years, female graduates were significantly more likely than their male counterparts to have taken music, drama and dance.

" While 1990 and 1994 enrollment differences are insignificant in such social studies as history, geography, anthropology and economics, more girls than boys enrolled in sociology and psychology courses.

" In 1992, enrollments in gifted programs favored girls; however, girls drop out of gifted programs more often than boys.

" Girls' advanced placement and honors enrollments are comparable to or greater

than those
of boys, except in physics.

For all these successes, girls are still more likely than boys to end their math education at Algebra II, which means they will miss out on future studies, scholarships and careers.

Assessment: For reasons that are not clear, girls continue to earn better grades than boys but score lower on standardized tests. And while girls take advanced-placement tests in greater numbers than boys, they are less likely to receive scores high enough to earn college credit.

The AAUW report finds that:

" Girls earn equal or higher grades in all subjects throughout their schooling.

" Girls of all ages, races and ethnicities outperformed or were equal performers with boys on the most recent National Assessment of Education Progress (NAEP) in reading and writing. Boys earn the highest scores in history, geography, mathematics and science.

When these achievement differences are broken down according to race and ethnicity as well as gender, significant variations show up.

" For Latinos, in fourth grade, girls score higher than boys in reading and history; by the eighth grade, girls score higher in mathematics and reading; by the 12th grade, girls score higher in science and reading.

" Similarly, among African-Americans in fourth grade, girls score higher in science, reading, geography and history; in eighth grade, girls retain an advantage in science, reading and history; and in 12th grade, girls score equally with boys in mathematics and better in reading.

" White girls, score higher only in reading in the fourth grade. In the eighth

grade, they add a slight advantage in mathematics; by 12th grade they hold an advantage in reading only.

Standards: In 1992, educational standards were in place for only one discipline, mathematics.

Today, 14 different sets of standards exist in math, science, English language arts, arts education, history, social studies, geography, physical education, economics and foreign language.

Equity, however, is not typically featured as an inherent component of realizing high standards. Only the National Council of Teachers of Mathematics has made a point of directly addressing equity.

Sexism continues to confuse the standards debate. "Academic success for girls in the traditional classroom seems to require, in effect, that they 'act like boys,'" the AAUW report states. Traditional classrooms reward competition and individual achievement; assertiveness is prized over affiliation and individual action over collaboration.

This puts girls at a disadvantage because such values conflict with many girls' perceptions of appropriate feminine behavior.

Bingham High's Hilton said that, genetics aside, a girl's computer skills can be linked to something as simple as where the home computer is located.

"Most parents say it's their son who uses it the most, so it should go in his room. Girls don't go in there. They should put it in neutral territory," she said.

Hilton said girls also tend to be perfectionists and intimidated by the mistakes inherent in computer programming. Once, she said, a bright female student withdrew from an advanced-placement programming class because she was getting an A-minus and thought she wasn't doing well.

"You're going to make a lot of mistakes in computer programming. You just have to learn to figure it out," Hilton said.

And though today's textbooks are far less sexist and racist than those in the 1970s, and even more balanced than in 1992, researchers Myra and David Sadker still can find few high school students who can pass this simple test: In five minutes, name 20 famous U.S. women from past or present. No sports figures, no entertainers and only presidents' wives notable in their own right.

Even more fail the test when asked to name notable African-American or Latino women.

"In 1992, girls were not in the textbooks," Little says. "A lot of brought in extra material. Textbook manufacturers have gotten better. But girls still do not see themselves as leaders. They still see themselves as passive."

Little and her AAUW colleagues are concerned that computer technology teaching materials seem far more regressive than printed texts, which may exacerbate the current male domination of computer science.

Extracurricular activities and sports: Data from the U.S. Department of Education shows more boys than girls participate in sports, especially team sports. Twice as many 12th-grade boys as girls take part in an interscholastic team or individual sports.

Nonsports activities are a different story. More girls than boys participate in the performing arts, school government and clubs, literary activities, school newspapers or yearbook. And more girls than boys perform school and community service.

Still, more girls have taken to the sports field each year since 1972, the year Title IX outlawed sex discrimination in education.

In 1971, only one in 27 girls took part in high school sports. In 1997, one in three girls took part in high school sports, compared to one in two boys, the study states.

Girls from different racial and ethnic groups appear to participate in sports at similar rates; however, lower socioeconomic status limits many girls' access.

The effects of sports participation is are generally thought to be beneficial for boys and girls, contributing to physical and mental health. Girls who participate in sports are less likely to drop out of school or become pregnant.

Meantime, girls' sports still are viewed as a threat to boys' sports. According to this thinking, Title IX will take funds from popular, overwhelmingly male sports, particularly football.

Careers: The AAUW report cites research that shows some alarming trends:

" Girls contemplate and pursue a narrower set of career opportunities than boys .

" These choices reverberate into the labor force, where the majority of women cluster in only 20 of the more than 400 job categories; two out of three minimum-wage earners are women.

Economists predict that by 2000, 65 percent of all jobs will require technical skills, 20 percent will be professional and just 15 percent will rely on unskilled labor. In such a world, the role of schools in breaking down the stereotypes that limit women's work options becomes paramount.

Equal treatment in career preparation, counseling and programs will not guarantee equity unless schools make a conscious effort to challenge boys' and girls' learned beliefs about possible

occupations for their gender.

Left to their own devices, girls and boys tend to self-select into certain fields: girls in social sciences, the arts, language and literature, biological sciences, health services and education; boys toward agricultural and natural resources, mathematics, physical sciences, engineering and business.

Enrollments in computer-science electives and advanced-placement courses warn of an emerging gender gap in computer science. Few girls gravitate toward computer sciences, clustering instead in data entry, the 21st-century version of the typing pool; and girls comprised only 17 percent of advanced-placement computer-science test-takers.

"Some people want to chalk it up as genetics " that boys are wired differently, but I don't buy it," said Vicky Dahn, technology specialist at the state Office of Education. "It all has to do with the parental attitude. If a girl shows aptitude in computers and is pushed by her parents, she's going to get steered that way."

Publication#W\ PP# 45. The Des Moines Register"Publication"#: \ PP#10/16/98; Edition: DM; Section: Metro Iowa; Page 8

Headline#\ PP#Harkin math report is disputedHeadline#:\ PP#
By TOM CARNEY
Register Staff Writer

Education experts disputed a report issued Thursday by U.S. Sen. Tom Harkin showing mathematics scores for Iowa students slipping significantly.

Harkin's staff created the report using data from the National Education Goals Panel, a bipartisan body of federal and state officials created in 1990 to report on educational progress. The Harkin staff report shows Iowa's rank in mathematics in fourth and eighth grades falling between 1992 and 1996.

Figures from the panel show fourth-grade Iowans' mathematics proficiency dropping from

26 percent -tied for second among the states -to 22 percent -tied for s
eventh.

They show eighth-grade math proficiency staying the same at 31 percent. That wa
s enough
to place the state in a tie with Minnesota for first place in 1992, bu
t placed Iowa in a tie for
fourth place in 1996.

"Immediate action needs to be taken to reverse this course," Harkin said in a n
ews release,
"or a real crisis in education is in Iowa's future."

Klark Jessen, spokesman for the Iowa Department of Education, said the inform
ation
released by Harkin has been available for some time, and its most recent
data are 2 years old.
What's more, the report has what many would consider good
news. Iowa is among seven states,
the panel's report says, that made significa
nt gains in mathematics and is "among the
highest-performing states in the nati
on."

Leslie Lawrence, a staffer on the National Education Goals Panel, said that und
er the method
used by the panel, the difference between 26 percent and 22 perce
nt for the fourth grade is not
statistically significant.

The most that can be concluded from the data is that Iowa students in fourth an
d eighth
grades have not improved at the rate of some other states.

Harkin spokesman Patrick Dorton acknowledged late Thursday that's what the staf
f meant.
He issued a revised news release.n

Publication#W\ PP# 46. The Hartford Courant"Publication" #:\ PP#10/20/98; Edi
tion: STATEWIDE; Section: MAIN (A); Page A1

Headline#\ PP# MASTERY TESTS PAY OFF Headline #:\ PP#Subhead#[\ PP# STATE S
TUDENTS RANK HIGH IN
MATHEMATICS, SCIENCE
Subhead#:\ PP# By RICK GREEN; Courant Staff Writer
Connecticut fourth- and eighth- graders have pushed the state to the lead in
the drive to make
American schools more competitive with the rest of the world,

according to a new analysis by
the National Education Goals Panel.

As a country, when compared with our chief economic partners, the United States ranks in the bottom half for mathematics and in the middle of the pack in science. But in Connecticut "where curriculum has been revamped around the Connecticut Mastery Test and retraining teachers is becoming a top priority" the alarm over declining competitiveness appears to be paying off.

Connecticut's fourth-graders out-perform those in every other state in math achievement, and its eighth-graders rank with the world's leading countries in science, according to the latest research. The panel also cited students' significant improvement over time in mathematics.

"This is the first time residents may see how achievement in their state compares to achievement in another country," said Emily Wurtz, senior education associate with the goals panel, a bipartisan independent federal agency that tracks student achievement. "You have got to know that what your kids are getting in school measures up to what other kids are getting."

Using data gathered throughout the 1990s by two ground-breaking assessments of achievement in math and science, researchers were able to draw conclusions about the overall population of students, in much the same way a public opinion poll makes predictions.

Students in 28 states were found to have improved in math between 1990 and 1996, and in 14 states eighth-grade math students would be outperformed only by students in Singapore. Connecticut and Colorado led the country in achievement in math and science.

"There has been a concerted effort on the part of school districts with the support of the state Department of Education to improve instruction, to improve curriculum," said Roseanne Daniele, a teacher in Simsbury who supervises math curriculum for the elementary grades.

"It isn't only what is taught but what is a better way to teach it," she said.
"There is a decided
emphasis on problem-solving, reasoning and critical thinkin
g."

Worry over declining international competitiveness in academics and industry le
d former
President George Bush and the nation's governors to create a half-doze
n broad education goals
in 1990. They were later increased to eight and enacted
into law by Congress. One goalcalls for
all students to demonstrate competency
in challenging subjects. Another aims to make U.S.
students first in the world
in mathematics and science achievement.

"A lot of people think that high educational achievement is the best way you ca
n prepare our
workforce to remain competitive," said Wurtz. "We are trying to
focus on academics in schools
so kids will know what they need to know to survi
ve in the economy. Connecticut is ahead of
the pack, but it still has a way to
go."

In math, Connecticut's fourth- graders were tops in the land, with 31 percent
estimated to
be at or above proficiency on the National Assessment of Education
al Progress " but that still
is less than a third of the state's students. The
proficiency level represents "solid academic
performance." In eighth grade, an
identical percentage of students were at that level.

What remains troubling, both in Connecticut and the country, is the immense gap
between
races, between rich and poor and between city and suburban dwellers. W
hites score better, as
do families living in small towns and suburbs. Low-incom
e students score worse.

"There is a general admission that for 50 years we allowed children to meander
through
education without any kind of high standards expectation," said Richard
Cole, director of the
Connecticut Academy for Education in Mathematics, Scienc
e & Technology Inc., a federally
funded organization promoting improved standar

ds. "If we are going to spend \$3.6 billion in taxpayer dollars for education, shouldn't we be educating?"

The business community is growing increasingly distressed over academic training because students represent future employees, said Edna Negron, director of community affairs for The Hartford and a former school principal in the city.

"In the greater Hartford area there are like 4,000 jobs going begging," Negron said. "There is a gap between skill level of our graduates and the entry-level jobs in Connecticut industry."

Business leaders, as well as teachers and school administrators, say the Connecticut Mastery Test has been a major influence during the 1990s, prodding school districts to emphasize the skills that will one day be needed in the workforce.

"The Connecticut Mastery Test has driven the curriculum," said Simsbury's Daniele. The test of math, reading and writing skills is given annually to fourth-, sixth- and eighth-graders.

Investing in teachers "through summer school, weekend workshops and after-school seminars" has also had a huge impact, said Robert Rosenbaum, emeritus professor of mathematics and science at Wesleyan University and chairman of the Project to Increase Mastery of Mathematics and Science.

"The teachers themselves are now able to answer questions that transcend reciting the multiplication table," said Rosenbaum.

Successful math teachers are those who think of themselves as performers on a stage who must tantalize their students with something compelling, said Alfredo Fuentes, acting principal of Bennet Middle School in Manchester and former math department chairman in Hartford.

"We need to change the expectations for the kids. Many teachers say kids cannot do algebra in seventh grade," Fuentes said. "Well, you know, in Japan they are doing it."

Highlights

A new analysis of fourth- and eighth-grade scores on math and science tests shows Connecticut ranks high among the states:

Highest-performing state in fourth-grade mathematics

Fifth-highest in eighth-grade mathematics

Seventh-highest in eighth-grade science

One of just two states (with Colorado) showing significant improvement over time in both fourth- and eighth-grade math as well as world-class levels of performance in eighth-grade science.

Publication#W\ PP# 47. The Tampa Tribune"Publication" #:\ PP#10/17/98; Edition: FINAL; Section: NATION/WORLD; Page 5

Headline#\ PP# Funds aim to cut class sizesHeadline #:\ PP#
By GIL KLEIN
WASHINGTON - A new program to reduce class size will provide funds to Florida.

School districts in Florida will be able to hire nearly 1,300 new teachers next summer with federal money President Clinton persuaded Congress to approve this week for his program to reduce class size.

The Education Department announced Friday that Florida would get \$51,848,131 in July 1999 from the \$1.2 billion that Congress approved for next year's budget to hire new teachers, mostly in grades one through three.

Nationwide, the program is expected to add 30,000 teachers in an effort to reduce class sizes in the early elementary grades to about 18 pupils. Clinton has p

promised to push for more money
next year so that by the year 2006 the federal government will be paying the salaries of 100,000 teachers.

"Studies show that class size reduction to 18 or 19 increases the achievement of all students and helps to close the gap between African-Americans and whites," said Marshall Smith, the department's acting deputy director.

The Education Department figures an average of \$40,000 a year for each teacher to cover salary, benefits and training. At that rate, Florida's share of the money would pay for 1,296 teachers.

Florida had hoped for more flexibility with the money, but, "Every dollar helps," said Brewster Brown, spokesman for the state Department of Education. The state had hoped the money could be used for recruitment, training, hiring and testing, he said.

The amount set aside for Florida will hardly make a dent in class size that averaged 22.8 students in kindergarten, 22.7 in first grade, 24.3 in second grade and 24.9 in third grade last year, Brown said.

"Of course we support lower class size," he added. "But there is a new study out that says class size is not nearly as important as teacher quality."

Since the money is tied to federal programs that already help reduce class sizes for poor children, it will be only "marginally effective," for that group, he said. How much each district will get will be calculated in a few days, he said.

Republicans in Congress had opposed the plan on the grounds that it was giving the federal government too much control over how local school districts spent the money. But Clinton had made the proposal the cornerstone of his legislative agenda in the final negotiations with

Congress this week.

In the end, the president gave up on his proposal to help school districts pay for school construction and renovation but salvaged the money for the new teachers.

The money will be divided among the states with the same formula the federal government uses to distribute education money that underwrites federal assistance for low-income students, Smith said.

The states, he said, will then pass the money to school districts with a formula that puts 80 percent of the weight on reaching schools in poverty areas, and 20 percent on school enrollments.

"There will be a strong tilt toward grades one to three," Smith said. "The districts have to reach an average class size of 18 children before the money can be diverted to hiring teachers at other levels."

The money, he said, must be used toward reducing class size. It cannot be used to increase salaries or benefits for existing teachers, nor can it be used to fill the ranks of departing teachers. Up to 15 percent of it can be used for teacher training.

School districts and states will be required to publish annual reports on how they are reducing class size.

With many school districts already having trouble finding qualified teachers, some critics question where school districts will find the teachers to fill these positions.

Smith said reducing the class size creates an environment that makes it easier to teach. That may stem the tide of teachers leaving the profession while luring some who have left to return to the classroom.

"Teacher shortages are spotty to certain locales or subject areas," he said. "We have a huge pool of people to draw from."

Publication#W\ PP# 48. Ft. Lauderdale Sun-Sentinel "Publication" #:\ PP# 10/21/98; Edition: Broward Metro; Section: LOCAL; Page 1B

Headline#\ PP# CHARTER SCHOOLS FEAR
ADDITION OF NEW RULES
Headline #:\ PP#
BY LONA O'CONNOR

Education Writer

Every day clerical workers at Broward County's six charter schools collect attendance figures and fax them to the Broward School District headquarters in downtown Fort Lauderdale. There, other clerical workers type the numbers into the district's mainframe computer.

The routine is an annoyance to the clerical workers - more data pumped each day into a system that already generates plenty. But those papers mean something more to charter schools.

These free, public schools are supposed to have less paperwork than other schools, not more.

Their freedom from unnecessary regulations is their reason for existing and was written into Florida law to make it easier for them to focus on educating children.

So when Tracey Bailey who oversees Florida's charter schools, heard about the daily attendance figures last week, he immediately called Rod Sasse, who is responsible for charter schools in Broward.

"I said, 'Rod, attendance every day? What is that about? Tell me you're not doing this all year long.' And he said, 'Of course I'm doing this all year long.'"

In his dealings with the state's 78 charter schools, Bailey has seen the phenomenon often enough that he gave it a name: "regulatory reloading."

Reloading means adding rules onto charter schools, which are supposedly freed of most regulations.

The Legislature deliberately removed the cumbersome extra weight of most rules governing public schools, leaving only health, safety and civil rights regulations.

Reloading is specifically prohibited in Florida's charter law, much of which Bailey wrote. The state Legislature recently asked Bailey's Office of School Choice, part of the state Department of Education in Tallahassee, to monitor districts that might be reloading charter schools.

Are Broward officials reloading? Bailey isn't sure yet, but he has seen it happen before.

"We expected charter schools would be 80 percent free of regulation," Bailey said.

Some school districts have given charter schools access to their computers, but they charged the schools a hefty fee.

School officials often don't realize the impact of adding a rule, Bailey said. Ordering a regular audit, for example, could add \$5,000 a month to the cost of running a charter school whose entire annual budget may be \$500,000.

Other districts have been generous, giving computers to charter schools for record-keeping.

Ron Renna, principal of North Lauderdale Academy, a charter high school, would like to be able to use the district's mainframe computer to read academic records of his 220 students. Because he cannot get on the computer, he had to dispatch his staff to county schools to collect hard copies of the records.

Then he found out that other charter school principals in Florida had access to their districts' computerized records, which help them calculate important matters such as how much tax money they are due from the state.

"Other principals were shocked" that Broward charter schools don't have access, Renna said.

In most cases, he said, officials have been very cordial and helpful with complex issues such as special education.

Some problems have improved, said Rosa Lawson, who runs Central Charter School in Lauderdale Lakes. When her school opened last year, checks from the school district to cover operating costs were sometimes slow to arrive. This year, the checks are arriving promptly every month.

One charter school consultant, Jonathan Hage, sees the problem as stemming from the developing relationship of school officials and charter schools, which he describes as an "unholy marriage."

"First you're dating, then you're on the honeymoon, and now it's 'Am I going to have to live the rest of my life with you guys?'"

Hage, whose company is managing North Lauderdale Academy High, said he will stand firm on issues such as getting charter schools the needed access to school district computers.

Sasse has assigned a task force to solve the computer access problem and expects to have a pilot computer program operating by February or March.

"I'm not reloading," Sasse said. "But it's my responsibility to see that they live up to the terms of their charter."

He pleads guilty to sending a ton of memos to the charter schools, mostly for information, none mandatory.

A charter school conference this week in Tampa did much to clear the air, Sasse said.

"This is something that we're all learning. Every day something new pops up and we try to figure it out. I'm trying to help them, but it's a very fine line how much. I'm trying to walk that line."

Publication#W\ PP# 49. Orlando Sentinel"Publication" #:\ PP# 10/21/98; Edition: CENTRAL FLORIDA; Section: LAKE SENTINEL; Page 2

Headline#\ PP# JOBLESS RATE DIPS AS CLASSROOMS FILL UP Headline #:\ PP#Subhead#\ PP# LAKE COUNTY'S SEPTEMBER EMPLOYMENT NUMBERS WENT DOWN PARTLY IN REACTION TO SCHOOL'S REOPENING AFTER THE SUMMER BREAK.

Subhead#:\ PP# By Don Fernandez of The Sentinel Staff

The ringing of school bells signaled a boost for local employment last month.

The preliminary September jobless rate for Lake County dropped to 3.9 percent from August's final figure of 4.3 percent, thanks in large part to the return of students to the classroom.

It's a noticeable fall from September 1997, when the final rate was 4.6 percent. But the change was far from unexpected.

"I would call it strictly seasonal," said Sue Patterson, an economic analyst at the Florida Department of Labor and Employment Security. "You would expect it to go down in September, typically."

The fall school session meant many residents returned to work in classrooms. The upcoming holiday season promises to enhance employment opportunities further.

But the Greater Orlando Metropolitan Statistical Area - which includes Lake, Orange, Seminole and Osceola counties - didn't shift at all.

September's 3.1 percent rate mirrored the August number, still slightly better than the 3.5 percent tallied in September 1997.

Statewide, most counties are experiencing a rosier job market this year.

"Most counties - 50 out of 67 - are down for the year," Patterson said, attributing the change to general growth in the economy.

Not all areas found reason to brag.

Hendry County, with an economy heavily dependent on seasonal citrus, registered the highest rate with 18.4 percent. But the most striking figure belongs to Gulf County in the Panhandle, which rose from 6.8 percent in August to 17.7 percent in September.

Patterson said big manufacturing layoffs there caused the unnerving rise.

Publication#W\ PP# 50. Memphis Commercial Appeal "Publication" #:\ PP# 10/21/98; Edition: Final; Section: News; Page A8

Headline#\ PP# INTEREST IN ARK.
COLLEGE-BOUND PROGRAM

RISINGHeadline #:\ PP#

By Joan I. Duffy

The Commercial Appeal

Little Rock Bureau

Five years ago, fewer than half of the high school students in Arkansas were enrolled in an academic core curriculum that would lead to college enrollment. Today, that number has climbed to 78 percent.

Lu Hardin, director of the Arkansas Department of Higher Education, credits a 1991 initiative pushed by then-Gov. Bill Clinton that provides \$2,500 a year to every student from a family making \$40,000.

To qualify, students must maintain a 2.5 grade point average, score 19 on the American College Test and keep a clean disciplinary record.

Hardin presented his department's budget to the Legislative Budget Committee Tuesday.

He indicated Gov. Mike Huckabee's administration would support a proposal to expand the Academic Challenge Program by raising the maximum income cap - \$40,000 per family of four - and make state-paid college money available to more middle-class families.

So far, 6,000 Arkansas high school graduates are receiving the scholarship.

"There is not a better dollar spent in the state of Arkansas," Hardin said. "The money will come back to the state of Arkansas many times over."

Another program - Distinguished Scholars - provides full tuition and room and board scholarships to the state's top students if they attend college in any of the state's public or private colleges.

Sens. Morrill Harriman (D-Van Buren) and Mike Beebe (D-Searcy) sponsored the program that requires an ACT score of 32 or a 1,410 score on the Scholastic Aptitude Test to attend any college or university in Arkansas - public or private.

"They were going to Vanderbilt, they were going to SMU (Southern Methodist University), they were going to Yale," Hardin said of the 230 top students who have accepted the full scholarship.

"A family would have to earn \$125,000 a year to pay that (tuition) if they didn't have a scholarship. Forget the lottery. Stay at home and read to your children. Help them with algebra."

Hardin said his department will make students work harder for the college money. Students who entered the ninth grade this fall will be required to take a fourth year of math in high school to enter Arkansas colleges without conditions.

Students with three math credits still will be able to enter college, but on a probationary basis that will require them to earn a 2.5 grade point average to stay.

To reach reporter Joan I. Duffy, call (501) 372-2907 or E-mail duffy@gomemphis.com

Publication#W\ PP# 51. Memphis Commercial Appeal "Publication" #:\ PP# 10/21/98; Edition: Final; Section: Metro; Page B1

Headline#\ PP# IMPROVING EDUCATION IS
GOING TO COST YOU, FORUM
HEARSHeadline #

:\ PP#
By Lela Garlington
The Commercial Appeal
If Memphis and Shelby County schools are going to

compete with other urban districts, residents and businesses are going to have to find more money through a property tax increase.

That's what about 70 people learned Tuesday night during a public forum in Germantown to discuss methods of funding state-mandated education programs.

The forum was sponsored by the Leadership Germantown Alumni Association and the Germantown Area Chamber of Commerce.

While businesses and education foundations can pick up some of the slack in sorely needed funding, the panel of educators, local politicians and Chamber of Commerce officials said increased taxes are necessary.

Other funding sources, such as a state lottery for education or a state income tax, are unlikely in the near future. Despite talk of a property tax increase, no one put a dollar amount on how much of an increase residents might expect or when.

But Shelby County Commissioner Mark Norris said "quite frankly, the 25-cent property tax that was discussed earlier this year is not going to be enough."

Norris said he is considering a tax on new residential development in which hom

owners
would pay \$500 to \$600 more as an impact fee.

But Shelby County school superintendent James B. Mitchell Jr. sees a property tax as inevitable. He pointed out that the county hasn't increased property taxes since 1991.

"We've been giving students an above-average education at below-average cost," Mitchell said. He said the county ranks 90th out of 138 school districts in the state in per-pupil spending.

Several residents who attended the forum said they would support a property tax increase if it was earmarked for education.

"I'm appalled at the lack of funding in the state of Tennessee," said Dan Staser, an engineer who recently moved to Germantown.

In Nebraska, he said, "there were computers on every desk in every classroom and class sizes were under 15. It's all related to taxes."

Germantown resident Bill Nicholas also is puzzled by the state's reluctance in passing a state lottery. He moved here from Connecticut, which, he said, has a lottery for education.

Andi Lehman, a Germantown homemaker, wants to see where the money would go.

"I don't have a problem with giving them the money (through higher property taxes) but I want to know specifically what programs they're talking about."
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Publication#W\ PP# 52. The Hartford Courant"Publication" #:\ P P# 10/21/98; Edition: 7 HARTFORD NORTH FINAL; Section: TOWN NEWS; Page B1

Headline#\ P
P# SCHOOL BOARD SCRUTINIZES
CLASS SIZESHeadline #:\ PP#
By ROBIN STANSBURY
Courant Staff Writer

Class sizes at the town's two high schools were scrutinized Tuesday during a board of education

meeting.

Chip Ward, the district's senior planner, said high school classes overall are well below the district guideline, which calls for a maximum of 27 students per class in grades 9 through 12.

Of the approximately 530 classes offered in core curriculum areas " math, science, English, social studies and foreign language " only nine are over the recommended class size guideline, Ward said.

"Scheduling difficulties prevent every single section from falling" below the guideline, Ward said.

Core subject areas with classes of more than 27 students include a geometry class and humanities class at Conard High School, each with 29 students, and British literature, Latin, French, and American government classes at Hall High School.

Other subjects are also over the guideline, such as 15 physical education classes at Conard, and the majority of 11 music classes at Hall.

Board member Nancy Rion said she was pleased only two English classes at the high schools have more than 27 students.

"But I'm wondering and am concerned about how many classes are at 25 or 26 students," she said.

Hall Principal Elaine Bessette said an effort was made to keep English classes for ninth- and tenth- graders significantly below the class size guideline, and said most English classes for those students range from 18 to 20 students per class. Consequently, she said, classes for juniors and seniors tend to creep over 24 students per class.

Conard Principal Chuck Landroche said a similar situation exists at Conard, where 70 to 75 percent of English classes have fewer than 24 students, and those classes with more than 24 students are for juniors and seniors.

Publication#W\ P P# 53. Albuquerque Journal"Publication" #: \ P
P# 10/21/98 Pa
ge A1

Headline#\ PP# N.M. Kids Score Low On Math,
ScienceHeadline #: \ PP#
By Matthew Franck Journal Staff Writer

A majority of students in Albuquerque and across New Mexico are not meeting math and science standards set by the state, according to the results of an exam administered for the first time last spring.

Students fared much better in social studies and language arts on the test, which is customized to rate performance on standards established by the state Board of Education.

State officials say they are not overly concerned with the results, since the testing mechanism is new.

But they are urging schools to make significant improvements " especially in math and science " to get at least a majority of students proficient in all subjects.

The test will be the backbone of an effort to make schools more accountable by financially rewarding the schools that succeed and providing more scrutiny of schools that fall short.

"The goal here is that every student should be at least proficient in language arts, science, math and social studies," said Kurt Steinhaus, the state's assistant superintendent over accountability.

The state released test-score data earlier this month, but figures were not available from Albuquerque Public Schools until Tuesday. The scores cover the four

th, sixth and eighth grades.

Here are some statewide and APS results:

A majority of students statewide and in APS scored either proficient or advanced in social studies. Statewide, 64 percent of the students fit that category in fourth grade, followed by 58 percent in sixth grade and 51 percent in eighth grade.

Most fourth-graders, or 56 percent statewide, tested proficient or advanced in language arts, compared with 37 percent for sixth-graders and 35 percent for eighth-graders.

Statewide, math scores were lower for all grades, with 30 percent of fourth-graders testing as proficient or advanced and 21 percent of sixth-graders and eighth-graders scoring at that level.

Scores in science indicate that 27 percent of fourth-graders statewide, 28 percent of sixth-graders and 36 percent of eighth-graders were proficient or advanced.

Results from APS were higher than the state average in all subjects and at all three grade levels. But in science and math, fewer than half of APS students rated proficient or advanced.

The new test varied significantly from any other standardized exam offered to New Mexico's more than 330,000 students.

In the past, the state has tested students using only national standardized exams. Results of those tests rated how well students did compared with students who took the same exam in other states.

This year, the state gave a supplemental test " in addition to the national exam " that tests students on questions customized for New Mexico.

The New Mexico supplement is based on standards that have been established over

the past
two years by the state Board of Education. The standards outline what
students are expected to
know at each grade level in four general subject areas.

Fourth-graders, for example, were asked to explain how to calculate the perimeter of a mural
that's made from squares of a known size. In another section, they
are shown a set of
illustrations designed to test their understanding of the
concept of potential energy.

Steinhaus said the new portion of the test will give schools a clear indication
of how well they
are doing in meeting those standards.

"But it's important to remember this is the first year, so these are only baseline figures," he
said.

APS officials also said that the test results are merely a starting point.

Rose Ann McKernan, who heads APS research, said since the standards are new, many
teachers still may be unfamiliar with them.

State Superintendent Michael Davis said the low scores on the new state exam suggest the
questions are more challenging than the national standardized exam.

"The message here is that the standards are rigorous," he said.

Davis points to the results from this year's national TerraNova Survey Plus exam, which
indicate that New Mexico students are testing near the national average in most subjects.

Davis said the state is trying to make teachers more aware of the new standards. Many
districts, like APS, are offering training to teachers to help them adjust curriculum to meet state
demands.

Steinhaus said all school districts will be asked to set goals for improving performance over the next two, four and six years. If a school doesn't improve sufficiently, the state would work with the school to improve performance, and in extreme cases the state could take over the management of a school.

The push toward accountability was launched earlier this year when the state distributed \$250,000 to the 100 schools that showed the greatest improvements in national standardized exam scores.

State school board president Lynn Medlin said he welcomes the new approach.

"But I do believe we have a lot of work before us," he said.

Publication#W\ PP# 54. Chicago Tribune"Publication" #:\ PP#October 21, 1998

Headline#\ PP# CITY ALL BUT SAYS NO TO HIV
TESTING FOR 9TH GRADERSHeadline #:\
PP#

By Andrew Martin and Gary Washburn, Tribune Staff Writers.

Citing an "epidemic" among adolescents, Ald. John Buchanan (10th) called for mandatory testing for sexually transmitted diseases and HIV for all high-school freshmen as a requirement for attending public schools.

Buchanan said he came up with his proposal after hearing reports from city health officials three weeks ago that sexually transmitted diseases were a rampant problem. "The people in the meeting used the word 'epidemic,' " Buchanan said. "The increase in their opinion was of epidemic proportion. Their words . . . I was horrified with the report."

Buchanan said a physical already is required for students before they enter the 9th grade in Chicago public schools. Teenagers who test positive for HIV or sexually transmitted diseases should be put on medication but not kicked out of school, he said.

City public health officials said initially they would consider Buchanan's plan

. But by day's end Tuesday, City Health Commissioner Sheila Lyne said there were no plans to pursue Buchanan's testing proposal.

"An examination of STD (sexually transmitted disease) rates among the adolescent population at large does not indicate the need for mandatory, universal testing," said a statement from the Health Department, released late Tuesday afternoon. "We have no intention of instituting such a plan."

Lyne said the numbers that Buchanan was referring to were misleading because they reflected only a small part of the city's adolescent population, namely those in jail and those who came to health clinics for treatment for sexually transmitted diseases.

Statistics provided by the Health Department indicate that gonorrhea and syphilis have declined significantly since 1990. During that time, the number of reported gonorrhea cases dropped from 21,686 in 1990 to an estimated 12,374 this year while the number of syphilis cases declined from 1,175 to 280.

A spokesman for the American Public Health Association said the group knew of no such mandatory testing in any of the nation's school systems and that the necessity of getting parental consent would be a major obstacle to any such program.

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Publication#W\ PP# 55. Boston Globe"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Payzant planning to pass the test Headline #:\ PP#Subhead#[\ PP# Offers to measure own success by goals for student achievementSubhead#:\ P P# By Beth Daley, Globe Staff

oston Public Schools Superintendent Thomas Payzant will publicly raise the stakes of his tenure tonight, setting specific and ambitious student test score goals

Is for the first time since he took office in 1995.

Raising students' achievement on tests has been the standard, but vague, focus of superintendent reform efforts nationwide for the last 20 years, but few have ever set detailed year-by-year targets.

While the bold move could place Payzant in a vulnerable political position, it is also likely to increase his ability to hold principals - and eventually teachers - accountable for students' successes.

The goals he'll outline at a School Committee meeting tonight are ambitious: In reading, for example, Payzant pledges to have 99 percent of all students who have been in the district for two or more years score in the "basic" or higher levels on the tough Stanford 9 tests by 2003.

Today, only 80 percent of elementary school students, 82 percent of middle school students, and 68 percent of high school students score at those levels.

Payzant's first goal is to see 84 percent of elementary school students, 86 percent of middle school students, and 74 percent of high school students in the "basic" or above categories when they take the Stanford 9 test this spring.

"I can't go to the principals and teachers and parents and say, 'You have to do your part' unless I am willing to set high, challenging goals for myself," Payzant said yesterday.

In math, the goal will also be to have 99 percent of students who have been in the system for two or more years score in the "basic" or above categories. Specific year-by-year math goals will be released tonight.

In addition, Payzant will present annual targets that aim at narrowing the gap between the test scores of white, Asian, black, and Hispanic students. By 2003, every student in the system

for three or more years is expected to be within 5 percentage points of the highest-scoring ethnic group.

Still, if Payzant doesn't meet those goals, it is unclear how he will be held accountable. He recently signed a contract that extends his job to 2003. And while the School Committee could withhold raises on his \$150,000 salary or even buy his contract out, its chairwoman said she did not want to speculate on Payzant's fate if the goals are not met.

"We have made steady, if slow, progress," said committee chairwoman Liz Reinger. Boston student test scores have not improved dramatically over the last two years. "The reality here is that he is a CEO of a major corporation that must provide quality education for the students of Boston. ... It's not enough to have great ideas and talk about them."

Payzant, while acknowledging no other large urban district in the country has been able to meet similar goals, says Boston can reach them, or come close.

"I'd rather set a high standard and not quite meet it ... than set a low standard and be irresponsible," Payzant said.

Payzant also pledges to have a detailed plan this year for overhauling the teacher recruitment office, analyzing how teacher training money is being spent, and developing a plan for dealing with disruptive and over-age students.

Such specific goal-setting, while unusual, may be seen more in coming years, education observers said.

Payzant will also unveil a principal and headmaster evaluation plan.

Publication#W\ PP# 56. Los Angeles Times"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Student Conduct Growing Worse, New Study FindsHeadline #:\ PP#

By RICHARD LEE COLVIN

Playing hooky. Showing up late for class. Mouthing off to the teacher. Breaking the rules.
Smoking in the boys' room "or the girls' room.

All relatively minor disturbances, at least in comparison with the incidents of school violence that grab the headlines.

But a new study from the Educational Testing Service finds that such misbehavior is on the rise in public schools nationally. Moreover, the report, titled "Order in the Classroom," documents for the first time what experience tells us is obvious: Such disruptions damage learning.

The problems caused by disruptive students are widespread. One in five principals is battling with students who verbally abuse their teachers "up from 13% in 1990. Two-thirds of the principals reported that tardiness was a problem in 1997, up from 50% of the schools in 1990.

Forty percent of California junior high and high school students polled last year by The Times reported that their classes are disrupted in such ways every day. An additional 18% put the frequency at three to four times a week

The new report analyzes data collected from 14,000 high school seniors from all 50 states. The students also had been interviewed as eighth-graders and 10th-graders and each year had taken tests in reading, math, science and social studies. The data made it possible to see the connection between misbehavior and test scores.

Not surprisingly, those who reported taking drugs or being suspended from school had lower scores in all subjects. But so did students who reported that they had committed even minor offenses "such as cutting class or talking back to a teacher.

The key point is this: "The consequence of student disorder is not merely more disorder; disorder also erodes the learning environment for all students."

Discipline, then, should not be a side issue for educators. It's just as important as working on the quality of instruction. In fact, the report concludes, one is not possible without the other.

* * * Minor offenses are important for another reason. Those who reported skipping school or other problems as 10th-graders were more likely to report more serious misdeeds "such as taking drugs "as seniors.

Such problems are not inevitable, however. Schools that strictly enforced rules requiring hall passes at all times and prohibited students from leaving campus during the day reported fewer problems.

Another way to cut down on misbehavior is less obvious "making classes more interesting. Good teaching, the report said, "will capture students' attention and their respect."

More serious offenses, such as fighting or taking drugs, can be cut with firmness "suspending or expelling violators.

Interestingly, the researchers found that the increasingly popular practice of requiring students to wear school uniforms seems to have no effect on student discipline.

* * * California schools vary little from the rest of the nation when it comes to crime and violence at school, according to the study. About the same percentage of the state's eighth-graders "one in 10 "say they feel unsafe at school. Six percent of them say drug use is a problem at their school, almost so virtually the same as the national average.

California's junior high school students report more racial or cultural conflict

cts than their
peers nationwide. Sixteen percent of the state's eighth-graders
say such tensions are moderate
to serious; nationally, the figure is only 4%.

Given that our classrooms are the most diverse in the country, that's probably
not surprising.

* * * The report came out last week at the same time the White H
ouse convened
a national meeting on school violence "a reaction to last year's
string of school shootings that
left 16 dead and dozens injured.

Sitting beside First Lady Hillary Rodham Clinton during that conference was Ma
rleen
Wong, director of mental health services for the Los Angeles Unified Scho
ol District.

According to government data, school crime is down and violence is far more li
kely to occur
in communities than on campuses. Nonetheless, many children are a
fraid at school.

Wong said schools must be on the lookout for bullying and work to reduce tensi
ons between
different groups. Schools need to "teach students how to build bett
er relationships" to help them
feel more comfortable.

"If you have to attend to survival issues, you aren't able to attend to learni
ng as much," she
said.n

Publication#W\ PP# 57. Associated Press"Publication" #:\ PP#10-22 5:27a

Headline#\ P P# Two 7-year-olds accused of sexually
assaulting 5-year-old boyH
eadline #:\ P!P#

SUITLAND, Md. (AP) - Administrators of a daycare program have scheduled a paren
t
meeting this evening at the William Beanes Elementary School to talk about a
sexual assault that
allegedly happened in a school bathroom.

The ages of the students involved has sent shock waves throughout the community . The alleged victim is 5. The two suspects are 7.

"They haven't even gotten to know what life is yet, and they're around here having sex," said Rose Reider, whose grandchildren attend the school.

The two 7-year-old boys were suspended Wednesday from the Maryland suburban after-school care program, authorities said.

Prince George's County Police are investigating whether an assault occurred, said Sgt. Gary Cunningham, a spokesman for the department.

The mother of the victim contacted us about the incident, he said. She told police it occurred in a restroom at the elementary school in Suitland on Oct. 12, Cunningham said.

Parents of other students said they were outraged that they learned about the alleged assault in local newspapers.

"At the very least, the next day parents should have been notified," said Chere Cherry.

The alleged incident occurred shortly after classes were dismissed for the day.

"Our staff is saying the children were not escorted to the multipurpose room," where the after-school program is conducted, said Anita Pesses, a spokeswoman for the Maryland-National Capital Park and Planning Commission, which operates the program at the school.

School officials sent a letter to parents Wednesday apologizing for the incident and promising to make changes to better ensure the safety of their children, according to broadcast reports.

Teachers or other school employees will now escort the children to the daycare program,

according to a joint statement released Wednesday by the commission and the Prince George's County Public Schools. Children also will be accompanied by adults during all bathroom breaks, the statement said.

The boys accused in the assault were suspended from the daycare program, Pesses said. But school officials did not return calls about the children's status in the academic program.

No charges have been filed in the incident, but Maryland law contends that children who are 7 years old and older may be held responsible for criminal behavior.

Publication#W\ P"P# 58. The Washington Post"Publication" #: \ P#P# 10/22/98; Edition: FINAL; Section: Metro; Page D01

Headline#\ P\$P# Student Allegedly Threatened to Kill Teacher Over 'A'Headline

#: \ P%P#

By Amy Argetsinger
Washington Post Staff Writer

A University of Maryland senior allegedly tried to make his math teacher an offer he couldn't refuse: an "A" or his life.

Stephen Clancy Hill, a 22-year-old economics major from Riverdale, was arrested last week after campus police accused him of displaying a gun and threatening to shoot and dismember his teaching assistant, hiding all the pieces, if the instructor didn't boost his grade. TD This, Hill told the teacher, according to charging documents, was how "mobsters" worked.

The instructor was unharmed, but the news of Hill's arrest startled and saddened acquaintances on the College Park campus, where Hill was active in student politics and organizations.

Police said the confrontation over a grading dispute was unusual for the university campus.

"I can see maybe somebody making some sort of innuendo, but never anything like this,

where a weapon was involved," said campus police Sgt. Steven Kowa.

Kowa said that despite the student's boast, police have no reason to believe that Hill was involved with organized crime.

According to police and charging documents, Hill failed to take a scheduled exam in his Math 111 course "Introduction to Probability" on Oct. 7. Two days later, he requested a meeting with the instructor, Alvaro Alvarez-Parrilla.

Hill showed up at the instructor's office in the Mathematics Building on Oct. 12 and asked to speak privately with him.

"I don't want you to be surprised or anything of the sort, but I need an 'A' in the course, and you are going to give it to me," Hill said, and opened his jacket to display a large handgun in a shoulder holster, according to the documents.

The documents stated that he told the instructor that if he did not comply, Hill would kill him and dismember the body, hiding it to leave no evidence.

"What is more important to you?" Hill allegedly asked Alvarez-Parrilla. "Giving me an 'A' or your life?"

The instructor refused and told Hill it was not within his power to change the grade, and Hill left his office.

An investigation by police found that Hill had purchased a 9mm semiautomatic handgun like the one described by the teacher at a Greenbelt sporting goods shop a month earlier.

Campus police began watching Hill's home and arrested him in a traffic stop Oct. 14, two days after the incident. In his car, they found a loaded handgun and three fully loaded magazines, police said. A search warrant executed at his home

e found a shoulder holster, they said.

He was charged with first-degree assault, carrying a concealed deadly weapon and other charges.

The news of Hill's arrest stunned students on the College Park campus, where he was known by the nickname "Chilly," one friend said.

Hill ran unsuccessfully for president of the Black Student Union last spring, promising more outreach to incoming freshmen and better coordination with other student organizations.

Though a native-born Marylander, he was also active in the African Student Association, made up mostly of foreign students. He was asked to run for vice president of the group last spring but declined.

"He's one of those few people who do stuff with both groups," said De Fam, a friend and co-worker with Hill on the Black Explosion newspaper.

Fam, 23, a senior from Nigeria, described his friend as "dynamic" and "funny" and could not explain a motive for the alleged assault.

"We all have our down points, but he's very intelligent," Fam said.

A representative of the Black Student Union, who asked not to be identified, said Hill was not active in the group this year.

She described him as "a very bright individual who had a very bright future" but "found himself in a difficult situation." She would not elaborate. Hill's mother declined to comment and referred a reporter to her son's attorney, who did not return a phone message.

Hill is being held without bond at the Prince George's County Detention Center.

Staff writer Ruben Castaneda contributed to this report.

Publication#W\ P&P# 59. The Washington Post"Publication" #:\ P'P# 10/22/98; Edition: FINAL; Section: Metro; Page D04

Headline#\ P(P# College Park Campus Seeks More
Power, CashHeadline #:\ P)P#Su
bhead#[\ P*P# U-Md. May Try To Sever Ties With Statewide
System
Subhead#:\ P+P# By Desson Howe
Washington Post Staff Writer

Top officials at the University of Maryland at College Park told a state task force yesterday that the school would seek to pull out of the state's university system if it does not get the autonomy, procurement powers and funding promised it by the General Assembly in 1988.

John Lauer, chairman of the University of Maryland's Board of Visitors, told task force members the university system has failed so far to help College Park become a "research institute of truly national stature."

His comments were echoed by Towson University President Hoke L. Smith, who said he too wanted to leave the system because of its failure to accommodate the college's fast-growing enrollment.

"We have given system membership the old college try," he told the task force. "And it hasn't worked."

The structure of Maryland's higher education system has been a chief focus of the task force appointed by state lawmakers and headed by retired Adm. Charles R. Larson, former superintendent of the U.S. Naval Academy.

For the last 10 years, Maryland has supervised and funded its 13 public colleges and research institutions through a university system administered by a Board of Regents. But some say the structure tends to lead state officials to give a

ll colleges and universities the same attention and percentage increases in funding regardless of size and mission.

College Park officials say the structure has worked against efforts to establish the campus as the state's flagship, a status approved by the General Assembly in 1988.

"Our special mission has always been forgotten in the last 10 years," Raymond L. Placa, vice chairman of the Board of Visitors, said after the presentation. The system, he complained, never gives College Park the special treatment its flagship status deserves. "Any time there's a decrease or an increase in the economy, it's always the same action across the board for everyone. We can't be treated like the other 12 institutions."

College Park's dissatisfaction with the university system is one of the first challenges facing newly appointed president Clayton "Dan" Mote Jr. Without saying whether College Park should withdraw from the system, a move that would require state approval, Mote said College Park has failed to receive funding commensurate with such peers as the University of California at Berkeley, the University of Illinois at Urbana-Champaign and the University of Michigan at Ann Arbor.

"Based on comparisons with other states, I can only conclude that the long-term health and welfare [of College Park] will be compromised if the University of Maryland, College Park fails to reach those heights of quality and recognition," Mote said.

In an interview, University System of Maryland Chairman Lance Billingsley "who also is a member of the task force" defended the university system, saying the root of College Park's problems is tied more to an economic recession in the early 1990s that sharply reduced funding for every institution.

But Billingsley also said it would be unfair to treat universities and colleges differently in

terms of funding.

"If we give one institution a bigger piece of the pie and the pie stays the same size, we've got to take it away from another" institution in the system, he said.

Former president William E. Kirwan and the Board of Visitors drew fire from the Board of Regents last spring for proposing a "Flagship Initiative," in which they independently lobbied state lawmakers, receiving \$7 million a year for four years above its base support.

The boost in funding came shortly before legislators agreed to convene a task force and launch a 10-year review of the university system.

Yesterday, task force member Sen. Robert R. Neall (R-Anne Arundel) took a dim view of College Park's requests for extra funding. He told Lauer he might not receive as warm a welcome in the legislature when he asks for the next \$7 million for the Flagship Initiative. "Come back again next year," he said. "I'm not going to be as charitable."

Publication#W\ P,P# 60. The Washington Post"Publication" #: \ P-P# 10/22/98; Edition: FINAL; Section: Metro; Page D04

Headline#\ P.P# Student Suspended Over 'Hex'Headline #:\ P/P#Subhead#[\ P0P# Self-Described Witch, 15, Allegedly Cast Spell on

Classmate

Subhead#:\ P1P# By Paul W. Valentine
Washington Post Staff Writer

A 15-year-old high school freshman and self-described witch returned to class today after a one-day suspension for allegedly threatening another student by casting a hex on her.

Jamie Schoonover was sent home Tuesday by Southwestern High School administrators after another student accused Schoonover of casting a spell on her while the two were outside the school before classes began in the morning.

The incident, observed by several other students, threw the school briefly into turmoil. But Baltimore schools spokeswoman Vanessa Pyatt said the two girls, members of their families and

school officials met for two hours today and agreed there "clearly was a misunderstanding," and no threat or hex was intended by Schoonover.

The other girl, a freshman identified as Jennifer Rassen, became "very upset and started crying," according to Pyatt, when she was told by a third student that Schoonover had "just cast a spell on you." Rassen ran to administrators in the school, who interpreted her account as possibly involving a verbal threat by Schoonover, a violation of school safety and disciplinary rules.

She was issued a "short-term" suspension order citing her for "casting a spell on a student." Pyatt said the order was wrongly worded and should have said "allegedly making a verbal threat."

A parent of Schoonover's, Colleen Harper, 45, who said she also is a witch, told reporters outside the school today that the incident resulted from "ignorance about witchcraft" used in Wicca, a neo-pagan religion followed by thousands of Americans.

Harper, who said her daughter did not want to talk to reporters, described the incident as the latest in a series of encounters in which Schoonover has been taunted and threatened at the school for her undisguised adherence to Wicca.

"She dresses differently and listens to different kinds of music," said Harper, citing her daughter's preference for all-black clothing and what she called Goth Scene music featuring vampire themes.

Harper said her daughter's life is additionally complicated by the fact that she is bisexual and Harper is a transsexual. Both have been in psychiatric therapy, she said, and Harper has undergone hormone treatments to help her make the transition from male to female. Harper said she was her daughter's biological father before divorcing the woman she was married to for more than 15 years.

Clutching a Bible and several textbooks about Wicca, Harper said that her religion is a benign one and that the practice of casting spells is analogous to saying prayers in Christianity. Experienced practitioners, she said, typically cast spells to harness "positive energy" for healing and other human betterment. They are disinclined to cast negative spells because of the Wiccan tradition that "whatever you do, whether good or evil, returns to you threefold."

ART ph,,WMAR-TV VIA ap CAPTION: Jamie Schoonover, left, was suspended for a day from Southwestern High School after allegedly putting a hex on fellow freshman Jennifer Rassen.

Publication#W\ P2P# 61. Los Angeles Times"Publication" #: \ P3P#* 10/22/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ P4P# LAUSD Enrollment Jumps 2.3%
Headline #:\ P5P#Subhead#[\ P6P# School population this fall exceeds estimates by 6,000, resulting in overcrowded facilities and increased busing. Much of the growth is in parts of the Valley.
Subhead#:\ P7P# By LOUIS SAHAGUN;
MARGARET RAMIREZ
TIMES STAFF WRITERS

At Langdon Avenue Elementary School in North Hills, space is so limited that school psychologists are reduced to counseling students in a stuffy storage room slightly larger than a closet.

"We've got classes in the library, we've got classes in the auditorium. We're so crowded in here we can't even see straight," Langdon Principal Robert Albin said Wednesday.

His school is not alone. Los Angeles Unified School District officials on Wednesday announced that their demographers significantly underestimated this year's enrollment. Kindergarten through 12th-grade enrollment jumped 2.3% from last year, an increase of 15,592 and about 6,000 more than anticipated.

The student population is now 697,097.

The latest count is bad news for district officials already nervous about forecasts that its student body will grow by 80,000 over the next decade, and additional evidence to support their call for new schools.

"The urgency of our need for new schools and sufficient classroom space cannot be more evident," said LAUSD Supt. Ruben Zacarias. "These numbers make it imperative that the public support our efforts to locate convenient sites and build more schools."

This year's jump advances recent heavy enrollment gains. The district has experienced an increase of 60,000 students over the past four years"nearly equal to the student body of San Francisco Unified.

An estimated 13,000 students ride buses to schools with less and less room to seat them. Some of those rides take as long as 90 minutes.

Most of the growth has been in Central, South-Central, the area east of downtown and parts of the San Fernando Valley.

Albin, whose school enrolled about 1,600 students this fall, said he asked for two bungalows to accommodate his exploding student population, but relief has not arrived.

Enrollment in East Valley schools has surged along with a boom in jobs and lower-cost housing in the area, said Gordon Wohlers, the district's assistant superintendent of policy research and development.

"Families are staying in places like Sylmar and Sun Valley because there are jobs and it's basically a good place to live," he said.

To ease the crunch somewhat, the district has already ordered Newcastle Avenue

Elementary School in Reseda" closed for more than 10 years" to be reopened next year after it has been renovated.

Albin also pointed to the influx of immigrants settling in the northeast Valley as a factor in increasing enrollment.

"We're surrounded by apartments on all sides," Albin said. "People are uniting with their families, and the kids seem to be coming out of the walls."

Although Langdon will soon get mobile bungalows for additional class space, Albin said that won't solve the problem.

"The more bungalows they bring in, the less playground space we have," he said. "The real solution would be to acquire some land for classes. That would truly be the answer."

At Liggett Street Elementary School in Panorama City, the population has grown steadily from 900 students in 1990 to more than 1,400 students today. But Principal David Sanchez said the school was able to neutralize the overcrowding problem with a year-round class schedule.

"If we had not done that, we would be busing [out] about 400 students this year," Sanchez said.

"We do have a master plan for building," said school board President Victoria Castro. "But until those schools and rooms are actually in place and ready to receive students, the number of young people riding buses to relieve overcrowding is only going to grow. It's regrettable, but it's a fact."

"The problem right now is that there's more students on buses and the bus rides are getting longer," she said.

The squeeze is so tight at Cahuenga Elementary School that 1,575 students spend

hours each
day riding buses to a shrinking number of other sites.

"Many of our families are new to this country, and they have a hard time understanding why their kids can't go to their local school," said Principal Lloyd Houske. "Yet, when a new child comes in, we often have to call 25 other schools in search of available space."

Waiting expectantly for the arrival of her 10-year-old daughter, Natahly, who is bused each day from Cahuenga to Encino, Guadalupe Hernandez said, "This is just not right."

"We have to build more schools in this area for people who live nearby," we only live two blocks away," she said. "Natahly's been taking the bus for three years."

As it stands, 82 schools are filled to capacity on their current operating calendars, and 125 other schools, now within 3% of their capacity, are very likely to be filled next year, according to Assistant Supt. Gordon Wohlers.

In response to this crunch, the Los Angeles school board has approved a \$1.82-billion master plan that recommends building 51 schools: nine high schools, five middle schools, 13 elementary schools, 20 primary centers and four continuation high schools.

District officials propose paying for the construction with funds from Proposition BB, which was passed by voters in 1997, and the \$9.2-billion state school bond measure on the Nov. 3 ballot, Proposition 1A.

If the schools are not built, as many as 79,000 students would need to be bused away from their neighborhoods by 2008"provided seats could be found at other district schools.

"This would not be a good thing for the boys and girls and their families in Los Angeles,"

Wohlert said. "It would mean many, many more traveling students, schools receiving many more children, adding many more portable classrooms, and changing many more calendars to year-round schedules."
ART * PHOTO: At crowded Cahuenga School, students wait in line to eat lunch.
* Many children are bused to other schools.; PHOTOGRAPHER: GARY FRIEDMAN

/ Los Angeles Times

Publication#W\ P8P# 62. Associated Press"Publication" #:\ P9P#10-22 5:58a

Headline#\ P:P# University presidents seek changes in system managementHeadline
e #:\ P;P#

ANNAPOLIS, Md. (AP) - The University System of Maryland governing structure is drawing criticism from university presidents, who say their institutions should be afforded more autonomy.

Hoke Smith, president of Towson University, told a task force set up to examine whether changes are needed in the governing structure of the state's public colleges and universities, that if changes are not made, he wants his school out of the system.

"The University System of Maryland has neither understood nor valued the role of a large, complex, metropolitan, comprehensive university, or has not had a vision for it," Smith said.

"I personally believe we have given system membership the 'old college try' and it has not worked for us," Smith said. "If it is feasible, we should give independence from the system a chance."

The university system was established by the legislature 10 years ago, putting all the state's colleges under one chancellor and a Board of Regents. Two schools, Morgan State University and St. Mary's College, stayed out of the system and have their own regents.

The task force, headed by retired Adm. Charles R. Larson, former head of the Naval Academy, was set up by state Senate President Thomas V. Mike Miller and Speaker of the House Casper R. Taylor Jr.

Smith, who has been at Towson for 20 years, suggested changes in the system's operating philosophy "to be more in line with the original conception of a decentralized system that facilitates the agendas and growth of its members."

The new president of the University of Maryland at College Park, C.D. "Dan" Mote, also sought greater autonomy for his school.

He said UMCP should be allowed to approach the governor and the legislature independently with requests, instead of letting the university system lobby for the 11 institutions it oversees.

"Because we account for 40 percent of the system's budget and nearly 50 percent of all federally sponsored research, and because our success is fundamentally essential to the well-being of the state, the president should present the campus mission, programs and budgetary requirements directly to the governor for full and independent discussions," Mote said.

He and other presidents also urged greater academic autonomy, and Mote asked for a separate fund-raising foundation for UMCP, which shares a foundation with several other campuses run by the university system.

He said he found at the University of California at Berkeley that heading the foundation was important in developing relationships with business and community leaders.

Publication#W\ P<P#63. The Washington Post"Publication"#:\ P=P# 10/22/98; Edition: FINAL; Section: Weekly - VA; Page V01

Headline#\ P>P#Hearing Is Set on State TestsHeadline#:\ P?P#Subhead#[\ P@P# Parents, Educators To Focus on SOL
Subhead#:\ PAP#By Victoria Benning

Washington Post Staff Writer

Several Northern Virginia parents and school officials will ask the Virginia Board of Education at a public hearing tonight to delay its plans to assess students and schools based on the state's new Standards of Learning (SOL) tests.

Other school officials say they have no problem with the proposed timetable but will ask the board to make various changes in the testing program.

Tonight's hearing in Northern Virginia, one of four that board members will hold simultaneously around the state, will start at 7 p.m. at Marshall High School, 7731 Leesburg Pike, Falls Church. Registration begins at 6:30 p.m.

The board is to decide next week what constitutes a passing score on each of the 27 SOL exams, and it is holding the hearings to get public feedback before making that decision.

Where the board sets the passing marks on the exams " which will be given annually to students in third, fifth and eighth grades and in high school " is crucial. Beginning with the Class of 2004, students will have to pass the high school tests to graduate. By 2006-07, schools where fewer than 70 percent of students pass the exams may lose their state accreditation.

Some local officials plan to urge the board to slow down in putting this plan into effect and to spend more time studying whether the proposed assessments are fair and accurate.

Stephen J. Kenealy, chairman of the Alexandria School Board, said state board members need to determine what effect the proposed passing marks would have on various groups of students before making a final decision.

Students throughout Virginia last spring took the SOL exams for the first time. State board members have said they will set the passing scores without looking at the failure rates that will result among those students. To consider actual

test results when setting the passing score would amount to "grading on a curve," board members have argued.

But Kenealy and others say that high failure rates could have a devastating effect on some schools because of the requirement that schools maintain a pass rate of 70 percent to keep their accreditation.

Although it makes sense to set the same passing mark for all students, it is unfair to judge all schools by the same yardstick, said Kenealy. He noted that districts such as Alexandria have a large number of students who are low-income and whose native language is not English "and factors that historically have dragged down students' performance on standardized tests.

"Holding all children to the same high standard is a laudable goal," Kenealy said. "The problem comes when you . . . hold a school's accreditation based on those scores."

State Board President Kirk T. Schroder acknowledged those concerns but pointed out that schools have several years to bring up their scores before the accreditation penalty kicks in. He said state guidelines do make special accommodations for students enrolled in the English as a Second Language program. ESL students are allowed to use dictionaries during the tests and to skip the exams for one year "either in third, fifth or eighth grade.

The board at some point will discuss whether to make special allowances for schools with high numbers of ESL students.

The Fairfax County Council of PTAs plans to ask the board tonight to go back to square one and develop a new method of assessing students. The council's position is that multiple-choice exams alone are not a good tool for measuring what students have learned.

PTA council board member Pam Broome said Virginia should assess student proficiency in

several ways " including, for example, reviewing portfolios of a student's work " as some other states have done.

Fairfax School Board Chairman Mark H. Emery (At Large) said he thinks the state board's process for setting the passing marks has been fair. But he will ask the panel to consider moving the SOL tests to later in the school year.

Emery said that when the tests were given last spring, there were still seven weeks left in the school year. In some courses, such as American history, students had not yet covered large chunks of material that were included on the tests , he said.

He said he also wants the state board to make more allowances for ESL students.

Eight special committees spent the summer developing recommendations for passing scores on the exams. For each test, committee members have suggested a range of scores for the board to consider in setting the passing mark.

Schroder said he and the other state board members will consider the comments made at tonight's hearings very seriously.

"We really do want to get a sense of how the public " particularly parents " feels," he said.
"I read every fax, every letter that comes in, and I'm going to be listening very hard to what everyone has to say at the hearings."

INTERNATL#u\ PBP# INTERNATIONAL #:\ PCP#yq 'ddy

INTERNATL #:\ PDP#Publication#W\ PEP# 64. Christian Science Monitor"Publication" #:\ PFP#October 22, 1998

Headline#\ PGP# A Class-Size Struggle: High School Students Go on Strike in France
Headline #:\ PHP#
Peter Ford, Staff writer
of The Christian Science Monitor

CHALON-SUR-SAONE, FRANCE " Ever since the term began last month, the mood at Emiland Gauthey high school has been sour. Week by week, students say, discontent with a harsh new disciplinary code has been brewing.

In this provincial town 200 miles southeast of Paris, this was the flashpoint that sparked the sort of high school strike that has been sweeping France for the past two weeks. Prompted by the example of their peers in other towns, the students at Emiland Gauthey walked out of class.

"They came up here, burst into the school, and ran through the corridors shouting at us to join the strike too," recalls Marek Vuiton, a student at another school in Chalon. "So we all had a meeting outside in the street to find out what it was about." From such small events in towns and cities across the country, a major protest movement has developed that has brought hundreds of thousands of students into the streets over the past week, demanding better conditions and better teaching.

This movement is far removed from the glory days of French student rebellion 30 years ago, when college and high school students, rallied by revolutionary slogans, battled police in the streets.

Today's protesters are younger - those under 18 years of age need a note from their parents allowing them to skip class if they want to take part in the strike - and they are focused on more immediate problems.

"In 1968 they wanted to re-make the world. But in 1998 we just want to remake our schools," explains Ebtissem Mechali, a member of the national strike coordinating committee.

Student demands

That is clear from the list of demands that Mr. Vuiton and his friends at Pontus de Thiard high school were making as they staged a sit-in in the center of Ch

alon on Tuesday afternoon.

In letters that they later mailed to the local authorities, the students called for a limit of 30 pupils per class (a limit of 20 in language classes), hiring a maintenance worker to keep their school in better repair, a cut in lesson time, and new chairs and desks, among other things.

These are issues that motivate students in Chalon, but they are only loosely based on the demands being made by the strike movement's national leadership in Paris.

Those include a greater student voice in school management, more staff, and more spending on schools. [Education Minister Claude Allegre, who has declared himself in full agreement with the pupils' demands, was expected to announce that he had squeezed some extra funds for schools out of the 1999 budget during last night's budget debate in parliament.]

"We try to stay in line with what is going on up there" in Paris, says Clemence Thielland, an energetic teenage strike leader with a single lock of hair growing from her close-cropped head.

"But we haven't had any contact with anybody outside Chalon except through the media," she says.

In the capital, a national coordinating committee for the strike emerged last weekend, made up of delegates sent to Paris by ad hoc committees that had sprung up in different towns around the country.

In Chalon, for example, "there were no leaders at first," Vuiton says. But on the first day of the strike 10 days ago, as students milled around outside the mayor's office debating what they wanted and what to do about it, "a few people emerged," he says.

At Pontus de Thiard, they turned out to be the student representatives on the s

school's
administrative board - known and elected by their peers.

Problems organizing

Nobody from Chalon went to the national meeting ("We were not organized enough," says Ms. Thielland), but many of the delegates from other towns were dismayed to find that a high school students' union, the Independent High School Students' Federation (FIDL), appeared to be running things.

The FIDL, whose membership accounts for only 0.1 percent of the high school population, is close to the ruling Socialist Party, and its members were the only strike representatives given an audience by Education Minister Allegre after last week's mass demonstration.

Determined not to be coopted by any political grouping, a lot of provincial delegates went home to found their own autonomous regional committees, returning to the movement to its spontaneous, and somewhat disorganized, roots. FIDL leaders deny any intention to take over the protest for its own purpose.

"This is a spontaneous, apolitical, and peaceful movement," insists Ms. Mechali. The splits "are normal," she adds. "We are high school kids, not professional organizers."

That is certainly true of the students in Chalon, where politics hardly interests anyone at Pontus de Thiard. The only political organization with any following there is Ras le Front, a group formed to combat the influence of the extreme right-wing National Front Party led by Jean-Marie Le Pen.

The students' lack of experience in political organization was clear last week, says Vuiton. "We wasted a lot of class time because we were not structured at all," he explains. "And we can't afford that - I'm in my last year, and I've got school-leaving exams next summer."

Going to class and protests

This week, though, the strike went more smoothly; at Pontus de Thiard students voted to attend class on Tuesday morning, despite the national strike call, and to demonstrate only in the afternoon.

The demonstration, gathering around 1,000 teenagers, passed off without incident.

On Wednesday, Cecile Dalery, a student representative on the regional educational authority, The Academic Council for High School Life, went to the regional capital, Dijon, to hear the authority's proposal for a new committee in each high school to give pupils a greater voice in school affairs. She does not think much of the idea.

"What good is another committee, and more meetings like that?" she scoffs. "The se protestshave shown that we don't need them - we can organize ourselves."

Publication#W\ PIP# 65. Associated Press"Publication" #:\ PJP#October 22, 1998

Headline#\ PKP# Students wary of school pact in France
Headline #:\ PLP#
By Christopher Burns , Associated Press

PARIS - Students may call more protests if they are not satisfied with steps announced yesterday to solve funding problems and improve the country's overcrowded high schools, a student leader said.

"It's not yet a victory," the leader, Loubna Meliane, told France-Info radio. "We'll have to see."

The education minister, Claude Allegre, unveiled the plan after meeting with students yesterday, a day after nearly 300,000 youths took to the streets across the country.

"The students said clearly that high school reform should take place as quickly as possible,"
Allegre told the National Assembly.

Allegre said the government would hire 28,000 more people to improve instruction and
security in high schools across the country.

Paris was setting aside \$730 million in tax-free loans to regional governments to build and
improve schools over four years, he said.

Allegre said that a "students' charter" would establish conditions that all high schools would
have to conform to within two months, and that by the next school year no class will have more
than 35 students.

The marches were smaller than ones last week that drew about half a million students across
the country. French media read that yesterday as giving the leftist government more time to seek
a solution.

"The students' half-protest," headlined the leftist daily Liberation. "It feels like the end," said
the front page of the popular tabloid France-Soir, noting that the weeklong All Saints Day
vacation begins at the end of the week.

Meliane said the vacation will give students time to examine the measures. "The movement
is not out of breath. On the contrary," she said, adding that students could come back "stronger
yet" if they are not happy with the measures.

The Paris march that drew an estimated 25,000 students was marred by violence despite the
deployment of about 4,500 police who conducted thousands of body searches.

Helmeted riot police sprayed tear gas to disperse unruly youths who shattered windows in
a Left Bank neighborhood and set fire to a subway car, interrupting service on one line.

Police said 85 people were slightly injured in Paris. About 110 young people were arrested nationwide and 90 of them were taken into custody.

Publication#W\ PMP# 66. St. Petersburg Times"Publication" #:\ PNP#October 22, 1998

Headline#\ POP# Making education a state priorityHeadline #:\ PPP#
By MARTIN DYCKMAN
Associate Editor

A former colleague who had just been hired to return to the high school where my wife teaches was in the audience Tuesday night as Jeb Bush and Buddy MacKay debated whether Florida can afford to subsidize private schools.

She told us she was cautioned not to assign homework because there are too few history books to go around.

It is not an isolated problem. Throughout the nation's fourth largest state, only some classes have enough.

Is this "uniform"?

Is this "adequate"?

Those words are what little guidance the state Constitution offers to the Legislature, the executive and the courts. Perceiving them to be weak and ambiguous, the Supreme Court has refused to enforce them.

Declining 4-3 to reinstate a suit brought by a coalition of students, parents and school boards, the court held two years ago that the Constitution gives "enormous discretion" to the Legislature. The coalition had "failed to demonstrate" dereliction by the Legislature.

That was a cop-out. The trial court had refused even to hear evidence that might prove a case. By not allowing at least that, said Justice Harry Lee Anstead, "we have reduced to empty

words a constitutional promise to provide an adequate educational system for our children. . .

"Surely all would agree that education is a fundamental value in our society," Anstead wrote.

"The question remains as to how we have recognized that value in Florida."

On Nov. 3, voters can answer his question by ratifying Revision 6, as proposed by the Florida Constitution Revision Commission. Here is how the Constitution then would read. The new language is in italics:

The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require."

Would this finally get the message across? By the hysteria in the Legislature, the answer must be "yes."

Even this newspaper, hardly a foe of education or a fan of the Legislature, opposes the amendment for fear of lawsuits that might put the courts in charge of the schools or strip dollars from health and welfare.

It is probably true that the revision would force the courts to take the next test case seriously.

That is one of its purposes. It is unlikely, however, that there would be lawsuits all over the place. To prevent such a result, the commission chose the words "fundamental value" instead of "fundamental right," as first proposed.

"This is still a systemwide standard," says Jon Mills, a University of Florida law professor and former House speaker who co-sponsored Revision 6. "The mistake I've heard over and over by those who want to make a mistake is that every school board is going to be sued on this. That's not true."

Revision 6 might actually prevent new litigation, he and others argue, if it finally knocks some responsibility into the heads of a Legislature whose fundamental value at present is to never raise taxes for any reason.

Nor would higher taxes necessarily be needed, if it forced the Legislature to get serious about efficiency in government and abstaining from pork.

The irony, as Mills points out, is that "We have litigated for the space and safety and food of prisoners for 25 years." Don't Florida's schoolchildren deserve a day in court?

Permit me a grammatical quibble with Revision 6. How can education be only "a" paramount duty? The dictionary says that paramount means "superior to all others." It turns out that the word "a" was a compromise reflecting the importance of other governmental responsibilities.

The effect of Revision 6 would be to put Florida on a par with Georgia, Illinois and Michigan, whose constitutions make education a primary duty, and just below Washington, which makes education "the paramount duty."

That's as Florida used to do. Our Constitution of 1868, proposed by a Reconstruction government, made it "the paramount duty of the state to make ample provision for the education of all children residing within its borders

"

The segregationists got rid of that as soon as they could. All of Florida's children have been the poorer since.
Publication#W\ PQP# 67. Baltimore Sun"Publication" #:\ PRP#October 22, 1998

Headline#\ PSP# Rising college costs Headline #:\ PTP#
Daniel S. Greenberg

Washington " Now that hedge-fund wizardry has been exposed as merely reckless betting with gargantuan quantities of other people's money, the scepter for financial magic must pass from the tycoons of Wall Street.

Most deserving of this honor, in a packed field, is an accomplished though under-recognized class: major-league university presidents. Their pay scales appear lofty, generally \$300,000 to \$400,000, plus benefits, according to the Chronicle of Higher Education. But most emphatically, their pay should not shock. High as it is by proletarian standards, the remuneration of academic presidents comes nowhere near the mega-million rewards in the top spots of industry, finance, sports and entertainment. Compared with them, the chieftains of academe are at the minimum wage, with not a stock option or product endorsement in sight.

This injustice defies understanding, for in our marketplace economy, university leaders, with the aid of trustees and academic managers, have achieved the impossible: The creation of financial perpetual motion machines that better the best of Wall Street's money-spinning schemes.

Lucrative business

It works like this: Tuition, financed by government " guaranteed loans and grants for students " provides a bountiful supply of money for academic treasures. Tuition can keep going up, because the volume of available grants and loans keeps going up.

The record shows that, no matter what the price, a surfeit of applicants will seek entry to the

brand-name schools, where current annual charges are now \$20,000 and up, topped by Harvard, at \$31,132 for fees, room and board.

Financial assistance is available to provide "need blind" admission for the super-students that universities covet, but often it includes even more loans, plus part-time jobs.

A recent study by the General Accounting Office found that between academic years 1980-1981 and 1994-1995, the average tuition for a resident undergraduate rose by 234 percent, while the cost of living went up 74 percent and median household income rose 82 percent.

This year, the cost of going to college went up 4 percent, though inflation was a negligible 1.6 percent. At the same time, the volume of federal student grants and loans is rising this year by 6 percent, to a total of \$60 billion.

The availability of this money is to be applauded because without it, thousands of students would not be able to attend college. But even with loans and other assistance, families are heavily burdened by the costs of higher education. And, with the mix of federal assistance shifting from outright grants to repayable loans, many more students are coming out of college heavily in debt for beginners in the job market.

Universities insist that tuition keeps rising to make up for reductions in state and federal assistance, to keep pace with competition for faculty and to buy expensive laboratory equipment. But the loan and tuition combination creates a brand of economics out of Alice in Wonderland. According to a study cited by the General Accounting Office, "schools with larger tuition increases may increase spending more because they have more income and because they may need to increase instructional expenditures more to maintain adequate enrollment."

Talk of frugality to hold down tuition increases is plentiful on the academic circuit.

ircuit. But this year's average tuition increase " more than double the rise in the cost of living " is simply more of the same, after years of hand ringing . The Chronicle of Higher Education reports that at Brown University, tuition and fees for freshmen have now ascended to \$24,332, an increase of 4.5 percent over last year. The positive news is that the increase is the smallest in 30 years.

E. Gordon Gee, the president of Brown, has confronted the problem with candor, declaring:
"We have not been as conscientious about cost containment over the past few years as we should have been, and I'm the first to admit that."

Why bother, when the customers keep coming?

Daniel S. Greenberg is a visiting scholar in the history of science, medicine and technology at Johns Hopkins University, where he is writing a book on post-Cold War science politics.
Publication#W\ PUP# 68. The Providence Journal"Publication" #: \ PVP# 10/20/98 ; Edition: ALL; Section: EDITORIAL; Page B-07

Headline#\ PWP# The joy of readingHeadline #:\ PXP#
The goodness of people never ceases to amaze me. And I suppose it shouldn't, for if it did, I wouldn't appreciate it. For the past six months, I have been working with the Family Reading Program, an intergenerational English as a Second Language/Adult Basic Education literacy program based in libraries statewide in Rhode Island.

One aspect of my job is to train the staff and volunteers involved in the program. And though we recruit volunteers months in advance of program start dates, I am always surprised that they come. I'm always surprised that people take time out of their sometimes very busy lives and want to spend more of their precious free time helping others without any monetary payment. I suppose that in this money-grubbing world or ours, I expect everyone to want money for their time spent outside of entertainment and leisure. But these people, these volunteers, for various reasons, want to give us time at no cost.

What motivates them? Sometimes they have reasons that appeal to our sense of logic; they want experience. Most of the time, they have reasons that appeal to our sense of compassion. They feel that they should; they want to share their love of reading and/or writing; they want to help. But, regardless of their reasons for coming, they all leave with the same thing - a sense of being valued, rewarded, and appreciated. And these are things you can't buy.

Unfortunately, our program, like so many others, never has enough volunteers. And volunteers are what make our program work. Without them we'd collapse. So, thank you to those volunteers who have helped us in the past, and thank you to those who will help us in the future. We couldn't do it without you.

If you are interested in volunteering or would like more information about our Family Reading Programs in Coventry, Cranston, East Providence, Newport, Pawtucket, Providence, Warren, and West Warwick, please call me at (401) 455-8016.

DEBBIE PETERSON

Providence

The writer is coordinator of the Rhode Island Family Literacy Program of the Providence Public Library.

Publication#W\ PYP# 69. The Indianapolis Star"Publication" #:\ PZP# 10/21/98; Edition: CITY FINAL; Section: EDITORIAL; Page A15

Headline#\ P[P# Why choice not the best alternativeHeadline #:\ P\P# MICHAEL J. NOLAN

The advocates of school choice seem to think they have all the answers.

Laura Winningham, in an Oct. 15 column ("Better return on education investment") tells of "a message that resonated with the business people in attendance" at the Milton & Rose D. Friedman Foundation's national conference on school choice in San Francisco.

Of course the message resonated with the people in attendance: they had each paid to be there and learn how to overcome voter and legislative resistance to their pet project. She quotes Minnesota Gov. Arne Carlson as saying "that debate should have been resolved upon the birth of our nation." But our Founding Fathers did resolve it. It's called separation of church and state.

Indianapolis Mayor Stephen Goldsmith, a keynote speaker at the conference, stressed that "business and government leaders need to recognize the moral imperative to provide all children an opportunity to achieve success in schools."

He must have forgotten about the citywide forums he held last year regarding Indianapolis Public Schools. Hundreds of parents and concerned citizens attended these forums and pleaded for an end to the mayor's bashing of public schools.

They asked for simple things like schools in their neighborhoods, air conditioned buildings like those in the townships, and full-day kindergarten programs. Only a very small number of those in attendance proposed "choice" and vouchers as the answer. The mayor promised to take all the comments and come up with a plan that never materialized.

In San Francisco, Goldsmith talked about upper- and middle-class families fleeing the inner city, leaving the poor and minorities behind with no chance to pull their children out of poverty.

If, as the choice advocates claim, the poor and minorities are the most in favor of school choice, it's probably because they're tired of seeing the money that should be spent on educating their children sent to township schools and wasted on busing while they suffer antiquated buildings or lotteries just to get a space in a kindergarten class. Who can blame them for dissatisfaction with the status quo?

My questions to the choice advocates are these:

Where are the private schools with tuition as low as \$2,000? Where will these poor people get the rest of the money to afford options like Park Tudor or the International School? After the "cream of the crop" is skimmed off to private schools, what opportunity will the children left behind in the public schools have to achieve success?

What about all the special-needs children not served by private schools? And finally, if there's so much extra public money to spend on vouchers, why are there already many complaints about increasing taxes to fund under-performing school systems or the high cost of remedial training?

The challenges faced by inner-city public schools are not caused by lack of competition, but are more likely the results of intractable poverty and neglect. Solutions can be found, but they hardly include siphoning off dollars that need to be spent on better facilities, remedial programs and early intervention.

Nolan, a member of Parents for Public Education, resides in Indianapolis.
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Publication#W\ PJP# 70. The Harrisburg Patriot"Publication" #: \ P^P# 10/21/98
; Edition: FINAL; Section: OP-ED; Page A11

Headline#\ P_P# Class size, counts, not vouchersHeadline #: \ P`P#
By Timothy Potts
R and D. The letters stand for different things to different people. In politics, they stand for Republican and Democrat. In business, they stand for 'research and development.'

Immediately after the election, the Rs and Ds in the General Assembly will have the chance to use the results of R and D to improve public education. Or they could use children as experiments in R and D.

If legislators choose to use what works, Pennsylvania will reduce class size in the early

grades, at least in schools that most need to improve. If they choose to experiment with children instead of educating them, legislators will choose a tuition voucher program.

It may sound like I'm overstating the case, but I'm not. Imagine that you are the president of a company trying to improve its products. You ask your chief Research and Development for ideas, and she gives you two options: 'You can spend a lot of money on something that's plausible on paper but that has never been proven to work, or you can spend much less money on something that is proven to work and to pay continuing dividends for at least another five years.'

Which approach would any rational business person take? Which approach will the General Assembly take?

By all accounts, Pennsylvania is perilously close to doing what no rational business person would ever do. Unless the people of this state tell their legislators to exercise the common sense that disappears like vapors when only special interests and ideologies speak, Pennsylvania will be wasting tax dollars on vouchers by Christmas.

Between vouchers and small classes, small classes win hands down. Some of the most objective, largest scale, and unquestionably unbiased education research ever conducted proves that reducing class sizes to a maximum of 15 students in kindergarten through third grade produces strong educational gains.

Even better, the gains are greatest for children who need them most, those in struggling communities for whom education still is the best way out of poverty. Plus the gains last, even after students return to larger classes in later grades.

Research on vouchers is at best inconclusive. Voucher research is based on so few students that it is irresponsible and indefensible to claim that vouchers can raise student achievement.

With so few students participating, partly because many parents take their children out of vouchers after a few years, both positive and negative results are likely to be a matter of pure chance.

Ironically, though, voucher research does indicate that part of any claimed gain may be attributed to students attending schools with "you guessed it" smaller classes.

The beauty of small classes is not merely that they raise student achievement, but that everyone understands how they work. Parents understand that small classes mean teachers can give more individual attention to each student; manage their classes better, even with students who are occasionally disruptive or have disabilities; and have better relationships with fewer parents.

Long term, these benefits can mean fewer students needing expensive special education and fewer students becoming disruptive.

There is nothing inherent in vouchers, however, that can predict any similar success. Vouchers are a mere theory that forcing public schools to compete with nonpublic schools (as if they don't already) will somehow magically result in better public schools.

Being unable to cite any reliable evidence that vouchers raise student achievement, voucher apologists assert that the lack of proof is meaningless because parents who receive vouchers like them. Parental satisfaction is worth something, but if student achievement isn't going up, vouchers have failed the test that really matters.

Little wonder that Pennsylvanians consistently say, in unbiased polls conducted by Mansfield University of Pennsylvania, that reducing class sizes is the single best idea for improving public schools. Ordinary Pennsylvanians also have it right when they say that vouchers are the reform least likely to improve public education.

R and D. What will those letters signify for Pennsylvania's schools? If we reduce class sizes in early grades, they will signify 'rational and decisive.' But if we fall for vouchers, they will signify 'risky and derelict.'

Don't let your legislator, R or D, vote on vouchers without hearing your opinion first.

Timothy Potts is director of the Pennsylvania Reform Network, a nonpartisan public education advocacy organization.

Publication#W\ PaP# 71. USA Today"Publication" #:\ PbP#October 22, 1998

Headline#\ PcP# More schools make tests optional Headline #:\ PdP#

When Bates College stopped requiring prospective students to submit SAT scores in 1984, critics worried it would hurt the selective Maine school's high-quality reputation.

Instead, the college's applications jumped 60%. And Bates vice president William Hiss reports that the increase allows the college to be choosier than ever, while opening its doors to more women, minorities and kids from rural and blue-collar families.

On Saturday, about 370,000 students nationwide will take the ACT test. But spurred by the success at places like Bates, a growing number of colleges are reducing their dependence on this standardized test " and its SAT cousin. A survey of colleges in September released by Fairtest, a group critical of the standardized tests, found that a record 280 colleges now admit students without requiring either ACT or SAT scores.

For many schools, the move is proving to be an evenhanded way to increase campus diversity. By making test scores optional, the schools broaden their appeal to groups of students traditionally plagued by lower scores. Among them: blacks, Hispanics and girls.

The policy avoids the controversy and legal challenges surrounding formal affirmative action programs that admit minority students based on less-demanding criteria.

Yet even without the legal issues, less reliance on standardized testing makes sense. SAT and ACT exams originally were developed to help gauge how well high school students would perform in college. But educators report that while the tests serve as an accurate predictor for many students, particularly suburban males, they underestimate the college performance of others.

For that reason, some college admission officers believe there are more reliable ways to predict whether students can cut it on campus, including the rigor of their high school classes and their grades.

Bates is one example. It lets students decide for themselves whether to submit SAT scores.

And Texas' public universities automatically accept any Texas students ranking in the top 10% of their high schools.

Early evidence suggests that the optional use of test scores has helped public colleges in Texas and California make up part of the minority enrollment they lost after their affirmative action programs were banned.

Diversity aside, administrators at Bates are convinced there's another good reason to make test scores optional. It reduces the "testing mania" that consumes students late in high school. Instead of hiring test coaches and taking review courses, kids with disappointing scores can focus on improving grades, beefing up coursework or honing outside talents.

By reducing their reliance on standardized tests, colleges send an important message to college-bound students that one exam won't determine the course of their lives.

For the students taking the ACT this Saturday, that's an important reassurance.

Publication#W\ PeP# 72. USA Today"Publication" #:\ PfP#October 22, 1998

Headline#\ PgP# 'Common yardstick' crucial Headline #:\ PhP#
By Richard L. Ferguson

Critics suggest that we improve the odds for minority students by eliminating college entrance tests. The reasoning behind this recommendation is simple: Some minority students don't do as well on the tests as others do.

By removing this source of "bias," the critics contend, we might achieve one of the goals of affirmative action "namely, increasing diversity in higher education. Such thinking misses the point: Test-score differences don't reflect race or ethnicity; they reflect real differences in what students can do and what they know. Tests, such as the ACT assessment, measure academic skills learned in school.

Colleges want to admit students who are likely to succeed in their programs, to place them in the right courses and to identify those who will need assistance. Properly used, test scores help officials fairly and accurately make the decisions essential to these goals. The scores are a "common yardstick" for all students, no matter where they live or what schools they've attended.

High school grades, class rank and letters of recommendation are useful in the admissions process, but they represent the subjective judgments of individuals with differing standards. They must be balanced by objective measures. To forgo objectivity and base admissions decisions solely on subjective information would be unfair to all students.

The reasons students don't succeed in college are numerous. But inadequate preparation for the academic work is a key ingredient in student failure. Thus, it just doesn't make sense to ignore the useful information admissions tests have provided "to thousands of colleges and universities for half a century" about

ut whether students are ready for college and what to do
to help those who aren
't.

Our goal should be to increase diversity on our campuses while ensuring meaning
ful
educational opportunities for minority students. But we won't achieve this
goal by increasing the
number of students who enter college only to drop out fo
r lack of preparation. We'll achieve it
by engaging all students in challenging
, high-quality education at every level.

Richard L. Ferguson is president of ACT.n

Publication#W\ PiP# 73. The Providence Journal"Publication" #:\ PjP# 10/20/98
; Edition: ALL; Section: EDITORIAL; Page B-06

Headline#\ PkP# Progress with schoolsHeadline #:\ PIP#
Rhode Island schools appear to be on the road to meeting tougher standards se
t by new tests
in writing and mathematics. But the progress may well be slow, a
nd the effort hard. It is
important to note that there have been only two years
of statewide poll results as Rhode Island
schools start to tailor their curric
ula and teaching methods to meet the demands of the new
testing.

One hopeful sign: A comparison between 1997 and 1998 scores from 10th graders w
ho took
the New Standards math test and the Rhode Island Writing Assessment sho
wed that 42 percent
of the 10th graders who took the writing test in March met
or exceeded the proficiency level set
by the state Board of Regents, up from 33
percent a year earlier. Meanwhile, the percentage of
those who met or exceeded
the proficiency level set for math skills rose to 67 percent, up from
63 perce
nt.

Democratic gubernatorial candidate Myrth York and others were quick to bemoan t
he
still-unimpressive results - and they are still unimpressive. It is unaccept
able that less than half of the state's 10th graders are proficient in a number
of areas.

But at least there is beginning to be progress, and the state, after far too ma

ny years of
ignoring the economically and socially corrosive effects of mediocr
e public education, is starting
to inject some rigor.

More time, and continued close monitoring by state education officials, will be
needed. Also
needed are revisions in the way that the state funds public educa
tion to ensure that all students,
whether in rich or poor districts, have equal
opportunity to learn.

And to achieve these reforms, the private sector must be prepared to provide fa
r more
support, both in rhetoric and in resources, in helping to upgrade the st
andards and resources of
our public schools. The private sector has tended to f
ocus on private schools, ignoring the much
greater impact on society of our pub
lic institutions. Indeed, the quality of civic and economic life
will to a very
large degree be set by the quality of public education, which, of course, the
vast
majority of young people attend. It is no accident that the most prosperou
s and civic-minded
states tend to have the best public educational systems.

Everyone has a stake in how well our public schools perform, and it's about tim
e everyone
gets involved.n

Publication#W\ PmP# 74. The Dallas Morning News"Publication" #:\ PnP# 10/20/9
8Section: OPINIONS; Page 9A

Headline#\ PoP# Class size Headline #:\ PpP#Subhead#[\ PqP# Debate should be
gin with better accounting systemSubhead#:\ PrP#

As the Arlington school district debates how many students it should crowd on
to a campus,
state and federal interests are raising concerns about how many st
udents are crowded into a
classroom.

Reducing class size has two main benefits, according to proponents " safety and
student
achievement.

Both were emphasized locally last week. President Bill Clinton addressed the ne
ed to lower
class size as part of improving school safety during a White House

Conference on School

Violence held last week that included two police officers from Grand Prairie. The Association of Texas Professional Educators raised the prospect of lowering class sizes, emphasizing educational benefit students during a press conference Wednesday.

Addressing class size is an enormous task complicated mostly by finances. Reducing class sizes, particularly in growing districts such as Arlington, requires additional facilities such as classrooms and funding to pay more teachers.

The Association of Texas Professional Educators offers a good place to start. The association is requesting changes in the way class size is reported. The association correctly notes that current figures don't represent the true situation because class sizes are averaged and factors such as counselors, aides and special education classes - typically smaller - make the numbers appear better than they actually are.

In the Arlington Independent School District, for example, the average student-to-teacher ratios (as of Sept. 18) are:

19.7-to-1 in elementary schools.

14.5-to-1 in junior high schools.

15.7-to-1 in high schools.

What's needed is a system to record the actual number of students a certified teacher faces.

That's not simple, because the numbers fluctuate throughout the year as students change schools. But a more accurate reflection is needed before taking the next step, figuring out what reasonable class sizes are.

Research isn't conclusive on the educational effect of lowering class sizes, pa

rticularly in
upper grades. So we need to settle on what student-to-teacher ratios are needed for educational benefit and what those ratios should be to ensure a reasonable degree of safety.

The latter may be more affected by Arlington's current debate over how large campuses should be than class size. But anyone can appreciate that it is easier to maintain discipline in a class of 15 than 30.

Foremost, any final progress on the goal of reducing class size will require changes in school-funding formulas.

The Texas teacher association has suggested an income tax scenario not likely to attract much enthusiasm. And Gov. George W. Bush's attempts for more modest reforms fell flat last year. But class size is wholly dependent on how much we're willing to pay.

While that debate goes on, however, we can be making use of the time by improving the reporting system for class sizes, as the Association of Texas Professional Educators has suggests.

Publication#W\ PsP# 75. The Providence Journal"Publication" #: \ PtP#10/20/98; Edition: ALL; Section: EDITORIAL; Page B-07

Headline#\ PuP# Options for perfect gender equalityHeadline #: \ PvP#
I would like to applaud Providence College for its wise and brave decision to gut the men's athletics program. I would like to suggest other methods of ensuring "gender equity" in programs that receive federal funding.

Public schools: The student body at each school should reflect the gender makeup of its community; therefore, students, male or female, will be expelled randomly to achieve the correct proportion. Furthermore, teachers will be fired as necessary until a fair and equitable balance is reached.

The Military: All branches will immediately discharge sufficient male members until all

branches of the military reflect the proportion of men to women nationally.

Social Services: Anyone who is unfortunate enough to need federal assistance of any kind

will be required to demonstrate gender equity within the family unit.

This can be achieved by

"swapping" members of the over-represented gender with

families in which that particular

gender is under-represented; as a last resort,

surplus family members may be euthanized.

All federal agencies will begin laying off employees until they have attained gender equity.

Any employees who resist will be euthanized. This also will be applied to all political bodies of

a federal nature (Note: In the case of political

figures, the euthanization option may be replaced

by a "lottery" similar to

those used in limited hunting seasons.)

Absurd, you say? Offensive? Perhaps, but so is the low road that PC has chosen to take by

eliminating over a century of combined sports history. Eliminating the

men's baseball, tennis and

golf programs wasn't the only way to meet Title IX

requirements. Just the cheapest and easiest.

Title IX was originally conceived

to foster the growth of women's college athletics, but instead

many schools have

violated the spirit of Title IX by choosing instead to eliminate men's sports

programs. Supporters of Title IX are among the many who oppose this regressive

tactic to

achieve simulated growth in women's athletic programs.

Equal opportunity doesn't always (and shouldn't always be expected to) ensure mathematical

equity; the key word here is "opportunity." PC had an opportunity to

do the right thing, but

instead chose the easy way out. The result? As assistant

vice president for athletics so aptly put

it, "It was not a proud day" for

Providence College. On that, we are all in agreement.

CHRISTOPHER HAMEL

Smithfield

Publication#W\ PwP# 76. Boston Globe"Publication" #:\ PxP#October 22, 1998

Headline#\ PyP# Studying the public schools Headline #:\ PzP#

A welcome move is afoot among major research institutions to do something about the gloomy state of public school education. A case in point is the "intergenerational literacy tutorial project" in Boston, one of several educational initiatives of the Cambridge-based American Academy of Arts and Sciences.

The program, designed by Harvard professor Jerome Kagan and implemented with the help of Boston Partners in Education, pairs struggling first-graders with adult volunteers for three tutoring sessions weekly. In its first year it produced "statistically significant gains" in letter-recognition and reading among the 63 students in the tutored group compared with the same number of untutored children.

This kind of leadership is especially welcome from the American Academy of Arts and Sciences, which for decades had been a largely honorific association known more for the individual accomplishments of its roughly 3,600 members than for its institutional contributions.

Good, hard data are often absent from the debate on education reform, and it is here that research scientists have the most to offer. Articles on skill grouping and class size, for example, spill out of schools of education. But in 1996, when the academy's Frederick Mosteller analyzed the literature on these subjects, he and his colleagues found few large-scale, well-designed studies or sustained experiments. Too much of educational research, they later reported in the Harvard Educational Review, was rooted in "hunches, anecdotes, and impressions."

Such a lack of sound statistical evidence can be the undoing of policy makers and lawmakers. How can a school committee member justify costs for homework centers and know how many hours to keep them open if there are no good data on the

optimum amount of time a child should spend on homework for each grade? What is the future of bilingual education if educators can't identify the instructional methods most likely to allow a student to become fluent in English without losing ground in other subject areas? In Massachusetts, where lawmakers and taxpayers are anxious to see results from this year's \$2.3 billion expenditure for schools, the funding of education reform in the future will depend on reliable answers to pedagogical questions.

Wisely, the American Academy of Arts and Sciences is recruiting bodies as well as minds at the nation's leading research universities. Earlier this week, members met with a presidential committee of the Association of American Universities to discuss how to encourage more first-rate math and science students to enter the teaching profession for grades 6 through 12. Academy scientists argue for the addition of teacher certification programs at the 62 elite AAU universities; establishment of a clearinghouse on the testing of primary and secondary school students; and in-depth analyses of how best to use computers in the classroom.

Major research institutions, says Ron Latanision, a professor of materials science and engineering at the Massachusetts Institute of Technology, appear ready to "go beyond their traditional mission" and examine the practices inside America's grammar schools and high schools. The hope is that the quality of both educational research and college students entering the teaching profession will rise. Despite the field's modest pay, organizers believe that some top-ranked students will be drawn to the challenge. At MIT, for example, 29 math and science majors are taking classes this semester in a teacher education program. Awards and loan forgiveness programs also help MIT students who want to teach in middle and high school.

For too long the nation's best research universities skimmed the best students from private and public school systems while ignoring what was taking place bel

ow. Finally, the high
achievers appear ready to dig in.
Publication#W\ P{P# 77.
Philadelphia Inquirer"Publication" #: \ P|P#October 22, 1998

Headline#\ P}P# Union jeers don't fix schools Headline #: \ P}P#

One thing has to be said for Ted Kirsch, head of the city teachers' union. He's consistent.

For years, he has resisted holding teachers accountable for kids who aren't learning. From the start, he vigorously opposed the selection of Superintendent David W. Hornbeck, who insists on accountability.

Now he's talking out of turn to the board of education, urging it to look now for a new schools chief, though Mr. Hornbeck's contract has nearly a year to run. Instead of undermining the schools' chief advocate, Mr. Kirsch should tend his own garden.

He could better use his time and serve his union by focusing on teacher development, to bolster his perpetual case for better pay and smaller classes. Here's one way: Making sure the college credits that teachers collect, which increase their pay, are part of a coordinated plan to improve instruction.

Now, teachers can take just about any course they want to meet state requirements " and move up on the salary scale. Meanwhile, the district pays separately to get teachers to attend its training sessions.

Surely the union, area colleges and the district could work out a system that links professional development to college credits " so the district pays only one bill.

Similarly, he could lead a move to save the valuable, but politically suspect, practice of prep time for teachers. Why not, as a show of good faith, turn one prep session every two weeks over to principals for joint meetings on schoolwide

e issues?

Bashing the schools' public face may garner union cheers, but it's counterproductive in the long run.

Publication#W\ P}P# 78. Christian Science Monitor"Publication" #:\ P}P#October 22, 1998

Headline#\ P}P# Good Tuition News Headline #:\ P}P#

Alas, we're not talking about what most parents hope for: a lower tuition cost at the college your daughter or son is going to attend years from now. Inflation realities don't make that possible.

The good news is, in fact, that more parents are saving for junior's college education - and they're starting to save earlier. That means, if they invest wisely, more Americans are going to meet their goal of being ready to pay for the higher education that we all know pays back handsomely over a lifetime career.

A recent Lou Harris poll done for Alliance Capital Management discovered that this year 55 percent of adults surveyed were regularly saving money for college costs. That compared to 46 percent last year. And the saving starts earlier: This is year the average age of a child when parents began to save was 3.8 years. That compares to 5.1 years in 1997. Statistically, such a sudden lowering of the average is likely caused by new parents plunging into saving.

As the president of the Alliance fund group distributors points out, that year and a quarter earlier start, with earnings compounded, can mean a difference of thousands of dollars 12 or 13 years hence - when junior's computer, posters, and CDs are piled into the van for freshman orientation.

We hope the one-year trendline from 46 to 55 percent will continue. We suspect it will, because of the intense interest baby boom parents have shown in saving for both tuition and retirement.

At a national policy level, this evidence of growing family education saving should encourage more experimentation with targeted tax-exempt or tax deferred savings accounts. Success of education-specific savings accounts should lead lawmakers in both political parties to take a further look at tax-free health savings accounts as well as Senator Moynihan's plan for a modest private saving supplement to Social Security.

When citizens try saving they like it. Obviously more are doing so.

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===== ATTACHMENT 3 =====

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Daily Education News



Thursday, October 22, 1998

U.S. Department of Education
Office of Public Affairs
Carlin Hertz, Editor · 202-401-1576
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NATIONAL

1. USA Today

October 22, 1998

Computers on rise in classrooms

By Tamara Henry USA TODAY

U.S. public schools have jumped onto the information superhighway in a big way, buying a computer for every six students, hooking up most schools to the Internet and trying to find ways to tie technology to the curriculum, says a new study.

But the study by Market Data Retrieval, a technology research firm, focuses solely on equipment and leaves unanswered questions raised by policymakers about whether computers and other technology improve education quality.

"Quality is hard to track...There are so many other factors. It's not technology

alone that's going to improve a child's learning ability," says spokeswoman Maureen Hance.

Study results, based on a mail and telephone survey of about 33,000 public schools showed a 105% growth in the number of computers for instructional use during the past five years, from 3.6 million units in 1992-93 to today's total of 7.4 million. There were an additional 560,000 computers used by administrators.

The study also found: Schools have made "remarkable progress" in providing basic computer access to students, reducing a 12-to-1 average student-to-computer ratio in 1993 to 6.3-to-1 in

1998.

There has been a big jump to multimedia computers, defined by the presence of a sound card and CD-ROM drive. In 1997, there were 21 students per multimedia computer. In 1998, there are 14.

44% of all classrooms and 85% of schools have Internet access. In 1996, 32% of schools had access.

Internet use is affected by enrollment, the study found. More than 90% of middle-junior high and senior high schools have internet access, compared with 82% of elementary schools. But 94% of the largest schools have access. ■

2. Wired News

October 22, 1998

Object-Oriented Education? by Burck Smith

A new modular approach to online education, developed by a group of software companies, publishers, and universities, aims to lower the costs of education and improve access to learning.

The group's plan centers around a set of standard technologies collectively known as the Instructional Management System. The standards specify how modules of learning, or "content objects" — such as a multimedia explanation of Einstein's relativity — can be classified, distributed, sold, and re-used across the Web.

"The IMS Project ensures that 21st century students can take full advantage of the Internet's content resources," said Carole Barone, vice president of Educause, which promotes the use of technology in higher education.

"The ability to access, adapt, and use educational content is an extension of the tenet of academic freedom held dear in our institutions of higher education," Barone said.

Using the Einstein example, a video of his theory might be linked with other modules to create entire courses, said Mark Resmer, director of the IMS Project and associate vice president for

information technology at California's Sonoma State University.

IMS will specify standards for searchable HTML meta-data, as well as the e-commerce guidelines that would allow the material to be traded and sold online.

The project's open and object-oriented paradigm differs sharply from today's online educational content, which is often proprietary and tied to a specific software platform or university.

For example, IMS project member WBT Systems, developer of TopClass learning management software, has teamed up with Macmillan Publishing to develop Internet-based courses about the fundamentals of computers.

Under IMS, this content might be standardized, reusable, and more easily distributed over the Web. Project backers believe that this will in turn decrease costs and improve access to education.

"By creating a viable method for compensation for Internet-delivered intellectual property, IMS will spur the development of a market for quality educational materials on the Web," Resmer said.

That market is expected to be sizable.

Experts expect that the learning management software market will mirror the anticipated explosion of the distributed learning market. A June 1998 Lotus Development white paper estimates that the distributed learning market will reach US\$10-25 billion by the year 2000, with the potential to reach \$100 billion within the following decade.

Numbers such as these are bringing the big dogs off the porch.

IMS investors include Microsoft, Apple, IBM, Peoplesoft, Oracle, Unisys, Sun Microsystems, Simon & Schuster, International Thomson Publishing, KPMG, the Department of Defense, the Department of Labor, and the Universities of North Carolina, California, and Michigan, among others.

An additional 123 institutions and companies have pledged to develop products and content using the IMS specifications.

The decision to bring in so many investors was a conscious one; an alliance between a Microsoft and a Simon & Schuster, for example, could dominate the educational content and delivery market.

Denis Newman, director of market development for IMS, said that the program must develop quickly, or else content companies and institutions might settle on a number of stand-alone taxonomies and distribution models.

The first set of IMS standards, version 0.5, was released in April. Although the standards won't be ready for prime time until the 1.0 spec is done, sometime in

the spring of 1999, companies seem eager to adopt them.

The first IMS-based materials are expected to roll out in the next year or two. International Thomson Publishing has already begun the process of integrating IMS meta-data into its content.

"I imagine that 'content object' standards will evolve like standards in

other industries," said Bob Carlton, a senior vice president with International Thomson Publishing, a textbook publisher and IMS project member.

"The eventual standards will combine standards bodies' work with the users' daily reality to create de facto standards," he said. He expects the IMS brand will eventually be widely recognized by consumers. ■

3. Wired News

October 22, 1998

Zapping the High School Market by Oscar Cisneros

Before ZapMe! Corporation moved in and set up a free computer lab equipped with Pentium IIs and satellite-based Internet access, Oakland Tech High School students relied on donated computer parts and a slow Internet connection.

"We had a lot of rebuilt computers but this gives us a chance to use some state-of-the-art systems," said technology instructor Michael Moore. "We had the whole building — 65 classrooms — sharing an ISDN line. Sometimes it snailed and sometimes it wasn't working."

But with the data streaming in from the sky and new computers crunching full-screen video, Michaels said the story has changed. "We've had the program since January and the kids are crazy about it," he said.

Since spring, ZapMe has installed and maintained computer labs at 10 pilot schools in the San Francisco Bay Area, said Frank Vigil, president of ZapMe.

"We believe that students need to have access to the connected computer," Vigil said. "The Internet is an important resource for helping to augment learning in schools."

All the machines house Pentium II processors and essentially serve as Internet kiosks. Their functionality is disabled except for ZapMe's custom-built interface — a redesigned, Jetson-esque front end for Internet Explorer 4.0, he said.

Schools can choose, on a student-by-student basis, to allow access to the larger Internet or to limit surfing to a cache of 10,000 educational Web sites, Vigil said.

In addition to chat, message boards, and Web-based email, ZapMe has also seamlessly integrated the Microsoft Office Suite into the interface, providing one-click access to word processing in the browser window, he said.

ZapMe is funded through banner ads built into the browser interface, Vigil said. Manufacturers also pay an initial "technology placement fee" for prominent space in the school's labs.

"It's their product that's associated with this incredible experience — there's clearly that benefit," Vigil said.

While educators may see ZapMe as a dream come true — 15 computers, a server, and broadband satellite-based Internet access all for free — some see it as a nightmare, where students and schools are beholden to corporate sponsorship and advertisements.

"It's not the function of public or private schools to deliver a captive audience of students to corporations," said Garry Ruskin, director of Commercial Alert, a Washington-based think tank founded by Ralph Nader.

"These corporations, like ZapMe, are working for profits. They don't have the students' interest in mind."

Ruskin said the manipulative nature of advertising is antithetical to the critical

thinking skills schools are supposed to instill in students. Children, he said, are already bombarded by an average of 30,000 commercials a year.

"It's a form of propaganda. Advertising does not belong at all in schools. This is all part of the force-feeding of American school kids with ads," Ruskin said.

But Oakland Tech's instructor Moore downplayed the impact of advertisement in his school.

"I'm getting zero feedback on the brand of the monitor or the brand of the PC, and the kids aren't reading the ads," Moore said.

"I think the school has definitely not sold its soul in that the positives outweigh the negatives," he said. "A lot of our students don't have this at home. That's why we're kicking them out of the lab at the end of the day."

ZapMe keeps costs down through standardization, Vigil said. Since all systems are identical in components and configurations, technical support is often less about troubleshooting and more a matter of re-imaging a disk drive through broadband access, he said.

Vigil said the cost of multi-casting data through a satellite stays the same as more schools are added and more revenue is generated through ads.

"Our goal is to get 300 schools by the end of the quarter," he said. ■

4. The NewsHour (PBS)

October 20, 1998

Local or Federal

PHIL PONCE: Now the view from education's front lines. We get the perspectives of four players with "hands

on" experience at the state and local level: two mayors, Republican Stephen Goldsmith of Indianapolis, and Democrat

Tom Menino of Boston, and two educators, Lisa Graham Keegan, Arizona State Superintendent of Public

Instruction, and Rod Paige, Houston Independent School Superintendent. Welcome all. Let's take it one issue at a time.

First of all, 30,000 new teachers this year. Superintendent Keegan, is that a good thing?

LISA GRAHAM KEEGAN, Superintendent, Arizona Schools: I don't think it's an appropriate role for the federal government. In Arizona what it will mean is approximately one teacher in 1/3 of our schools, and reducing class size, there's no empirical evidence that increases achievement. We have smaller class size now than we did when I was in school, and we have lower test scores. It would have been much better to give \$17 ½ million to Arizona. Let us give it to individual students, and let them choose, let their parents choose the programs that will enhance their education.

PHIL PONCE: Superintendent Paige, class size - reducing class size may not have that much of an impact?

ROD PAIGE, Superintendent, Houston Independent School District: Well, we think reducing class size does have an impact, and we think that additional teachers in the classroom will be of benefit to the Houston Independent School District. We welcome the teachers.

PHIL PONCE: And Mayor Goldsmith, as somebody who's - who has a "hands on" approach towards education, how do you feel about Indianapolis getting extra teachers?

MAYOR STEPHEN GOLDSMITH, Indianapolis: Well, you know, if it's somebody else's vehicle, I think everybody will say they want more teachers, and we'd be pleased to have more teachers, and this is the point, dropping more teachers into a school bureaucracy, a monopoly - as Lisa says, preventing parents from making choices about where their children go to school. The billion dollars - if the federal government is going to spend a billion dollars, it would be better put in the hands of the parents so they could have choices about where their children go to school.

LISA GRAHAM KEEGAN: We do go about our business. I don't have any issue with the fact that at the federal level we're talking about education. I think it's the number one issue in the country, and that's what's being picked up on. I think what's what we're seeing here. It's just that you have to question the role of the federal government. I think it's a terrific role for the federal government to give statistical information, tell us how

PHIL PONCE: Mayor Menino, better in the hands of the parents than more teachers in the classroom?

MAYOR TOM MENINO, Boston: Well, teachers will help us reduce class size, and that's part of the solution. We have choice in Boston, and we want to have parents have choice, but choice is for good schools, and we have reduced class size, you will have good schools, but let me just say there's more to the classroom than just teachers. You have to have after-school programs, before school programs, and that's part of the success story that we're showing in the city of Boston.

PHIL PONCE: And Superintendent Keegan, let's go to issue number 2. The school construction component that did not pass, do schools - do those of you in the front lines need more buildings, renovated classrooms?

LISA GRAHAM KEEGAN: Well, if we do, it's an issue for the state to grapple with, and the way we've done it in Arizona is to say that we're going to put that money with individual students and make sure that all students have access to enough money for capital purposes. It - thank goodness that the capital money coming from Washington did not go through. I think that's a terrible way to answer the need for school classrooms.

PHIL PONCE: A terrible way, Superintendent Paige?

ROD PAIGE: Well, we think that it's pretty clear that there's a big need for additional repair and renovation, only just in school facilities, but back to the idea about school choice and this idea about the new teachers, why do we have to treat this like a zero sum game, why can't we do both? Obviously, we've got to make the schools wonderful schools and productive schools, otherwise, choice is meaningless. So in Houston Independent School District we have a wide system of choice, but we also are going to provide good, sound teaching for our students, and especially in reading.

PHIL PONCE: Mayor Goldsmith, would Indianapolis have liked to have seen money come their way for more schools renovating classrooms?

schools are performing, to have a very limited role, and when they do spend Arizona's money, giving it back to Arizona, give it back on a per pupil basis so that we can make decisions locally at the state level, ultimately the parent level, about what is most appropriate, and we're seeing increased academic achievement in Arizona. We think that's because of open choice that we have other options I know we'll talk about later, but also

MAYOR STEPHEN GOLDSMITH: Well, sure, but, again, I think it misses the point. What we want to have is the best, highest quality education for urban children. And that means that if these children have good schools, good principals, good teachers, let's free up those teachers to have more authority, more discretion. If a poor parent's child is trapped in an under-performing school, then that parent should have the same choices that middle class parents have and wealthy parents have, so building a fancier school with a poorly performing bureaucracy is not the answer. The answer is to put pressure on the bureaucracy, decentralize the system, give the teachers the discretion, but, in the end, it's the control parents have over their children, which will produce the most change in the system. A bigger, fancier building might be nice, might be helpful, but it's not the answer.

PHIL PONCE: Mayor Menino, before we get - I'll try to get back to the issue of school choice in vouchers towards the end of the segment - but how about it, would Boston welcome more money for more buildings, better buildings?

MAYOR TOM MENINO: Sure. We have some school buildings in Boston that go back to 1890, but I'm investing capital money in the city of Washington that's neither state nor federal because we have to make sure those schools are educationally ready, and that's what I'm trying to do in Boston, and, you know, everybody talks about choice. In Boston we have a choice plan. 80 percent of our parents get their first choice. But let me just say if you want vouchers, that means you've given up on the school system, you can't do the job. So get out of the business. I want all kids to have equal opportunity to get to all good schools in our system.

PHIL PONCE: Superintendent Keegan, again, I'd like to hold off on speaking specifically about vouchers, for now, but what impact do you see that the partisanship at the national level is having at the state or local level, any, or are you just going about your business?

strong academic standards and training. Those are the things we want to focus on, and this really just presupposes that the only answer is to put one new teacher in every one out of three of our schools, and I think that's a ridiculous presumption.

PHIL PONCE: Superintendent Keegan, just let me follow up on something you said. You're saying that, in your opinion, the federal government has, what, only a statistical clearinghouse

kind of a role, how about policy or oversight?

LISA GRAHAM KEEGAN: I think their best role would be to give us information about student performance across the country. I think that's their best role. From a policy standpoint I certainly think that everybody likes to talk about what works in schools; we do at the state level as well. The bottom line is it gets done in a school; it gets done in a classroom by a teacher; and the best and most powerful way to improve achievement is to make sure that the children themselves are the coin of the realm, that they're carrying all the money available to them; not that we have my office or certainly not the federal office dictating what's going to happen between the teacher and the child.

PHIL PONCE: Superintendent Paige, how do you see what the federal government's role should be?

ROD PAIGE: Well, from a philosophical point of view, I think the federal government has a role to play in education. I think it should be a very limited role. I think funding is a part of that role, and we accept that funding. I think there would be some difficulty if they were guiding and making policy and directing, which we think is a state role, but the - this, what we're doing right now, from a practical point of view, is going to have some impact, but it's not going to solve the whole problem and make the world safe for democracy. What we've got to do is create high performance organizations and get good, committed, and caring teachers, and get the job done in that way. I think this is a step. It's a step in the right direction, but it's not the total solution by any means.

PHIL PONCE: And Superintendent Paige, just to follow up, how do you see the - what impact, if any, is the national debate on - what some people describe, perhaps rightly, as a very partisan debate - what impact does it have on your work?

ROD PAIGE: Well, actually we - while the philosophical debate is going along, we're going to be dealing with it from a practical point of view. We know we've got to create good, efficient organizations, and we've got to have

MAYOR STEPHEN GOLDSMITH: Well, this is a huge battle — in the five or six years that we've been raising money - private money for vouchers and advocating for parental choice and tax credits, I think the whole mood of the country has changed. And the goal here and taking your question to the Arizona superintendent, the goal - I don't think there is one answer, whether Mayor

good teachers, and we're going to go ahead and get our reading program effective, as we're doing. And in the meantime we are incorporating choice as well, as is happening in Boston. We have a wide system of choice, and we like to give parents as much choice as possible.

PHIL PONCE: Mayor Goldsmith, the federal government's role?

MAYOR STEPHEN GOLDSMITH: Actually, I think the debate in Washington is a helpful one. The future of cities - this is the most important issue - in a post-welfare reform society have every child have an opportunity for a good education - reforming the public school system - "the" most critical issue - I think the philosophical argument - whether you just fund a teacher in every third school in the public school system, whether you fund parents for more choices, as perhaps the Republicans would prefer, I think this debate is healthy and in the long run, if we pay attention to the empirical evidence about what makes schools better, public schools and parents have more choices, I think that's good for everybody.

PHIL PONCE: And Mayor Menino, what would you like to see the federal government doing that would help Boston schools?

MAYOR TOM MENINO: Well, give us the resources, of course, from Washington but don't - you know, all school districts are different - don't give us the cookie cutter approach. Let us have some discretion in how you use those resources, and when you look at the kids that are coming into Boston public schools, the diversity of those children, we have to have a lot of after-school programs to help them through the process. That's what I'm looking at, is making sure that kid gets a well-rounded education, not just during the five hours they spend in the classroom, but before school and after school.

PHIL PONCE: And Mayor Menino, how do you see the impact of the national partisan debate on what happens at the local level?

MAYOR TOM MENINO: I think it's very healthy. I think it's healthy, and when the mayors met in June, the number Daley is doing a good job in Chicago - charter schools often do a good job; parental choice does a good job. What I see for our city is I no longer want a parent who aspires to be middle class to have to leave the center of our city in order to pick a school for their child. And the more choices we have in the city, I think that'll make good school systems with good superintendents like the one in

one conversation we had was about how we improve public education in America. Crime wasn't mentioned at all, because we know that education is the height of all success in life. If you don't have a good education, you can't be a success. We're preparing our kids for the 21st century.

PHIL PONCE: Superintendent Keegan, in some cities, mayors such as Mayor Menino and Mayor Daley of Chicago have taken a real "hands on" approach to education. Do you see that kind of an approach as bearing fruit?

LISA GRAHAM KEEGAN: I think it absolutely does. I'm married to the mayor of my city. I applaud his approach. He is activist where it comes to education - I think all of us have a responsibility now, given where we are with our kids - and we're not where we need to be - focusing on education, understanding our role, doing everything that we can, and I think most of those decisions will have to do with making sure all kids have access to the school that they want to go to and that that school has the freedom to implement as stringent and academic program and as high an expectation for all children as they can, and that comes from the freedom to do that, and the resources at the school level, so, yes, I think it's an appropriate role for mayors.

PHIL PONCE: Superintendent Paige, let's talk briefly - let's expand on the question of school choice. Do you see - how do you assess the level of support right now for school choice, for vouchers? Has there been a sea change?

ROD PAIGE: Well, I think we need to be careful to distinguish between school choice and vouchers, but both I think is growing. I think the public is expressing a good deal of interest in both, and I think that the alert school administrator will take that into consideration. In Houston we have a wise system of choice including some relationships with private schools that's managed by the school board in the Houston Independent School District.

PHIL PONCE: Mayor Goldsmith, how do you assess the level of support for increased school choice?

Houston, even better because of the competitive pressure it puts on the system.

PHIL PONCE: Competitive pressure on the system, Mayor Menino?

MAYOR TOM MENINO: I think vouchers are an issue out there. What we've done in Boston, we've created pilot schools, which is a system - the schools come right of the system - are

independent schools, break all the teacher contracts we have, and they're very independent. Vouchers are out there, but I'm not a big supporter of vouchers because it looks like that I've given up - but I want to give kids the opportunity to go anywhere they want to. You know, 98 percent of our kids in America go to public schools, and I'd like to see that continue.

PHIL PONCE: And Mayor Menino, getting back to the - getting back to the political component, how do you sort of react to or divvy up how each party is attempting to take ownership of - it would appear to some-attempting to take ownership of education as a political issue?

MAYOR TOM MENINO: Well,

because they finally realized that education is what - a success. If you don't have a good education, you can't be successful in life, and they're understanding - we've tried everything else, now let's get to education. We tried all the other issues, let's give kids good starts in life — early childhood programs, you know, Head Start, after school programs, 2 to 6 programs, after school, they understand finally - they've all woken up and said, gee, maybe if we educate these kids, they won't become problems of our public safety issues in America. So I'm just saying that America has finally woken up and education is the number one issue, and should stay the number one issue.

PHIL PONCE: Mayor Goldsmith, do

you agree that it's one of these issues that is - from the people upwards to Washington, would you say?

MAYOR STEPHEN GOLDSMITH: Oh, absolutely. I think Washington appropriately has noticed that education is the most vital issue. What I do hope is that they won't distract the public with these cookie cutter answers and say, you know, we're spending \$400 billion today in our country on education; this billion dollars is not going to be a panacea; we ought to figure out how to provide the best possible answers; and the dialogue is good, superficial answers won't be.

PHIL PONCE: That's all the time we have. I thank you all for joining us.■

5. Associated Press

10/21/98

Group Wants To Ban Soda From School

By JOSEPH SCHUMAN
Associated Press Writer

WASHINGTON (AP) - A consumer group says the product poses a big health threat to American teens and wants it banned from schools, taxes placed on its sale and an end put to ads that target children.

No, not tobacco. Soda pop.

The Center for Science in the Public Interest, the private group known for exposing the evils of Chinese food and theater popcorn, now wants to pop the lid off the sugary drinks it says make up a dangerous portion of the American diet.

"The average American is drinking twice as much soda pop as in 1974," said the center's executive director, Michael Jacobson. And one-fourth of the teen-agers who drink soda get 25 percent or more of their calories there, he said.

"Those calories, of course, come from sugar, and teens consume two to three times as much sugar as government guidelines recommend," Jacobson said Wednesday.

Standing next to a wall of gleaming

red, blue, green and silver aluminum cans, Jacobson urged states to tax soda sales to pay for health education campaigns. He also called on soft drink makers to end their marketing to young people and denounced deals that soda companies have made with schools to place vending machines on campuses.

Soda industry executives were quick to accuse the group of promoting "unfounded consumer alarm."

"Soft drinks have never pretended to be anything more than a nice refreshment product. They make no nutrition claim," said Jim Finkelstein, of the National Soft Drink Association.

"Consumers are smart enough to make their own choices, smarter than Dr. Jacobson gives them credit for being," Finkelstein said.

Another industry group, the Grocery Manufacturers of America, dismissed the anti-soda campaign as "another tiresome tirade against the food industry" by the center, which has previously decried the dangers it sees in Big Macs, eggs, saccharin and the fat substitute, olestra.

"When the food police start telling people that some foods are good and some foods are bad, they're just misleading people," said the grocers' spokesman, Gene Grabowski. Students simply need to "get the message about eating a balanced diet. That's true for any product, whether its bean sprouts, candy or milk."

One teen-ager, Lisa Fierer, a 19-year-old student at George Washington University, shook her head at the idea of warning people away from soda in schools or anywhere else.

"If they take it out of classes, kids are going to fall asleep," she said. "It's not like they couldn't just bring it from home anyway. ... That's like saying you shouldn't eat cookies."

Jacobson linked soda consumption to obesity, kidney stones, heart disease and calcium deficiency in teen-agers, although he offered little scientific evidence. The statistics on how much soda people drink came from analyzing surveys by the Department of Agriculture, he said.■

6. The Washington Post

10/22/98; Edition: FINAL; Section: A Section; Page A23

Not an Academic Question

By Bill McAllister

It probably will come as a surprise to many lawmakers, but the Chronicle of Higher Education reports that only 75 of the nation's top 475 private colleges and

universities told the Internal Revenue Service that they spent any money on lobbying.

Many academics find IRS guidelines on reporting "fuzzy and confusing," the

publication said. But it also suggested that many colleges "try to reveal as little as possible because they seem embarrassed to be doing it [lobbying]."

No. 1 on the spending list was Boston

University, which reported spending \$846,993 in the last half of 1996 and the first half of 1997, the period surveyed. Virtually all of BU's lobbying money went to Cassidy and Associates, the Washington lobbying giant that has made a specialty of getting federal money earmarked for colleges.

The smallest expense the Chronicle unearthed came from Southern Methodist University, which listed only \$600 in expenses. Princeton University, which the Chronicle said maintains a five-member staff in Washington, listed its expenses at \$35,000. A Princeton spokesman said the dollar figure is

correct but the Washington staff numbers only three.

The only universities in the D.C. area listed by the Chronicle as acknowledging lobbying expenses were George Washington University, which told the IRS it spent \$333,211, and Georgetown University, which listed \$163,603.

How the colleges fill out their Form 990s is important because any one that commits a "substantial part" of its funds to influence legislation risks the loss of its nonprofit status. Many of the colleges rely on an IRS definition that calls lobbying "direct contact" with officials for the purpose of influencing legislation,

the Chronicle said. That excludes seeking federal contracts, informing campus officials about the status of legislation and trying to limit government regulations. Obviously, there's a lot of that and "strategic thinking" among academics these days.

Helping Hands for Beverly Hills

Speaking of schools, how can a community that brags of having one of the highest teacher pay scales in California — starting pay at \$31,840 — ask for federal aid? The Beverly Hills Unified School District has done just that. ■

7. The Washington Post

10/22/98; Edition: FINAL; Section: A Section; Page A06

Region Reaps Billions in Budget

U.S. Spending Bill Funds Myriad Transportation Projects

By Dan Eggen and Peter S. Goodman
Washington Post Staff Writers

The Washington area will be showered with goodies under a \$520 billion spending bill signed by President Clinton yesterday, most of them aimed at building new roads and easing gridlock on the region's overburdened transportation network.

The measure includes \$68 million to start engineering and preliminary construction on a new Woodrow Wilson Bridge; about \$50 million to complete in Prince George's County the final eight-mile leg of Washington's 103-mile Metrorail system; and millions to ease daily traffic snarls for commuters using the Baltimore-Washington Parkway.

Congress also added \$100 million to the District's \$5.2 billion consensus budget, including money for an expanded Metro station at the new downtown Convention Center, for repairing police facilities, for a new economic development corporation and to make repairs to avert year 2000 computer problems.

The torrent of spending gave incumbent politicians in the Maryland

Also, \$50.3 million will be spent to extend Metrorail's Green Line from Anacostia to a new station at Branch Road, while building three other long-planned new stations en route — Southern Avenue, Naylor Road and Suitland. The expenditure marks the final installment on a system that has taken \$11 billion and nearly a quarter-century to build.

and Virginia suburbs a chance to crow about the money they helped funnel into their districts.

"We got our share of Christmas presents," said U.S. Rep. James P. Moran Jr. (D-Va.), who took credit for helping secure nearly \$75 million for his 8th District. "Our stocking is full of goodies."

The Wilson Bridge money is a small installment of \$900 million that has been promised by the federal government for the project, which could end up costing twice as much overall. The City of Alexandria is suing to scale back the proposed bridge, but Moran said he doubted that would interfere with the planning, engineering and preliminary construction included in the first phase.

The Virginia delegation also secured \$17 million to start planning bus service along the Dulles Access Road, \$10 million for new buses throughout Virginia and money to ease the traffic chaos feared during the reconstruction of the Springfield "mixing bowl" interchange, which starts next year.

U.S. Rep. Thomas M. Davis III (R-Va.) said Congress has had to step up funding roads because Virginia has failed

And \$25 million will go toward placing dividers on Route 113 in Worcester County, on the Eastern Shore.

In Virginia, the Dulles bus project is envisioned as a precursor to an eventual \$1.5 billion rail system serving Dulles International Airport. U.S. Rep. Frank R. Wolf (R-Va.) said the bus line could be up and running in three years.

Overall, Wolf said Northern Virginia

to do so: "Frankly, the state government hasn't stepped up to the plate, so the federal government is trying to do everything it can."

In Maryland, U.S. Rep. Steny H. Hoyer (D-Md.) joined Democratic Sens. Barbara A. Mikulski and Paul S. Sarbanes and others in front of crawling traffic to take credit for accelerating work on the Baltimore-Washington Parkway.

The spending bill includes \$4 million to add a merge lane at Route 197 in Beltsville, a chronic commuting bottleneck. That money, officials announced yesterday, will be added to \$22.7 million in other federal funds to speed up the seemingly eternal construction along the parkway. Officials said it can now be finished three to four years earlier than the expected 2005 completion date.

Mikulski said the highway has gone "from bucolic to bumper-to-bumper. We want to make sure the Baltimore-Washington Parkway is a corridor of opportunity, not a corridor of congestion."

got a huge share of transportation dollars. "I don't think that any other region of the country did any better," Wolf said.

Wolf's Democratic challenger, Cornell W. Brooks, criticized the transportation funding, saying it would do little to improve commutes. Brooks said rail service is what's needed — immediately.

"To unlock gridlock, we need a real transportation policy, not transportation

pork," Brooks said.

Davis attached requirements to the spending legislation allowing Fairfax County to buy the property now occupied by the District's soon-to-be-closed Lorton Correctional Complex — but only if the county submits a plan for keeping much or all of the land as open, undeveloped space.

Wolf also said \$2 million would go toward improving an intersection within Manassas National Battlefield Park, which Wolf and other political leaders have long complained is too dangerous.

In the District, Del. Eleanor Holmes Norton (D-D.C.) and city pension representatives are meeting with Clinton administration officials today to discuss a provision in the bill that will let the White House use billions of dollars — initially set aside to pay pensions of retired D.C. police, firefighters and teachers — to fund the hiring of 100,000 new teachers across the country and other federal programs. The White House has said pensions will be paid and District retirees are not at risk.

Other provisions for the District included \$2 million for a new city museum at the Carnegie Library at Mount Vernon Square and \$300,000 for a study of whether to build a museum of American music.

D.C. public schools got a pleasant surprise, gaining \$30 million more for

special education than the \$125 million the schools sought.

Staff writers Justin Blum, Fern Shen, Valerie Strauss and David A. Vise contributed to this report.

Funding for Regional Projects

Here are some of the projects financed by the federal spending bill approved yesterday.

The Region

\$68 million to begin planning and engineering to replace the Woodrow Wilson Bridge.

\$2.1 million to continue running seven "telecommuting centers" for federal employees and to build new ones in Laurel and in the Woodbridge area.

In Maryland

\$50.3 million to extend Metro's Green Line from Anacostia to a new station at Branch Road.

\$25 million toward placing dividers on Route 113 in Worcester County, on the Eastern Shore.

\$4 million to improve the troublesome Laurel interchange linking the Baltimore-Washington Parkway and Route 197.

\$1.1 million for a new wrought iron and brick fence for the Suitland Federal Center.

In Virginia

\$17 million to plan a bus system linking Dulles International Airport to Tysons Corner and the West Falls Church

Metro station.

\$10 million for new buses and transit facilities throughout Virginia, including \$1.6 million for the Potomac and Rappahannock Transportation Commission.

\$2.25 million to start a regionwide system to track gangs, to be operated by Fairfax County police.

Nearly \$2 million for new bus routes, signals and signs — all aimed at reducing car traffic during reconstruction of the Springfield interchange.

\$2 million for improvements to the intersection of Routes 29 and 234 in the Manassas National Battlefield Park.

In the District

\$8.5 million for the U.S. Park Police to buy and operate a new helicopter and improve its aviation base.

\$7.1 million for a new Boys Town USA facility.

\$2 million for a new city museum at the Carnegie Library at Mount Vernon Square.

\$1 million in matching funds for a new Georgetown Waterfront Park.

\$1.2 million for a new D.C. police department citizen complaint Review Board.

ART ph; ig CAPTION: Rep. James P. Moran Jr. says Virginia did well in the federal budget.■

8. The Washington Post

10/22/98; Edition: FINAL; Section: Financial; Page C01

For-Profit School Firm Offers Teachers Stock

By Jay Mathews
Washington Post Staff Writer

A rapidly growing private company hoping to make a profit running public schools yesterday announced a huge leap for capitalism in the classroom — stock options for teachers.

The Edison Project, a New York-based company operating 51 schools across the country, said it was promising options to the 90 staff members of Reeves Elementary School

"It's the first time teachers will have an opportunity to benefit financially from the success of their schools," said Michael Moe, a San Francisco-based analyst at Merrill Lynch who follows the for-profit educational industry. "Teachers as a group don't go into education to get wealthy, but like all professionals, it is a positive thing to encourage good performance with compensation."

The Edison Project, the brainchild of

in Miami, where the teacher's union has embraced the plan, and would do the same for any other Edison school, including the Friendship House charter school in Southeast Washington.

Experts on the small but aggressive for-profit school industry said it was the first time they knew of any company offering teachers a financial share in their enterprise. For the moment, Edison executives acknowledged, the promise is worth less than an apple from a friendly entrepreneur Christopher Whittle, initially promised to build a huge national chain of private schools devoted to raising achievement through longer hours, more use of computers and other changes in standard school practice. By the time it opened its first four schools in 1995, it had switched to negotiating contracts with public school districts to run individual schools for an established fee and make money by being more

student. The company has yet to sell stock to the public, but executives indicated it will do so in the next two or three years.

"This is the first time in the history of American education that teachers have become direct economic stakeholders in the public schools where they work," said Pat Tornillo, executive vice president of United Teachers of Dade, which represents the Reeves Elementary staff. "It's about time." efficient than the public school bureaucracy.

The company, whose chairman and chief education officer is former Yale University president Benno C. Schmidt Jr., grew to 12 schools in 1996, 25 last year and 51 in 1998. It serves more than 24,000 students in 26 communities and has indicated it hopes to have 75 schools by the fall of 1999.

Under the option plan endorsed by

Edison, the Dade teachers union and the Miami-Dade County Public Schools, all full-time personnel at Reeves will be able to buy shares at a set price (not yet determined) after Edison stock goes public. The options would vest over five years, meaning a teacher could buy 20 percent of his or her allotted shares each year during that period.

The company set a limit on the total value of options — calculated as the set price multiplied by the number of shares — each staff member could buy. The maximum for principals would be \$10,500, for lead teachers \$5,400, for regular teachers \$3,000 and for other staff \$1,000. As with other stock options, if the value of the Edison stock climbed far above the set price teachers paid for it, they could realize a healthy profit whenever they decided to sell.

Edison has spent millions of dollars designing a comprehensive school model that its executives feel will produce significant increases in test scores and prove irresistible to school districts. It includes a wide-ranging curriculum, computers on every teacher's desk and in the home of every student in grade 3 and up, an extended school day and year and innovative staffing plans, including teams

of teachers working with the same students over several years.

The company has attracted skepticism from its very beginnings, and some educators greeted yesterday's announcement with more doubts. C. Skardon Bliss, executive secretary of the Florida Council of Independent Schools, said Edison's plan to profit from the wasted spending in normal public schools "is suspect to start with: If there is that much fat in there, why not just cut the cost to the school district?"

Edison General Counsel Chris Cerf said the options would be in addition to current salaries, usually higher than local teachers' salaries because of the longer school day and year, and normal increases.

Sandra Feldman, president of the American Federation of Teachers, of which the Dade teachers union is a part, welcomed the stock option plan. "This is an innovative approach to teacher compensation that did not come in exchange for scaling back teachers' salaries and benefits," she said. "It was done in partnership with the union. It should be interesting to see how it turns out."

Edison has raised \$161 million in

private capital to support its research and development and expand its national system of schools. It is now operating schools in California, Colorado, Connecticut, Florida, Kansas, Massachusetts, Michigan, Minnesota, North Carolina, New Jersey, Texas and the District.

The Edison School in Southeast Washington opened for the first time this September as a charter school under a D.C. law that establishes independent public schools free of much of the usual bureaucratic red tape. The school has 1,350 students from preschool to fifth grade, operating in the old Chamberlain School building. Principal John Pannell could not be reached for comment yesterday on whether the option plan would be adopted.

Whittle, whose most successful educational venture so far has been the Channel One news and commercial program for secondary schools, said: "Until now, education has been one of the few sectors in the U.S. economy where the people doing the front-line work were not in a position to reap rewards from the enterprise's success, which in the case of schools is improved student performance."■

9. New York Times

10/22/98

Miami Teachers In Edison Project To Be Offered Stock Options

By KAREN W. ARENSON

Stock options are usually reserved for high-paid executives or employees of high-tech start-up companies. But teachers in the for-profit Edison Project school in Miami will begin receiving them under a program believed to be the first of its kind.

The move was announced Wednesday by the Miami Dade Public Schools, the teachers union there and the Edison Project, the private company that runs one of Miami's public elementary schools.

"It's about time," added Tornillo.

Allan Odden, an expert in teacher compensation at the University of Wisconsin, said performance awards for teachers had begun to be offered in school districts around the country, including ones in Kentucky and North Carolina.

"This is a 90s phenomenon," he said. But while applauding such incentives, he said it was too early to say whether they would improve education.

and four dozen others around the country.

The move comes at a time of growing interest nationwide in finding new ways to reward teachers. Edison, a privately held start-up company that expects to go public in the next few years, provides a way for teachers and other school employees to benefit in the company's potential success. It gives them the right to buy stock at a relatively low price, no matter how high it might go.

"The basic idea is to give teachers a broader sense of ownership in the

Under Edison's Miami program, full-time staff members will be able to buy Edison shares at a set "exercise" price during a 10-year period. Edison's board has said the stock price under the options would be no more than \$6.15 a share.

If the stock price rises above that amount, the value of the options will rise, giving school employees a profit. If the stock price remains below the exercise price, the options will be worthless, but

enterprise in which they are the key professionals," said Benno C. Schmidt Jr., Edison's chairman. "They are not giving up anything, but we want them to participate if Edison does well."

Pat Tornillo, executive vice president of the United Teachers of Dade, local 1974 of the American Federation of Teachers, applauded the new plan, calling it "the first time in the history of American education that teachers have become direct economic stakeholders in the public schools where they work." employees would not need to use them. Generally, companies set their stock option prices at levels that are expected to generate profits for those who hold them.

The teacher options program will begin in Miami, where Edison runs the Henry S. Reeves Elementary School, which has 1,175 students in kindergarten through fifth grade, but Edison officials said they would offer a similar program at the other 50 schools they run this year.

The plan was approved by the Miami-Dade school district, teachers and staff at the school, their union local and Edison. Under the plan, teachers at the Reeves school will be granted options valued at \$3,000 each when fully vested

after five years. Other employees, like cafeteria workers and custodians, will receive options worth \$1,000 each. The principal will receive \$10,500 in options.

Edison already offers cash bonuses in a few other schools, and has reached

agreement in Miami on a separate program of cash bonuses that will be based on student achievement, community satisfaction and the school's success in meeting Edison's goals. No dollar amounts have been worked out.

23:26 EDT OCTOBER 21, 1998■

TRADE

10. Education Daily

October 22, 1998

New Course Helps Stamp Out Bullies In Grade School

by Eli J. Lake

Help may be on the way for teachers struggling with students who terrorize their weaker classmates with wedgies, noogies, and knuckle sandwiches.

Wellesley College researchers, working with the National Education Association (NEA), have developed a new curriculum for teachers to bully-proof their classrooms.

The trick to ridding a classroom of bullies is to get bystanders to intervene on behalf of the bullied, especially when the aggressors are young enough to un-learn the antecedents to such behavior.

"The focus of the curriculum is on the bystanders who see the behavior but rarely want to become part of the problem," said Nancy Mullin-Rindler, associate director of the project at Wellesley's Center for Research on Women.

Mullin-Rindler is the co-author of "Quit It: A Teachers Guide On Teasing and Bullying," the curriculum designed to get grades K-3 children to rethink behavior that leads to the schoolyard bully culture.

Bullies Are Bad!

Bullying is a serious problem in schools. According to the National

Association of School Psychologists, one in seven children is a bully or the target of a bully. Bullies are five times more likely than non-bullies to have a criminal record by age 30.

Their targets tend to have lasting emotional scars and low self-esteem. Ten percent of eighth-grade students stay home at least one day a month for fear of another student.

Mullin-Rindler developed the curriculum as a precursor to similar anti-bully course material the center developed for older students in grades 3-6 and 6-9.

She believes that there is a link between bullying in childhood and sexual harassment later in life. "Bullying is unwanted behavior repeated over time. If you look at the legal definition of sexual harassment it's pretty much the same thing," Mullin-Rindler said.

Mullin-Rindler stresses that one of the key factors in addressing bullies at the lower elementary level is to have all adults in the school community keep watch for bullying and intervene on a consistent basis. Her research shows that students often complain that adults are unwilling to intervene against bullies, and that most bullying is done out of an adult's line of sight.

The "Quit It" curriculum also recommends that teachers get children to discuss the differences between teasing and bullying through open discussions, and to address factors that get in the way of students having the courage to intervene.

Along these lines, children also discuss the difference between "telling" and "tattling."

The curricula also includes a lesson in which students discuss the need for rules. They listen to the story of Ridley, a town where the citizenry has no rules. The people of Ridley have cavities because no one has to brush their teeth, they don't learn in school because students don't have to show up, and neither do teachers.

Early Signs Of Interest

After NEA piloted the course material in some grade schools in New York City and Newton, Mass., some states and school districts are using Quit It as a teacher development tool.

The NEA's Kansas affiliate has trained over 2,000 teachers at the elementary level in bully-prevention. "This program is effective because it deals with behavior long before it gets to the suspension stage," said Christy Levens, vice president of the Kansas NEA.■

11. Education Daily

October 22, 1998

Governors, Voters Sort Out State Education Issues

by Jonathan Fox

With 36 states set to elect a governor this November, class-size reduction, bans on social promotions, teacher training and more charter schools all have emerged as key issues.

In several races, the education

platforms of opposing candidates sound remarkably similar. In California, for example, Lt. Gov. Gray Davis and Attorney General Dan Lungren both offer vague education agendas that include higher standards, more charter schools and an investment in better textbooks.

Still, most candidates have found plenty of issues to do battle over. In Alabama and South Carolina, lottery financing of education has become a front-burner issue, while the school vouchers issue simmers in Minnesota, Colorado, New Mexico and Florida.

Along party lines, while Democrats are poised to score several key upsets — most prominently in California — Republicans are likely to hold sway in governors' mansions for some time.

The GOP holds 32 governorships and will probably keep —and perhaps strengthen —its margins by one or two slots. At best, Democrats hope to slightly narrow the gap.

What follows are summaries of how education plays in eight of the most contested races:

ALABAMA

Education has become a top issue in this heated race between incumbent Gov. Fob James and Lt. Gov. Don Siegelman, in a state that often rounds out the bottom of nationwide education achievement comparisons —but has shown signs of improvement in recent years.

Siegelman is a strong challenger who could hand Democrats a rare win in the near-solid GOP South, while James is seen by some as too extreme even in this Christian Right stronghold, where a federal court recently appointed monitors to ensure prayer is kept out of Alabama schools (ED, Nov. 3, 1997).

During his first term, James's failed efforts to encourage state-sponsored religious expression earned him ridicule from GOP primary challenger Winton Blount, who said James's stands on education and other issues were an embarrassment to Alabama.

Despite that, James is running on his record. He points out that last April, he won passage of a \$550 million bond issue for school repair and construction. And while in 1995, James fought to bring corporal punishment back into schools, he succeeded in raising teacher standards, increasing school funding and establishing a core curriculum.

Siegelman offers a plan to establish a state-run lottery to pay for preschool programs, school technology programs and a college scholarship plan.

Anticipating criticism, Siegelman says Barnes, who vows to be an "education governor," says improving student discipline is his top priority. He proposes giving educators more legal protection, increasing alternative programs and requiring parents of troublemakers to cooperate with teachers. He also supports a 10 p.m. curfew on school nights and more after-school programs.

In other areas, Barnes vows to expand voluntary preschool programs and reduce class size.

MARYLAND

Education has become poker-hot here, as two former educators pummel each

Alabama's lottery would undertake statutory safeguards to ensure proceeds will supplement, not replace, existing state education funding.

The proposal would allow students with B averages to attend an Alabama public university tuition-free or get a yearly \$1,500 stipend for a state private college. On the defensive, James responded by outlining a similar plan.

COLORADO

Lt. Gov. Gail Schoettler, the Democrat who hopes to succeed lame duck Gov. Roy Romer, supports the state's charter school movement and wants to reduce class size in early grades. Schoettler also supports toughening academic standards and teacher education.

While Republican candidate Bill Owens, the state's elected treasurer, also supports charter schools, he's also a longtime voucher advocate.

Colorado voters rejected a voucher initiative in 1992, but a new option has made it onto the November ballot in an election year in which Republicans are poised to increase their hold on this already conservative state.

Owens also proposes new "home rule" districts free of state regulation, including teacher tenure. In addition, he has vowed to trim the state's education bureaucracy.

That plan is expected to meet strong resistance from the state's teacher unions. As a state lawmaker, Owens failed in efforts to replace teacher tenure protection with merit pay and give teachers authority to expel students without permission from principals or parents.

FLORIDA

Education has become hot stuff in Florida's race, where Democratic Lt. Gov. Buddy MacKay hopes to succeed Gov. Lawton Chiles, who cannot run again because of term limits.

MacKay lags behind Republican businessman Jeb Bush in the polls. But Bush's provocative plans to overhaul schools with vouchers and heavy testing other in ads trumpeting their plans to either strengthen or overhaul the state's public schools.

Gov. Parris Glendening, the incumbent Democrat and a former university professor, is confidently running on his record as an education governor. His campaign is buoyed by analysts who point out that the state's budget now includes more money for public education than at any time in Maryland's history.

Glendening also touts the state's greater investment in school construction, which lowered class sizes. For a second

have drawn fire from MacKay, teacher unions and even business groups.

Bush and running mate Frank Brogan, the state's former education commissioner, propose mandatory yearly testing. Students who fail to meet grade-level standards would be held back, and schools would be ranked with letter grades by student performance.

Schools that move up a grade after testing or schools that get As would receive up to \$100 extra per student. Schools exhibiting chronic failure could be reconstituted, their staff contracts renegotiated or terminated.

Hurt by racial divisions in his party, MacKay hopes he can salvage his candidacy by painting the Bush-Brogan plan as dangerous. In a recent television ad, he charged that Bush's voucher plan is vague and would undermine public education.

In addition, MacKay calls for increasing education funds, weaning schools off lottery money and building or renovating more schools.

GEORGIA

In a state that lags in national comparisons, both candidates are offering detailed school reform plans.

Democratic Gov. Zell Miller can't run again, and his would-be successor, state Rep. Roy Barnes, faces a hard race against millionaire businessman and perpetual GOP candidate Guy Millner.

Millner wants to raise teacher quality by beefing up certification standards and testing, and requiring all new teachers to have a 3.0 college GPA. Aspiring teachers now need a 2.5 GPA.

Millner also proposes that teachers be certified in subjects they teach, and he seeks to boost starting salaries by 15 percent to lure better candidates. In addition, he wants to hire 7,500 new teachers to reduce class sizes and issue \$375 million in bonds to build new schools.

term, he vows to support charter schools and try year-round schooling.

Republican Ellen Sauerbrey, a former high school biology teacher, blasts her rival's record. She says Maryland has gotten little for increased spending, noting that 40 percent of the state's eighth-graders flunked grade-level math and science exams.

Thick bureaucracy and poor teaching are partly to blame, she says. First, in her 12-point education plan is to require that 90 percent of education spending go to the classroom. She also proposes kicking out teachers who repeatedly fail to take

required inservice training courses.

Sauerbrey wants to mandate that new teachers graduate from fully accredited programs. She wants the state to hire 1,000 new teachers in four years, assess first-graders to prevent unnecessary special ed referrals and teach phonics exclusively in early reading programs.

MASSACHUSETTS

In the Bay State, both candidates are using teacher quality as the defining issue in a close race where they have few other differences.

In a series of negative television ads, Acting Gov. Paul Cellucci and Attorney General Scott Harshbarger blasted each other's teacher testing plans months after the state was embarrassed by high test-failure rates (ED, July 2).

Cellucci, a Republican, charges that Democrat Harshbarger caved in to unions on his pledge to support mandatory teacher testing. Harshbarger fired back that he supports teacher testing, but only as part of a wider evaluation.

Meanwhile, the testing controversy has spilled over to the state superintendent's race. While Cellucci supports state education chief John Silber, who wants to revoke the charters of education schools with less than 80 percent passage on teacher certification

exams, Harshbarger has vowed to fire Silber if elected.

MINNESOTA

The specter of school vouchers lingers here.

With the endorsement of state teacher unions, Democrat Hubert Humphrey III, the state's popular four-term attorney general, has made improving education a main goal in his campaign, even in a state that tops national education rankings. He opposes vouchers, which he accuses his opponent of supporting.

Meanwhile,

Democrat-turned-Republican Norm Coleman, mayor of St. Paul, denies Humphrey's charge that he would cut funding for education. He supports tax credits for children to attend private and religious schools, but refuses to call the proposal a voucher plan.

Among other things, Coleman calls for ensuring that all children can read by second grade, ending social promotion and boosting K-12 spending by \$380 million over five years.

SOUTH CAROLINA

In a state where many see the governor's race as a referendum on either video poker or the Confederate flag, education also has emerged as a top issue.

While Republicans thought their man would glide into office, incumbent Gov. David Beasley has watched his cushion dwindle as the candidacy of Jim Hodges, a former Democratic leader in the state assembly, picks up speed.

Hodges recently assailed Beasley for doing little to lift South Carolina from the bottom of national education rankings.

He also criticized Beasley for his pledge to outlaw video poker—a move he said would end a lucrative source of education funding—and for opposing a state lottery that would enrich education. Since then, Beasley has softened his stance: While he still opposes video poker, he says the issue should be put to the voters in a referendum, where it would likely pass.

Hodges proposes another gambling measure in the form of a new state lottery to pay for more alternative education in nearly all school districts, a move he says would boost discipline.

Meanwhile, the candidates have tangled over school reform. Beasley wants higher teacher certification standards and proposes that teacher raises be linked to their scores on a national teacher exam. ■

12. Education Daily

October 22, 1998

Congress Passes 1999 Budget With \$3.5 Billion Hike For ED

by William J. Cahir

House lawmakers on Tuesday extinguished a conservative rebellion against a sweeping domestic spending bill for fiscal 1999, passing the \$486.7 billion measure by a 333-95 vote.

The Senate followed suit yesterday and passed H.R. 4328, the Omnibus Appropriations Act, 65-29, clearing the measure for the White House.

Ed Kealy, executive director of the Committee for Education Funding, added that "the new investments, [including \$1.2 billion] for things like reducing class size, was really a phoenix-like experience. The big loss on that front was, for a second year in a row, school construction was squeezed out."

A Key Budget Gimmick

White House and congressional negotiators found additional education funding for this year by tapping ED's fiscal 2000 budget. They have relied on

President Clinton intended to sign the measure—which surpassed his request of \$32.3 billion for the **Education Department**—to prevent a government shutdown after a stopgap funding resolution expired at midnight.

The final bill would increase funding for ED's discretionary programs this year by \$3.559 billion, or 12 percent, to \$33.114 billion, according to the White advanced funding before.

For fiscal 1998, Congress took \$1.448 billion in advanced funding from fiscal 1999 to spend a total of \$8.012 billion on Title I, according to the House Appropriations Committee.

For fiscal 1999, Congress will take \$6.048 billion in advanced funding from fiscal 2000 to spend a total of \$8.357 billion on Title I.

"It's clearly a budgetary gimmick" to spend money one year in advance, Kealy said. "It's something that's been used for

House Office of Management and Budget.

"Passage of the bill was a big victory for children and public education. It probably ended up as the biggest increase ever for education," said Joel Packer, lobbyist for the National Education Association.

three years. So far, it doesn't appear to have had any substantive effect on Title I. But they've spent \$6 billion of their fiscal 2000 allocation."

Steve DeWitt, government relations manager for the National Association of Secondary School Principals (NASSP), said lawmakers' determination to raid fiscal 2000 spending "is a concern. It's fine for now, but in future years, what is that going to do?"

Generous All Around

Virtually all education programs either

get funding increases or are level-funded under the compromise bill. Goals 2000, which would have been halved by House appropriators, instead is level-funded at \$491 million. And Eisenhower professional development is level-funded at \$355 million.

The bill also would increase:

* The maximum Pell Grant by \$125, to \$3,125, and boost program spending to \$7.7 billion;

* Safe and Drug Free Schools funding to \$566 million; and

* Rehabilitation Services to \$2.65 billion.

Rep. Bill Goodling, R-Pa., chairman of the House education committee, estimated that the compromise, \$1.2 billion teacher program will enable districts to train, hire or test up to 30,000 instructors this year.

"The Republican Congress rewrote this Clinton administration initiative to ensure that all \$1.2 billion goes directly to school districts," he boasted.

Coming Back On Special Education

DeWitt vowed that next year NASSP would fight for amendments to the Individuals with Disabilities Education Act (IDEA) to ensure that principals can discipline students with and without disabilities in the same fashion.

Congress dropped discipline-related IDEA amendments from H.R. 4328 (ED, Oct. 19).

'Petty Dictators'

House Speaker Newt Gingrich reprimanded conservative Republicans, calling them "petty dictators" for opposing H.R. 4328 because it included Clinton's plan for a new teacher program to reduce class sizes (ED, Oct. 16).

"Yes, our liberal friends get a few things," Gingrich told the GOP firebrands. "And in a free society, where we share power, that's exactly what you should expect."

Gingrich added that the GOP had won its share of victories. "We blocked national testing, so there will not be any kind of national education program," he said.

Democrats didn't characterize the final bill as a complete victory. Instead, they accepted the added funding plan with a pragmatic attitude.

"Unless we want to tie up the government for another month, we have no choice to vote for this bill," Rep. David Obey, D-Wisc., the top Democrat for the House spending panel. ■

13. Education Week

October 22, 1998

Is the Grass That Much Greener?

By Michael D. Usdan

I had the opportunity recently to serve as an education consultant to the U.S.-Japan 21st Century Committee, a group of distinguished business, political, and academic leaders from each nation that met several times over a two-year period on issues of mutual concern, such as trade, finance, security, and education. The committee's purpose was to bolster an important bilateral relationship. Its meetings were designed to promote candid discussion of the respective strengths and weaknesses of the two countries, which together constitute about 40 percent of the world's economy.

The American delegation was led by former U.S. Secretary of Labor William E. Brock, with former U.S. Secretary of Defense Harold Brown serving as vice chairman. The Japanese delegation included former Prime Minister Kiichi

The conventional wisdom is that only American schools are in deep trouble and that we have much to learn from Japan, where there are high academic standards and expectations of students, rigorous social discipline, and high teacher status. I discovered, somewhat to my surprise, that Japanese education was not Nirvana and was being subjected to increasingly severe criticism by political and business leaders, as well as the general public. In fact, one might reasonably predict that deteriorating economic conditions in Japan may well make their schools a scapegoat for larger societal problems in

Miyazawa and Kazuo Inamori, the founder and chairman emeritus of the Kyocera Corp., as well as other luminaries. Committee members from both sides of the Pacific deemed education a salient enough issue to warrant exclusive attention at the final plenary meeting, held in Kyoto last May.

I was asked by the Washington-based Center for Strategic and International Studies, which administered the U.S. activities, to write a background paper on education issues in the United States and to help plan that final meeting. Though I have no particular expertise in the international arena, I did do some extensive reading on Japanese education prior to my trips to Tokyo to help plan the session and then to Kyoto to attend the meeting as a resource person. Thus, the following represents the impressions of an "instant expert" whose reactions much the same way as schools here were blamed for adverse economic conditions in the 1970s and 1980s.

In essence, the rather harsh criticism I heard of the Japanese system sounded very much like the condemnations of our system. Japanese schools are being criticized, for example, for not adapting sufficiently to ever-changing workforce needs in an increasingly competitive global economy. The debate now raging in Japan is somewhat analogous to the debate here. Old pedagogical methodologies are not working in either nation and, somewhat paradoxically, the

might be of interest.

I was somewhat stunned to learn of the growing disaffection of the Japanese with their education system. Like most Americans, I have viewed K-12 education in Japan, perhaps naively, as a model system that incorporates vigorous academic standards and inculcates a high work ethic among students. Indeed, this high-performing elementary-secondary system has been commonly viewed as the engine driving the remarkable post-World War II economic renaissance of Japan. Many reports on Japanese education have been uncritically laudatory. The system has been held up and idealized as a model for troubled, low-achieving American schools to emulate.

Japanese envy some of the characteristics of our system that are so roundly excoriated here.

It is important for me to stress parenthetically (before discussing criticisms being articulated about their system by the Japanese themselves) that this essay is not written as an apology for American schools, many of which desperately need higher academic standards, more-rigorous expectations of students, and greater accountability. My primary objective is to convince readers that all nations face serious educational issues and are not certain of what to do in

our contemporary world, where change is the only constant. Education systems must fit into the unique history, culture, and traditions of their own nations, and we all have much to learn from each other in a world in ferment. No one has all the answers.

The Japanese criticize their system for stressing rote learning rather than encouraging creative thinking and innovation. Japanese youngsters, it is said, do not take risks in a highly bureaucratized, top-down structure that must be decentralized and deregulated. There is perceived to be too much pressure placed on youngsters from the time they enter nursery school, through the "juku" cram schools, and ultimately the "exam hell" which so largely predetermines their later success. In fact, plans to alleviate some of these pressures include a reduction in the school week to five days.

Critics bemoan the lack of independence, spontaneity, and individuality among youngsters in a closed, homogeneous, group-oriented society. American education, rightly or wrongly, is admired for its creativity and flexibility by critics who acknowledge that too frequently in Japan "the nail that sticks up gets hammered down." In other words, the very characteristics that critics of American education deplore are admired by the Japanese; the grass does seem to be greener in the other yard.

The Japanese also share with Americans growing concern about the breakdown of children's support systems. Greater discipline problems seem to be

Despite the surprising number of common problems confronting our two nations' schools, there are some fundamental differences as well. In the United States, the issue is not only to improve the basics for large segments of the population, but to raise the level of academic standards for all students. Our education system has not consistently had the ability to make the poorest students competent. In fact, American society faces the dangers of growing polarization between its best and poorest students, as well as its wealthiest and poorest citizens. The strengths of the American system, at least as they are perceived by the admiring Japanese, lie in its adaptability to local conditions, its openness to new ideas, its fostering of creativity, and a

emerging among Japanese youngsters. More kids spend their time "malling," or hanging out in shopping areas. Drug use and teenage crime are more common. Dennis Rodman-style hair colors are more prevalent, and growing numbers of kids in Japan, like their counterparts in the United States, are perceived to be anti-intellectual and unaware of or indifferent to their history, culture, and international affairs. Japanese teenagers, like ours, are accused of lacking social awareness and cultural and artistic sensibility.

The commonalities between our problems are striking. The Japanese, like us, decry the lack of parental involvement in the lives of their youngsters, as schools are being asked to assume responsibilities that were customarily parental. The schools purportedly are "closed" to the outside world and interact inadequately with business and other sectors. Schools are being urged to collaborate more and become more relevant to the job market and to the dramatically changing needs of the larger society.

Other parallels exist. The Japanese share our concerns about adequately financing education and have particular apprehensions about a rapidly aging population and a low birthrate. School administrators in Japan, as in the United States, are charged with providing inadequate leadership. Vocational education is stigmatized, as it is here, and Japanese schools are accused of paying too little attention to the burgeoning communications-technology revolution higher education system that (deservedly or not) is the envy of the world. Thus, both nations confront complicated educational problems that are inextricably connected to the interrelated social, political, and economic issues confronting their respective societies. The major issue in Japan is how to generate change and innovation in an education system that has enshrined uniformity. The Japanese, however, have succeeded (in ways that we certainly have not) in accomplishing the educational objective of bringing almost all citizens to a basic level of functional competence so that they can become contributing members of society. In other words, Japan has been effective in making the poorest students competent,

that is so rapidly and profoundly transforming the knowledge/information industries.

The continued deterioration of the Japanese economy will in all probability exacerbate the pressure on the schools. Until now, the traditional internal cohesion and homogeneous culture have been important assets to a nation that, in Japan scholar Merry White's words, has had a historical sense of "precarious deficiency" due to its lack of natural resources, its geographical isolation, and its vulnerability to the forces of nature. These factors, of course, also have served to isolate the Japanese from the larger world and made them less receptive to new or outside ideas.

Children in Japan have traditionally been viewed as "scarce resources" whose academic success is of critical importance to a nation dependent on human capital. The collective commitment to academic success has been pervasive throughout Japanese society and has engendered an admirable work ethic. As many have noted, academic success in Japan is not viewed as being dependent on innate intellectual ability—as it often is in the United States—but on hard work and intensive study.

Today, however, there is a disturbing sense that the strong emotional bonds many Japanese have by custom felt for their schools may be breaking down. The schools increasingly are viewed in this time of severe financial stress as being part of the problem and not the solution to Japan's serious economic, social, and political problems.

while not being particularly effective in fostering creativity and individuality.

The reality is that both the Japanese and American education systems need improvement in rather different ways. They have much to learn from each other's respective strengths and weaknesses. Blind emulation of schools embedded in the "warp and woof" of a vastly different culture makes little sense. We can be helpful to the Japanese in "loosening up" their highly centralized system. But at the same time we have much to learn from our Asian friends in "tightening up" academic standards in our underperforming schools.

Michael D. Usdan is the president of the Institute for Educational Leadership, based in Washington. ■

14. Education Week

October 22, 1998

The Standards Wars: Some Lessons Learned

By Christopher T. Cross

In the past decade, the push for academic-content and performance standards has become the most important and most enduring change to impact schools. The development of standards and the early stages of implementation happened in nearly every state and in more districts than one can count. Since 1993, the Council for Basic Education has worked across the country assisting states and districts, large and small, in their efforts to set rigorous content and performance standards. We have also assisted some states by critiquing their standards, others by benchmarking them against the best in the nation and the best in the world.

What have we learned in five years of working with states and districts on standards? Here is a checklist:

Despite the research literature (and logic), the process of putting in place a standards-driven system is not as linear as it is described. Both policymakers and practitioners often must cope with a bewildering array of tests, professional-development models, standards, and budgets.

There are enormous arguments around the level of detail, with conflicting interests battling issues of local control vs. the need to provide clear guidance to teachers and a clear understanding to parents.

Accountability remains the most elusive component of standards-driven reform. The adults in the system scorn it, students generally favor it, political and business leaders support it, as do parents until it appears that it will affect their children.

In some states and districts, standards have become the surrogate battlefield upon which power battles are waged that have little to do with standards, such as who will exercise control over the

The national-standards documents have been and remain influential. In our work in states, we consistently find people using documents like those produced in science, geography, math, and economics. These standards are an important resource for groups to consider as they write state or district standards. It is true that some national documents are far more influential than others.

The process of having teachers, parents, community, and business groups engaged in the process of thinking through what they want in their own standards is tremendously useful. It often serves to bring people together, create common understandings, and raise

education system. Combatants may include boards, unions, central offices, special commissions, governors, and state legislatures.

There is no simple, cookie-cutter formula for setting standards. While many states begin with standards, other states have found the need to "back fill" to create standards that align with other components of the system. While all of that might not create a pretty picture, the most important principle is having systems that align, so that standards, assessment, professional development, and the other components are all aligned.

While the momentum for standards continues and grows, a great deal of resistance to the idea of standards remains. We have found that the resistance may be greater at the state agency level than among teachers, who are more likely to see both the fairness and importance of standards. Parents, particularly low-income and minority parents, are usually the strongest supporters of standards.

Not much thought has been given to the really hard work involved in implementation. Even less thought has been given to the true impact of a standards-driven system on budgeting, professional development, and teacher education. Less thought still has been given to how long it will take for states and districts to thoroughly implement standards and see broad-ranging results.

While there are many differences among the standards adopted by various states and districts, the fundamental similarities are far greater than the differences. In five years' time, I rather suspect we will discover that we have created a de facto set of national standards, building from the ground up rather than imposing a set from on high. This "bottom up" approach is likely to be much more effective, although certainly expectations. Teachers consistently call this exercise the most important thing they have done and say that they learn more here than through scheduled professional-development programs.

Even if a state has standards, most districts, especially large districts, need to engage in the process of examining, refining, and supplementing the state standards. There is simply no other way to have people "own" the importance and the power of standards, or the standards themselves.

Most policymakers have yet to understand that content standards are only the first step in a process that also encompasses performance standards,

not as efficient, as the "top down" strategy which was pursued earlier in the decade. It is both uniquely American and highly effective in building a national consensus. I believe that by 2003 we will find that 50 percent to 70 percent of state standards are quite similar.

Much confusion remains about what constitutes good standards, and there are many, many qualities standards must possess to be excellent. For example, they must be clear. They must focus on what we call "the big ideas." They must be measurable. They must be rigorous. They must permit various methods of teaching.

The concerns of the conservative parents who raised objections to the affective nature of "outcomes-based education" have been largely dealt with by concentrating on academic-content standards. Concerns now seem to focus on whether or not standards are rigorous and specific enough, a sure sign that we are making real progress in achieving an appropriate academic focus.

A bidding war seems to be raging that has some states engaged in a "My old man (standard) can whip your old man (standard) any day of the week." While this has spurred some states to excellence, it has also resulted in standards that are not just higher but often unreasonably higher, even to the level of an advanced college curriculum.

Interest groups have been created or energized to serve as "guardians" of a particular discipline, usually in math, history, or English. Often these groups adopt a "take no prisoners" approach rather than engaging in a productive dialogue that would thoughtfully engage people on multiple sides of an issue. The result can be the defeat of any standards at all. The notion that standards are subject to continuous improvement is ignored in the interests of purity.

assessment, accountability systems, professional development, teacher education, and resource allocation. Educators at the state and local levels are beginning to understand that none of this will work without close alignment among all the components and that the ultimate "test" is whether or not student learning is improving.

The motivations of those who advocate high standards seem to be exceedingly diverse, ranging from those who simply seek higher performance from all students in the interests of improving public education to those that may wish to see public schools fail as a way to create support for vouchers, home

schooling, and private education. That diversity of motivation should not be used to derail standards, but rather to redouble efforts to make standards work as the leverage for reform that leads to greatly improved student learning.

Only a few states have even thought about, much less tackled, the issue of the impact of higher standards on systems of public higher education. For those who have given this issue consideration, the motivation has generally been concerns about retention and remediation caused by students who don't meet the content-knowledge requirements of higher education. The impact of higher standards on the content of freshman courses and the need to give high school exit exams positive incentives by having them do double duty as college entrance exams are two vital issues.

The responsibilities of the higher education system to prepare teachers to

enter classrooms that will operate under these new standards have not generally been accepted by the higher education community. Few colleges and universities have faced the need to dramatically increase the content knowledge of teachers; fewer still have actually tackled the issue. As teachers who have received CBE fellowships state over and over, "You can't teach what you don't know."

I am often asked in forums across the country whether standards are here to stay or simply a passing fad that will soon be replaced by another fad. My answer remains firm and consistent: Standards are here to stay.

The effort has survived almost a decade of attempts to sabotage it and, in fact, public support is stronger than ever. The existence of organizations like Achieve Inc., created as a result of the 1996 national education summit, has

served to solidify support from both political and business leaders, two groups whose backing is critical. And parents and teachers understand the rationale for standards and their importance in achieving equitable opportunities for poor and minority children to gain a decent education.

Without that continuing support, standards would surely die, as they should. The way to assure their continued impact is to take the next steps to create performance standards, align assessments, restructure professional development, revise budgeting, and redesign teacher education. Without all of these steps, standards will be an empty promise.

Christopher T. Cross is the president of the Council for Basic Education, located in Washington. ■

15. Education Week

October 22, 1998

God and the National Economics Standards

By Warren A. Nord

For some time now, evolution and sex education have been the curricular targets drawing the most fire from religious combatants in our culture wars, while all has been quiet on the economics front. So far as I know, there have been no lawsuits, no pitched school board battles, no polarizing direct-mail campaigns over economics textbooks or curricula.

And yet, as I read them, the national economics content standards and the standard economics textbooks are deeply hostile to religion. ("Voluntary Standards for Economics Released," Jan. 15, 1997.)

Central to Scripture and this recent theological literature is the claim that we must employ moral and religious categories to understand economic issues, ideals, and institutions. As the American Catholic bishops put it in their 1986 statement on the economy, we must guard against a "tragic separation" between religion and our economic life. People cannot "immerse [them]selves in earthly activities as if [they] were utterly foreign to religion, and religion were nothing more than the fulfillment of acts of worship and the observance of a few moral obligations." Indeed, economists, like all of us, must realize that "human dignity, realized in community with others and with the whole of God's creation, is the norm against which every social institution is measured."

How so?

Before answering this question it may be helpful to remind ourselves of the relevance of religion to economics from within most religious traditions.

No doubt it would be anachronistic to suggest that the Hebrew and Christian Bibles or the Koran take positions on capitalism or socialism (creations of the 18th and 19th centuries), but over and over again they do take positions on wealth and poverty, work and stewardship, justice and human nature—all of which are very much relevant to economics.

So what do the economics standards and the texts say about human dignity, community with others, and God's creation? More generally, what do they say about religious approaches to economics?

Twice I've reviewed high school economics texts for their treatment of religion (in 1989 and again in 1997). If we string end to end all of the sentences referring to religion in the 10 texts I reviewed, we end up with about two pages—out of 4,400 altogether—and virtually all of these references are to the distant past.

The sole reference to religion in the 47 pages of the National Content Standards in Economics is to religious as one among several types of nonprofit organizations.

What may be less familiar to some is the vast theological literature of the last century dealing with economics. Within Christianity, for example, this literature ranges from Pope Leo XIII's seminal 1891 encyclical *Rerum Novarum*, through the Protestant Social Gospel, Reinhold Niebuhr's Christian Realism, and liberation theology, to Pope John Paul II's recent encyclical *Centesimus Annus*. Most mainline Christian denominations and ecumenical organizations have official statements addressing economic issues.

The standards and the texts ignore religion—and that is a part of the problem. But what they do say is also part of the problem.

The standards and the textbooks begin—and end—in the world of neoclassical economic theory, a world of competition for scarce resources by (essentially, if not entirely) self-interested utility-maximizers. Of course, no religious tradition allows self-interest to be accepted as normative. While neither the standards nor the texts insist that all action is self-interested, they show no interest whatever in altruism or compassion. When is it good to overcome self-interest? They aren't interested. (Generally speaking, neoclassical theory emphasizes individualism over community, while

within virtually every religious tradition society is understood communally: We are born into webs of obligation with other people, with all of creation, and with God.)

Ever since Adam Smith, economists have believed that self-interest makes the economic world go round, and Smith's "invisible hand" is still to be seen (so to speak) in these standards and texts. Self-interest and competitive markets lead to the "wealth of nations" and the maximization of preference satisfaction. We might wonder, however, whether justice is served in all of this, but neither the standards nor the texts discuss justice.

Within neoclassical theory, economic decisions should be matters of cost-benefit analysis in which the objective is to maximize the satisfaction of preferences or wants; because economics is a "value free" science there are no right or wrong wants, and value judgments are essentially subjective. But all religions hold that some wants are intrinsically wrong—and that we have duties that are not subject to the kind of weighing that is integral to cost-benefit analysis.

The standards emphasize the value of specialization, but say nothing about the dangers of "overspecialization" that worried even Adam Smith, and they ignore the problem of dehumanizing work. From within all religious traditions, work must be understood in moral and spiritual as well as in economic terms; indeed, from within many religious traditions, work is regarded as a calling, as a way in which we fulfill our obligations to God by using our talents for the good of humanity. Needless to say, there is nothing of this in the standards or the texts.

The standards give no moral weight to the needs of the poor, yet virtually every religious tradition has placed special emphasis on compassion and the duty to

If religious perspectives on economics were taught elsewhere in the curriculum—in a course in religious studies, for example—the parochial nature of the economics texts and content standards wouldn't be so dangerous, but there are no such courses. But even if there were, it would be incumbent on economists to relate their views to the alternatives. A good liberal education would put economic theories in cultural context, drawing connections and noting conflicts with other disciplines. Economics must not be an island to itself where students are uncritically taught to think in one particularly controversial way without

help the poor and oppressed: God has a special concern for the widow and orphan, for the "least" of those among us. Almsgiving is one of the Five Pillars of Islam. Compassion is perhaps the fundamental Buddhist virtue.

Given the wealth and technological advantages of the Western industrial democracies, and overpopulation and poverty in the Third World, questions of international justice and the distribution of wealth are especially important religiously, and many theologians (not least Pope John Paul II) have spoken out forcefully regarding First World obligations to the Third World. The standards say nothing about these issues.

While some religious traditions (Catholicism and Buddhism, for example) have found special virtue in monasticism and vows of poverty, most have not condemned wealth per se, but rather the undue attachment to wealth that keeps us from God. But virtually all religious traditions condemn contemporary consumer culture for nurturing attachments to wealth and the material goods of this life. Our economic system thrives by encouraging acquisitiveness, by creating stronger (and new) desires for consumer goods, requiring that we devote ever more time, energy, and education to economic pursuits. The content standards and accompanying textbooks are silent about this problem.

Technology and economic growth are uncritically praised in the standards, and there is no discussion of their possible costs to, for example, the environment. Western theology has not been particularly sensitive to environmental issues until the last several decades, but discussions of stewardship and the sacredness of nature have become pervasive in contemporary theology. Again, neither the standards nor the texts address this as a moral, much less a spiritual, problem. ever learning that there are alternatives.

How should economics be taught? I'm not asking for equal time; I'm not proposing that economics texts become texts in moral theology. I do believe that at the very least, the opening chapter(s) of any economics text and the opening session(s) of any economics course should put the discipline of economics into broad historical and philosophical perspective. Students should learn that the ways of thinking about economics they will study are controversial, that there are secular and religious alternatives, and something about them.

The problem isn't so much that theologians and economists take different positions on any particular issue; nor is it a matter of left-right politics. Rather, it's that economics texts and courses teach students to conceive all of economics in secular, nonmoral categories. In fact, as things now stand, schools don't teach the subject of economics—for subjects are open to various interpretations. Rather, they teach economics as a discipline, a particular way of thinking—that is found in neoclassical economic theory—and they do so uncritically, without informing students that there are alternatives.

In the introduction to the new National Content Standards in Economics, the editors tell us that the standards were developed to convey a single conception of the world of economics—the "majority paradigm" or "neoclassical model" of economic behavior. For, the introduction continues, to include "strongly held minority views of economic processes [only] risks confusing and frustrating teachers and students who are then left with the responsibility of sorting the qualifications and alternatives without a sufficient foundation to do so."

This is—need I say it?—a truly appalling statement, for what it means is that K-12 students should be indoctrinated in, rather than educated about, economics.

In the end, neoclassical economic theory may provide the best way of thinking about economics. Maybe. To make educated judgments, however, students must be able to think critically; they must have the perspective to assess contending ways of thinking about a subject. But we provide students no such perspective on the "majority paradigm" of economics. When we disagree, public schools should teach the conflicts. Indeed, to teach only one way of thinking about anything that is deeply controversial is profoundly illiberal.

Most economics textbooks are less parochial than the standards document, in that they include chapters on Marxism and socialism. Why not say something about religious accounts of justice and economics as well? Economics teachers must know enough about religion to alert students when texts convey religiously debatable assumptions and claims and, ideally, use primary sources drawn from a variety of religious traditions to supplement texts in dealing with particularly important, religiously contested issues.

No doubt some educators will fret that this must be unconstitutional. But it isn't.

The U.S. Supreme Court has made it clear that it is constitutionally permissible to teach about religion in public schools so long as this is done objectively or neutrally. Religious views of history or nature or morality or economics can't be promoted or advocated, but they can certainly be studied. This isn't controversial.

Indeed, it might be argued that the study of religion should be required on constitutional grounds. Ever since its seminal 1947 ruling in *Everson v. Board of Education*, the U.S. Supreme Court has held that the government (and, therefore, public schools) must be neutral in matters of religion. As public institutions, they cannot favor one religion over others. Neither can they favor religion over nonreligion—or, for that matter, nonreligion over religion.

Of course, public schools do favor nonreligion over religion. They teach nonreligious ways of understanding every "subject" in the curriculum over the

religious alternatives. This is not only illiberal, it is not religiously neutral—and as such should be recognized as unconstitutional.

What happens when we divorce economics from religion? The sociologist Robert Wuthnow has written: "Asked if their religious beliefs had influenced their choice of a career, most of the people I have interviewed in recent years—Christians and non-Christians alike—said no. Asked if they thought of their work as a calling, most said no. Asked if they understood the concept of stewardship, most said no. Asked how religion did influence their work lives or thoughts about money, most said the two were completely separate." The way we teach economics contributes to the secularization and de-moralization of our economic life.

In spite of our affluence and economic success, we find ourselves engulfed in a catastrophic environmental crisis, mindless consumerism, oftentimes

meaningless work, nagging poverty, monumental problems of justice relating to the Third World and, even in the richest of countries, something that looks very much like a crisis of spirit.

Arguably, the most important issues relating to economics are moral and spiritual. Even if we disagree about this, it is important to understand why many people believe this. Alas, the economics standards and texts are oblivious to the moral and spiritual domains of life—as well as to the requirements of a liberal education.

Warren A. Nord is the director of the Program in the Humanities and Human Values at the University of North Carolina at Chapel Hill. He is the author of *Religion and American Education: Rethinking a National Dilemma* (University of North Carolina Press, 1995) and, with Charles C. Haynes, *Taking Religion Seriously Across the Curriculum* (ascd Press, 1998).■

16. Education Week

October 22, 1998

Calif. Initiative Would Spend Cigarette-Tax Hike on Children

By Linda Jacobson

Los Angeles

Early last year, Rob Reiner stepped out of his roles as an award-winning actor and director and entered the world of policy and politics with a national public-awareness campaign about the developmental needs of young children.

On Nov. 3., Californians will decide whether he is as effective an activist as he is a filmmaker.

Mr. Reiner is the chairman of the California Children and Families Initiative, an effort to raise the state tax on a pack of cigarettes from 37 cents to 87 cents and use the estimated \$700

A Los Angeles Times poll last month showed Proposition 10 had the support of 54 percent of respondents; campaign organizers say their polls suggest the initiative will pass with roughly 60 percent of the vote.

The proposal may not be a shoo-in, however. Mike Roos, the initiative's campaign manager, said he expects tobacco companies to spend between \$20 million and \$40 million to defeat the measure.

Television advertising from the opposition began running Oct. 1. The ads

million a year in extra money to support health, nutrition, and education programs for infants and young children.

Supporters of Proposition 10 span the ideological spectrum and include Democratic Sen. Barbara Boxer, Republican former Rep. Michael Huffington, actor Robin Williams, and the Rev. Robert H. Schuller, the nationally televised minister.

The belief behind Proposition 10 is that spending money on programs for young children will pay off later in savings in such areas as special education, juvenile justice, and welfare.

The proposition would amend the state claim that Proposition 10 would create new levels of bureaucracy, and they criticize the initiative because it would not increase funding for the public schools.

Proposition 10 supporters raised about \$9 million for advertising and began running television and radio spots last week.

"We know it's going to be a really hard fight because they are just going to outspend us," Kristina Parham, a Proposition 10 campaign spokeswoman, said of the opposition.

constitution to create a seven-member commission at the state level to oversee the money collected from the tax. Twenty percent of the proceeds would be used for statewide programs, such as parent education, training for child-care providers, and a multimedia campaign to encourage pregnant women and parents of young children to quit smoking.

The remainder would be spent on programs for children at the county level. Such spending would be managed by locally appointed commissions, which would adopt strategic plans for using the money.

Celebrities United

But the pro-initiative camp has celebrity on its side. In addition to the liberal Mr. Reiner, actor Charlton Heston, a prominent conservative, and former U.S. Surgeon General C. Everett Koop appear in the ads.

Proposition 10 could have a ripple effect across the country, said Michael Levine, a program officer at the Carnegie Corporation of New York City, which supports a variety of early-childhood programs, including the "I Am Your Child" campaign, also led by Mr. Reiner.

If the measure passes, Mr. Levine expects groups in other states to use the initiative process to enact similar means

of paying for services for young children. Residents of 16 states, including California, can amend their constitutions

through a ballot initiative. ■

17. Education Week

October 22, 1998

Kentucky to Include Norm-Referenced Test In Accountability Plan

By David J. Hoff

Officials have not decided how much weight to give the exams. In Kentucky, standardized-test scores will soon matter, at least a little.

The state school board this month directed that results from the Comprehensive Test of Basic Skills be included in the new accountability system it is creating. The state has given the norm-referenced exam for the past two years, but did not include its results in the formula for determining schools' rewards or sanctions.

While board members said they would include the norm-referenced results in their new accountability system beginning next year, they won't decide how much weight they will carry until December, according to Lisa Y. Gross, a spokeswoman for the state education department. But they agreed that scores on the standardized test will be "a very

small part" of the total, she added.

The move is significant because until now Kentucky's system of rewards and sanctions has relied chiefly on portfolios and performance-based exams designed to test students' knowledge of state standards. In contrast, norm-referenced exams gauge how students stack up against one another.

The change is "a necessary political compromise," said Robert F. Sexton, the executive director of the Prichard Committee for Academic Excellence, a Lexington-based group of business and community leaders that has supported the state's pioneering school reforms over the past eight years.

"It satisfies the concerns of a number of parents for having some kind of national comparison," Mr. Sexton said. "If it helps build public confidence, then we think it's a necessary adjustment."

New Creations

The overhaul of the accountability system is one of the many changes the Kentucky legislature mandated last spring. ("Ky. Bids KIRIS Farewell, Ushers in New Test," April 22, 1998.)

The state board has selected CTB/McGraw Hill to run the new testing system required by the law. The California company will give the reading, mathematics, and language arts versions of its CTBS to 3rd, 6th, and 9th graders. It also will produce exams to assess how well 4th, 5th, 7th, and 8th graders stack up against the state's standards in reading, history, the arts, and other subjects.

All those results will be included in the new accountability system, as will so-called noncognitive factors such as attendance and dropout rates.

At its December meeting, the board will decide how much weight to give each of the factors and how to define progress according to their results. ■

18. Education Week

October 22, 1998

Pa. Gov. Proposes Internet Access For Day-Care Centers

By Karen L. Abercrombie

Gov. Tom Ridge of Pennsylvania envisions a future where even the preschoolers are technologically savvy.

Gov. Ridge, who is running for re-election, announced "Cyberstart" last month at the Pennsylvania Partnerships for Children's annual conference in Harrisburg.

The program would begin to prepare children for a high-tech 21st century, said Gretchen Toner, a spokeswoman for the Republican governor. "Being exposed to technology this early gives kids a head start," she said.

Mr. Ridge also hopes that the program could become a catalyst that links university and private research resources to create innovative Internet-based

The governor has proposed a \$1.6 million program that would provide free Internet access to more than 4,000 licensed day-care centers in the state and technology for early-childhood development.

The governor's proposal calls for \$1 million to be set aside for the development of a Creative Learning Institute, where early-childhood computer programs would be created. The remaining \$600,000 would be used to cover annual Internet-access charges.

Preschoolers Unplugged

But some critics say the program should never see the light of day because it is geared toward very young children.

Educational psychologist Jane M. Healy, the author of *Failure To Connect:*

develop interactive technology for preschoolers.

How Computers Affect Our Children's Minds —For Better or Worse, argues that a child who can't read does not need to be on the Internet. She says that money for such programs would be better spent on teacher training and salaries and better school facilities.

Ms. Healy said there are serious drawbacks associated with computer use among young children.

"It takes away from learning language, math concepts, social skills, using the imagination, and creativity," she said last week. "Not to mention the physical hazards, like vision problems or early

development of carpal tunnel syndrome."

Ms. Healy said computer use among young children is most troubling because developmental issues are ignored. Her research has found that children under age 7 are better off without much exposure to computers.

Responding to Parents

But in Pennsylvania, as well as in other states, preschoolers already are using computers as part of the curriculum. This past spring, the Snyder, Union, Mifflin Child Development Center Inc. began installing computers

into its 10 day-care centers, which are in three central Pennsylvania counties.

Sharon Koppel, the center's executive director, said parents had requested the use of computers in the company's day-care centers because they had them in their homes. Ms. Koppel researched computer use among young children and found a local foundation to provide grant money to buy the equipment. Each center has one or two computers, depending on enrollment. Only preschoolers who are at least 3 are allowed to use the centers' computers. Ms. Koppel said the children

always work in groups with a teacher present.

"We try to find software that challenges problem-solving abilities and encourages social interactions," she said. "They serve as a complement to learning, not a replacement."

Ms. Koppel, who helped the governor's policy office develop Cyberstart, said that such programs will be successful as long as computer instruction is done by trained adults in conjunction with a good curriculum. ■

19. Education Week

October 22, 1998

Calif. Voters Face Expansive Schools Initiative

By Robert C. Johnston

California voters are poised to consider what is arguably the most far-reaching school reform proposal ever to appear on the state ballot.

Outgoing Gov. Pete Wilson sponsored the petition drive this past summer that qualified the plan for the Nov. 3 ballot. If it passes, Proposition 8 would help cement Mr. Wilson's education legacy, which includes increased K-12 spending and smaller class sizes in the primary grades.

But the opposition the plan is drawing from teachers' unions and other school groups provides a reminder that the two-term Republican's record remains deeply controversial for many educators.

California is one of about a dozen states where voters will be asked to decide ballot questions with implications for schools in the midterm elections. In Colorado, for example, Amendment 17 would grant tax credits for some private education costs.

But no measure is as sweeping and detailed as Proposition 8.

Proponents argue strongly that the measure would keep future legislatures from cutting money for smaller K-3 classes. Foes counter that Proposition 8 is not needed because that program, which cost California \$1.5 billion in the 1997-98 school year, is so popular.

But if that were the only issue on the ballot, there would be little debate. "We all want smaller classes," Mr. D'Amelio said. "Permanent class-size reduction is really good."

It is beyond the push for smaller classes that the disagreement deepens. One of the most contentious issues is the proposal to empower school site councils. Such councils now serve in limited roles

For starters, it would order permanent funding for California's popular K-3 class-size-reduction program. It would also expand state oversight of schools on several fronts and create the office of a new education czar who would inspect and rate public schools. It would require a zero-tolerance policy for student drug offenses. And it would mandate that new teachers, as well as those changing subjects, pass tests in the subjects they planned to teach.

On the local level, the plan would give parents on newly configured site councils in some 8,000 schools more power over their schools' budgets and curricula. The measure would also strengthen principals' authority to fire teachers.

In short, it's the equivalent of an education earthquake.

"I've signed on to this because I think we need an education revolution," said state school board President Yvonne Larsen, whom Mr. Wilson named to the board in 1992. "Some of these ideas can do this."

A broad coalition of education and at most California schools. But Proposition 8 would give them the final say over school curricula and discretionary spending.

The timing is especially bad, some argue, because the state is beginning to phase in new academic standards. Shifting the authority for curriculum away from school boards, they say, would confuse and weaken that process.

"[The initiative] would make school boards obsolete," said Albert Lundeen, the spokesman for "No on Proposition 8," the coalition of union and tax groups fighting the measure. "The site council wouldn't even have to be elected."

In a slap at Mr. Wilson's longtime

anti-tax groups is fighting the measure, arguing that Proposition 8 is ill-conceived. And, while there are some indications that support for the measure is slipping, its critics are not taking any chances.

"It would be a giant step backward," said John D'Amelio, the president of the California School Boards Association. "We don't need another poorly crafted initiative."

Observers outside the Golden State say the measure is striking in its scope.

"I've never seen any ballot initiative that is this comprehensive or touches so many hot education issues," said Mary Fulton, a policy analyst with the Education Commission of the States, a clearinghouse in Denver.

But that's the way Mr. Wilson wants it. "I'm taking education reform directly to the people. If the public wants better schools ... here's their chance," he said in a recent speech.

Parent Power

adversaries, the teachers' unions, Proposition 8 would give parents a two-thirds majority on the councils, which are now evenly split between parents and teachers.

Mitch Zak, the spokesman for the "Yes on Proposition 8" coalition that includes the California Republican Party and the Alliance for Quality Education, a San Diego parents group — said school officials are overreacting. School boards, he pointed out, would set the bylaws of the site councils.

"They talk about giving parents local control," he said. "It seems that they must mean bake sales."

Bureaucratic Overkill?

Mr. Wilson, who is barred by law from seeking a third term, also wants to create an Office of the Chief Inspector of Public Schools. The office would issue annual reports on achievement scores, dropout rates, and college-entrance rates. Each school in the state also would be inspected every two years by the chief inspector's staff.

Under the terms of the initiative, the governor would name the putative education czar to a 10-year term that would allow the appointee to work independently of the state education department. The estimated \$15 million to \$20 million annual budget for the office would come from the education department budget.

"Prop 8 would be devastating because it would take existing classroom dollars to create a new bureaucracy," Mr. Lundeen asserted. "What's so bad is that the appointment requires no legislative experience, and there's no limit on staff or salaries."

Ms. Larsen, the state board president, envisions the job going to a professional auditor from the private sector. "This would not be a charismatic guru who issues statements from a bully pulpit," she said.

Also under debate is a provision to base teacher certification on subject-matter tests rather than teacher candidates' college coursework.

Current teachers also would have to

take subject exams before being reassigned to teach a new subject areas if the initiative passes.

With a teacher shortage already crimping districts' ability to hire teachers, opponents say it's not the time to make becoming a teacher even harder.

In a resolution against Proposition 8, the California PTA said that it backs high standards for all staff members.

But the proposed requirements, it said, "could make it more difficult and expensive to attract new candidates to the teaching profession in California."

The only provision generating little discussion is the proposed mandatory expulsion of students caught with illegal drugs on campus.

Waning Support?

In the last weeks before the vote, it appears enthusiasm for Proposition 8 may be waning. In August, support for the measure among likely voters was at 55 percent, compared with 24 percent against and 21 percent undecided, according to a survey by Field Poll, an independent polling firm in San Francisco.

In a Field Poll released last week, 48 percent of the respondents said they would vote for the initiative, while 29 percent said they were against it and 23 percent were undecided. The margin of error in both polls was 5.4 percent.

"It's now under 50 percent support. I wouldn't say it's fatal, but it should raise

some cautionary flags," said Mark DiCamillo, the director of the Field Poll.

"It's easier for undecided voters to float into the 'no' side because it is more a maintaining of the status quo," he said.

While more than \$1 million was spent to qualify Proposition 8 for the ballot, Mr. Zak conceded that there is not enough money now for a television advertising campaign in support of the measure.

Foes of the measure are not taking any chances. They have spent \$3 million on television ads for the final push to turn voters against Proposition 8.

And their broad coalition promises to expand the base of opposition. Groups fighting the measure include the Howard Jarvis Taxpayers Association and the League of Women Voters.

Also in opposition are the California Teachers Association, which is the state affiliate of the National Education Association, and the California Federation of Teachers, the state affiliate of the American Federation of Teachers.

But the pro-Proposition 8 side picked up the California Business Roundtable's endorsement last week.

The Sacramento-based organization of California's top business officials said in a prepared statement: "The future of our state and the quality of our future workforce depends on our willingness to speak out against the status quo."■

20. Education Week

October 22, 1998

As Tests Get Slight Reprieve, Governing Board Forges On

By David J. Hoff

Washington

Even as Washington's powerbrokers were deciding the fate of proposed new national tests last week, the board in charge of the exams sought solutions to certain problems they would have if the plan ever became a reality.

The National Assessment Governing Board last week started a series of congressionally mandated hearings to discuss the kinds of accommodations the tests proposed by President Clinton would offer to students with disabilities or with limited English proficiency. The exams would gauge 4th graders' reading ability and 8th graders' mathematics knowledge.

The board held its hearing Oct. 14

while Mr. Clinton and Republican congressional leaders haggled over a budget bill that would decide whether the testing initiative moves forward.

Marshall S. Smith, the acting deputy secretary of the **Department of Education**, said the agreement forged between the administration and Congress last year allows test development to proceed into fiscal 1999. But, he said, it does not authorize pilot-testing.

Moreover, researchers will continue studying whether national test questions could be embedded into some states' assessments, Mr. Smith said.

The text of an electronic message from Rep. Bill Goodling, R-Pa., a testing opponent, confirmed that the governing board could move forward with "limited

development," but would not be allowed to start pilot-testing next spring as planned.

Testing What Skills?

The information collected last week—like the rest of the work done by testing contractors over the past 14 months—may eventually be used to inform future assessments.

But, with the possible decision to stop development of the voluntary tests, the hearing appeared to be an exercise in which advocates simply repeated their strongly held views.

Thomas H. Fisher, the chairman of the governing board's design and methodology committee and Florida's assessment director, heard testimony here last week from advocates for disabled

and LEP students.

Congress last year directed the governing board, known as NAGB, to hold the hearings.

At the portion of the NAGB hearing dedicated to LEP students, advocates urged Mr. Fisher to tell his colleagues that they are putting too much emphasis on testing English skills, not on testing literacy abilities in native languages.

Framing the central question, Deborah Short, the division director of English-language instruction for the Center for Applied Linguistics, a Washington research and advocacy group, asked: "Is it a test in reading or a test in reading English?"

Most of the witnesses said students should be tested in their native languages, but one was adamant that every child should take a test of his or her English skills.

"Unrealistic accommodations fail to prepare students to become full and

productive participants in society," contended Jorge Amselle, the vice president for education of the Center for Equal Opportunity, a Washington group that opposes bilingual education and affirmative action.

"The reality for which schools must prepare students is one in which employers will not give them extra time or simplified language or assistance in their native language," Mr. Amselle said.

But most witnesses said the board shouldn't require students to take an exam they are destined to fail.

LEP 'Afterthought'

Under NAGB's testing initiative, it would begin pilot-testing next spring. During pilot-testing, the board had decided to offer LEP and disabled students the same extra help given on the National Assessment of Educational Progress —the federally mandated sampling of student achievement in core subjects that the governing board

oversees. Those aids include extra time, large-print booklets, and scribes to record answers.

That approach set up a process that ensures any Spanish-language test would simply be an "unpiloted translation" of the English test, said Ambrosio Rodriguez, a legislative staff lawyer for the Los Angeles-based Mexican-American Legal Defense Fund.

Other NAGB decisions ignored the needs of LEP students, Ms. Short charged. None of the governing board's advisers is an expert on assessing students whose first language isn't English, she said.

The governing board has scheduled similar meetings in Atlanta, Chicago, Los Angeles, New York, and Austin, Texas. Given last week's budget agreement, the board will hold those hearings as scheduled, said Lawrence W. Feinberg, a spokesman for the governing board. ■

21. Education Week

October 22, 1998

Report Suggests Alternative Paths As Solutions to Teacher Shortages

By Ann Bradley

Alternative-certification programs that have grown up around the nation over the past 15 years can be "real solutions" to teacher shortages, a new report concludes.

The resource book, compiled by C. Emily Feistritzer and David T. Chester of the National Center for Education Information, is another in a series of annual reports on the topic by the private, nonpartisan research firm. Ms. Feistritzer, the president of the Washington-based center, is well-known for her support of such nontraditional routes to teaching.

People interested in becoming teachers traditionally have attended a state-approved program at a college or university and been awarded a license upon graduation. In the early 1980s—as concern about the quality of teachers mounted and aspiring teachers expressed frustration at barriers to education careers—states began to establish alternatives.

In addition to details on the alternative-certification routes available in 41 states, this year's report includes profiles of the extensive programs in

Texas and California. It also features a report on Troops to Teachers, the U.S. Department of Defense program that channels military retirees into teaching positions. (Expiring 'Troops to Teachers' Project Outfits Classrooms With Professionals in Demand," Oct. 14, 1998.)

Minority Teachers Attracted

In Texas, 27 alternative-certification programs produce nearly half of all minority teachers, data provided by the state show. Teachers who follow those routes generally stay in teaching at about the same rate as those who graduate from education schools, while African-American and Hispanic educators tend to stay in the profession longer if they were licensed through an alternate route.

Between 25 percent and 40 percent of the graduates who complete traditional teacher-training programs in California never take a teaching job in the state, according to the report. In contrast, 87 percent of the teachers licensed by alternate-route programs enter California classrooms.

In both states, Ms. Feistritzer said,

the alternate programs have been carefully designed and include extensive exposure to the classroom. California's new rules for teacher licensure include a two-year internship that more closely mirrors the alternate-route approaches there.

"Alternate routes target the programs where the jobs are," Ms. Feistritzer argued. "They are designed to meet demand, not to crank out more teachers who may or may not ever find a job."

Elizabeth Fidler, the vice president for policy and research at Recruiting New Teachers Inc., a Belmont, Mass., nonprofit concerned with improving the nation's teaching pool, did not disagree that some alternate-route programs can produce qualified teachers.

But Ms. Fidler, who had not seen the report, cautioned that the controversial programs remain uneven in quality. "There has been so much criticism, I am glad they are listening to it and trying to ensure quality," she said. "We have to be looking at evaluations of those teachers, and I don't think we have them across the board." ■

22. Education Week

October 22, 1998

At Long Last, Calif. Board Adopts Standards For All Core Disciplines

By David J. Hoff

California now has a complete set of academic standards in the core subjects, after the state school board approved outlines of what students should know in science and history and social sciences.

The unanimous adoption of science standards this month followed extensive debate among commissioners assembled to write the standards, but the history/social sciences document was approved with little discussion.

The science battle primarily pitted advocates of a traditional emphasis on academic content against those who stressed the use of hands-on learning. ("Science FRICTION," Sept. 30, 1998.)

The standards "are meant to say what the results are," said Bill Evers, a member of the commission that wrote the standards and a research fellow at the Hoover Institution, a think tank based at Stanford University. "They are not meant to dictate the classroom process."

Less Controversy

The history standards were not as

Supporters of the more traditional approach won in the package approved by the board. The new standards specify what students at every grade level should learn.

For example, one standard says 3rd graders should know that matter is composed of elements listed on the periodic table, and 5th graders should understand how those elements combine to create table salt, water, and carbon dioxide.

The standards also spell out what subjects within the field students should learn from the 6th grade through the 8th grade.

"The standards we have adopted are controversial as the science standards, Mr. Evers suggested, because they did not stray far from a framework adopted in the 1980s.

The state board late last year approved standards in mathematics and language arts. An advisory panel to the board is writing curriculum frameworks explaining how districts should use the

consistent with what the most reliable research tells us about student learning, without mandating experimental curricula and counterproductive learning fads," Yvonne W. Larsen, the president of the California school board, said in a statement. "They emphasize content, problem-solving, and conceptual understanding."

Despite their specificity, the science standards won't stop teachers from encouraging students to engage in experiments that will help them understand the academic content, one of the authors of the science document said.

standards in those subjects. The panel will also draft frameworks for science and history/social sciences.

While the state board says the standards are voluntary, schools will eventually be held accountable for students' learning what is in them because the state is producing assessments based on the content of the standards. ■

23. Chronicle of Higher Education -- Academe Today

October 22, 1998

Affirmative-Action Supporters Speak Out on 25 Campuses Nationwide

By JEFFREY SELINGO

Students and professors at some 25 colleges nationwide held a series of teach-ins, walkouts, and rallies Wednesday to defend affirmative action, but the events attracted only small crowds, even on some of the campuses where debate over the issue has attracted the most attention recently.

A noon rally at Sproul Plaza, at the University of California at Berkeley, drew about 500 people, the largest crowd of the day at any of the campus gatherings. A rally in Meyerhoff Park, at the University of California at Los Angeles, attracted about 300 people. Rain and midterm examinations hampered turnout at a rally in front of the student union at the University of Michigan at Ann Arbor, where police estimated the crowd at 150 people.

"You can't measure the success by the

number of people," said Bob Jensen, a journalism professor at the University of Texas at Austin, where a noon panel of speakers attracted about 80 people. Mr. Jensen, who helped organize the discussions and teach-ins on the campus, added that "the people who came were incredibly committed. They didn't want to come just to hear stump speeches."

Similar events are planned for today on many of the same campuses as part of the "National Days of Action to Defend Affirmative Action," which is being organized by the Coalition to Defend Affirmative Action by Any Means Necessary.

Officials at Michigan and the University of California system said it was difficult to calculate how many classes had been affected by the teach-ins that were held throughout the day. "The central administration tried to discourage

canceling classes, but individual faculty have a lot of leeway in what they do," said Mark Hass, a University of Michigan spokesman.

Rafael Perez-Torres, an associate professor of American literature at U.C.L.A., who spearheaded the idea of the days of action, said that about 40 faculty members at his institution had told him that they would deal with diversity issues in their classes. "As I walked across campus today, a large number of faculty were holding their classes outside as a symbol of support," he added.

Mr. Jensen said faculty members at Austin had agreed not to walk out of classes. "The political climate here is different than in California," he said.

Over all, administrators and professors in Michigan, Texas, and California described turnout for the day's events as

"moderate," but "peaceful" and "educational."

Universities in all three states are the focus of affirmative-action opponents. The University of Michigan is involved in two lawsuits challenging its admissions policies. A court ruling on a similar lawsuit in Texas two years ago led the state to stop using racial preferences in admissions. And California voters have banned consideration of race and sex as factors in

university admissions and government hiring and contracting.

Themes for the day differed by campus, but participants said that many of the speeches had focused on making affirmative action an issue for all students, not just minority students.

Birch M. Harms, a second-year law student at the University of Michigan and a member of Law Students in Support of Affirmative Action, said that the Michigan events had centered on getting

students organized. "People talked about how we all should care about affirmative action in an effort to get more people out in the future," Mr. Harms said.

"We talked about the positive impact that diversity has on education, especially the quality of the content," Mr. Perez-Torres said. "A number of faculty also testified on their own careers and how important diversity has been to them."■

LOCAL

24. The Portland Oregonian

October 21, 1998

Riley rails at calls for vouchers

A schools conference hears the nation's longest-serving education secretary endorse charter schools and lament the state of teacher training

By Steven Carter
of The Oregonian staff

U.S. Secretary of Education Richard Riley on Tuesday dismissed school vouchers as gimmicks, backed charter schools and criticized teacher training as a broken system.

Riley visited Portland for a regional school improvement conference organized by the Pacific Northwest Regional Educational Laboratory. The three-day meeting drew about 1,100 educators from the West and as far away as the South Pacific.

Riley, history's longest-serving education secretary, drew a standing ovation at the meeting. He said the Clinton administration would continue to fight any efforts to funnel tax dollars into private education through vouchers or tax credits.

"It makes my blood boil to think about the voucher schemes that some people are proposing that would weaken public schools," Riley said.

The administration has beaten back attempts by conservative Republicans to give tax money to parents as partial payment for private school or to give parents a tax credit if they send their children to private schools. President Clinton and Riley also oppose giving local school districts carte blanche to spend federal education dollars any way they want. Vouchers and block grants lack accountability for public dollars, he said.

Recent national polls of parents with children in public schools show that for the first time a majority favors vouchers. But in an interview after his speech, Riley labeled vouchers as a "gimmick" and said they would be poor public policy.

"I have been in education for years," Riley said. "If I thought vouchers would help, I hope I'd be for them."

Riley argued that public pressure is building to improve public schools. He said the administration is trying to provide states with the resources to hire more teachers, train them better and give them technology, such as computers.

"We are gaining momentum," he said. "Don't comb off 2 or 3 percent of the students and say let the rest of these sit there and rot."

Despite opposition to vouchers, Riley said the administration favors choice within the public school system. He cited as a positive example magnet schools that offer specialized programs. He pointed in particular to the Institute of Science and Mathematics at Portland's Grant High School. Andrew Shoals, a 4.0-GPA student in the Grant program, introduced Riley at the conference.

Riley also said charter schools, which operate free from regulations in exchange for funding and a pledge to reach specified goals, are a good way to spur innovation in public schools. But he declined to criticize Oregon's charter system, which allows only school

districts to issue charters instead of other educational organizations.

The secretary said more work needs to be done in teacher recruiting and preparation. The country will need 2.2 million new teachers in the next 10 years, he said.

Riley called for eliminating emergency teaching licenses, requiring new teachers to have at least a college minor in the subject they are teaching and giving prospective teachers a basic-skills test before they enter a teacher education program.

"We are kidding ourselves if we think we can improve education without changing the present broken-down system of preparing new teachers," Riley said.

Riley also said education had scored a big victory last week in the budget compromise the Clinton administration reached with Congress.

In addition to the well-publicized money for new teachers that the administration got in the budget agreement, Riley said, money will be forthcoming to serve an additional 36,000 students in Head Start and 250,000 children in expanded after-school programs. Congress also approved more money for computer technology, teacher recruitment and child literacy, he said.

Riley is in his sixth year as education secretary, longer than any of his six predecessors. As a two-term governor of South Carolina, Riley earned a reputation

for demanding higher achievement from all students.

Riley said he was disappointed

Congress did not finance the administrations proposal to help districts pay to build, repair and remodel schools.

America seems more willing to build state-of-the-art prisons than top-flight schools, he said.■

25. The Vancouver Columbian

10/21/98Section: Clark County/region; Page b1

EDUCATION SECRETARY PRAISES CAMPUS

By RICHARD S. CLAYTON,
Columbian staff writer

You know you're doing well when you impress the nation's top educator.

Discovery Middle School did just that. Riley was in Portland to give the keynote speech at a regional Improving America's Schools Conference. He requested the tour after hearing about Discovery at a national symposium on school design earlier this month.

Discovery, which has won several national design awards since opening in 1995, was one of nine schools included in a "Creative Solutions Group" at the symposium in Washington, D.C. Vancouver's Skyview High School also was noted at the event.

Discovery students gathered around the school's front entrance and buzzed with excitement as Riley arrived.

Eighth-grader Alex McKee jockeyed to be the student who opened the door for Riley. He didn't know the secretary's name, but he knew the unfamiliar guy in the suit was important.

"He's from Washington, D.C.," McKee explained.

Principal Terry Nelson and two students, Renae Hamilton and Adrian Flores, led Riley around the school. Local television and newspaper reporters followed close behind.

Nelson and other school administrators explained how the "villages," clusters of classes built around open work areas, allow students to remain with the same group of teachers for two years. They attend traditional lectures in classrooms and do larger projects in the tiled work areas.

Riley saw models of historic

Tuesday when U.S. Secretary of Education Richard Riley visited the award-winning Vancouver campus.

"This school really is one of the top" in the nation, Riley said after meeting Vancouver homes students studied and were re-creating with scale replicas.

In the "toolbox," Riley saw students building spreadsheets on computers and constructing "human" arms with wood, plastic balls and rubber bands.

Other work areas in the toolbox allow students to create video productions, work on the Internet, and do "messy" science experiments.

The village and toolbox concepts have been integrated into other Vancouver schools renovated or constructed since Discovery was completed.

Riley also visited the school's counseling center, which doubles as a community meeting area, and talked to five students who volunteer in the school's tutoring program. They and other Discovery students help grade-schoolers overcome reading problems during twice-weekly sessions.

"It just makes you feel real good helping little kids," seventh-grader Michael Mata said.

Riley noted how tutoring also ensures they have mastered their basic skills, and could convince them to pursue teaching as a career. All five students agreed.

With education issues at the top of the Democrats' election agenda, Riley also used the Discovery visit to emphasize the Clinton administration's recent funding victories and allow a local candidate to share in the glory.

Riley noted how \$1.2 billion set aside in the proposed federal budget would

with students and touring Discovery's clustered "village" classrooms and "toolbox" project area.

serve as the "down payment" on a seven-year plan to pay for 100,000 additional teachers and reduce class sizes.

Law enforcement officials have told him the increased teacher attention that comes with smaller classes is the best way to prevent student violence, such as the shootings in Springfield, Ore., Riley said.

He used Discovery to highlight the importance of a White House proposal the Republican Congress left out of the budget a plan to repair, modernize and build more than 5,000 schools.

Riley noted how Discovery's design appears to foster some of the enthusiasm of students for learning.

"It's not like you can't have good schools without buildings like this school," Riley said. "But, boy, does it help."

DISCOVERY FACTS

Address: 800 E. 40th St.

Enrollment: 780 students

Constructed: 1995

Cost: \$ 11.7 million

ART Caption: JANET L. MATHEWS/The Columbian Words of praise: U.S.

Secretary of Education Richard Riley answers questions from the media Tuesday after touring Discovery Middle School. Candidate Brian Baird, left, and Discovery student Adrian Flores listen. Flores and student Renae Hamilton helped lead Riley's tour through the school.■

26. Sacramento Bee

October 22, 1998

UC Davis rallies urge preferences

By Nancy Weaver Teichert
Bee Staff Writer

A systemwide walkout at the University of California in support of affirmative action programs brought out

spirited and angry shouts in Berkeley, but in Davis as many as 500 students participated in a more restrained rally.

On Davis' grassy campus quad and under the warm afternoon sun, organizer

Edgar Chen asked students to get on their feet in support of bringing back affirmative action programs.

"This is a fight, you guys. This is a movement," said Chen, who helped

coordinate two protest rallies and faculty-led teach-ins for the Progressive Student Coalition. The event culminates in a rally today on the steps of the Capitol.

Considerations of race in UC admissions policies have been halted in the past few years. First, the UC Board of Regents — led by Regent Ward Connerly, a Sacramento businessman — eliminated affirmative action goals that were based on race and gender in 1995. The following year, California voters passed Proposition 209 to outlaw racial preferences in public hiring, contracting and college admissions.

Organizers in Berkeley said six UC

Some students like Jehan Clark, a third-year undergraduate who participated in the protest, were disappointed with the turnout at the 21/2-hour rally.

"It's great. I just wish there were more people," said Clark, who's already noticed a change in the freshman class since the loss of affirmative action. "This is something that's going to impact us greatly."

At UC Davis, the percentage of freshmen who identified themselves as members of underrepresented minorities, such as African Americans or Latinos, has dropped from 16.3 percent to 14.6 percent of the enrollment.

Wednesday evening, about 75 students carried their protest to the Borders Bookstore in Davis to debate a nationally known author invited to speak by a conservative student group on the Davis campus.

Dinesh D'Souza, author of "The End of Racism: Principles for a Multi-Racial

campuses and a dozen other universities throughout the state participated in rallies and forums of their own.

Rafael Perez-Torres, a UCLA professor, started organizing the walkout last spring after the university announced admissions statistics for this year's entering class. At both Berkeley and UCLA, the percentage of Latinos and African Americans dropped significantly. For example, Berkeley accepted 66 percent fewer African Americans and 53 percent fewer Latinos.

Chen said Davis students were not asked to walk out of classes, but 30 to 40 professors abandoned their scheduled class work to focus on the debate over Society" and "Illiberal Education: The Politics of Race and Sex on Campus," engaged in a lively discussion with students who carried their picket signs from the rally.

Connerly, who was not in California during Wednesday's demonstrations, said the protest was designed to focus attention on Initiative 200, a ballot measure in Washington to eliminate racial preferences in state programs. He said the message is a warning to voters that its passage would cause student protests.

Connerly was dismissive of Wednesday's rallies, saying that mainly students and professors in ethnic programs, such as Chicano studies, were behind the protests. "The people involved in the walkout effectively have no hope of overturning Proposition 209," he said.

But there was hope at Sproul Plaza at UC Berkeley that student actions would reverse the ban on affirmative action just as students helped to end the war in

affirmative action.

In the quad, the afternoon rally's first speaker was Chancellor Larry Vanderhoef, who won applause for saying that the university is committed to diversity.

In a private conversation, Vanderhoef praised Chen for all the work that went into the event. Chen thanked him for participating. "It's a pleasure to have you," he said.

Matthew Huerta, a member of the progressive coalition, tried to get the crowd stirred up. "The diversity we do have is in serious jeopardy," said Huerta. "We're going to stand up and demand our civil rights to an equal opportunity." Vietnam two decades ago.

"The time has come once again to take to the streets to make known our cry for social justice, to make known our cry for human rights," Carlos Munoz Jr., a Chicano studies professor, told a crowd of about 500 people.

He said UC Berkeley's chancellor and leaders should not only "denounce (Proposition 209) but disobey it."

"Proposition 209 is an unjust law," Munoz said, as people whooped and cheered. "We have the moral responsibility to oppose this unjust law."

Toward the edge of the crowd, about 20 members of the Berkeley College Republicans staged a protest of their own. Some held signs saying, "I want a refund," and passed out leaflets slamming the walkout.

"We're protesting people who are racist," graduate student David Hutchinson said of the pro-affirmative-action crowd. ■

27. San Diego Union Tribune

October 22, 1998

Colleges' clout: \$3.5 billion

New report notes effect on economy

By Jeff Ristine STAFF WRITER

San Diego County's major colleges and universities pump more than just brainpower into the community — they add more than \$3.5 billion to the regional economy every year, according to a report.

That's like hosting a Super Bowl every 24 days.

"Higher education is an important sector in San Diego's economy," said San Diego State University President

Stephen Weber in summarizing the analysis, "and it is an essential ingredient in San Diego's economic future."

The first-of-its-kind report, released yesterday, measures the collective economic impact of 17 public and private institutions accredited by the Western Association of Schools and Colleges — from SDSU, the University of California San Diego, CSU San Marcos and the University of San Diego to Point Loma Nazarene University, United States

International University, National University, Thomas Jefferson School of Law and all of the county's community colleges.

Assembled by researchers from several of the institutions, the report was released in a news conference at the downtown offices of the San Diego Association of Governments.

It concludes that higher education, including student expenditures, added up to more than \$3.55 billion in the last

academic year.

The grand total includes more than \$1 billion paid in salaries and wages to some 12,000 full-and part-time faculty members and 25,000 campus staff, the money spent to build new classrooms and laboratories, and all the books, pizza and movie money shelled out by some 300,000 full-and part-time students as they work on their degrees and certificates.

It includes about \$1 billion invested by state and federal governments, mainly to support research and financial aid.

All that money places higher education "among the leading sectors of our economy," said Robert Dynes, chancellor of UCSD.

Defense is still king of the region's

The overall \$3.55 billion economic-impact figure doesn't include the "multiplier" effect of the money spent by the universities as it is respt by local businesses and suppliers.

Also left out is the impact of some relatively small accredited institutions that didn't participate in the survey,

economic hill, representing an estimated \$10 billion in spending.

But at \$3.55 billion, the colleges and universities aren't too far behind the vaunted tourism sector (\$4 billion) and are ahead of electronics and electrical machinery (\$3.2 billion) and aerospace, transportation and shipbuilding (a combined \$2.8 billion), according to the report.

And it's about to get better, with an expected boom in student enrollment over the next five years.

"Expenditures generally, and capital expenditures particularly, will rise dramatically in coming years," the report said.

It also notes that "proximity to key academic institutions is the most including Christian Heritage College in El Cajon, and myriad trade and for-profit schools.

And as USD President Alice Hayes noted, it doesn't measure the value of the students who come to San Diego for an education and then decide to stay here, buying homes and making careers.

important factor in determining where high-tech businesses will locate."

UCSD and SDSU in particular have been catalysts for several kinds of new industries in San Diego — biotechnology, telecommunications, engineering and more — that have helped the region keep on its collective feet during waves of military downsizings.

"We've trained the work force that supports each of these critical industries in San Diego," said Alexander Gonzalez, president of CSU San Marcos.

Weber noted that, contrary to stereotype, the report found that students spent more than eight times as much on books and school supplies as they did on dining and entertainment.

Augustine P. Gallego, chancellor of the San Diego Community College District, said the institutions hope in a future report to analyze the value of the community service performed by faculty and students.■

28. Denver Post

October 22, 1998

10 Denver grade schools to teach 'universal values'

By Carlos Illescas

Denver Post Education Writer

Ten Denver elementary schools have won a four-year, \$1 million grant to teach character and "universal values" to their students.

Just 10 years ago, teaching values was something schools shied away from. But the Washington, D.C.-based Character Education Partnership says such a curriculum is needed in the 1990s because of school violence, kids' easy access to guns and other problems.

"We need to proactively lay a strong foundation for our children's moral development," said Esther Schaeffer, executive director of the group.

The partnership helped secure the federal grant for the Colorado **Department of Education**; Colorado was one of 10 states to receive funding for the program. Denver was targeted because of strong community involvement in public schools and interest in improving academic achievement.

Exactly how the money will be spent in schools isn't clear yet. Amy Hudson, spokeswoman for Denver Public Schools, said the money could be used for a variety of projects, from programs to

curb playground fighting to helping students turn their homework in on time.

"What is done will be decided on a school-by-school basis," Hudson said. "Each school will identify what needs they have to make their schools more civil and caring communities."

Among the characteristics being stressed in the program are respect, honesty, compassion and civic-mindedness.

Perry Glanzer, education policy analyst for Focus on the Family, the Christian group based in Colorado Springs, said his organization typically does not support teaching moral values in schools. But he said this program could be a good supplement for what children learn at home and on Sundays.

"The primary responsibility for character education lies with families and the church, but schools can play a role, too," Glanzer said. "I know the Character Education Partnership sought a lot of parental input."

The 10 Denver elementary schools receiving the money are Bradley, Columbine, Del Pueblo, Ebert, Edison, Garden Place, Knapp, Moore, Slavens and Pioneer Charter. Each of the Denver schools will receive roughly \$15,000 a

year for four years. The rest of the money is to be used by the state department of education to promote character education.

One of the schools already offers character education. Pioneer Charter School, at East 38th Avenue and Steele Street, began the program last year when it first opened.

Principal Mary Sours said she will spend the new money on training for teachers, students and parents. She also will bring in members of the community to speak to students about values and being a good person.

The Character Education Partnership was started in 1993; one of its early backers was Sanford McDonnell, former president of McDonnell-Douglas, the aircraft manufacturer acquired by Boeing last year. The group is devoted to promoting character education in public schools across the country.

Partnership spokeswoman Robin Johnston said the group is encouraging Denver schools to meet with community members to decide what character traits people want instilled in children.

Values such as respect and civility should be practiced in the classroom, on the playground and riding the bus,

Johnston said. She cited an elementary school in Dayton, Ohio, in the program that went from being one of the district's

poorest performing schools to one of the best.

"What we are doing is a

transformational process," Johnston said. "We've seen problems out there all across the country."■

29. San Francisco Chronicle

October 22, 1998

A STUDY IN TEACHING

Fun-filled science classes earn William Pence a top state honor

Tanya Schevitz, Chronicle Staff Writer

California High School junior Gina Merolla couldn't believe it when she saw

"It made it easier for you to reach in and grab things you had never seen before. You figured it can't be that harmful," Merolla said. "He wants you to learn, and he will challenge you to learn."

Pence's enthusiasm for science and passion for teaching — in and outside of his San Ramon classroom — was behind his selection this month as one of California's five Teachers of the Year for 1999.

Pence, who became eligible for the state honor after being named Contra Costa County's Teacher of the Year, was the only Bay Area teacher to be selected by the state Department of Education in the state competition. He is in Sacramento today for interviews to determine which teacher will represent California in the national competition.

Although only one can compete for the national prize, California honors five teachers because of the state's size.

Pence, 49, does everything but dance on the table to get his students to learn — and makes them love it. He lets them pelt him with paper balls for a lesson about enzyme reactions and illustrates complex biological structures with pita bread and pasta — and then cooks them up for students to eat.

"Hopefully from that gastronomical experience, that is going to be transferred into learning. The more senses you can involve in learning about concepts, the better it is going to stick," Pence said.

Pence's desire to teach hit him in his senior year at Lincoln High School in San Jose in 1967, when he encountered an anatomy and physiology teacher, Don Desch. Desch's passion for science was irresistible.

"He got me so in touch with the enjoyment of learning in a subject, and I

her science teacher, William Pence, lick a sea cucumber he had pulled from a tide pool.

thought that if he could do that for me, could I do that for others?" Pence said.

Pence started teaching at Newark High School in 1972, and has been a teacher at California High School in San Ramon since 1976.

The full classroom of students for his four- and five-hour voluntary biotechnology labs in November and December shows he has done what he started out to do. Students study genetic engineering, crime lab forensics and DNA mapping.

As a reward, he sometimes sneaks them through a hatch in the ceiling and up to the roof for late-night parties. Other nights, he sends them slinking through the science classrooms on their bellies in a competition to see who can infiltrate a room without triggering motion sensors.

"He never goes about things the usual way," said junior Garrett Beaty. "He doesn't just give us the book labs that explain everything and then have the answers on the page before it. He actually makes us work for it."

Pence also has students research lessons on the Internet and do constant experiments.

Freshman Craig Gill said Pence gave the students equipment to do gel electrophoresis to examine the DNA differences between an animal from the ocean and a land animal.

"You see them all the time on the Discovery Channel, but you never know what they are. Now we get to use them," Gill said of the lab equipment.

Pence's room is packed with computers and special devices. One wall painted by a former student has a mural of a killer whale and its baby swimming through the sea. Plastic inflated sharks float over the students' heads. A tide pool

But it did the trick for Merolla and her classmates during a field trip to the Catalina Island Marine Institute.

is used for lessons on starfish, sea urchins and hermit crabs, and pill bugs scuttle around in boxes of dirt awaiting their fate as specimens.

The classroom also has pictures and memorabilia chronicling Pence's experiences, from his high school diploma to a picture of him in 1974 with long hair and cutoff shorts ready to hang glide off a mountain. A 1977 photo shows a heavily bearded Pence on a whaling boat, while others depict his seven days living in an underwater habitat as an aquanaut.

"I used to say I hated to have teachers who were armchair teachers, armchair biologists. So I knew I had to live it," Pence said.

He makes sure his students do, too. He organizes yearly trips to Catalina Island. He has taken students diving in the coral reefs of the Caribbean and tramping through the rain forests of Costa Rica.

As founder of California High School's Earth Club, Pence has also started a recycling program to raise money to adopt about 40 acres of rain forest in Costa Rica, planted seedlings in the Oakland hills after the fire, cleaned up beaches and landscaped parts of the campus.

At the beginning of an oceanography class this week, he roused his students from their desks almost as soon as they had sat down. Perched on a mound of dirt, he implored them to help with a landscaping project he had started on campus.

"How many used to like making sand castles when you were kids?" he asked, to an enthusiastic response. "All right. You are born shovelers. Tomorrow, after school."■

30. San Francisco Chronicle

October 22, 1998

UC Students, Faculty Protest Loss of Affirmative Action

Walkouts, rallies at Berkeley and across the nation

Laura Hamburg, Chronicle Staff Writer

Jennifer Jackson applied to the University of California at Berkeley because the catalog showed idyllic photographs of students of different ethnic backgrounds studying together.

But now, as one of the 129 African Americans admitted to this fall's freshman class of 3,808 students, Jackson is accusing the university of false advertising.

Yesterday, she joined hundreds of students and faculty members in a chant

At UC Berkeley, the focus of yesterday's protest was Proposition 209 — the law approved by voters in 1996 that bars the use of race or gender as a criteria for university admission or for state employment.

Numbers for this year's freshman class at UC Berkeley show a 47 percent drop in minority enrollment.

Among all eight undergraduate campuses, the number of black students who planned to attend UC this fall dropped by 24 percent, and the number of Latinos by 6 percent.

"It has taken two short years to eviscerate 20 years of affirmative action," said Diane Chin, speaking from the Mario Savio memorial steps on UC Berkeley's campus. "Educational opportunity is not equal in California because there is no level playing field."

Some students and teachers said they hoped the walkout would drum up

of "Educate, don't segregate," in a classroom walkout and rally at UC Berkeley to protest California's ban on affirmative action.

Sproul Plaza was packed during the noon hour after students and faculty cut morning classes. Crowd estimates ranged from 500 to 5,000, depending on who did the counting.

Similar demonstrations, teach-ins and walkouts occurred throughout the day at five other UC campuses as well as at universities across the nation, including support for a variety of initiatives vying for the 2000 ballot that would effectively repeal Proposition 209.

"Let's go back to the voting booth and vote again," said writer and UC Berkeley professor Ishmael Reed. "Don't forget, white women are the ones who most benefitted from affirmative action."

Jacquelyn Pyeatt walked out of her 10 a.m. Women of Color in America class because, she said, as a white woman, affirmative action helped her get a job in the '70s. "I was a single mother and I needed a job that paid better than waitressing," said Pyeatt, 46, who is studying social work with the goal of counseling battered homeless women. "I was able to get a job in construction because there were quotas for women."

But other students said there's no point in trying to resuscitate affirmative action because the issue was resolved when voters axed it at the polls.

Yale, Johns Hopkins, Swarthmore, the University of Michigan and the University of Texas at Austin. The teach-ins and rallies are scheduled to continue today.

"One of the reasons I chose to come to Berkeley is its reputation for diversity," Jackson said. "But look around Sproul Plaza; the reality is totally different. The message to me is that I am not really wanted around here."

"It's already been decided. People should be accepted to school or get jobs based on merit and not on race or gender," said Elliott Otto, a freshman studying forestry. "It's as simple as that."

And a group of students from the school's Young Republicans club staged a small counterprotest to vent frustration over canceled classes.

"Not everybody is a fan of this walkout," said Leeron Kalay, a member of the Republican group. "Professors should stop ditching class. They are getting paid to teach, not to protest."

But Jackson, who turned down nearly a dozen top-notch schools to go to UC Berkeley, said if the school is less diverse, it loses one of its most potent attractions.

"We need to walk out, rally, do whatever it takes to send a message that this is not right." ■

31. Miami Herald

October 22, 1998

Miami schools to move on desegregation order

By JODI MAILANDER FARRELL
Herald Staff Writer

A reluctant Miami-Dade County School Board agreed Wednesday to respond to a federal judge's demand to free itself from a 29-year-old desegregation court order, clinging to hope that it will be granted at least two more years to prove the school system is truly integrated.

None of the nine board members appeared eager to end the court's control, primarily because it allows the school system to assign teachers and students to schools based on race. Many were

concerned schools here would become more segregated if the district wasn't allowed to continue to make race-based assignments.

Most school districts released from court orders, and declared "unitary," must stop considering race when assigning teachers to jobs and students to schools, including those with magnet programs. Broward's public schools did just that when a court order there ended two years ago.

"I'm concerned we could easily slip back to where we were 30 years ago," said board member Holmes Braddock.

"This community would go so fast that way. They all want neighborhood schools

I have real concerns about doing this. I could see us having all one-race faculties like we had, and more one-race schools."

Board Chairman Solomon Stinson, who was among the district's first black teachers reassigned to white schools in 1970, also voiced displeasure at being forced out of the court's jurisdiction.

"I would prefer doing nothing, but the courts have put us on notice," Stinson said.

Senior U.S. District Judge C. Clyde Atkins issued an order last month asking

the board to produce a timetable by Nov. 15 for proving the system has removed traces of its old dual system for black and white students. Atkins, who has overseen desegregation in Dade schools since the initial lawsuit was filed in 1968, warned he could not keep the case open forever.

While many of Dade's schools are far from integrated — 67 have enrollments with 90 percent or more of the students from the same race or ethnicity — the district has been successful at integrating

facilities at most schools. Magnet programs have helped integrate enrollments at some schools.

On Wednesday, the board gave its attorney, Phyllis Douglas, permission to hire experts to help the district analyze its progress toward desegregation. The experts also will recommend any changes that need to be made before the board presents its case to Atkins and seeks unitary status.

Board members also were concerned

that coming out from under the court order could reduce federal grant money to start new magnet programs.

Douglas said she will ask the judge if Dade can continue to make race-based assignments, even if it is declared unitary.

"If we don't do that, you may end up with magnet schools all one race," she warned.■

32. Miami Herald

October 22, 1998

New teachers funded but not more schools

By FRANK DAVIES Herald Staff Writer

WASHINGTON — South Florida will get money to hire more teachers, a small boost for mass transit and the likelihood of additional air cargo inspectors as part of the massive, last-minute spending bill approved by Congress on Wednesday.

Members of Congress and their staffs pored over the fine print and the dollar amounts in the 3,825-page budget document, in some cases voting for the measure before they knew what was in it. The House adopted the bill late Tuesday, and the Senate did the same Wednesday.

South Florida members knew the measure included high-profile elements — protection for almost 50,000 Haitian refugees, a big spending boost for Everglades restoration and drug interdiction — but they didn't know exactly how much money was going to other programs until the 40-pound bill was printed.

The Clinton administration's insistence on money to hire and train 100,000 more teachers to reduce class sizes will mean \$11.5 million for Miami-Dade schools and \$4 million for Broward next year. But the administration's package of school-construction funds was defeated by Republican leaders who said that was a state and local matter.

The result will be a mixed blessing for South Florida public schools — more teachers but not, in some cases, classrooms to accommodate them.

"We appreciate the money, but we won't be able to maximize the benefits because we just don't have the space," said Richard Hinds, chief financial officer of Miami-Dade schools. "You could say that about most every big-city district, especially in Florida."

Hinds said the school system, the fourth-largest in the nation, will try to use the funds to hire teachers for middle and high schools, where students are on split schedules and not all classrooms are in use all the time.

That may be difficult, because the legislation targets the hiring of new teachers for first through third grades. Sen. Bob Graham's staff, which worked on the funding formulas, said it wasn't clear if the money could be used for other grades.

Hinds said that would be a problem in Miami-Dade: "Generally, in the elementary schools, we just won't be able to hire teachers unless we added another to a classroom, and many teachers find that disruptive."

Broward schools, many of them overcrowded, experienced a double-hit in the funding package. The loss of construction funds was a disappointment, and the funding formula was weighted for schools with students from low-income families, which favored Miami-Dade over Broward.

The big spending bill included money for many other projects, some at relatively modest levels:

Mass transit: Metrorail will receive \$6 million for land acquisition to extend the

rail system north along Northwest 27th Avenue and west to Miami International Airport. But completion is years away and will require a massive federal subsidy.

Miami-Dade County will get \$2.2 million for new buses and \$1 million for improved security, and Broward was allocated \$1 million for new buses. But South Florida members had sought \$60 million.

Customs inspections: A \$126 million increase for more inspectors may speed up the processing of air cargo at Miami International and Fort Lauderdale — two of three airports nationwide identified in the fine print as high-growth facilities. Rep. Carrie Meek, the Miami Democrat on the House Appropriations Committee, said that could translate into about \$13 million for South Florida.

Beaches and navigation: Miami-Dade and Broward will receive \$7.2 million for beach re-nourishment and almost \$9 million for dredging projects.

Cruise ship fee: Passengers will pay a new \$1.75 user fee, sought by the industry, to speed up the processing of passengers at Florida ports.

Urban development: The bill allocates \$2.2 million for the rehabilitation of buildings in the Edison-Little River neighborhoods of Miami and \$45 million for empowerment zones nationwide. Miami-Dade officials are seeking one of those zones, which would mean tax breaks and grants for economic development.■

33. Chicago Tribune

October 22, 1998

Suburban school chief to take state helm

Illinois board picks Deerfield official

By Rick Pearson and Ray Long
Tribune Staff Writers

The State Board of Education announced Wednesday that the head of Deerfield's public elementary schools will become Illinois' new schools superintendent, an acknowledgment of the growing political power of Chicago's suburbs.

Glenn W. "Max" McGee, 48, the

The board passed over another finalist, Patricia Harvey, a former official in the Chicago Public Schools. Harvey became the city schools' first chief accountability officer under GOP-backed reform measures instituted in 1995. She has been director for urban initiatives and a senior fellow of the National Center on Education and the Economy in Washington.

Recognizing the regional tensions among Chicago, the suburbs and Downstate, Board Chairman Lou Mervis of Danville urged local school officials not to rush to judgment over the selection of a suburbanite.

"Although Max McGee's district is relatively affluent, he is well aware of the problems facing districts with fewer resources. He proudly claims to have been mentored by two well-respected administrators of Downstate school districts . . . (and he is) particularly sensitive to the problems facing inner-city schools," Mervis wrote in a letter he sent out Wednesday.

But the choice is likely to draw criticism from Democratic gubernatorial candidate Glenn Poshard, a five-term congressman from Marion. Poshard, a

seven-year superintendent of Deerfield School District 109, will formally be named Thursday as the successor to Joseph Spagnolo, whose turbulent tenure often overshadowed fundamental changes in state education policy.

Board officials had planned to announce McGee's selection on Thursday. But they made the choice public a day earlier, telling employees in former educator, had criticized the board for refusing to put off its selection of a new schools chief until a new governor was elected.

McGee has been superintendent of a school district with a low-income population of 0.5 percent, compared with a state average of 35.7 percent. The district spends an average of \$7,669 per student, compared with \$6,158 statewide. And its average annual teacher salary is \$49,180, compared with a statewide average of \$42,429, according to state figures.

The district's pupils have performed well above the state averages for reading, mathematics, writing, science and social studies on required measurement testing among pupils at the 3rd-grade level and above.

Although the Deerfield school district is wealthy, with a \$21.8 million educational operating budget this school year, it also is an example of how much suburban schools depend on property taxes.

More than 92 percent of the district's operating money comes from local sources, primarily property taxes, with only 7 percent coming from the state. On

a memo that the media planned "to upstage the formal announcement."

The selection of McGee was a tacit peace offering to the GOP-controlled Illinois Senate, led by President James "Pate" Philip of Wood Dale. Philip has long chafed about what he considers Springfield bureaucrats' inability to understand suburban educational problems and needs.

average, the state pays 32.6 percent of the cost of education, compared with 58.6 percent from local sources and 8.7 percent from the federal government.

With a limited amount of state dollars to go to education, an annual battle royal has ensued among legislators from Chicago, the suburbs and Downstate, each trying to increase their share of the budget pie. Suburban lawmakers have long complained that Chicago and Downstate get a disproportionate share of state money while suburban property taxpayers make up the difference in their local schools.

Despite the political overtones of the selection, Paul Vallas, the chief educational officer of the Chicago Public Schools, said he did not believe that McGee would engage in the regional warfare that has enveloped school finance issues in Springfield.

"I'm delighted," Vallas said. "He's very active. He has a lot of experience. He certainly has the educational background. I think he's a solid choice."

He replaces Spagnolo, who announced he would leave the \$137,500-a-year job in August, four years after he arrived.■

34. Minneapolis Star Tribune

October 22, 1998

More teachers go to head of class without full training

Kim Schneider / Star Tribune

With a dramatic slash of his chalk, Seth Kingman crosses out a complicated equation he's just written on the blackboard. A girl has asked the question he was waiting for — "Isn't there a simpler way to solve it?" — and he's clearly thrilled someone was following along.

Then the other shoe drops.

"He uses the chalk like a sword. Just like Zorro!" says a boy in the back row.

"It's Mr. Kingman, superhero," adds

another. "He fights his nemesis, $y=mx+b!$ "

While all new teachers must prepare to duel with students bent on distracting them, most come with more ammunition than Kingman, who's a first-year teacher in the International Baccalaureate program at St. Paul's Central High School.

He's one of seven newly hired teachers in St. Paul who have experience in their subject areas but no training on how to teach. It's the first time the district has

sought emergency licenses for full-time classroom teachers and a sign that national pressures on the teaching ranks are being felt in Minnesota.

Shortages of teachers in math, science and other key subject areas are forcing Minnesota districts to join other states in making emergency hires.

Growing national concern about the practice strikes a particular nerve in Minnesota, where the state's top ranking in teacher quality could be at stake.

Only 179 people received emergency

"limited licenses" to teach or substitute in K-12 classrooms this year — some 0.3 percent of the state teaching force of 55,000, according to the Minnesota Department of Children, Families and Learning.

But that number could balloon as an expected 8,400 teachers prepare to retire in the next five years, said Judy Schaubach, president of Education Minnesota, the state's newly merged teachers union.

"When we cannot find licensed people to fill these positions, it ought to be a big red flag," she said. "We have to make sure we're not lowering standards, but

Of biggest concern, Schaubach said, is where the impact will be felt — in the state's largest, urban districts, where student achievement already lags behind much of the rest of the state and nation.

Research has shown a dramatic link between teacher preparation and student success, she said.

Teacher expertise was found to be an even more important factor in determining student achievement than smaller class sizes, according to a 1997 report by the National Commission on Teaching and America's Future. A study of high- and low-achieving schools with similar student populations in New York City found that differences in teacher qualifications accounted for more than 90 percent of the differences in student scores in reading and math.

That doesn't surprise Jan Magnuson, human resources director for St. Paul schools, who said she hired unlicensed teachers with great reluctance and against her personal belief that teachers need even more training than they now receive.

Her district's facing tough competition, though, from other schools and private companies who have lured away some new hires with signing bonuses and bigger salaries.

Minneapolis schools have made a small number of emergency hires for several years, said Pat Pratt Cook, of the human resources department. The district now has four new teachers without full licensing in the high-demand areas of math, science and French. But some 42 classes were still without teachers last week. While hires were pending for some

finding ways to recruit people and keep them."

The threat to teacher quality also worries U.S. **Education Secretary Richard Riley**, who focused on the rising use of unlicensed teachers in his annual back-to-school speech.

While many of these new teachers are dedicated, most are "teaching by the seat of their pants with no preparation and guidance," he said.

Turning to business to get someone with a math degree — a proposal made last year by Gov. Arne Carlson and soundly rejected by the Minnesota Legislature — isn't the answer, Riley and of them, others classes will be combined into larger sections or will be taught by substitutes.

"If they have difficulty recruiting people and are ending up with less-qualified teachers, we are literally putting our most at-risk kids even more at risk," Schaubach said.

Strict requirements

To be fully licensed in Minnesota, teachers need much more than a major in their subject areas. They must pass a skills test, spend several weeks as a student teacher, work with high-needs children and in a multicultural environment, and pass courses in topics that include learning theory, teaching strategies, curriculum, classroom management and child development.

A program now in the pilot stage would have teachers spending a fifth training year in a competitive internship. Even those granted a limited license must complete eight credits in a teaching education program to return the following year.

By contrast, teacher candidates in Louisiana can be fully licensed without even a minor in their fields, according to the Commission on Teaching report. More than 30 states allow teachers to be hired on temporary or emergency licenses without having completed teaching preparation.

"Not surprisingly, students in Minnesota and Wisconsin achieve at the top of the distribution on national assessments, while those in Louisiana score at the bottom," said Linda Darling-Hammond, the commission's executive director.

others say. Teaching also requires people to be experts in adolescent behavior, child development, the needs of working parents and how to get your message across to a child who doesn't speak English.

"We don't say to a physician, 'Well, we just don't have anybody out there, so we're going to let a nurse or pharmacologist come and do surgery,'" Schaubach said. "Because people are working with minds and not bodies doesn't make the skills they need any less important."

Urban kids feel impact

At Central High School, Kingman is determined not to let his classes suffer from his lack of teaching credentials.

His name is engraved on several trophies in the hall, testimony to his skill in math. But classroom management, he admits, is a topic he's still working on.

Hours before the "Zorro" episode, he had the first major problem with his decision to let students eat and drink in class, he said. When he refused to let two girls leave in the middle of his lecture to get a soda, the class "made a game of it," taking turns going to the bathroom and returning with a can of soda or mouthful of food. In another class, a student told him to shut up, and he wasn't sure how to respond.

"I'm comfortable with my math ability," he said. "It's the other issues of teaching."

The fact that he's a Central graduate who knows the student population works in his favor, as does his willingness to go to other teachers for advice, said Marlys Henke, a veteran teacher Kingman often observes. But she's still troubled by the district's need to hire someone without teacher training, even if they have the teaching "gift" she sees in Kingman.

"He remembers what he did with his classes when he was in high school," she said. "But he didn't experience how we handled students in other levels of math classes. When what he tries doesn't work, he doesn't have a repertoire of things to call on."

"Today's students don't come in and sit politely and wait for you to do your thing. You have to have a bag of tricks." ■

35. St. Paul Pioneer Press

October 22, 1998

University a top 20 contender in this category

\$10 million gift goes toward several projects

JUDITH YATES BORGER
STAFF WRITER

With a pledge for a \$10 million donation from Richard "Pinky" McNamara announced Wednesday, the University of Minnesota secured its position as one of the country's top 20 fund-raising universities.

McNamara promised to give the university the money over 10 years, to be used for intercollegiate athletics and the College of Liberal Arts, and to complete

Nor does it come with the best tale. Recently, a check for \$2.5 million for Colby College in Waterville, Maine, from Harold and Dorothy (Bibby) Alford nearly wound up sealed in a time capsule for 200 years. Just before the copper capsule was turned over to the architect to be placed in the Alford apartment complex cornerstone, a Colby official checked the contents and retrieved the money, which had slipped in accidentally.

Although the university does not receive as many large donations from individuals as other schools do, it does get enough small amounts from organizations to place it 16th among the top fund-raisers for 1996-97, the most recent numbers reported by the Council for Aid to Education.

The top fund-raiser, according to the council's figures, is Harvard University,

the new Gateway Alumni/Visitor Center under construction on the corner of Oak Street and University Avenue on the Minneapolis East Bank campus.

McNamara's donation is the second largest the University of Minnesota has received from a living person. The largest was \$25 million in 1986 from Curt Carlson, for the Carlson School of Management.

While McNamara's gift stands out in the annals of Minnesota giving, it's some which draws in \$427.6 million, or more than \$1 million a day. The University of Wisconsin at Madison is fifth on the list and the top public school, with \$212.5 million.

The University of Minnesota does not rank among the top 20, however, when it comes to total giving per student, or total alumni giving for 1996-97, according to the Council for Aid to Education.

McNamara pointed out Wednesday that his pledge is designed to encourage other University of Minnesota alumni to contribute.

McNamara attended the University of Minnesota on a football scholarship and graduated in 1956 with a bachelor's degree in liberal arts. He had a four-part course of study, emphasizing history, humanities, political science and speech.

With no further formal education, McNamara worked for

distance from donations other colleges have received from individuals. For instance, in 1993 Walter Annenberg gave the University of Southern California and the University of Pennsylvania \$120 million each, in cash.

Neither is it the most exotic. In 1994, Sir Harold Acton gave a 57-acre Italian estate, a collection of Renaissance art and \$25 million in cash to New York University.

Archer-Daniels-Midland plastics division, then went on to found Activar, a Bloomington holding company. Since 1966, privately held Activar has bought 25 to 30 companies in bankruptcy and turned them around, McNamara said. He is CEO of Activar, which has 500 employees.

"I'm a turn-around guy," he said. "When you're poor, you get creative."

McNamara said the money would be directed toward undergraduate education. Whether it will go into the university's endowment or spent directly will be determined over the years, McNamara said.

"I'd like to see the place student friendly like it was when I was here," said McNamara. "The place needs tidying up a bit."■

36. Richmond Times Dispatch

October 22, 1998

Gilmore to earmark funds for more police in schools

BY MICHAEL HARDY
Times-Dispatch Staff Writer

Gov. Jim Gilmore will earmark about \$1.5 million to put more police officers in public schools as part of his campaign to combat gangs, drugs and violence.

About \$500,000, taken from a federal safe and drug-free schools program, would pay for the training of new officers who could be ready for duty beginning in January 1999. Currently, 438 special resource officers patrol the hallways of schools as well as serve as models and mentors for many students.

"The school resource officer program is a success story," said Gilmore, during a speech in Richmond to about 150 law-enforcement and school officials attending the fourth annual Governor's Forum on Crime. "It works as a tool of prevention, a tool of intervention and a

tool of enforcement.

"It is hands-on community policing in one of the most important communities we have — our schools."

Gilmore made available immediately about \$500,000 and promised to designate at least another \$1 million in the next fiscal year, which begins July 1, from the Safe and Drug-

Free Schools and Communities Act.

The federal government allocated \$8 million to the Virginia Department of Education under the legislation. Gilmore is permitted to use \$1.9 million of the grant for his special programs.

Each officer costs a community an average of about \$35,000 a year in salaries and benefits, according to the governor's office. The funding comes from the localities, with support from the state and federal governments.

Master Police Officer Robert J. Kipper of Newport News welcomed the new cash and Gilmore's commitment.

"This funding today will ensure the longevity of the special resource officer program," said Kipper, president of the Virginia Association of Special Resource Officers.

The school-safety program began, primarily in city school districts, a decade ago and has spread to the suburbs and rural areas, he said.

"The concept has expanded and is successful," said Kipper, who said it's needed to help fight what he described, from his experience, as more aggressive attitudes in some of today's students.

North Carolina poured about \$14 million into its state program, he explained, and it led to a 54 percent reduction in weapons offenses in the

state's high schools.

The governor, who recently has been hammering on his anti-crime agenda, also called for General Assembly passage of measures that would make it a crime to recruit juveniles into a law-breaking gang. He also wants punishment of those who use juveniles to distribute drugs and enactment of a state racketeering statute — much like the one in the federal criminal code — to prosecute gang

activities.

Additionally, he wants to change the state's money-laundering law to make it more effective and easier to attack drug money.

"Gangs and drugs corrupt our children, infest our schools and destroy our families and neighborhoods and communities," Gilmore said. "These laws will help break the vicious cycle of violence and destruction that gangs and

drugs fuel."

The proposals follow Gilmore's recent pitch to impose three-year mandatory minimum sentences on adults and repeat offenders for illegal possession of an illegal firearm in a school building, illegal possession of a gun by a convicted felon or illegal possession of a firearm while possessing certain drugs. ■

37. Richmond Times Dispatch

October 22, 1998

Standards of Learning hearings are tonight

BY ROBIN FARMER
Times-Dispatch Staff Writer

A requirement for Virginia's 1 million public school students to pass rigorous tests before graduating and having their schools accredited has a lot of folks talking.

Tonight, the state Board of Education will be listening.

A public hearing, one of four statewide, will be held at John Marshall High School, 4225 Old Brook Road, beginning at 7 p.m. State board members are soliciting comments from parents, educators, students and others concerned about the state's new testing program — and about where the board will set the passing levels for the tests.

This year's seventh-graders will be the first class required to pass at least six of 11 end-of-course high school Standards of Learning tests to graduate (there are 16 tests taken in earlier grades). Beginning with the 2006-2007 academic year, a school's accreditation will depend on 70 percent of the school's students passing the toughest tests.

Among questions raised by parents and educators:

Will teachers be pressured to "teach to the tests"?

Will teacher evaluations be tied to test scores?

What kind of support will be given to low-performing schools?

Roger Gray, president of the Richmond Education Association, said, "I think we know

from past experience that urban students as a whole perform below what their counterparts in the suburbs do.

"Since this is such high-stakes testing and so much rides on test scores, it's important for [urban educators and parents] to get out and insist that not only are assessments important, but directing resources to the improvement of students learning is probably perhaps more important."

Maria Bambacus, whose daughter is a junior at Mills Godwin High School in Henrico County, is concerned about how SOL tests will affect teaching. At back-to-school night, she recalled, teachers told parents they'd be teaching to the SOL tests until April and then would go on to other things.

"The pressure's been put on the teachers," she said. "They're not allowing the teachers to teach as creatively as they did before. The aim is to get the scores up high, to get every school to look as good

as they can, and I think it's terrible."

Some area educators said they hope the board takes into account the varying ability of students from diverse backgrounds.

"We endorse, respect and believe in the importance of a new era of accountability," said Mark A. Edwards, Henrico's schools superintendent. "At the same time we would encourage the state board to look at the great depth and breadth of students in Henrico County and across the state, and to be sure and maintain an element of hope for every classroom and every teacher where the new standards will present challenges."

The state board will set passing marks for all 27 of the SOL tests during a two-day meeting beginning Oct. 28.

Given that timetable, Gray isn't sure what role tonight's public hearings will play.

"The only issue is where do you set the test scores," he said. "And what do you say? High, low or at the average. What more do you say? I can't imagine exactly what people would say that would persuade the school board in one direction or another." ■

38. Jonesboro (Ark.) Sun

October 22, 1998

Lincoln, Riley hopeful on education

By BRANDI HINKLE

U.S. Senate Democratic candidate Blanche Lincoln and U.S. Secretary of Education Richard W. Riley were hopeful Wednesday morning about education's future in Arkansas and budget plans approved by Congress.

Legislation approved by the U.S.

House of Representatives Tuesday and the U.S. Senate Wednesday includes a plan for increasing teachers nationally by 100,000 during the next seven years.

Riley and Lincoln addressed supporters Wednesday morning at the Jonesboro Municipal Airport.

Under Mrs. Lincoln's proposed plan

should she be elected, she said, Schools Are For Everyone (SAFE) calls for class sizes to be lowered, better teacher training and helping children to achieve higher standards.

Smaller class sizes would allow for more developed individual relationships between student and teacher, Riley said,

which would allow for earlier determination of problems and prevention of violence in schools.

Mrs. Lincoln's plan is in accordance with legislation introduced by and supported by Democrats in Congress, which would guarantee upwards of \$11.5 million and 300 teachers for Arkansas over the next seven years.

Craighead County will receive an estimated \$280,000 from the class size

"It's all within the balanced budget framework," he said, with no deficit spending.

"There is a lot of talk about ignorance ... and education," Riley said, "but talk is cheap... We need to think about not politicizing it.

"That's what Lincoln brings to this debate," Riley continued.

Mrs. Lincoln's proposed plan for education also provides for safe, clean environments as a basic necessity for children. She said she has talked with school officials, teachers and parents

initiative; Greene County will receive more than \$133,000 and Poinsett County will receive \$154,000 over the next seven years.

"Education ought to be bipartisan," Riley said, "and in everybody's interest."

He touted a common-sense approach to education, one which allows for federal funding and support of programs but local control.

"The local district is where the about Arkansas schoolchildren and how to bring about positive change.

"Teachers do all they can do, but they can't do everything," she said. "They also need parental involvement."

Mrs. Lincoln said she has made education a priority in her past votes as a representative and continues to do so in her campaign for the Senate by talking with teachers and administrators over the past several months to determine their needs.

"I'm a product of the Arkansas public school system," Mrs. Lincoln said, "and I

function takes place," Riley said, "especially in the classroom."

Nationally, he said, education should be a priority, including important funding for teachers specially-trained in reading.

"We need to get young people thinking about teaching," Riley said, to accommodate the need for more teachers over a period of seven years.

believe in it."

She said she believes teachers need more authority and community support to improve safety and discipline.

Higher education should also be a right for Americans, Riley said, with no denial based only on financial limitations.

Almost 40,000 college students in Arkansas will benefit from Pell Grants this year, Mrs. Lincoln said.

"Education is giving a gift to our children for their future," she added. "But they're our future as well."■

39. Arkansas Democrat-Gazette

October 22, 1998

Riley stumps for Lincoln; rival camp assesses visit

CARLA K. KOEN

FAYETTEVILLE — Blanche Lincoln, the Democratic contender for the U.S. Senate, brought a supporter from the nation's capital Wednesday to Northwest Arkansas in her campaign against opponent and local man Fay Boozman. "Make no mistake. This election is about public education," Lincoln, a Democrat, said before introducing **U.S. Secretary of Education Richard Riley**. Riley accompanied her to Fayetteville after a stop in Jonesboro and before heading to Little Rock. Lincoln, 38, of Horseshoe Lake, a homemaker and former U.S. representative, is running against Boozman, 51, of Rogers, a state senator and ophthalmologist. Charley Heffley, 49, of Dover, a disabled bricklayer, is the Reform Party candidate. The election is set for Nov. 3. Boozman was campaigning in northeast Arkansas on Wednesday. His press secretary, David Sanders, said Riley's presence means Lincoln is for more federal government control of education. Before a small gathering of campaign supporters and townspeople at Fayetteville Air Service, Lincoln and Riley addressed what they called the battle over the future of public schools. Riley commended Lincoln for her efforts on behalf of Arkansas' children and said, "She's a very

ARKANSAS DEMOCRAT-GAZETTE conscientious person who believes in the power of education." He also said that instead of just talk, Lincoln has a strategy to improve public education called Schools Are For Everyone. A "common-sense approach" is the best way to improve the nation's schools, Riley said. "Those who hunt for gimmicks ... we think are wrong." Riley said that since 90 percent of American children attend public schools, education is a national priority but that the control should remain local. Lincoln agreed education is "a local function and a state responsibility." She pointed to her proposal, which includes goals of smaller class size, more parental involvement, safer schools and better buildings. Public education is one of the country's best investments, Lincoln said, and every child deserves a chance to set the world on fire with his talents. Riley said the federal budget that was approved Tuesday by the U.S. House includes money for 100,000 new teachers over seven years. Because of the numerous teachers nearing retirement in Arkansas and nationwide, the government needs to encourage young people to teach. Arkansas is slated to get \$11.6 million of the budgeted finances to spend on 299 teachers for the first year for the early

grades so class size can be reduced. Of that money, \$411,800 would go to Washington County, he said. The class size average is currently 20 to 23 students. Riley said the ideal class size is 17 or 18 students. Lincoln and Riley ended their day in Little Rock. "Make no mistake, this election is about public education," Lincoln said at Central Flying Service in Little Rock. "Right now there is a crisis in our public schools. Teachers are not given the tools to effectively discipline students. There's too few parents that are involved in their children's education. And students attend schools that are so badly in need of repair that they violate safety codes." Without naming Boozman, Lincoln said some "want to use this turning point in our public education system to tear down our public schools and abandon our commitment to our children's future. I would never walk away from that and I don't believe in that." She said educational opportunity should be for all people. She said some want to divert public resources to private schools in the form of vouchers "and that approach is truly tragic." "Proposals like vouchers and eliminating the **Department of Education** would abandon our commitment to the 450,000 Arkansas

children who attend public school," Lincoln said. Boozman has said he supports considering the use of vouchers to "empower" parents in choosing where their children can get the best education. Sanders said Boozman has not approved the use of vouchers and would first have to work out such details as whether private schools will be required to open their doors to all students. "We haven't even been able to have a full debate on education," Sanders said. "She says the public schools are in crisis, and for Mrs. Lincoln crisis is a code word for more involvement" by bureaucrats in Washington, Sanders said. Lincoln said, "There's no bigger difference between my opponent and me than what we are willing to do to improve our public schools. I want to make it clear to everyone here today that I will roll up my sleeves, sit down with parents, teachers and community members and rebuild our neighborhood public schools brick by brick if that's what we have to do." She said a senator can help provide incentives to schools to encourage parental involvement and discipline and she can

help by speaking out on the issue. Riley called Lincoln "serious-minded" and said, "She thinks out what is best for children. She then devises a strategy for improving education for the elimination of ignorance." He said vouchers are "divisive and diversionary." Boozman held a fund-raiser Wednesday with five Republican senators who touted the budget package provision of \$9 billion in emergency defense spending. They said it reverses a 14-year decline in real defense spending. Boozman criticized Lincoln defense votes in Congress. With him were Sens. Tim Hutchinson, R-Ark.; Don Nichols, R-Okla.; Jeff Sessions, R-Ala.; Gordon Smith, R-Ore.; and John Warner, R-Va. At a news conference after Boozman's fund-raiser, Nichols said that electing Lincoln to the Senate "would be canceling out Tim Hutchinson's vote, and Arkansas would have no vote." "Votes that are critical that I'm talking about national defense, missile defense, whether or not taxpayers get to keep more of their own money," said Nichols, the assistant Senate majority leader. Boozman said that Lincoln, who served

two terms as Arkansas' 1st District representative, voted "either not to increase, or to decrease spending for the military." Until this year, Republicans said, defense spending had been decreasing since the mid-1980s. Lincoln's campaign noted that some Republicans also supported decreased defense spending during her tenure in Congress. Boozman also criticized Lincoln for voting to allow U.S. troops to be under United Nations command. Lincoln's campaign said she voted to give the president the authority to direct U.S. troops — under U.S. command — in peacekeeping efforts. Next session, Warner said, Congress would focus on medical issues such as nursing homes, home health-care agencies and health maintenance organizations. "Fay is a man who is willing to give up his practice to come and help the United States Senate sort out the complexity of medical issues," Warner said.

Democrat-Gazette writer Elizabeth McFarland and the Associated Press contributed to this story. ■

40. Philadelphia Inquirer

October 22, 1998

Pa. board adopts new school standards

Legislative committees still must review the rules. Proficiency seals would go on diplomas.

By Connie Langland
INQUIRER STAFF WRITER

HARRISBURG — The era of academic standards rolled into Pennsylvania yesterday as the state Board of Education voted to adopt rules on what public school students should know and be able to do in math and language arts.

The board also agreed to establish seals of proficiency and distinction to be affixed to high school diplomas, beginning with the Class of 2002.

The board views such seals as a means of alerting employers and colleges to the student's level of achievement in high school. But critics yesterday questioned whether students in poor to middling schools would end up being cheated of job and education opportunities for reasons beyond their control.

Yesterday's action followed three years of study by state education officials under pressure from Gov. Ridge to abandon the outcomes-based education plan created during the Casey

administration. That system, which sets 50 outcomes for students to achieve before graduation, has been criticized by opponents as vague and unworkable.

After a review by the state House and Senate Education Committees, the standards would become effective beginning next year. Benchmarks will be established for grades three, five, eight and 11 in mathematics, reading, writing, speaking and listening. The board plans to adopt more sets of standards for science and technology, geography, and several other areas in 1999 and for history in 2000.

Education Secretary Eugene W. Hickok hailed the vote as a victory for parents.

"For the first time, you will have a sense as a parent of what your child is expected to know and be able to do," Hickok said. "You can decide for yourself whether or not your child is meeting the standards — and whether the school is meeting the standards.

That's the bottom line."

The standards are quite detailed. For instance, a third grader should be able to do about 70 tasks in mathematics — and eighth and 11th graders more than that.

The grade-three reading standard says a student should "acquire a reading vocabulary by identifying and correctly using words . . . [and] use a dictionary when appropriate." A fifth grader should "use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading [and] use these words accurately in writing and speaking."

An eighth grader should be able to "identify basic facts and ideas in text using specific strategies," and an 11th grader should be able to "locate various texts, media and traditional resources for assigned and independent projects," among other tasks.

In math, one standard says that students in the third grade should be able

to name and label geometric shapes in two and three dimensions; in fifth grade they should be able to give formal definitions of geometric figures; in eighth, to draw geometric figures on a computer; in 11th, to construct geometric figures using a compass, straight edge and drawing software.

The rules also appear to bar graduation for any student not

The standards — in addition to rules that revise the standard state tests to bring them into accordance — will be included in a revised chapter of the state schools code that the board adopted yesterday.

The rules would apply to all public school districts in the state and to charter schools, which receive public funds.

There was widespread praise yesterday for the standards package, but several speakers expressed concerns about how the effort could work without an infusion of state money.

Among other changes, the rules call for remedial help for students who do not meet the standards by fifth grade — a step that likely would require extra teachers or teaching assistants to work individually with such children.

"It's good stuff," said Tom Gentzel, spokesman for the Pennsylvania School Boards Association. "The point is, it'll cost some money to do it." Tim Potts, executive director of the education watchdog group School Reform Network, noted that New York was trying to institute a similar standards

demonstrating proficiency in reading, writing and mathematics on the Pennsylvania System of School Assessment tests, administered in grades 11 or 12. That section drew little comment yesterday but could trigger crises in some schools, notably in Philadelphia and other urban centers that have fared poorly on that test.

"Beginning in the school year system and that estimates ranged from \$66 million to \$72 million to put it into effect.

So far, \$3 million has been included in the budget this year in Pennsylvania for training teachers in the new standards, said Dan Langen, spokesman for the state Department of Education.

"It's time to acknowledge that standards do not come cheap," Potts said.

"The state has \$3 billion in surpluses," he said. "How much richer do we have to get before the state board will ask — just ask — for some of that wealth to trickle down to poor schools?"

Potts also noted that the plan to put seals on diplomas might be little more than "a reward for those lucky enough to attend school in a wealthy district" and that other graduates might miss out on employment and college opportunities "through no fault of their own because their schools lack the resources equivalent to their wealthy counterparts."

The plan also was challenged by Frank Huchrowski of McKeesport, an opponent of outcomes-based education

2002-3," the new plan states, "students shall demonstrate a proficient level or better in reading, writing and mathematics [on either the state or a comparable local assessment in either grade 11 or 12] in order to graduate."

However, the board has not yet established the definition for proficient performance.

who complained that the public-comment period was in August, when the public was least likely to attend hearings.

"I'll tell you parents in southwestern Pennsylvania don't like this," said Huchrowski, who took note of several sections — he counted 70 — that read much like existing outcomes-based education provisions.

References to the term outcomes-based education, he complained, have been replaced by student learning outcomes.

"You didn't get rid of [outcomes-based education] , you renamed it," Huchrowski said.

The board made clear that the standards plan amounted to a work in progress, with revisions and additions expected on such issues as a foreign language requirement.

"These regulations are not set in cement, but they are now set in form," board member David Saxe said. "Most of the work is ahead of us."■

41. Baltimore Sun

October 22, 1998

College chiefs discuss break from system

Towson's Smith, UMCP's Mote seek more independence; 'Other alternatives'; Top administrators of smaller schools support status quo

By Michael Hill Sun Staff

The president of Towson University testified yesterday that unless the University System of Maryland is drastically changed, he wants his school out of it.

"The University System of Maryland has neither understood nor valued the role of a large, complex, metropolitan, comprehensive university, or has not had a vision for it," Hoke Smith told a task force examining the governance structure of the state's public colleges and universities.

"I personally believe we have given system membership the 'old college try'

and it has not worked for us," Smith said. "I cannot in good conscience continue to follow that option without exploring other alternatives. If it is feasible, we should give independence from the system a chance."

Smith's broadside came after a few warning shots by C. D. "Dan" Mote, the new president of the University of Maryland, College Park. They were testifying in Annapolis on the second day of appearances by college presidents before the task force chaired by retired Adm. Charles R. Larsen, former head of the Naval Academy.

While Mote noted that he had been on

the job only 51 days and "cannot presume to offer an informed recommendation on Maryland's system of higher education," he outlined several proposals that would substantially change his campus' relationship with

the university system.

He said UMCP should be allowed to approach the governor and the legislature independently with its requests, instead of letting the university system lobby for the 11 institutions it oversees.

"Because we account for 40 percent of the system's budget and nearly 50 percent of all federally sponsored research, and because our success is fundamentally

essential to the well-being of the state, the president should present the campus mission, programs and budgetary requirements directly to the governor for full and independent discussions," Mote said.

With several other presidents, Mote also urged greater autonomy for his campus. "The university must have greater flexibility to conduct academic and business operations," Mote said.

"The high level of control imposed on

"I recognize that the legislature and the governor may prefer to keep a system," Smith said. "Therefore, [an] option is that the USM would change its operating philosophy to be more in line with the original conception of a decentralized system that facilitates the agendas and growth of its members. We need less regulation and more facilitation and service."

The university system was established by the legislature 10 years ago, putting all the state's colleges under one chancellor

operations by layers of state offices has been documented in many recent studies," he said. "The attempt to establish academic policies that apply equally to all member institutions works at cross purposes with the assignment of a specific mission to any one of them."

Mote asked for a separate fund-raising foundation for UMCP, which shares a foundation with several other campuses. That foundation is run by the university system.

and a Board of Regents. Two schools — Morgan State University and St. Mary's College — stayed out of the system and have their own regents.

The task force was set up by state Senate President Thomas V. Mike Miller and Speaker of the House Casper R. Taylor Jr. to determine if the system needs modification. Many observers think Miller wants UMCP — which is in his Prince George's County district — out of the system.

The two other college presidents who

Mote noted that he headed the foundation at his previous campus, the University of California at Berkeley, and found it important not only in fund raising but also in developing relationships with business and community leaders.

Smith, who has been at Towson for 20 years, also complained about the system's high level of control, which he said was not the intention when the structure was set up in 1988.

testified yesterday — Catherine Gira of Frostburg State University and Dolores R. Spikes of the University of Maryland Eastern Shore — also asked for more autonomy but generally approved of the system.

This widened the division in the testimony between the larger schools, whose presidents see their political power stymied by system membership, and the smaller schools, whose leaders see membership in the system as raising their political standing. ■

42. Boston Globe

October 22, 1998

Teacher turns the table

Testing sought for lawmakers

By Beth Daley, Globe Staff

Newton public school teacher Paul Tiernan wants some reassurance - and maybe a little revenge.

He's proposing legislation to make all elected state officials take a "Public Leadership Competency Test," and says he'll sleep better at night knowing the fate of Massachusetts is in wise hands.

Of course, knowing that the proposal is likely to irk the politicians who have been demanding a competency test for all the state's teachers is just, well, extra credit.

"I'm not against testing teachers, but

if they want to ensure the best for the children in the classroom, the people of Massachusetts should be able to expect the same for public office holders," said Tiernan, a special needs teacher at the Brown Middle School.

The "Standardized Public Leadership Competency Test" bill will be filed Dec. 3, the filing deadline for the next legislative session, by state Senator Robert Durand, a Marlborough Democrat, not because he supports it - but because Massachusetts is one of the few states that requires legislators to sponsor all bills submitted by members of

the public.

Tiernan's proposal mimics the wording used in the bill passed to test new teachers. Starting this year, all prospective teachers must pass a literacy and subject competency test.

Like teachers, public office holders would have to take a literacy test, and be tested on subject matter based on their area of expertise.

Candidates and current office holders would get three chances to pass or get kicked out.

Says Tiernan, "They should be able to take in what they dish out." ■

43. Boston Globe

October 22, 1998

Mass. will get \$22.4m to hire more teachers

By Brian McGrory, Globe Staff

WASHINGTON - Massachusetts stands to reap \$22.4 million in federal funds this fiscal year to hire 577 public school teachers, part of the Clinton administration's initiative to reduce class sizes in early grades, according to the

White House.

Massachusetts ranks 14th among states in the amount of money to be received, with California ranking first, followed by New York, Texas, Illinois, and Michigan.

The figures, which will be announced

by Vice President Al Gore at an education event in Los Angeles today, were provided in draft form yesterday. The \$1.2 billion for the teacher hiring initiative is included in the \$520 billion federal budget that Clinton signed into law yesterday.

Under the plan, the money will be provided to the states, then distributed to school districts based on formulas that take into account the number of children living in poverty and the size of enrollment. Funds will be available to states by July 1, according to Gore's

office.

The goal of the initiative is to hire 100,000 teachers across the country over the next seven years, ultimately reducing the average class size in grades one through three to 18 students. Districts that already have low class sizes can use

the funds for further reductions or to reduce class sizes in other grades, Gore's office said.

Up to 15 percent of the funds are to be used for teacher training and competency testing, officials said. ■

44. The Salt Lake Tribune

10/17/98Section: Nation-World; Page A1

Addressing Education's Gender Bias;

Science vs. language: Is one set of skills more important?

By PATTY HENETZ and

HILARY GROUTAGE THE SALT LAKE TRIBUNE

Six years ago, a groundbreaking report conducted by the American Association of University Women (AAUW) showed that sex discrimination remained pervasive in the nation's schools.

"How Schools Shortchange Girls" found that from the time they entered school, girls received significantly less teacher attention than did boys. Girls were increasingly the targets of sexual harassment, continued to lag behind boys in math and science achievement, were subjected to sexual stereotyping in curricula and scored lower than boys on standardized tests.

The report was a bombshell, and the response "quite unbelievable," says AAUW researcher Priscilla Little. "We were inundated for three years after with interest in this report."

This week, the AAUW released a follow-up to the 1992 report. The title — "Gender Gaps: Where Schools Still Fail Our Children" — calls for a significant change in how school achievements and failures are measured.

Simply put, equality and equity are different. If educators' main concern were equality, the report states, the critical question would be whether students receive the same education.

Equity, however, asks whether students receive the education they need to achieve a shared standard of excellence.

"We're not out to make everybody equal but to make sure students who do not now measure up can achieve," Little says. "Our schools are changing. The demographics are changing. We need to pay attention to all students from all groups. We can see that more clearly in 1998 than we could in 1992."

And ideally, equitable education requires the end of the notion that boys

are the norm, the "top performers" that girls need to catch up to.

This so-called deficit model of education says girls must overcome their shortcomings in comparison to boys. It focuses on what is wrong with girls instead of what is right. It assumes math, science and technology — where boys outperform girls — are more important than writing, languages or music, areas where girls excel.

This stereotypical bias feeds — and is fed by — social expectations in and out of school that influence the way girls and boys view themselves, as well as how adults view them.

The mission of schools, then, is to figure out how to mesh educational standards with equity concerns to meet the needs of all students. The AAUW report breaks this effort down into several categories.

Curriculum: Since the 1992 study was published, educators have implemented myriad reforms that have led to improvements in girls' participation in some academic areas where it previously lagged, particularly math and science. Girls' test scores and course enrollments have improved in these areas, except for computer science and physics, where the gender gap remains sizable.

In Utah, advanced-placement computer-programming classes can be lonely for girls. Even at Salt Lake County's Bingham High School, where the teacher is a woman, only two female students signed up this year. Last year, said teacher Louise Hilton, there were none.

"I work really hard on recruitment. I find girls in my lower-level classes and work with them to make them feel confident," Hilton said.

Student Analea Cappell wants to be an astrophysicist and is used to being one of a few females to take challenging math and science classes. She also is realistic.

"I'm sure I'll end up doing something with computers. I don't think anyone really wants to hire an astrophysicist," she said.

Hilton might agree.

According to the AAUW report, when course-taking patterns are closely examined, it appears that girls may be getting a broader education than boys:

— Girls outnumber boys in all English classes except remedial English.

— In 1990 and 1994, female high school graduates were significantly more likely than male graduates to have taken French or Spanish.

— In the same years, female graduates were significantly more likely than their male counterparts to have taken music, drama and dance.

— While 1990 and 1994 enrollment differences are insignificant in such social studies as history, geography, anthropology and economics, more girls than boys enrolled in sociology and psychology courses.

— In 1992, enrollments in gifted programs favored girls; however, girls drop out of gifted programs more often than boys.

— Girls' advanced placement and honors enrollments are comparable to or greater than those of boys, except in physics.

For all these successes, girls are still more likely than boys to end their math education at Algebra II, which means they will miss out on future studies, scholarships and careers.

Assessment: For reasons that are not clear, girls continue to earn better grades than boys but score lower on standardized tests. And while girls take advanced-placement tests in greater numbers than boys, they are less likely to receive scores high enough to earn college credit.

The AAUW report finds that:

— Girls earn equal or higher grades in

all subjects throughout their schooling.

— Girls of all ages, races and ethnicities outperformed or were equal performers with boys on the most recent National Assessment of Education Progress (NAEP) in reading and writing. Boys earn the highest scores in history, geography, mathematics and science.

When these achievement differences are broken down according to race and ethnicity as well as gender, significant

Standards: In 1992, educational standards were in place for only one discipline, mathematics. Today, 14 different sets of standards exist in math, science, English language arts, arts education, history, social studies, geography, physical education, economics and foreign language.

Equity, however, is not typically featured as an inherent component of realizing high standards. Only the National Council of Teachers of Mathematics has made a point of directly addressing equity.

Sexism continues to confuse the standards debate. "Academic success for girls in the traditional classroom seems to require, in effect, that they 'act like boys,' " the AAUW report states. Traditional classrooms reward competition and individual achievement; assertiveness is prized over affiliation and individual action over collaboration.

This puts girls at a disadvantage because such values conflict with many girls' perceptions of appropriate feminine behavior.

Bingham High's Hilton said that, genetics aside, a girl's computer skills can be linked to something as simple as where the home computer is located.

"Most parents say it's their son who uses it the most, so it should go in his room. Girls don't go in there. They should put it in neutral territory," she said.

Hilton said girls also tend to be perfectionists and intimidated by the mistakes inherent in computer programming. Once, she said, a bright female student withdrew from an advanced-placement programming class because she was getting an A-minus and thought she wasn't doing well.

"You're going to make a lot of mistakes in computer programming. You just have to learn to figure it out," Hilton said.

And though today's textbooks are far less sexist and racist than those in the 1970s, and even more balanced than in 1992, researchers Myra and David Sadker still can find few high school students who can pass this simple test: In

variations show up.

— For Latinos, in fourth grade, girls score higher than boys in reading and history; by the eighth grade, girls score higher in mathematics and reading; by the 12th grade, girls score higher in science and reading.

— Similarly, among African-Americans in fourth grade, girls score higher in science, reading, geography and history; in eighth grade, five minutes, name 20 famous U.S. women from past or present. No sports figures, no entertainers and only presidents' wives notable in their own right.

Even more fail the test when asked to name notable African-American or Latino women.

"In 1992, girls were not in the textbooks," Little says. "A lot of brought in extra material. Textbook manufacturers have gotten better. But girls still do not see themselves as leaders. They still see themselves as passive."

Little and her AAUW colleagues are concerned that computer technology teaching materials seem far more regressive than printed texts, which may exacerbate the current male domination of computer science.

Extracurricular activities and sports: Data from the **U.S. Department of Education** shows more boys than girls participate in sports, especially team sports. Twice as many 12th-grade boys as girls take part in an interscholastic team or individual sports.

Nonsports activities are a different story. More girls than boys participate in the performing arts, school government and clubs, literary activities, school newspapers or yearbook. And more girls than boys perform school and community service.

Still, more girls have taken to the sports field each year since 1972, the year Title IX outlawed sex discrimination in education.

In 1971, only one in 27 girls took part in high school sports. In 1997, one in three girls took part in high school sports, compared to one in two boys, the study states.

Girls from different racial and ethnic groups appear to participate in sports at similar rates; however, lower socioeconomic status limits many girls' access.

The effects of sports participation are generally thought to be beneficial for boys and girls, contributing to physical and mental health. Girls who participate in sports are less likely to drop out of

girls retain an advantage in science, reading and history; and in 12th grade, girls score equally with boys in mathematics and better in reading.

— White girls, score higher only in reading in the fourth grade. In the eighth grade, they add a slight advantage in mathematics; by 12th grade they hold an advantage in reading only.

school or become pregnant.

Meantime, girls' sports still are viewed as a threat to boys' sports. According to this thinking, Title IX will take funds from popular, overwhelmingly male sports, particularly football.

Careers: The AAUW report cites research that shows some alarming trends:

— Girls contemplate and pursue a narrower set of career opportunities than boys.

— These choices reverberate into the labor force, where the majority of women cluster in only 20 of the more than 400 job categories; two out of three minimum-wage earners are women.

Economists predict that by 2000, 65 percent of all jobs will require technical skills, 20 percent will be professional and just 15 percent will rely on unskilled labor. In such a world, the role of schools in breaking down the stereotypes that limit women's work options becomes paramount.

Equal treatment in career preparation, counseling and programs will not guarantee equity unless schools make a conscious effort to challenge boys' and girls' learned beliefs about possible occupations for their gender.

Left to their own devices, girls and boys tend to self-select into certain fields: girls in social sciences, the arts, language and literature, biological sciences, health services and education; boys toward agricultural and natural resources, mathematics, physical sciences, engineering and business.

Enrollments in computer-science electives and advanced-placement courses warn of an emerging gender gap in computer science. Few girls gravitate toward computer sciences, clustering instead in data entry, the 21st-century version of the typing pool; and girls comprised only 17 percent of advanced-placement computer-science test-takers.

"Some people want to chalk it up as genetics — that boys are wired differently, but I don't buy it," said Vicky Dahn, technology specialist at the state Office of Education. "It all has to do with

the parental attitude. If a girl shows aptitude in computers and is pushed by

her parents, she's going to get steered that way."■

45. The Des Moines Register

10/16/98; Edition: DM; Section: Metro Iowa; Page 8

Harkin math report is disputed

By TOM CARNEY
Register Staff Writer

Education experts disputed a report issued Thursday by U.S. Sen. Tom Harkin showing mathematics scores for Iowa students slipping significantly.

Harkin's staff created the report using data from the National Education Goals Panel, a bipartisan body of federal and state officials created in 1990 to report on educational progress. The Harkin staff report shows Iowa's rank in mathematics in fourth and eighth grades falling between 1992 and 1996.

Figures from the panel show fourth-grade Iowans' mathematics proficiency dropping from 26 percent -tied for second among the states -to 22

percent -tied for seventh.

They show eighth-grade math proficiency staying the same at 31 percent. That was enough to place the state in a tie with Minnesota for first place in 1992, but placed Iowa in a tie for fourth place in 1996.

"Immediate action needs to be taken to reverse this course," Harkin said in a news release, "or a real crisis in education is in Iowa's future."

Klark Jessen, spokesman for the Iowa Department of Education, said the information released by Harkin has been available for some time, and its most recent data are 2 years old. What's more, the report has what many would consider good news. Iowa is among seven states,

the panel's report says, that made significant gains in mathematics and is "among the highest-performing states in the nation."

Leslie Lawrence, a staffer on the National Education Goals Panel, said that under the method used by the panel, the difference between 26 percent and 22 percent for the fourth grade is not statistically significant.

The most that can be concluded from the data is that Iowa students in fourth and eighth grades have not improved at the rate of some other states.

Harkin spokesman Patrick Dorton acknowledged late Thursday that's what the staff meant. He issued a revised news release.■

46. The Hartford Courant

10/20/98; Edition: STATEWIDE; Section: MAIN (A); Page A1

MASTERY TESTS PAY OFF

STATE STUDENTS RANK HIGH IN MATHEMATICS, SCIENCE

By RICK GREEN; Courant Staff Writer

Connecticut fourth- and eighth- graders have pushed the state to the lead in the drive to make American schools more competitive with the rest of the world, according to a new analysis by the National Education Goals Panel.

As a country, when compared with our chief economic partners, the United States ranks in the bottom half for mathematics and in the middle of the pack in science. But in Connecticut — where curriculum has been revamped around the Connecticut Mastery Test and retraining teachers is becoming a top priority — the alarm over declining competitiveness appears to be paying off.

Connecticut's fourth-graders outperform those in every other state in math achievement, and its eighth-graders rank with the world's leading countries in science, according to the latest research. The panel also cited students' significant improvement over time in mathematics.

"This is the first time {residents} may see how achievement in their state compares to achievement in another country," said Emily Wurtz, senior

education associate with the goals panel, a bipartisan independent federal agency that tracks student achievement. "You have got to know that what your kids are getting in school measures up to what other kids are getting."

Using data gathered throughout the 1990s by two ground-breaking assessments of achievement in math and science, researchers were able to draw conclusions about the overall population of students, in much the same way a public opinion poll makes predictions.

Students in 28 states were found to have improved in math between 1990 and 1996, and in 14 states eighth-grade math students would be outperformed only by students in Singapore. Connecticut and Colorado led the country in achievement in math and science.

"There has been a concerted effort on the part of school districts with the support of the state Department of Education to improve instruction, to improve curriculum," said Roseanne Daniele, a teacher in Simsbury who supervises math curriculum for the elementary grades.

"It isn't only what is taught but what is a better way to teach it," she said. "There is a decided emphasis on problem-solving, reasoning and critical thinking."

Worry over declining international competitiveness in academics and industry led former President George Bush and the nation's governors to create a half-dozen broad education goals in 1990. They were later increased to eight and enacted into law by Congress. One goal calls for all students to demonstrate competency in challenging subjects. Another aims to make U.S. students first in the world in mathematics and science achievement.

"A lot of people think that high educational achievement is the best way you can prepare our workforce to remain competitive," said Wurtz. "We are trying to focus on academics in schools so kids will know what they need to know to survive in the economy. Connecticut is ahead of the pack, but it still has a way to go."

In math, Connecticut's fourth- graders were tops in the land, with 31 percent

estimated to be at or above proficiency on the National Assessment of Educational Progress — but that still is

What remains troubling, both in Connecticut and the country, is the immense gap between races, between rich and poor and between city and suburban dwellers. Whites score better, as do families living in small towns and suburbs. Low-income students score worse.

"There is a general admission that for 50 years we allowed children to meander through education without any kind of high standards expectation," said Richard Cole, director of the Connecticut Academy for Education in Mathematics, Science & Technology Inc., a federally funded organization promoting improved standards. "If we are going to spend \$3.6 billion in taxpayer dollars for education, shouldn't we be educating?"

The business community is growing increasingly distressed over academic training because students represent future employees, said Edna Negron, director of community affairs for The Hartford and a former school principal in the city.

"In the greater Hartford area there are like 4,000 jobs going begging," Negron said. "There is a gap between skill level

less than a third of the state's students. The proficiency level represents "solid academic performance." In eighth grade, of our graduates and the entry-level jobs in Connecticut industry."

Business leaders, as well as teachers and school administrators, say the Connecticut Mastery Test has been a major influence during the 1990s, prodding school districts to emphasize the skills that will one day be needed in the workforce.

"The Connecticut Mastery Test has driven the curriculum," said Simsbury's Daniele. The test of math, reading and writing skills is given annually to fourth-, sixth- and eighth-graders.

Investing in teachers — through summer school, weekend workshops and after-school seminars — has also had a huge impact, said Robert Rosenbaum, emeritus professor of mathematics and science at Wesleyan University and chairman of the Project to Increase Mastery of Mathematics and Science.

"The teachers themselves are now able to answer questions that transcend reciting the multiplication table," said Rosenbaum.

Successful math teachers are those who think of themselves as performers on

an identical percentage of students were at that level.

a stage who must tantalize their students with something compelling, said Alfredo Fuentes, acting principal of Bennet Middle School in Manchester and former math department chairman in Hartford.

"We need to change the expectations for the kids. Many teachers say kids cannot do algebra in seventh grade," Fuentes said. "Well, you know, in Japan they are doing it."

Highlights

A new analysis of fourth- and eighth-grade scores on math and science tests shows Connecticut ranks high among the states:

Highest-performing state in fourth-grade mathematics

Fifth-highest in eighth-grade mathematics

Seventh-highest in eighth-grade science

One of just two states (with Colorado) showing significant improvement over time in both fourth- and eighth-grade math as well as world-class levels of performance in eighth-grade science. ■

47. The Tampa Tribune

10/17/98; Edition: FINAL; Section: NATION/WORLD; Page 5

Funds aim to cut class sizes

By GIL KLEIN

WASHINGTON - A new program to reduce class size will provide funds to Florida.

School districts in Florida will be able to hire nearly 1,300 new teachers next summer with federal money President Clinton persuaded Congress to approve this week for his program to reduce class size.

The Education Department announced Friday that Florida would get \$51,848,131 in July 1999 from the \$1.2 billion that Congress approved for next year's budget to hire new teachers, mostly in grades one through three.

Nationwide, the program is expected to add 30,000 teachers in an effort to reduce class sizes in the early elementary grades to about 18 pupils. Clinton has promised to push for more money next year so that by the year 2006 the federal government will be paying the salaries of 100,000 teachers.

"Studies show that class size reduction to 18 or 19 increases the achievement of all students and helps to close the gap

between African-Americans and whites," said Marshall Smith, the department's acting deputy director.

The Education Department figures an average of \$40,000 a year for each teacher to cover salary, benefits and training. At that rate, Florida's share of the money would pay for 1,296 teachers.

Florida had hoped for more flexibility with the money, but, "Every dollar helps," said Brewster Brown, spokesman for the state Department of Education. The state had hoped the money could be used for recruitment, training, hiring and testing, he said.

The amount set aside for Florida will hardly make a dent in class size that averaged 22.8 students in kindergarten, 22.7 in first grade, 24.3 in second grade and 24.9 in third grade last year, Brown said.

"Of course we support lower class size," he added. "But there is a new study out that says class size is not nearly as important as teacher quality."

Since the money is tied to federal programs that already help reduce class

sizes for poor children, it will be only "marginally effective," for that group, he said. How much each district will get will be calculated in a few days, he said.

Republicans in Congress had opposed the plan on the grounds that it was giving the federal government too much control over how local school districts spent the money. But Clinton had made the proposal the cornerstone of his legislative agenda in the final negotiations with Congress this week.

In the end, the president gave up on his proposal to help school districts pay for school construction and renovation but salvaged the money for the new teachers.

The money will be divided among the states with the same formula the federal government uses to distribute education money that underwrites federal assistance for low-income students, Smith said.

The states, he said, will then pass the money to school districts with a formula that puts 80 percent of the weight on reaching schools in poverty areas, and 20 percent on school enrollments.

"There will be a strong tilt toward grades one to three," Smith said. "The

The money, he said, must be used toward reducing class size. It cannot be used to increase salaries or benefits for existing teachers, nor can it be used to fill the ranks of departing teachers. Up to 15 percent of it can be used for teacher training.

School districts and states will be required to publish annual reports on how

districts have to reach an average class size of 18 children before the money can they are reducing class size.

With many school districts already having trouble finding qualified teachers, some critics question where school districts will find the teachers to fill these positions.

Smith said reducing the class size creates an environment that makes it easier to teach. That may stem the tide of

be diverted to hiring teachers at other levels."

teachers leaving the profession while luring some who have left to return to the classroom.

"Teacher shortages are spotty to certain locales or subject areas," he said. "We have a huge pool of people to draw from."■

48. Ft. Lauderdale Sun-Sentinel

10/21/98; Edition: Broward Metro; Section: LOCAL; Page 1B

CHARTER SCHOOLS FEAR ADDITION OF NEW RULES

BY LONA O'CONNOR
Education Writer

Every day clerical workers at Broward County's six charter schools collect attendance figures and fax them to the Broward School District headquarters in downtown Fort Lauderdale. There, other clerical workers type the numbers into the district's mainframe computer.

The routine is an annoyance to the clerical workers - more data pumped each day into a system that already generates plenty. But those papers mean something more to charter schools.

These free, public schools are supposed to have less paperwork than other schools, not more. Their freedom from unnecessary regulations is their reason for existing and was written into Florida law to make it easier for them to focus on educating children.

So when Tracey Bailey who oversees Florida's charter schools, heard about the daily attendance figures last week, he immediately called Rod Sasse, who is responsible for charter schools in Broward.

"I said, 'Rod, attendance every day? What is that about? Tell me you're not doing this all year long.' And he said, 'Of course I'm doing this all year long.' "

In his dealings with the state's 78 charter schools, Bailey has seen the phenomenon often enough that he gave it a name: "regulatory reloading."

Reloading means adding rules onto charter schools, which are supposedly freed of most regulations.

The Legislature deliberately removed the cumbersome extra weight of most rules governing public schools, leaving only health, safety and civil rights regulations.

Reloading is specifically prohibited in

Florida's charter law, much of which Bailey wrote. The state Legislature recently asked Bailey's Office of School Choice, part of the state Department of Education in Tallahassee, to monitor districts that might be reloading charter schools.

Are Broward officials reloading? Bailey isn't sure yet, but he has seen it happen before.

"We expected charter schools would be 80 percent free of regulation," Bailey said.

Some school districts have given charter schools access to their computers, but they charged the schools a hefty fee.

School officials often don't realize the impact of adding a rule, Bailey said. Ordering a regular audit, for example, could add \$5,000 a month to the cost of running a charter school whose entire annual budget may be \$500,000.

Other districts have been generous, giving computers to charter schools for record-keeping.

Ron Renna, principal of North Lauderdale Academy, a charter high school, would like to be able to use the district's mainframe computer to read academic records of his 220 students. Because he cannot get on the computer, he had to dispatch his staff to county schools to collect hard copies of the records.

Then he found out that other charter school principals in Florida had access to their districts' computerized records, which help them calculate important matters such as how much tax money they are due from the state.

"Other principals were shocked" that Broward charter schools don't have access, Renna said.

In most cases, he said, officials have

been very cordial and helpful with complex issues such as special education.

Some problems have improved, said Rosa Lawson, who runs Central Charter School in Lauderdale Lakes. When her school opened last year, checks from the school district to cover operating costs were sometimes slow to arrive. This year, the checks are arriving promptly every month.

One charter school consultant, Jonathan Hage, sees the problem as stemming from the developing relationship of school officials and charter schools, which he describes as an "unholy marriage."

"First you're dating, then you're on the honeymoon, and now it's 'Am I going to have to live the rest of my life with you guys?' "

Hage, whose company is managing North Lauderdale Academy High, said he will stand firm on issues such as getting charter schools the needed access to school district computers.

Sasse has assigned a task force to solve the computer access problem and expects to have a pilot computer program operating by February or March.

"I'm not reloading," Sasse said. "But it's my responsibility to see that they live up to the terms of their charter."

He pleads guilty to sending a ton of memos to the charter schools, mostly for information, none mandatory.

A charter school conference this week in Tampa did much to clear the air, Sasse said.

"This is something that we're all learning. Every day something new pops up and we try to figure it out. I'm trying to help them, but it's a very fine line how much. I'm trying to walk that line."■

49. Orlando Sentinel

10/21/98; Edition: CENTRAL FLORIDA; Section: LAKE SENTINEL; Page 2

JOBLESS RATE DIPS AS CLASSROOMS FILL UP

LAKE COUNTY'S SEPTEMBER EMPLOYMENT NUMBERS WENT DOWN PARTLY IN REACTION TO SCHOOL'S REOPENING AFTER THE SUMMER BREAK.

By Don Fernandez
of The Sentinel Staff

The ringing of school bells signaled a boost for local employment last month.

The preliminary September jobless rate for Lake County dropped to 3.9 percent from August's final figure of 4.3 percent, thanks in large part to the return of students to the classroom.

It's a noticeable fall from September 1997, when the final rate was 4.6 percent. But the change was far from unexpected.

"I would call it strictly seasonal," said Sue Patterson, an economic analyst at the Florida Department of Labor and Employment Security. "You would

expect it to go down in September, typically."

The fall school session meant many residents returned to work in classrooms. The upcoming holiday season promises to enhance employment opportunities further.

But the Greater Orlando Metropolitan Statistical Area - which includes Lake, Orange, Seminole and Osceola counties - didn't shift at all.

September's 3.1 percent rate mirrored the August number, still slightly better than the 3.5 percent tallied in September 1997.

Statewide, most counties are

experiencing a rosier job market this year.

"Most counties - 50 out of 67 - are down for the year," Patterson said, attributing the change to general growth in the economy.

Not all areas found reason to brag.

Hendry County, with an economy heavily dependent on seasonal citrus, registered the highest rate with 18.4 percent. But the most striking figure belongs to Gulf County in the Panhandle, which rose from 6.8 percent in August to 17.7 percent in September.

Patterson said big manufacturing layoffs there caused the unnerving rise. ■

50. Memphis Commercial Appeal

10/21/98; Edition: Final; Section: News; Page A8

INTEREST IN ARK. COLLEGE-BOUND PROGRAM RISING

By Joan I. Duffy
The Commercial Appeal
Little Rock Bureau

Five years ago, fewer than half of the high school students in Arkansas were enrolled in an academic core curriculum that would lead to college enrollment. Today, that number has climbed to 78 percent.

Lu Hardin, director of the Arkansas Department of Higher Education, credits a 1991 initiative pushed by then-Gov. Bill Clinton that provides \$2,500 a year to every student from a family making \$40,000.

To qualify, students must maintain a 2.5 grade point average, score 19 on the American College Test and keep a clean disciplinary record.

Hardin presented his department's budget to the Legislative Budget Committee Tuesday.

He indicated Gov. Mike Huckabee's administration would support a proposal

to expand the Academic Challenge Program by raising the maximum income cap - \$40,000 per family of four - and make state-paid college money available to more middle-class families.

So far, 6,000 Arkansas high school graduates are receiving the scholarship.

"There is not a better dollar spent in the state of Arkansas," Hardin said. "That money will come back to the state of Arkansas many times over."

Another program - Distinguished Scholars - provides full tuition and room and board scholarships to the state's top students if they attend college in any of the state's public or private colleges.

Sens. Morril Harriman (D-Van Buren) and Mike Beebe (D-Searcy) sponsored the program that requires an ACT score of 32 or a 1,410 score on the Scholastic Aptitude Test to attend any college or university in Arkansas - public or private.

"They were going to Vanderbilt, they

were going to SMU (Southern Methodist University), they were going to Yale," Hardin said of the 230 top students who have accepted the full scholarship.

"A family would have to earn \$125,000 a year to pay that (tuition) if they didn't have a scholarship. Forget the lottery. Stay at home and read to your children. Help them with algebra."

Hardin said his department will make students work harder for the college money. Students who entered the ninth grade this fall will be required to take a fourth year of math in high school to enter Arkansas colleges without conditions.

Students with three math credits still will be able to enter college, but on a probationary basis that will require them to earn a 2.5 grade point average to stay.

To reach reporter Joan I. Duffy, call (501) 372-2907 or E-mail duffy@gomemphis.com ■

51. Memphis Commercial Appeal

10/21/98; Edition: Final; Section: Metro; Page B1

IMPROVING EDUCATION IS GOING TO COST YOU, FORUM HEARS

By Lela Garlington
The Commercial Appeal

If Memphis and Shelby County schools are going to

compete with other urban districts, residents and businesses are going to have to find more money through a property tax increase.

That's what about 70 people learned Tuesday night during a public forum in Germantown to discuss methods of funding state-mandated education programs.

The forum was sponsored by the Leadership Germantown Alumni Association and the Germantown Area Chamber of Commerce.

While businesses and education foundations can pick up some of the slack in sorely needed funding, the panel of educators, local politicians and Chamber of Commerce officials said increased taxes are necessary.

Other funding sources, such as a state lottery for education or a state income

tax, are unlikely in the near future. Despite talk of a property tax increase, no one put a dollar amount on how much of an increase residents might expect or when.

But Shelby County Commissioner Mark Norris said "quite frankly, the 25-cent property tax that was discussed earlier this year is not going to be enough."

Norris said he is considering a tax on new residential development in which homeowners would pay \$500 to \$600 more as an impact fee.

But Shelby County school superintendent James B. Mitchell Jr. sees a property tax as inevitable. He pointed out that the county hasn't increased property taxes since 1991.

"We've been giving students an above-average education at below-average cost," Mitchell said. He said the county ranks 90th out of 138 school districts in the state in per-pupil spending.

Several residents who attended the forum said they would support a property tax increase if it was earmarked for education.

"I'm appalled at the lack of funding in the state of Tennessee," said Dan Staser, an engineer who recently moved to Germantown.

In Nebraska, he said, "there were computers on every desk in every classroom and class sizes were under 15. It's all related to taxes."

Germantown resident Bill Nicholas also is puzzled by the state's reluctance in passing a state lottery. He moved here from Connecticut, which, he said, has a lottery for education.

Andi Lehman, a Germantown homemaker, wants to see where the money would go.

"I don't have a problem with giving them the money (through higher property taxes) but I want to know specifically what programs they're talking about."

■

52. The Hartford Courant

10/21/98; Edition: 7 HARTFORD NORTH FINAL; Section: TOWN NEWS; Page B1

SCHOOL BOARD SCRUTINIZES CLASS SIZES

By ROBIN STANSBURY
Courant Staff Writer

Class sizes at the town's two high schools were scrutinized Tuesday during a board of education meeting.

Chip Ward, the district's senior planner, said high school classes overall are well below the district guideline, which calls for a maximum of 27 students per class in grades 9 through 12.

Of the approximately 530 classes offered in core curriculum areas — math, science, English, social studies and foreign language — only nine are over the recommended class size guideline, Ward said.

"Scheduling difficulties prevent every single section from falling" below the

guideline, Ward said.

Core subject areas with classes of more than 27 students include a geometry class and humanities class at Conard High School, each with 29 students, and British literature, Latin, French, and American government classes at Hall High School.

Other subjects are also over the guideline, such as 15 physical education classes at Conard, and the majority of 11 music classes at Hall.

Board member Nancy Rion said she was pleased only two English classes at the high schools have more than 27 students.

"But I'm wondering and am concerned about how many classes are at 25 or 26

students," she said.

Hall Principal Elaine Bessette said an effort was made to keep English classes for ninth- and tenth- graders significantly below the class size guideline, and said most English classes for those students range from 18 to 20 students per class. Consequently, she said, classes for juniors and seniors tend to creep over 24 students per class.

Conard Principal Chuck Landroche said a similar situation exists at Conard, where 70 to 75 percent of English classes have fewer than 24 students, and those classes with more than 24 students are for juniors and seniors. ■

53. Albuquerque Journal

10/21/98 Page A1

N.M. Kids Score Low On Math, Science

By Matthew Franck Journal Staff Writer

A majority of students in Albuquerque and across New Mexico are not meeting math and science standards set by the state, according to the results of an exam administered for the first time last spring.

Students fared much better in social studies and language arts on the test, which is customized to rate performance on standards established by the state Board of Education.

State officials say they are not overly concerned with the results, since the testing mechanism is new.

But they are urging schools to make significant improvements — especially in math and science — to get at least a majority of students proficient in all subjects.

The test will be the backbone of an effort to make schools more accountable by financially rewarding the schools that succeed and providing more scrutiny of schools that fall short.

"The goal here is that every student should be at least proficient in language arts, science, math and social studies," said Kurt Steinhaus, the state's assistant superintendent over accountability.

The state released test-score data earlier this month, but figures were not available from Albuquerque Public Schools until Tuesday. The scores cover the fourth, sixth and eighth grades. Here are some statewide and APS results:

A majority of students statewide and in APS scored either proficient or advanced in social studies. Statewide, 64 percent of the students fit that category in fourth grade, followed by 58 percent in sixth grade and 51 percent in eighth grade.

Most fourth-graders, or 56 percent statewide, tested proficient or advanced in language arts, compared with 37 percent for sixth-graders and 35 percent

for eighth-graders.

Statewide, math scores were lower for all grades, with 30 percent of fourth-graders testing as proficient or advanced and 21 percent of sixth-graders and eighth-graders scoring at that level.

Scores in science indicate that 27 percent of fourth-graders statewide, 28 percent of sixth-graders and 36 percent of eighth-graders were proficient or advanced.

Results from APS were higher than the state average in all subjects and at all three grade levels. But in science and math, fewer than half of APS students rated proficient or advanced.

The new test varied significantly from any other standardized exam offered to New Mexico's more than 330,000 students.

In the past, the state has tested students using only national standardized exams. Results of those tests rated how well students did compared with students who took the same exam in other states.

This year, the state gave a supplemental test — in addition to the national exam — that tests students on questions customized for New Mexico.

The New Mexico supplement is based on standards that have been established over the past two years by the state Board of Education. The standards outline what students are expected to know at each grade level in four general subject areas.

Fourth-graders, for example, were asked to explain how to calculate the perimeter of a mural that's made from squares of a known size. In another section, they are shown a set of illustrations designed to test their understanding of the concept of potential energy.

Steinhaus said the new portion of the test will give schools a clear indication of how well they are doing in meeting those

standards.

"But it's important to remember this is the first year, so these are only baseline figures," he said.

APS officials also said that the test results are merely a starting point.

Rose Ann McKernan, who heads APS research, said since the standards are new, many teachers still may be unfamiliar with them.

State Superintendent Michael Davis said the low scores on the new state exam suggest the questions are more challenging than the national standardized exam.

"The message here is that the standards are rigorous," he said.

Davis points to the results from this year's national TerraNova Survey Plus exam, which indicate that New Mexico students are testing near the national average in most subjects.

Davis said the state is trying to make teachers more aware of the new standards. Many districts, like APS, are offering training to teachers to help them adjust curriculum to meet state demands.

Steinhaus said all school districts will be asked to set goals for improving performance over the next two, four and six years. If a school doesn't improve sufficiently, the state would work with the school to improve performance, and in extreme cases the state could take over the management of a school.

The push toward accountability was launched earlier this year when the state distributed \$250,000 to the 100 schools that showed the greatest improvements in national standardized exam scores.

State school board president Lynn Medlin said he welcomes the new approach.

"But I do believe we have a lot of work before us," he said. ■

54. Chicago Tribune

October 21, 1998

CITY ALL BUT SAYS NO TO HIV TESTING FOR 9TH GRADERS

By Andrew Martin and Gary Washburn, Tribune Staff Writers.

Citing an "epidemic" among adolescents, Ald. John Buchanan (10th) called for mandatory testing for sexually transmitted diseases and HIV for all high-school freshmen as a requirement for attending public schools.

Buchanan said he came up with his proposal after hearing reports from city health officials three weeks ago that sexually transmitted diseases were a rampant problem. "The people in the meeting used the word 'epidemic,'" Buchanan said. "The increase in their opinion was of epidemic proportion.

Their words . . . I was horrified with the report."

Buchanan said a physical already is required for students before they enter the 9th grade in Chicago public schools. Teenagers who test positive for HIV or sexually transmitted diseases should be put on medication but not kicked out of

school, he said.

City public health officials said initially they would consider Buchanan's plan. But by day's end Tuesday, City Health Commissioner Sheila Lyne said there were no plans to pursue Buchanan's testing proposal.

"An examination of STD (sexually transmitted disease) rates among the adolescent population at large does not indicate the need for mandatory, universal testing," said a statement from the Health Department, released late

Tuesday afternoon. "We have no intention of instituting such a plan."

Lyne said the numbers that Buchanan was referring to were misleading because they reflected only a small part of the city's adolescent population, namely those in jail and those who came to health clinics for treatment for sexually transmitted diseases.

Statistics provided by the Health Department indicate that gonorrhea and syphilis have declined significantly since 1990. During that time, the number of

reported gonorrhea cases dropped from 21,686 in 1990 to an estimated 12,374 this year while the number of syphilis cases declined from 1,175 to 280.

A spokesman for the American Public Health Association said the group knew of no such mandatory testing in any of the nation's school systems and that the necessity of getting parental consent would be a major obstacle to any such program.

■

55. Boston Globe

October 21, 1998

Payzant planning to pass the test

Offers to measure own success by goals for student achievement

By Beth Daley, Globe Staff

Boston Public Schools Superintendent Thomas Payzant will publicly raise the stakes of his tenure tonight, setting specific and ambitious student test score goals for the first time since he took office in 1995.

Raising students' achievement on tests has been the standard, but vague, focus of superintendent reform efforts nationwide for the last 20 years, but few have ever set detailed year-by-year targets.

While the bold move could place Payzant in a vulnerable political position, it is also likely to increase his ability to hold principals - and eventually teachers - accountable for students' successes.

The goals he'll outline at a School Committee meeting tonight are ambitious: In reading, for example, Payzant pledges to have 99 percent of all students who have been in the district for two or more years score in the "basic" or higher levels on the tough Stanford 9 tests by 2003.

Today, only 80 percent of elementary "I'd rather set a high standard and not quite meet it ... than set a low standard and be irresponsible," Payzant said.

Payzant also pledges to have a detailed plan this year for overhauling the

school students, 82 percent of middle school students, and 68 percent of high school students score at those levels.

Payzant's first goal is to see 84 percent of elementary school students, 86 percent of middle school students, and 74 percent of high school students in the "basic" or above categories when they take the Stanford 9 test this spring.

"I can't go to the principals and teachers and parents and say, 'You have to do your part' unless I am willing to set high, challenging goals for myself," Payzant said yesterday.

In math, the goal will also be to have 99 percent of students who have been in the system for two or more years score in the "basic" or above categories. Specific year-by-year math goals will be released tonight.

In addition, Payzant will present annual targets that aim at narrowing the gap between the test scores of white, Asian, black, and Hispanic students. By 2003, every student in the system for three or more years is expected to be teacher recruitment office, analyzing how teacher training money is being spent, and developing a plan for dealing with disruptive and over-age students.

Such specific goal-setting, while

within 5 percentage points of the highest-scoring ethnic group.

Still, if Payzant doesn't meet those goals, it is unclear how he will be held accountable. He recently signed a contract that extends his job to 2003. And while the School Committee could withhold raises on his \$150,000 salary or even buy his contract out, its chairwoman said she did not want to speculate on Payzant's fate if the goals are not met.

"We have made steady, if slow, progress," said committee chairwoman Liz Reilinger. Boston student test scores have not improved dramatically over the last two years. "The reality here is that he is a CEO of a major corporation that must provide quality education for the students of Boston. ... It's not enough to have great ideas and talk about them."

Payzant, while acknowledging no other large urban district in the country has been able to meet similar goals, says Boston can reach them, or come close.

unusual, may be seen more in coming years, education observers said.

Payzant will also unveil a principal and headmaster evaluation plan. ■

56. Los Angeles Times

October 21, 1998

Student Conduct Growing Worse, New Study Finds

By RICHARD LEE COLVIN

Playing hooky. Showing up late for class. Mouthing off to the teacher.

Breaking the rules. Smoking in the boys' room — or the girls' room.

All relatively minor disturbances, at

least in comparison with the incidents of school violence that grab the headlines.

But a new study from the Educational

Testing Service finds that such misbehavior is on the rise in public schools nationally. Moreover, the report, titled "Order in the Classroom," documents for the first time what experience tells us is obvious: Such disruptions damage learning.

The problems caused by disruptive students are widespread. One in five principals is battling with students who verbally abuse their teachers —up from 13% in 1990. Two-thirds of the principals reported that tardiness was a problem in 1997, up from 50% of the schools in 1990.

Forty percent of California junior high and high school students polled last year by The Times reported that their classes are disrupted in such ways every day. An additional 18% put the frequency at three to four times a week.

The new report analyzes data collected from 14,000 high school seniors from all 50 states. The students also had been interviewed as eighth-graders and 10th-graders and each year had taken tests in reading, math, science and social studies. The data made it possible to see the connection between misbehavior and test scores.

Not surprisingly, those who reported taking drugs or being suspended from school had lower scores in all subjects. But so did students who reported that they had committed even minor offenses —such as cutting class or talking back to a teacher.

The key point is this: "The consequence of student disorder is not

merely more disorder; disorder also erodes the learning environment for all students."

Discipline, then, should not be a side issue for educators. It's just as important as working on the quality of instruction. In fact, the report concludes, one is not possible without the other.

* * * Minor offenses are important for another reason. Those who reported skipping school or other problems as 10th-graders were more likely to report more serious misdeeds — such as taking drugs —as seniors.

Such problems are not inevitable, however. Schools that strictly enforced rules requiring hall passes at all times and prohibited students from leaving campus during the day reported fewer problems.

Another way to cut down on misbehavior is less obvious —making classes more interesting. Good teaching, the report said, "will capture students' attention and their respect."

More serious offenses, such as fighting or taking drugs, can be cut with firmness —suspending or expelling violators.

Interestingly, the researchers found that the increasingly popular practice of requiring students to wear school uniforms seems to have no effect on student discipline.

* * * California schools vary little from the rest of the nation when it comes to crime and violence at school, according to the study. About the same percentage of the state's eighth-graders —one in 10 —say they feel unsafe at

school. Six percent of them say drug use is a problem at their school, also virtually the same as the national average.

California's junior high school students report more racial or cultural conflicts than their peers nationwide. Sixteen percent of the state's eighth-graders say such tensions are moderate to serious; nationally, the figure is only 4%.

Given that our classrooms are the most diverse in the country, that's probably not surprising.

* * * The report came out last week at the same time the White House convened a national meeting on school violence —a reaction to last year's string of school shootings that left 16 dead and dozens injured.

Sitting beside First Lady Hillary Rodham Clinton during that conference was Marleen Wong, director of mental health services for the Los Angeles Unified School District.

According to government data, school crime is down and violence is far more likely to occur in communities than on campuses. Nonetheless, many children are afraid at school.

Wong said schools must be on the lookout for bullying and work to reduce tensions between different groups. Schools need to "teach students how to build better relationships" to help them feel more comfortable.

"If you have to attend to survival issues, you aren't able to attend to learning as much," she said. ■

57. Associated Press

10-22 5:27a

Two 7-year-olds accused of sexually assaulting 5-year-old boy

SUITLAND, Md. (AP) - Administrators of a daycare program have scheduled a parent meeting this evening at the William Beanes Elementary School to talk about a sexual assault that allegedly happened in a school bathroom.

The ages of the students involved has sent shock waves throughout the community. The alleged victim is 5. The two suspects are 7.

"They haven't even gotten to know what life is yet, and they're around here having sex," said Rose Reider, whose grandchildren attend the school.

The two 7-year-old boys were suspended Wednesday from the Maryland suburban after-school care program, authorities said.

Prince George's County Police are investigating whether an assault occurred, said Sgt. Gary Cunningham, a spokesman for the department.

The mother of the victim contacted us about the incident, he said. She told police it occurred in a restroom at the elementary school in Suitland on Oct. 12, Cunningham said.

Parents of other students said they were outraged that they learned about the alleged assault in local newspapers.

"At the very least, the next day parents should have been notified," said Cheree Cherry.

The alleged incident occurred shortly after classes were dismissed for the day.

"Our staff is saying the children were not escorted to the multipurpose room," where the after-school program is conducted, said Anita Pesses, a spokeswoman for the Maryland-National Capital Park and Planning Commission, which operates the program at the school.

School officials sent a letter to parents Wednesday apologizing for the incident and promising to make changes to better ensure the safety of their children,

according to broadcast reports.

Teachers or other school employees will now escort the children to the daycare program, according to a joint statement released Wednesday by the commission and the Prince George's County Public Schools. Children also

will be accompanied by adults during all bathroom breaks, the statement said.

The boys accused in the assault were suspended from the daycare program, Pesses said. But school officials did not return calls about the children's status in the academic program.

No charges have been filed in the incident, but Maryland law contends that children who are 7 years old and older may be held responsible for criminal behavior.■

58. The Washington Post

10/22/98; Edition: FINAL; Section: Metro; Page D01

Student Allegedly Threatened to Kill Teacher Over 'A'

By Amy Argetsinger
Washington Post Staff Writer

A University of Maryland senior allegedly tried to make his math teacher an offer he couldn't refuse: an "A" or his life.

Stephen Clancy Hill, a 22-year-old economics major from Riverdale, was arrested last week after campus police accused him of displaying a gun and threatening to shoot and dismember his teaching assistant, hiding all the pieces, if the instructor didn't boost his grade.

TD This, Hill told the teacher, according to charging documents, was how "mobsters" worked.

The instructor was unharmed, but the news of Hill's arrest startled and saddened acquaintances on the College Park campus, where Hill was active in student politics and organizations.

Police said the confrontation over a grading dispute was unusual for the university campus.

"I can see maybe somebody making some sort of innuendo, but never anything like this, where a weapon was

Hill ran unsuccessfully for president of the Black Student Union last spring, promising more outreach to incoming freshmen and better coordination with other student organizations.

Though a native-born Marylander, he was also active in the African Student Association, made up mostly of foreign students. He was asked to run for vice president of the group last spring but declined.

"He's one of those few people who do stuff with both groups," said De Fam, a

involved," said campus police Sgt. Steven Kowa.

Kowa said that despite the student's boast, police have no reason to believe that Hill was involved with organized crime.

According to police and charging documents, Hill failed to take a scheduled exam in his Math 111 course — Introduction to Probability — on Oct. 7. Two days later, he requested a meeting with the instructor, Alvaro Alvarez-Parrilla.

Hill showed up at the instructor's office in the Mathematics Building on Oct. 12 and asked to speak privately with him.

"I don't want you to be surprised or anything of the sort, but I need an 'A' in the course, and you are going to give it to me," Hill said, and opened his jacket to display a large handgun in a shoulder holster, according to the documents.

The documents stated that he told the instructor that if he did not comply, Hill would kill him and dismember the body, hiding it to leave no evidence.

friend and co-worker with Hill on the Black Explosion newspaper.

Fam, 23, a senior from Nigeria, described his friend as "dynamic" and "funny" and could not explain a motive for the alleged assault.

"We all have our down points, but he's very intelligent," Fam said.

A representative of the Black Student Union, who asked not to be identified, said Hill was not active in the group this year.

She described him as "a very bright

"What is more important to you?" Hill allegedly asked Alvarez-Parrilla. "Giving me an 'A' or your life?"

The instructor refused and told Hill it was not within his power to change the grade, and Hill left his office.

An investigation by police found that Hill had purchased a 9mm semiautomatic handgun like the one described by the teacher at a Greenbelt sporting goods shop a month earlier.

Campus police began watching Hill's home and arrested him in a traffic stop Oct. 14, two days after the incident. In his car, they found a loaded handgun and three fully loaded magazines, police said. A search warrant executed at his home found a shoulder holster, they said.

He was charged with first-degree assault, carrying a concealed deadly weapon and other charges.

The news of Hill's arrest stunned students on the College Park campus, where he was known by the nickname "Chilly," one friend said.

individual who had a very bright future" but "found himself in a difficult situation." She would not elaborate. Hill's mother declined to comment and referred a reporter to her son's attorney, who did not return a phone message.

Hill is being held without bond at the Prince George's County Detention Center.

Staff writer Ruben Castaneda contributed to this report.■

59. The Washington Post

10/22/98; Edition: FINAL; Section: Metro; Page D04

College Park Campus Seeks More Power, Cash

U-Md. May Try To Sever Ties With Statewide System

By Desson Howe

Washington Post Staff Writer

Top officials at the University of

Maryland at College Park told a state task force yesterday that the school would seek to pull out of the state's university system if it does not get the autonomy, procurement powers and funding promised it by the General Assembly in 1988.

John Lauer, chairman of the University of Maryland's Board of Visitors, told task force members the university system has failed so far to help College Park become a "research institute of truly national stature."

His comments were echoed by Towson University President Hoke L. Smith, who said he too wanted to leave the system because of its failure to accommodate the college's fast-growing enrollment.

"We have given system membership the old college try," he told the task force. "And it hasn't worked."

The structure of Maryland's higher education system has been a chief focus of the task force appointed by state lawmakers and headed by retired Adm. Charles R. Larson, former superintendent of the U.S. Naval Academy.

For the last 10 years, Maryland has supervised and funded its 13 public colleges and research institutions through a university system administered by a Board of Regents. But some say the structure tends to lead state officials to give all colleges and universities the same attention and percentage increases in funding regardless of size and mission.

College Park officials say the structure has worked against efforts to establish the campus as the state's flagship, a status approved by the General Assembly in 1988.

"Our special mission has always been forgotten in the last 10 years," Raymond La Placa, vice chairman of the Board of Visitors, said after the presentation. The system, he complained, never gives College Park the special treatment its flagship status deserves. "Any time there's a decrease or an increase in the economy, it's always the same action across the board for everyone. We can't be treated like the other 12 institutions."

College Park's dissatisfaction with the university system is one of the first challenges facing newly appointed president Clayton "Dan" Mote Jr. Without saying whether College Park should withdraw from the system, a move that would require state approval, Mote said College Park has failed to receive funding commensurate with such peers as the University of California at Berkeley, the University of Illinois at Urbana-Champaign and the University of Michigan at Ann Arbor.

"Based on comparisons with other states, I can only conclude that the long-term health and welfare [of College Park] will be compromised if the University of Maryland, College Park fails to reach those heights of quality and recognition," Mote said.

In an interview, University System of

Maryland Chairman Lance Billingsley — who also is a member of the task force — defended the university system, saying the root of College Park's problems is tied more to an economic recession in the early 1990s that sharply reduced funding for every institution.

But Billingsley also said it would be unfair to treat universities and colleges differently in terms of funding.

"If we give one institution a bigger piece of the pie and the pie stays the same size, we've got to take it away from another" institution in the system, he said.

Former president William E. Kirwan and the Board of Visitors drew fire from the Board of Regents last spring for proposing a "Flagship Initiative," in which they independently lobbied state lawmakers, receiving \$7 million a year for four years above its base support.

The boost in funding came shortly before legislators agreed to convene a task force and launch a 10-year review of the university system.

Yesterday, task force member Sen. Robert R. Neall (R-Anne Arundel) took a dim view of College Park's requests for extra funding. He told Lauer he might not receive as warm a welcome in the legislature when he asks for the next \$7 million for the Flagship Initiative. "Come back again next year," he said. "I'm not going to be as charitable."■

60. The Washington Post

10/22/98; Edition: FINAL; Section: Metro; Page D04

Student Suspended Over 'Hex'

Self-Described Witch, 15, Allegedly Cast Spell on Classmate

By Paul W. Valentine
Washington Post Staff Writer

A 15-year-old high school freshman and self-described witch returned to class today after a one-day suspension for allegedly threatening another student by casting a hex on her.

Jamie Schoonover was sent home Tuesday by Southwestern High School administrators after another student accused Schoonover of casting a spell on her while the two were outside the school before classes began in the morning.

The incident, observed by several other students, threw the school briefly into turmoil. But Baltimore schools spokeswoman Vanessa Pyatt said the two girls, members of their families and

school officials met for two hours today and agreed there "clearly was a misunderstanding," and no threat or hex was intended by Schoonover.

The other girl, a freshman identified as Jennifer Rassen, became "very upset and started crying," according to Pyatt, when she was told by a third student that Schoonover had "just cast a spell on you." Rassen ran to administrators in the school, who interpreted her account as possibly involving a verbal threat by Schoonover, a violation of school safety and disciplinary rules.

She was issued a "short-term" suspension order citing her for "casting a spell on a student." Pyatt said the order was wrongly worded and should have

said "allegedly making a verbal threat."

A parent of Schoonover's, Colleen Harper, 45, who said she also is a witch, told reporters outside the school today that the incident resulted from "ignorance about witchcraft" used in Wicca, a neo-pagan religion followed by thousands of Americans.

Harper, who said her daughter did not want to talk to reporters, described the incident as the latest in a series of encounters in which Schoonover has been taunted and threatened at the school for her undisguised adherence to Wicca.

"She dresses differently and listens to different kinds of music," said Harper, citing her daughter's preference for all-black clothing and what she called

Goth Scene music featuring vampire themes.

Harper said her daughter's life is additionally complicated by the fact that she is bisexual and Harper is a transsexual. Both have been in psychiatric therapy, she said, and Harper has undergone hormone treatments to help her make the transition from male to female. Harper said she was her

daughter's biological father before divorcing the woman she was married to for more than 15 years.

Clutching a Bible and several textbooks about Wicca, Harper said that her religion is a benign one and that the practice of casting spells is analogous to saying prayers in Christianity. Experienced practitioners, she said, typically cast spells to harness "positive

energy" for healing and other human betterment. They are disinclined to cast negative spells because of the Wiccan tradition that "whatever you do, whether good or evil, returns to you threefold."

ART ph.,WMAR-TV VIA ap
CAPTION: Jamie Schoonover, left, was suspended for a day from Southwestern High School after allegedly putting a hex on fellow freshman Jennifer Rassen. ■

61. Los Angeles Times

* 10/22/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

LAUSD Enrollment Jumps 2.3%

School population this fall exceeds estimates by 6,000, resulting in overcrowded facilities and increased busing. Much of the growth is in parts of the Valley.

By LOUIS SAHAGUN;
MARGARET RAMIREZ
TIMES STAFF WRITERS

At Langdon Avenue Elementary School in North Hills, space is so limited that school psychologists are reduced to counseling students in a stuffy storage room slightly larger than a closet.

"We've got classes in the library, we've got classes in the auditorium. We're so crowded in here we can't even see straight," Langdon Principal Robert Albin said Wednesday.

His school is not alone. Los Angeles Unified School District officials on Wednesday announced that their demographers significantly underestimated this year's enrollment. Kindergarten through 12th-grade

Enrollment in East Valley schools has surged along with a boom in jobs and lower-cost housing in the area, said Gordon Wohlers, the district's assistant superintendent of policy research and development.

"Families are staying in places like Sylmar and Sun Valley because there are jobs and it's basically a good place to live," he said.

To ease the crunch somewhat, the district has already ordered Newcastle Avenue Elementary School in Reseda—closed for more than 10 years—to be reopened next year after it has been renovated.

Albin also pointed to the influx of immigrants settling in the northeast Valley as a factor in increasing enrollment.

"We're surrounded by apartments on all sides," Albin said. "People are uniting with their families, and the kids seem to

enrollment jumped 2.3% from last year—an increase of 15,592 and about 6,000 more than anticipated.

The student population is now 697,097.

The latest count is bad news for district officials already nervous about forecasts that its student body will grow by 80,000 over the next decade, and additional evidence to support their call for new schools.

"The urgency of our need for new schools and sufficient classroom space cannot be more evident," said LAUSD Supt. Ruben Zacarias. "These numbers make it imperative that the public support our efforts to locate convenient sites and build more schools."

This year's jump advances recent be coming out of the walls."

Although Langdon will soon get mobile bungalows for additional class space, Albin said that won't solve the problem.

"The more bungalows they bring in, the less playground space we have," he said. "The real solution would be to acquire some land for classes. That would truly be the answer."

At Liggett Street Elementary School in Panorama City, the population has grown steadily from 900 students in 1990 to more than 1,400 students today. But Principal David Sanchez said the school was able to neutralize the overcrowding problem with a year-round class schedule.

"If we had not done that, we would be busing [out] about 400 students this year," Sanchez said.

"We do have a master plan for building," said school board President

heavy enrollment gains. The district has experienced an increase of 60,000 students over the past four years—nearly equal to the student body of San Francisco Unified.

An estimated 13,000 students ride buses to schools with less and less room to seat them. Some of those rides take as long as 90 minutes.

Most of the growth has been in Central, South-Central, the area east of downtown and parts of the San Fernando Valley.

Albin, whose school enrolled about 1,600 students this fall, said he asked for two bungalows to accommodate his exploding student population, but relief has not arrived.

Victoria Castro. "But until those schools and rooms are actually in place and ready to receive students, the number of young people riding buses to relieve overcrowding is only going to grow. It's regrettable, but it's a fact.

"The problem right now is that there's more students on buses and the bus rides are getting longer," she said.

The squeeze is so tight at Cahuenga Elementary School that 1,575 students spend hours each day riding buses to a shrinking number of other sites.

"Many of our families are new to this country, and they have a hard time understanding why their kids can't go to their local school," said Principal Lloyd Houske. "Yet, when a new child comes in, we often have to call 25 other schools in search of available space."

Waiting expectantly for the arrival of her 10-year-old daughter, Natahly, who is bused each day from Cahuenga to

Encino, Guadalupe Hernandez said, "This is just not right."

"We have to build more schools in this area for people who live nearby—we only live two blocks away," she said. "Natahly's been taking the bus for three years."

As it stands, 82 schools are filled to capacity on their current operating calendars, and 125 other schools, now within 3% of their capacity, are very likely to be filled next year, according to Assistant Supt. Gordon Wohlers.

In response to this crunch, the Los Angeles school board has approved a

\$1.82-billion master plan that recommends building 51 schools: nine high schools, five middle schools, 13 elementary schools, 20 primary centers and four continuation high schools.

District officials propose paying for the construction with funds from Proposition BB, which was passed by voters in 1997, and the \$9.2-billion state school bond measure on the Nov. 3 ballot, Proposition 1A.

If the schools are not built, as many as 79,000 students would need to be bused away from their neighborhoods by 2008—provided seats could be found at

other district schools.

"This would not be a good thing for the boys and girls and their families in Los Angeles," Wohlers said. "It would mean many, many more traveling students, schools receiving many more children, adding many more portable classrooms, and changing many more calendars to year-round schedules."

ART * PHOTO: At crowded Cahuenga School, students wait in line to eat lunch.

* Many children are bused to other schools.; PHOTOGRAPHER: GARY FRIEDMAN

/ Los Angeles Times■

62. Associated Press

10-22 5:58a

University presidents seek changes in system management

ANNAPOLIS, Md. (AP) - The University System of Maryland governing structure is drawing criticism from university presidents, who say their institutions should be afforded more autonomy.

Hoke Smith, president of Towson University, told a task force set up to examine whether changes are needed in the governing structure of the state's public colleges and universities, that if changes are not made, he wants his school out of the system.

"The University System of Maryland has neither understood nor valued the role of a large, complex, metropolitan,

He said UMCP should be allowed to approach the governor and the legislature independently with requests, instead of letting the university system lobby for the 11 institutions it oversees.

"Because we account for 40 percent of the system's budget and nearly 50 percent of all federally sponsored research, and because our success is fundamentally

comprehensive university, or has not had a vision for it," Smith said.

"I personally believe we have given system membership the 'old college try' and it has not worked for us," Smith said. "If it is feasible, we should give independence from the system a chance."

The university system was established by the legislature 10 years ago, putting all the state's colleges under one chancellor and a Board of Regents. Two schools, Morgan State University and St. Mary's College, stayed out of the system and have their own regents.

The task force, headed by retired Adm. Charles R. Larson, former head of essential to the well-being of the state, the president should present the campus mission, programs and budgetary requirements directly to the governor for full and independent discussions," Mote said.

He and other presidents also urged greater academic autonomy, and Mote asked for a separate fund-raising

the Naval Academy, was set up by state Senate President Thomas V. Mike Miller and Speaker of the House Casper R. Taylor Jr.

Smith, who has been at Towson for 20 years, suggested changes in the system's operating philosophy "to be more in line with the original conception of a decentralized system that facilitates the agendas and growth of its members."

The new president of the University of Maryland at College Park, C.D. "Dan" Mote, also sought greater autonomy for his school.

foundation for UMCP, which shares a foundation with several other campuses run by the university system.

He said he found at the University of California at Berkeley that heading the foundation was important in developing relationships with business and community leaders.■

63. The Washington Post

10/22/98; Edition: FINAL; Section: Weekly - VA; Page V01

Hearing Is Set on State Tests

Parents, Educators To Focus on SOL

By Victoria Benning

Washington Post Staff Writer

Several Northern Virginia parents and school officials will ask the Virginia Board of Education at a public hearing

tonight to delay its plans to assess students and schools based on the state's new Standards of Learning (SOL) tests.

Other school officials say they have no problem with the proposed timetable

but will ask the board to make various changes in the testing program.

Tonight's hearing in Northern Virginia, one of four that board members will hold simultaneously around the state,

will start at 7 p.m. at Marshall High School, 7731 Leesburg Pike, Falls Church. Registration begins at 6:30 p.m.

The board is to decide next week what constitutes a passing score on each of the 27 SOL exams, and it is holding the hearings to get public feedback before making that decision.

Where the board sets the passing marks on the exams — which will be given annually to students in third, fifth and eighth grades and in high school — is crucial. Beginning with the Class of 2004, students will have to pass the high school tests to graduate. By 2006-07, schools where fewer than 70 percent of students pass the exams may lose their state accreditation.

Some local officials plan to urge the board to slow down in putting this plan into effect and to spend more time studying whether the proposed assessments are fair and accurate.

Stephen J. Kenealy, chairman of the Alexandria School Board, said state board members need to determine what effect the proposed passing marks would have on various groups of students before making a final decision.

Students throughout Virginia last spring took the SOL exams for the first time. State board members have said they will set the passing scores without looking at the failure rates that will result among those students. To consider actual test results when setting the passing score would amount to "grading on a curve," board members have argued.

But Kenealy and others say that high failure rates could have a devastating

effect on some schools because of the requirement that schools maintain a pass rate of 70 percent to keep their accreditation.

Although it makes sense to set the same passing mark for all students, it is unfair to judge all schools by the same yardstick, said Kenealy. He noted that districts such as Alexandria have a large number of students who are low-income and whose native language is not English — factors that historically have dragged down students' performance on standardized tests.

"Holding all children to the same high standard is a laudable goal," Kenealy said. "The problem comes when you . . . hold a school's accreditation based on those scores."

State Board President Kirk T. Schroder acknowledged those concerns but pointed out that schools have several years to bring up their scores before the accreditation penalty kicks in. He said state guidelines do make special accommodations for students enrolled in the English as a Second Language program. ESL students are allowed to use dictionaries during the tests and to skip the exams for one year — either in third, fifth or eighth grade.

The board at some point will discuss whether to make special allowances for schools with high numbers of ESL students.

The Fairfax County Council of PTAs plans to ask the board tonight to go to back to square one and develop a new method of assessing students. The council's position is that multiple-choice

exams alone are not a good tool for measuring what students have learned.

PTA council board member Pam Broome said Virginia should assess student proficiency in several ways — including, for example, reviewing portfolios of a student's work — as some other states have done.

Fairfax School Board Chairman Mark H. Emery (At Large) said he thinks the state board's process for setting the passing marks has been fair. But he will ask the panel to consider moving the SOL tests to later in the school year.

Emery said that when the tests were given last spring, there were still seven weeks left in the school year. In some courses, such as American history, students had not yet covered large chunks of material that were included on the tests, he said.

He said he also wants the state board to make more allowances for ESL students.

Eight special committees spent the summer developing recommendations for passing scores on the exams. For each test, committee members have suggested a range of scores for the board to consider in setting the passing mark.

Schroder said he and the other state board members will consider the comments made at tonight's hearings very seriously.

"We really do want to get a sense of how the public — particularly parents — feels," he said. "I read every fax, every letter that comes in, and I'm going to be listening very hard to what everyone has to say at the hearings." ■

INTERNATIONAL

64. Christian Science Monitor

October 22, 1998

A Class-Size Struggle: High School Students Go on Strike in France

Peter Ford, Staff writer
of The Christian Science Monitor

CHALON-SUR-SAONE, FRANCE — Ever since the term began last month, the mood at Emiland Gauthey high school has been sour. Week by week, students say, discontent with a harsh new disciplinary code has been brewing.

In this provincial town 200 miles southeast of Paris, this was the flashpoint that sparked the sort of high school strike

that has been sweeping France for the past two weeks. Prompted by the example of their peers in other towns, the students at Emiland Gauthey walked out of class.

"They came up here, burst into the school, and ran through the corridors shouting at us to join the strike too," recalls Marek Vuiton, a student at another school in Chalon. "So we all had a meeting outside in the street to find out

what it was about." From such small events in towns and cities across the country, a major protest movement has developed that has brought hundreds of thousands of students into the streets over the past week, demanding better conditions and better teaching.

This movement is far removed from the glory days of French student rebellion 30 years ago, when college and high school students, rallied by revolutionary

slogans, battled police in the streets.

Today's protesters are younger - those under 18 years of age need a note from their parents allowing them to skip class if they want to take part in the strike - and they are focused on more immediate problems.

"In 1968 they wanted to re-make the world. But in 1998 we just want to remake our schools," explains Ebtissem Mechali, a member of the national strike coordinating committee.

Student demands

That is clear from the list of demands that Mr. Vuiton and his friends at Pontus de Thiard high school were making as they staged a sit-in in the center of Chalon on Tuesday afternoon.

In letters that they later mailed to the local authorities, the students called for a limit of 30 pupils per class (a limit of 20 in language classes), hiring a maintenance worker to keep their school in better repair, a cut in lesson time, and new chairs and desks, among other things.

These are issues that motivate students in Chalon, but they are only loosely based on the demands being made by the strike movement's national leadership in Paris.

Those include a greater student voice in school management, more staff, and more spending on schools. [Education Minister Claude Allegre, who has declared himself in full agreement with the pupils' demands, was expected to announce that he had squeezed some extra funds for schools out of the 1999 budget during last night's budget debate

On Wednesday, Cecile Dalery, a student representative on the regional educational authority, The Academic Council for High School Life, went to the regional capital, Dijon, to hear the

in parliament.]

"We try to stay in line with what is going on up there" in Paris, says Clemence Thielland, an energetic teenage strike leader with a single lock of hair growing from her close-cropped head.

"But we haven't had any contact with anybody outside Chalon except through the media," she says.

In the capital, a national coordinating committee for the strike emerged last weekend, made up of delegates sent to Paris by ad hoc committees that had sprung up in different towns around the country.

In Chalon, for example, "there were no leaders at first," Vuiton says. But on the first day of the strike 10 days ago, as students milled around outside the mayor's office debating what they wanted and what to do about it, "a few people emerged," he says.

At Pontus de Thiard, they turned out to be the student representatives on the school's administrative board - known and elected by their peers.

Problems organizing

Nobody from Chalon went to the national meeting ("We were not organized enough," says Ms. Thielland), but many of the delegates from other towns were dismayed to find that a high school students' union, the Independent High School Students' Federation (FIDL), appeared to be running things.

The FIDL, whose membership accounts for only 0.1 percent of the high school population, is close to the ruling Socialist Party, and its members were the only strike representatives given an authority's proposal for a new committee in each high school to give pupils a greater voice in school affairs. She does not think much of the idea.

"What good is another committee, and

audience by Education Minister Allegre after last week's mass demonstration.

Determined not to be coopted by any political grouping, a lot of provincial delegates went home to found their own autonomous regional committees, returning the movement to its spontaneous, and somewhat disorganized, roots. FIDL leaders deny any intention to take over the protest for its own purpose.

"This is a spontaneous, apolitical, and peaceful movement," insists Ms. Mechali. The splits "are normal," she adds. "We are high school kids, not professional organizers."

That is certainly true of the students in Chalon, where politics hardly interests anyone at Pontus de Thiard. The only political organization with any following there is Ras le Front, a group formed to combat the influence of the extreme right-wing National Front Party led by Jean-Marie Le Pen.

The students' lack of experience in political organization was clear last week, says Vuiton. "We wasted a lot of class time because we were not structured at all," he explains. "And we can't afford that - I'm in my last year, and I've got school-leaving exams next summer."

Going to class and protests

This week, though, the strike went more smoothly; at Pontus de Thiard students voted to attend class on Tuesday morning, despite the national strike call, and to demonstrate only in the afternoon.

The demonstration, gathering around 1,000 teenagers, passed off without incident.

more meetings like that?" she scoffs. "These protests have shown that we don't need them - we can organize ourselves."■

65. Associated Press

October 22, 1998

Students wary of school pact in France

By Christopher Burns , Associated Press

PARIS - Students may call more protests if they are not satisfied with steps announced yesterday to solve funding problems and improve the country's overcrowded high schools, a student leader said.

"It's not yet a victory," the leader, Loubna Meliane, told France-Info radio. "We'll have to see."

The education minister, Claude Allegre, unveiled the plan after meeting with students yesterday, a day after

nearly 300,000 youths took to the streets across the country.

"The students said clearly that high school reform should take place as quickly as possible," Allegre told the National Assembly.

Allegre said the government would hire 28,000 more people to improve instruction and security in high schools across the country.

Paris was setting aside \$730 million in tax-free loans to regional governments to build and improve schools over four

years, he said.

Allegre said that a "students' charter" would establish conditions that all high schools would have to conform to within two months, and that by the next school year no class will have more than 35 students.

The marches were smaller than ones last week that drew about half a million students across the country. French media read that yesterday as giving the leftist government more time to seek a solution.

"The students' half-protest," headlined

the leftist daily Liberation. "It feels like the end," said the front page of the popular tabloid France-Soir, noting that the weeklong All Saints Day vacation begins at the end of the week.

Meliane said the vacation will give students time to examine the measures. "The movement is not out of breath. On the contrary," she said, adding that

students could come back "stronger yet" if they are not happy with the measures.

The Paris march that drew an estimated 25,000 students was marred by violence despite the deployment of about 4,500 police who conducted thousands of body searches.

Helmeted riot police sprayed tear gas to disperse unruly youths who shattered

windows in a Left Bank neighborhood and set fire to a subway car, interrupting service on one line.

Police said 85 people were slightly injured in Paris. About 110 young people were arrested nationwide and 90 of them were taken into custody. ■

COMMENTARY

66. St. Petersburg Times

October 22, 1998

Making education a state priority

By MARTIN DYCKMAN
Associate Editor

A former colleague who had just been hired to return to the high school where my wife teaches was in the audience Tuesday night as Jeb Bush and Buddy MacKay debated whether Florida can afford to subsidize private schools.

She told us she was cautioned not to assign homework because there are too few history books to go around.

It is not an isolated problem. Throughout the nation's fourth largest state, only some classes have enough.

Is this "uniform"?

Is this "adequate"?

The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require."

Would this finally get the message across? By the hysteria in the Legislature, the answer must be "yes."

Even this newspaper, hardly a foe of education or a fan of the Legislature, opposes the amendment for fear of lawsuits that might put the courts in charge of the schools or strip dollars from health and welfare.

It is probably true that the revision would force the courts to take the next

Those words are what little guidance the state Constitution offers to the Legislature, the executive and the courts. Perceiving them to be weak and ambiguous, the Supreme Court has refused to enforce them.

Declining 4-3 to reinstate a suit brought by a coalition of students, parents and school boards, the court held two years ago that the Constitution gives "enormous discretion" to the Legislature. The coalition had "failed to demonstrate" dereliction by the Legislature.

That was a cop-out. The trial court had refused even to hear evidence that might prove a case. By not allowing at least test case seriously. That is one of its purposes. It is unlikely, however, that there would be lawsuits all over the place. To prevent such a result, the commission chose the words "fundamental value" instead of "fundamental right," as first proposed.

"This is still a systemwide standard," says Jon Mills, a University of Florida law professor and former House speaker who co-sponsored Revision 6. "The mistake I've heard over and over by those who want to make a mistake is that every school board is going to be sued on this. That's not true."

Revision 6 might actually prevent new litigation, he and others argue, if it finally knocks some responsibility into the heads of a Legislature whose only fundamental value at present is to never raise taxes for any reason.

Nor would higher taxes necessarily be needed, if it forced the Legislature to get serious about efficiency in government and abstaining from pork.

The irony, as Mills points out, is that "We have litigated for the space and

that, said Justice Harry Lee Anstead, "we have reduced to empty words a constitutional promise to provide an adequate educational system for our children. . . .

"Surely all would agree that education is a fundamental value in our society," Anstead wrote. "The question remains as to how we have recognized that value in Florida."

On Nov. 3, voters can answer his question by ratifying Revision 6, as proposed by the Florida Constitution Revision Commission. Here is how the Constitution then would read. The new language is in italics:

safety and food of prisoners for 25 years." Don't Florida's schoolchildren deserve a day in court?

Permit me a grammatical quibble with Revision 6. How can education be only "a" paramount duty? The dictionary says that paramount means "superior to all others." It turns out that the word "a" was a compromise reflecting the importance of other governmental responsibilities.

The effect of Revision 6 would be to put Florida on a par with Georgia, Illinois and Michigan, whose constitutions make education a primary duty, and just below Washington, which makes education "the paramount duty."

That's as Florida used to do. Our Constitution of 1868, proposed by a Reconstruction government, made it "the paramount duty of the state to make ample provision for the education of all children residing within its borders

"
The segregationists got rid of that as soon as they could. All of Florida's children have been the poorer since. ■

67. Baltimore Sun

October 22, 1998

Rising college costs

Daniel S. Greenberg

Washington — Now that hedge-fund wizardry has been exposed as merely reckless betting with gargantuan quantities of other people's money, the scepter for financial magic must pass from the tycoons of Wall Street.

Most deserving of this honor, in a packed field, is an accomplished though under-recognized class: major-league university presidents. Their pay scales appear lofty, generally \$300,000 to \$400,000, plus benefits, according to the Chronicle of Higher Education. But most emphatically, their pay should not shock. High as it is by proletarian standards, the remuneration of academic presidents comes nowhere near the mega-million rewards in the top spots of industry, finance, sports and entertainment. Compared with them, the chieftains of academe are at the minimum wage, with not a stock option or product endorsement in sight.

This injustice defies understanding, for in our marketplace economy, university leaders, with the aid of trustees and academic managers, have achieved the impossible: The creation of financial perpetual motion machines that better the best of Wall Street's money-spinning.

Talk of frugality to hold down tuition increases is plentiful on the academic circuit. But this year's average tuition increase — more than double the rise in the cost of living — is simply more of the same, after years of hand ringing. The Chronicle of Higher Education reports that at Brown University, tuition and fees for freshmen have now ascended to

schemes.

Lucrative business

It works like this: Tuition, financed by government — guaranteed loans and grants for students — provides a bountiful supply of money for academic treasuries. Tuition can keep going up, because the volume of available grants and loans keeps going up.

The record shows that, no matter what the price, a surfeit of applicants will seek entry to the brand-name schools, where current annual charges are now \$20,000 and up, topped by Harvard, at \$31,132 for fees, room and board.

Financial assistance is available to provide "need blind" admission for the super-students that universities covet, but often it includes even more loans, plus part-time jobs.

A recent study by the General Accounting Office found that between academic years 1980-1981 and 1994-1995, the average tuition for a resident undergraduate rose by 234 percent, while the cost of living went up 74 percent and median household income rose 82 percent.

This year, the cost of going to college went up 4 percent, though inflation was a negligible 1.6 percent. At the same time, \$24,332, an increase of 4.5 percent over last year. The positive news is that the increase is the smallest in 30 years.

E. Gordon Gee, the president of Brown, has confronted the problem with candor, declaring: "We have not been as conscientious about cost containment over the past few years as we should have been, and I'm the first to admit that."

the volume of federal student grants and loans is rising this year by 6 percent, to a total of \$60 billion.

The availability of this money is to be applauded because without it, thousands of students would not be able to attend college. But even with loans and other assistance, families are heavily burdened by the costs of higher education. And, with the mix of federal assistance shifting from outright grants to repayable loans, many more students are coming out of college heavily in debt for beginners in the job market.

Universities insist that tuition keeps rising to make up for reductions in state and federal assistance, to keep pace with competition for faculty and to buy expensive laboratory equipment. But the loan and tuition combination creates a brand of economics out of Alice in Wonderland. According to a study cited by the General Accounting Office, "schools with larger tuition increases may increase spending more because they have more income and because they may need to increase instructional expenditures more to maintain adequate enrollment."

Why bother, when the customers keep coming?

Daniel S. Greenberg is a visiting scholar in the history of science, medicine and technology at Johns Hopkins University, where he is writing a book on post-Cold War science politics. ■

68. The Providence Journal

10/20/98; Edition: ALL; Section: EDITORIAL; Page B-07

The joy of reading

The goodness of people never ceases to amaze me. And I suppose it shouldn't, for if it did, I wouldn't appreciate it. For the past six months, I have been working with the Family Reading Program, an intergenerational English as a Second Language/Adult Basic Education literacy program based in libraries statewide in Rhode Island.

One aspect of my job is to train the staff and volunteers involved in the

program. And though we recruit volunteers months in advance of program start dates, I am always surprised that they come. I'm always surprised that people take time out of their sometimes very busy lives and want to spend more of their precious free time helping others without any monetary payment. I suppose that in this money-grubbing world or ours, I expect everyone to want money for their time spent outside of

entertainment and leisure. But these people, these volunteers, for various reasons, want to give us time at no cost.

What motivates them? Sometimes they have reasons that appeal to our sense of logic; they want experience. Most of the time, they have reasons that appeal to our sense of compassion. They feel that they should; they want to share their love of reading and/or writing; they want to help. But, regardless of their reasons for

coming, they all leave with the same thing - a sense of being valued, rewarded, and appreciated. And these are things you can't buy.

Unfortunately, our program, like so many others, never has enough volunteers. And volunteers are what make our program work. Without them we'd collapse. So, thank you to those

volunteers who have helped us in the past, and thank you to those who will help us in the future. We couldn't do it without you.

If you are interested in volunteering or would like more information about our Family Reading Programs in Coventry, Cranston, East Providence, Newport, Pawtucket, Providence, Warren, and

West Warwick, please call me at (401) 455-8016.

DEBBIE PETERSON
Providence

The writer is coordinator of the Rhode Island Family Literacy Program of the Providence Public Library. ■

69. The Indianapolis Star

10/21/98; Edition: CITY FINAL; Section: EDITORIAL; Page A15

Why choice not the best alternative

MICHAEL J. NOLAN

The advocates of school choice seem to think they have all the answers.

Laura Winningham, in an Oct. 15 column ("Better return on education investment") tells of "a message that resonated with the business people in attendance" at the Milton & Rose D. Friedman Foundation's national conference on school choice in San Francisco.

Of course the message resonated with the people in attendance: they had each paid to be there and learn how to overcome voter and legislative resistance to their pet project. She quotes Minnesota Gov. Arne Carlson as saying "that debate should have been resolved upon the birth of our nation." But our Founding Fathers did resolve it. It's called separation of church and state.

My questions to the choice advocates are these:

Where are the private schools with tuition as low as \$2,000? Where will these poor people get the rest of the money to afford options like Park Tudor or the International School? After the "cream of the crop" is skimmed off to private schools, what opportunity will the children left behind in the public schools have to achieve success?

Indianapolis Mayor Stephen Goldsmith, a keynote speaker at the conference, stressed that "business and government leaders need to recognize the moral imperative to provide all children an opportunity to achieve success in schools."

He must have forgotten about the citywide forums he held last year regarding Indianapolis Public Schools. Hundreds of parents and concerned citizens attended these forums and pleaded for an end to the mayor's bashing of public schools.

They asked for simple things like schools in their neighborhoods, air conditioned buildings like those in the townships, and full-day kindergarten programs. Only a very small number of those in attendance proposed "choice" and vouchers as the answer. The mayor

What about all the special-needs children not served by private schools? And finally, if there's so much extra public money to spend on vouchers, why are there already many complaints about increasing taxes to fund under-performing school systems or the high cost of remedial training?

The challenges faced by inner-city public schools are not caused by lack of competition, but are more likely the

promised to take all the comments and come up with a plan that never materialized.

In San Francisco, Goldsmith talked about upper- and middle-class families fleeing the inner city, leaving the poor and minorities behind with no chance to pull their children out of poverty.

If, as the choice advocates claim, the poor and minorities are the most in favor of school choice, it's probably because they're tired of seeing the money that should be spent on educating their children sent to township schools and wasted on busing while they suffer antiquated buildings or lotteries just to get a space in a kindergarten class. Who can blame them for dissatisfaction with the status quo?

results of intractable poverty and neglect. Solutions can be found, but they hardly include siphoning off dollars that need to be spent on better facilities, remedial programs and early intervention.

Nolan, a member of Parents for Public Education, resides in Indianapolis. ■

70. The Harrisburg Patriot

10/21/98; Edition: FINAL; Section: OP-ED; Page A11

Class size, counts, not vouchers

By Timothy Potts

R and D. The letters stand for different things to different people. In politics, they stand for Republican and Democrat. In business, they stand for 'research and development.'

Immediately after the election, the Rs and Ds in the General Assembly will have the chance to use the results of R

and D to improve public education. Or they could use children as experiments in R and D.

If legislators choose to use what works, Pennsylvania will reduce class size in the early grades, at least in schools that most need to improve. If they choose to experiment with children instead of educating them, legislators will choose a

tuition voucher program.

It may sound like I'm overstating the case, but I'm not. Imagine that you are the president of a company trying to improve its products. You ask your chief R and D for ideas, and she gives you two options: 'You can spend a lot of money on something that's plausible on paper but that has never been proven to work, or

you can spend much less money on something that is proven to work and to pay continuing dividends for at least another five years.'

Which approach would any rational business person take? Which approach will the General Assembly take?

By all accounts, Pennsylvania is perilously close to doing what no rational business person would ever do. Unless the people of this state tell their legislators to exercise the common sense that disappears like vapors when only special interests and ideologies speak, Pennsylvania will be wasting tax dollars on vouchers by Christmas.

Between vouchers and small classes, small classes win hands down. Some of the most objective, largest scale, and unquestionably unbiased education research ever conducted proves that reducing class sizes to a maximum of 15 students in kindergarten through third grade produces strong educational gains.

Even better, the gains are greatest for children who need them most, those in struggling communities for whom education still is the best way out of poverty. Plus the gains last, even after students return to larger classes in later grades.

Research on vouchers is at best inconclusive. Voucher research is based

on so few students that it is irresponsible and indefensible to claim that vouchers can raise student achievement. With so few students participating, partly because many parents take their children out of vouchers after a few years, both positive and negative results are likely to be a matter of pure chance.

Ironically, though, voucher research does indicate that part of any claimed gain may be attributed to students attending schools with — you guessed it — smaller classes.

The beauty of small classes is not merely that they raise student achievement, but that everyone understands how they work. Parents understand that small classes mean teachers can give more individual attention to each student; manage their classes better, even with students who are occasionally disruptive or have disabilities; and have better relationships with fewer parents.

Long term, these benefits can mean fewer students needing expensive special education and few students becoming disruptive.

There is nothing inherent in vouchers, however, that can predict any similar success. Vouchers are a mere theory that forcing public schools to compete with nonpublic schools (as if they don't

already) will somehow magically result in better public schools.

Being unable to cite any reliable evidence that vouchers raise student achievement, voucher apologists assert that the lack of proof is meaningless because parents who receive vouchers like them. parental satisfaction is worth something, but if student achievement isn't going up, vouchers have failed the test that really matters.

Little wonder that Pennsylvanians consistently say, in unbiased polls conducted by Mansfield University of Pennsylvania, that reducing class sizes is the single best idea for improving public schools. Ordinary Pennsylvanians also have it right when they say that vouchers are the reform least likely to improve public education.

R and D. What will those letters signify for Pennsylvania's schools? If we reduce class sizes in early grades, they will signify 'rational and decisive.' But if we fall for vouchers, they will signify 'risky and derelict.'

Don't let your legislator, R or D, vote on vouchers without hearing your opinion first.

Timothy Potts is director of the Pennsylvania Reform Network, a nonpartisan public education advocacy organization. ■

EDITORIAL

71. USA Today

October 22, 1998

More schools make tests optional

When Bates College stopped requiring prospective students to submit SAT scores in 1984, critics worried it would hurt the selective Maine school's high-quality reputation.

Instead, the college's applications jumped 60%. And Bates vice president William Hiss reports that the increase allows the college to be choosier than ever, while opening its doors to more women, minorities and kids from rural and blue-collar families.

On Saturday, about 370,000 students nationwide will take the ACT test. But spurred by the success at places like Bates, a growing number of colleges are reducing their dependence on this standardized test — and its SAT cousin. A survey of colleges in September released by Fairtest, a group critical of the standardized tests, found that a record

280 colleges now admit students without requiring either ACT or SAT scores.

For many schools, the move is proving to be an evenhanded way to increase campus diversity. By making test scores optional, the schools broaden their appeal to groups of students traditionally plagued by lower scores. Among them: blacks, Hispanics and girls.

The policy avoids the controversy and legal challenges surrounding formal affirmative action programs that admit minority students based on less-demanding criteria.

Yet even without the legal issues, less reliance on standardized testing makes sense. SAT and ACT exams originally were developed to help gauge how well high school students would perform in college. But educators report that while the tests serve as an accurate predictor for

many students, particularly suburban males, they underestimate the college performance of others.

For that reason, some college admission officers believe there are more reliable ways to predict whether students can cut it on campus, including the rigor of their high school classes and their grades.

Bates is one example. It lets students decide for themselves whether to submit SAT scores. And Texas' public universities automatically accept any Texas students ranking in the top 10% of their high schools.

Early evidence suggests that the optional use of test scores has helped public colleges in Texas and California make up part of the minority enrollment they lost after their affirmative action programs were banned.

Diversity aside, administrators at Bates are convinced there's another good reason to make test scores optional. It reduces the "testing mania" that consumes students late in high school. Instead of hiring test coaches and taking

review courses, kids with disappointing scores can focus on improving grades, beefing up coursework or honing outside talents.

By reducing their reliance on standardized tests, colleges send an

important message to college-bound students that one exam won't determine the course of their lives.

For the students taking the ACT this Saturday, that's an important reassurance.■

72. USA Today

October 22, 1998

'Common yardstick' crucial

By Richard L. Ferguson

Critics suggest that we improve the odds for minority students by eliminating college entrance tests. The reasoning behind this recommendation is simple: Some minority students don't do as well on the tests as others do.

By removing this source of "bias," the critics contend, we might achieve one of the goals of affirmative action — namely, increasing diversity in higher education. Such thinking misses the point: Test-score differences don't reflect race or ethnicity; they reflect real differences in what students can do and what they know. Tests, such as the ACT assessment, measure academic skills learned in school.

Colleges want to admit students who are likely to succeed in their programs, to

place them in the right courses and to identify those who will need assistance. Properly used, test scores help officials fairly and accurately make the decisions essential to these goals. The scores are a "common yardstick" for all students, no matter where they live or what schools they've attended.

High school grades, class rank and letters of recommendation are useful in the admissions process, but they represent the subjective judgments of individuals with differing standards. They must be balanced by objective measures. To forgo objectivity and base admissions decisions solely on subjective information would be unfair to all students.

The reasons students don't succeed in college are numerous. But inadequate

preparation for the academic work is a key ingredient in student failure. Thus, it just doesn't make sense to ignore the useful information admissions tests have provided — to thousands of colleges and universities for half a century — about whether students are ready for college and what to do to help those who aren't.

Our goal should be to increase diversity on our campuses while ensuring meaningful educational opportunities for minority students. But we won't achieve this goal by increasing the number of students who enter college only to drop out for lack of preparation. We'll achieve it by engaging all students in challenging, high-quality education at every level.

Richard L. Ferguson is president of ACT.■

73. The Providence Journal

10/20/98; Edition: ALL; Section: EDITORIAL; Page B-06

Progress with schools

Rhode Island schools appear to be on the road to meeting tougher standards set by new tests in writing and mathematics. But the progress may well be slow, and the effort hard. It is important to note that there have been only two years of statewide poll results as Rhode Island schools start to tailor their curricula and teaching methods to meet the demands of the new testing.

One hopeful sign: A comparison between 1997 and 1998 scores from 10th graders who took the New Standards math test and the Rhode Island Writing Assessment showed that 42 percent of the 10th graders who took the writing test in March met or exceeded the proficiency level set by the state Board of Regents, up from 33 percent a year earlier. Meanwhile, the percentage of those who met or exceeded the proficiency level set

for math skills rose to 67 percent, up from 63 percent.

Democratic gubernatorial candidate Myrth York and others were quick to bemoan the still-unimpressive results — and they are still unimpressive. It is unacceptable that less than half of the state's 10th graders are proficient in a number of areas.

But at least there is beginning to be progress, and the state, after far too many years of ignoring the economically and socially corrosive effects of mediocre public education, is starting to inject some rigor.

More time, and continued close monitoring by state education officials, will be needed. Also needed are revisions in the way that the state funds public education to ensure that all students, whether in rich or poor districts, have

equal opportunity to learn.

And to achieve these reforms, the private sector must be prepared to provide far more support, both in rhetoric and in resources, in helping to upgrade the standards and resources of our public schools. The private sector has tended to focus on private schools, ignoring the much greater impact on society of our public institutions. Indeed, the quality of civic and economic life will to a very large degree be set by the quality of public education, which, of course, the vast majority of young people attend. It is no accident that the most prosperous and civic-minded states tend to have the best public educational systems.

Everyone has a stake in how well our public schools perform, and it's about time everyone gets involved.■

74. The Dallas Morning News

Class size

Debate should begin with better accounting system

As the Arlington school district debates how many students it should crowd onto a campus, state and federal interests are raising concerns about how many students are crowded into a classroom.

Reducing class size has two main benefits, according to proponents — safety and student achievement.

Both were emphasized locally last week. President Bill Clinton addressed the need to lower class size as part of improving school safety during a White House Conference on School Violence held last week that included two police officers from Grand Prairie. The Association of Texas Professional Educators raised the prospect of lowering class sizes, emphasizing educational benefit students during a press conference Wednesday.

Addressing class size is an enormous task complicated mostly by finances. Reducing class sizes, particularly in growing districts such as Arlington,

The Texas teacher association has suggested an income tax scenario not likely to attract much enthusiasm. And Gov. George W. Bush's attempts for

requires additional facilities such as classrooms and funding to pay more teachers.

The Association of Texas Professional Educators offers a good place to start. The association is requesting changes in the way class size is reported. The association correctly notes that current figures don't represent the true situation because class sizes are averaged and factors such as counselors, aides and special education classes - typically smaller - make the numbers appear better than they actually are.

In the Arlington Independent School District, for example, the average student-to-teacher ratios (as of Sept. 18) are:

19.7-to-1 in elementary schools.

14.5-to-1 in junior high schools.

15.7-to-1 in high schools.

What's needed is a system to record the actual number of students a certified teacher faces.

more modest reforms fell flat last year. But class size is wholly dependent on how much we're willing to pay.

While that debate goes on, however,

That's not simple, because the numbers fluctuate throughout the year as students change schools. But a more accurate reflection is needed before taking the next step, figuring out what reasonable class sizes are.

Research isn't conclusive on the educational effect of lowering class sizes, particularly in upper grades. So we need to settle on what student-to-teacher ratios are needed for educational benefit and what those ratios should be to ensure a reasonable degree of safety.

The latter may be more affected by Arlington's current debate over how large campuses should be than class size. But anyone can appreciate that it is easier to maintain discipline in a class of 15 than 30.

Foremost, any final progress on the goal of reducing class size will require changes in school-funding formulas.

we can be making use of the time by improving the reporting system for class sizes, as the Association of Texas Professional Educators has suggests.■

75. The Providence Journal

10/20/98; Edition: ALL; Section: EDITORIAL; Page B-07

Options for perfect gender equality

I would like to applaud Providence College for its wise and brave decision to gut the men's athletics program. I would like to suggest other methods of ensuring "gender equity" in programs that receive federal funding.

Public schools: The student body at each school should reflect the gender makeup of its community; therefore, students, male or female, will be expelled randomly to achieve the correct proportion. Furthermore, teachers will be fired as necessary until a fair and equitable balance is reached.

The Military: All branches will immediately discharge sufficient male members until all branches of the military reflect the proportion of men to women nationally.

Social Services: Anyone who is unfortunate enough to need federal

assistance of any kind will be required to demonstrate gender equity within the family unit. This can be achieved by "swapping" members of the over-represented gender with families in which that particular gender is under-represented; as a last resort, surplus family members may be euthanized.

All federal agencies will begin laying off employees until they have attained gender equity. Any employees who resist will be euthanized. This also will be applied to all political bodies of a federal nature (Note: In the case of political figures, the euthanization option may be replaced by a "lottery" similar to those used in limited hunting seasons.)

Absurd, you say? Offensive? Perhaps, but so is the low road that PC has chosen to take by eliminating over a century of

combined sports history. Eliminating the men's baseball, tennis and golf programs wasn't the only way to meet Title IX requirements. Just the cheapest and easiest. Title IX was originally conceived to foster the growth of women's college athletics, but instead many schools have violated the spirit of Title IX by choosing instead to eliminate men's sports programs. Supporters of Title IX are among the many who oppose this regressive tactic to achieve simulated growth in women's athletic programs.

Equal opportunity doesn't always (and shouldn't always be expected to) ensure mathematical equity; the key word here is "opportunity." PC had an opportunity to do the right thing, but instead chose the easy way out. The result? As assistant vice president for athletics so aptly put it, "It was not a proud day" for Providence

76. Boston Globe

October 22, 1998

Studying the public schools

A welcome move is afoot among major research institutions to do something about the gloomy state of public school education. A case in point is the "intergenerational literacy tutorial project" in Boston, one of several educational initiatives of the Cambridge-based American Academy of Arts and Sciences.

The program, designed by Harvard professor Jerome Kagan and implemented with the help of Boston Partners in Education, pairs struggling first-graders with adult volunteers for three tutoring sessions weekly. In its first year it produced "statistically significant gains" in letter-recognition and reading among the 63 students in the tutored group compared with the same number of untutored children.

This kind of leadership is especially

Wisely, the American Academy of Arts and Sciences is recruiting bodies as well as minds at the nation's leading research universities. Earlier this week, members met with a presidential committee of the Association of American Universities to discuss how to encourage more first-rate math and science students to enter the teaching profession for grades 6 through 12. Academy scientists argue for the addition of teacher certification programs at the 62 elite AAU universities; establishment of a clearinghouse on the testing of primary and secondary school students; and

welcome from the American Academy of Arts and Sciences, which for decades had been a largely honorific association known more for the individual accomplishments of its roughly 3,600 members than for its institutional contributions.

Good, hard data are often absent from the debate on education reform, and it is here that research scientists have the most to offer. Articles on skill grouping and class size, for example, spill out of schools of education. But in 1996, when the academy's Frederick Mosteller analyzed the literature on these subjects, he and his colleagues found few large-scale, well-designed studies or sustained experiments. Too much of educational research, they later reported in the Harvard Educational Review, was rooted in "hunches, anecdotes, and in-depth analyses of how best to use computers in the classroom.

Major research institutions, says Ron Latanision, a professor of materials science and engineering at the Massachusetts Institute of Technology, appear ready to "go beyond their traditional mission" and examine the practices inside America's grammar schools and high schools. The hope is that the quality of both educational research and college students entering the teaching profession will rise. Despite the field's modest pay, organizers believe that some top-ranked students will be drawn

impressions."

Such a lack of sound statistical evidence can be the undoing of policy makers and lawmakers. How can a school committee member justify costs for homework centers and know how many hours to keep them open if there are no good data on the optimum amount of time a child should spend on homework for each grade? What is the future of bilingual education if educators can't identify the instructional methods most likely to allow a student to become fluent in English without losing ground in other subject areas? In Massachusetts, where lawmakers and taxpayers are anxious to see results from this year's \$2.3 billion expenditure for schools, the funding of education reform in the future will depend on reliable answers to pedagogical questions.

to the challenge. At MIT, for example, 29 math and science majors are taking classes this semester in a teacher education program. Awards and loan forgiveness programs also help MIT students who want to teach in middle and high school.

For too long the nation's best research universities skimmed the best students from private and public school systems while ignoring what was taking place below. Finally, the high achievers appear ready to dig in.■

77.**Philadelphia Inquirer**

October 22, 1998

Union jeers don't fix schools

One thing has to be said for Ted Kirsch, head of the city teachers' union. He's consistent.

For years, he has resisted holding teachers accountable for kids who aren't learning. From the start, he vigorously opposed the selection of Superintendent David W. Hornbeck, who insists on accountability.

Now he's talking out of turn to the board of education, urging it to look now for a new schools chief, though Mr.

Hornbeck's contract has nearly a year to run. Instead of undermining the schools' chief advocate, Mr. Kirsch should tend his own garden.

He could better use his time and serve his union by focusing on teacher development, to bolster his perpetual case for better pay and smaller classes. Here's one way: Making sure the college credits that teachers collect, which increase their pay, are part of a coordinated plan to improve instruction.

Now, teachers can take just about any course they want to meet state requirements — and move up on the salary scale. Meanwhile, the district pays separately to get teachers to attend its training sessions.

Surely the union, area colleges and the district could work out a system that links professional development to college credits — so the district pays only one bill.

Similarly, he could lead a move to

save the valuable, but politically suspect, practice of prep time for teachers. Why not, as a show of good faith, turn one

prep session every two weeks over to principals for joint meetings on schoolwide issues?

Bashing the schools' public face may garner union cheers, but it's counterproductive in the long run.■

78. Christian Science Monitor

October 22, 1998

Good Tuition News

Alas, we're not talking about what most parents hope for: a lower tuition cost at the college your daughter or son is going to attend years from now. Inflation realities don't make that possible.

The good news is, in fact, that more parents are saving for junior's college education - and they're starting to save earlier. That means, if they invest wisely, more Americans are going to meet their goal of being ready to pay for the higher education that we all know pays back handsomely over a lifetime career.

A recent Lou Harris poll done for Alliance Capital Management discovered that this year 55 percent of adults surveyed were regularly saving money for college costs. That compared to 46

percent last year. And the saving starts earlier: This year the average age of a child when parents began to save was 3.8 years. That compares to 5.1 years in 1997. Statistically, such a sudden lowering of the average is likely caused by new parents plunging into saving.

As the president of the Alliance fund group distributors points out, that year and a quarter earlier start, with earnings compounded, can mean a difference of thousands of dollars 12 or 13 years hence - when junior's computer, posters, and CDs are piled into the van for freshman orientation.

We hope the one-year trendline from 46 to 55 percent will continue. We suspect it will, because of the intense

interest baby boom parents have shown in saving for both tuition and retirement.

At a national policy level, this evidence of growing family education saving should encourage more experimentation with targeted tax-exempt or tax deferred savings accounts. Success of education-specific savings accounts should lead lawmakers in both political parties to take a further look at tax-free health savings accounts as well as Senator Moynihan's plan for a modest private saving supplement to Social Security.

When citizens try saving they like it. Obviously more are doing so.■