

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: OPA@ed.gov@INET@EOPMRX

CREATION DATE/TIME:20-JUN-1997 14:58:00.00

SUBJECT: Clips

TO: Sharyn_Abbott (Sharyn_Abbott@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Carolyn_Adams (Carolyn_Adams@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Patricia_Adelstein (Patricia_Adelstein@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Susan_Aitel (Susan_Aitel@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Christina_Anzelmo (Christina_Anzelmo@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Nina_Aten (Nina_Aten@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Stephanie_Babyak (Stephanie_Babyak@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Wilma_Bailey (Wilma_Bailey@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Humphrey_Barnes (Humphrey_Barnes@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Anne_Barrett (Anne_Barrett@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Don_Barrett (Don_Barrett@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Ellen_Bass (Ellen_Bass@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Keith_Berger (Keith_Berger@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Daniel_Bernal (Daniel_Bernal@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Beverly_Blondell (Beverly_Blondell@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Tom_Bloom READ:NOT READ	(Tom_Bloom@ed.gov@INET@EOPMRX)
TO: Jim_Borches READ:NOT READ	(Jim_Borches@ed.gov@INET@EOPMRX)
TO: Jim_Bradshaw READ:NOT READ	(Jim_Bradshaw@ed.gov@INET@EOPMRX)
TO: Gail_Brown READ:NOT READ	(Gail_Brown@ed.gov@INET@EOPMRX)
TO: Regan_Burke READ:NOT READ	(Regan_Burke@ed.gov@INET@EOPMRX)
TO: Norma_V._Cantu READ:NOT READ	(Norma_V._Cantu@ed.gov@INET@EOPMRX)
TO: Kay_Casstevens READ:NOT READ	(Kay_Casstevens@ed.gov@INET@EOPMRX)
TO: Michele_Cavataio READ:NOT READ	(Michele_Cavataio@ed.gov@INET@EOPMRX)
TO: Stan_Cohen READ:NOT READ	(Stan_Cohen@ed.gov@INET@EOPMRX)
TO: Joseph_Colantuoni READ:NOT READ	(Joseph_Colantuoni@ed.gov@INET@EOPMRX)
TO: Arthur_Cole READ:NOT READ	(Arthur_Cole@ed.gov@INET@EOPMRX)
TO: Arthur_Coleman READ:NOT READ	(Arthur_Coleman@ed.gov@INET@EOPMRX)
TO: Traci_Collins READ:NOT READ	(Traci_Collins@ed.gov@INET@EOPMRX)
TO: Tony_Conques READ:NOT READ	(Tony_Conques@ed.gov@INET@EOPMRX)
TO: Ray_Cortines READ:NOT READ	(Ray_Cortines@ed.gov@INET@EOPMRX)
TO: Wilbert_Currie READ:NOT READ	(Wilbert_Currie@ed.gov@INET@EOPMRX)
TO: Jennifer_Davis READ:NOT READ	(Jennifer_Davis@ed.gov@INET@EOPMRX)
TO: Norris_Dickard READ:NOT READ	(Norris_Dickard@ed.gov@INET@EOPMRX)

TO: Mary_Ellen_Dix READ:NOT READ	(Mary_Ellen_Dix@ed.gov@INET@EOPMRX)
TO: Cindy_Dixon READ:NOT READ	(Cindy_Dixon@ed.gov@INET@EOPMRX)
TO: James_Doherty READ:NOT READ	(James_Doherty@ed.gov@INET@EOPMRX)
TO: Cynthia_Dorfman READ:NOT READ	(Cynthia_Dorfman@ed.gov@INET@EOPMRX)
TO: William_Doyle READ:NOT READ	(William_Doyle@ed.gov@INET@EOPMRX)
TO: Terry_Dozier READ:NOT READ	(Terry_Dozier@ed.gov@INET@EOPMRX)
TO: Shane_Dunne READ:NOT READ	(Shane_Dunne@ed.gov@INET@EOPMRX)
TO: Thomas_Fagan READ:NOT READ	(Thomas_Fagan@ed.gov@INET@EOPMRX)
TO: Paul_Fairley READ:NOT READ	(Paul_Fairley@ed.gov@INET@EOPMRX)
TO: Maria_Ferguson READ:NOT READ	(Maria_Ferguson@ed.gov@INET@EOPMRX)
TO: Chris_Fisher READ:NOT READ	(Chris_Fisher@ed.gov@INET@EOPMRX)
TO: Doug_Flamm READ:NOT READ	(Doug_Flamm@ed.gov@INET@EOPMRX)
TO: Scott_Fleming READ:NOT READ	(Scott_Fleming@ed.gov@INET@EOPMRX)
TO: Nicole_Forgenie READ:NOT READ	(Nicole_Forgenie@ed.gov@INET@EOPMRX)
TO: Charlotte_Fraas READ:NOT READ	(Charlotte_Fraas@ed.gov@INET@EOPMRX)
TO: David_Frank READ:NOT READ	(David_Frank@ed.gov@INET@EOPMRX)
TO: Ileana_Fresen READ:NOT READ	(Ileana_Fresen@ed.gov@INET@EOPMRX)
TO: Susan_Frost READ:NOT READ	(Susan_Frost@ed.gov@INET@EOPMRX)

TO: Edward_Fujimoto (Edward_Fujimoto@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: John_Blake (John_Blake@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: cohen_m (cohen_m@A1@CD) (OPD)
READ:NOT READ

TO: malico_m (malico_m@A1@CD) (CPC)
READ:21-JUN-1997 17:29:11.93

TO: william_r_kincaid (william_r_kincaid@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Allison_Balderston (Allison_Balderston@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Bernadette_Adams (Bernadette_Adams@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Brooks_Allen (Brooks_Allen@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Delores_Anistead (Delores_Anistead@ed.gov@INET@EOPMRX)
READ:NOT READ

TO: Susan_Craig (Susan_Craig@ed.gov@INET@EOPMRX)
READ:NOT READ

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

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

To print a single story:

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

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

Jim Bradshaw
OPA

ATTACHMENT 1

ATT CREATION TIME/DATE:20-JUN-1997 14:59:00.00

ATT BODYPART TYPE:p

TEXT:

PRINTER FONT
30_POINT_ROMAN
Daily Education
News
PRINTER FONT 14_POINT_HELVETICA
Friday, June 20, 1997
U.S. Department of Education
Office of Public Affairs
FB

-10B, Room 2200 ? 401

-1218
Norman Greenberg, Editor

PRINTER FONT 11_POINT_ROMAN
This compilation of news reports contains
copyrighted materials obtained through
licensing agreements and is intended solely for
the use of department employees.
PRINTER FONT
18_POINT_ROMAN_ITALIC
What Follows

PRINTER FONT 11_POINT_ROMAN
NATIONAL

1. USA Today
Title IX suit winner dislikes
'hero' label
2. The Washington Post
Hill Democrats, GOP Duel
Statistically Over Tax Plans
3. The Washington Times
Gingrich derides Democrats' tax

-cut
proposal as 'welfare'
4. Associated Press
Study: Ethnic minority professors
meet expectations, but ranks are
few

5. Associated Press

Talks break down after Gore
endorses adding 'V' rating to TV
shows

6. The Financial Times

Clinton confident on US economy
TRADE

7. Education Daily

PRINTER FONT 11_POINT_ROMAN_ITALIC
SAFE

-SCHOOLS PROGRAMS NEED PARTNERS, EXPERT
SAYS

PRINTER FONT 11_POINT_ROMAN

8. Education Daily

PRINTER FONT 11_POINT_ROMAN_ITALIC
TESTS, STANDARDS HIGHLIGHT ED'S FIVE

-YEAR

STRATEGIC PLAN

PRINTER FONT 11_POINT_ROMAN

9. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

Getting Better by Design

PRINTER FONT 11_POINT_ROMAN

10. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

Court Urged Not To Accept Spec. Ed. Funding
Cases

PRINTER FONT 11_POINT_ROMAN

11. Education Week

TOP ODD

\p

PRINTER FONT 11_POINT_ROMAN_ITALIC

Despite Rocky Road, Ed. School Accreditation Effort on a Roll

PRINTER FONT 11_POINT_ROMAN

12. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

ED Deadline To Approve State K

-12 Plans Looms

PRINTER FONT 11_POINT_ROMAN

13. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

States Step Up To Push for Equity In Absence of Federal
Enforcement

PRINTER FONT 11_POINT_ROMAN

14. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

4th Graders Do Well in Math, Science Study

PRINTER FONT 11_POINT_ROMAN

15. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

25 Years After Title IX, Sexual Bias In K

-12 Sports Still

Sidelines Girls

PRINTER FONT 11_POINT_ROMAN

16. Education Week

PRINTER FONT 11_POINT_ROMAN_ITALIC

An Open Letter to the President

PRINTER FONT 11_POINT_ROMAN

LOCAL

17. St. Louis Post

-Dispatch

PRINTER FONT 11_POINT_ROMAN_ITALIC

SOUTHERN BAPTISTS EXPECTED TO BACK PRAYER AMENDMENT

PRINTER FONT 11_POINT_ROMAN

18. The News & Observer Raleigh, NC

PRINTER FONT 11_POINT_ROMAN_ITALIC

UNC

-CH's Hooker will represent N.C. on board Commission to focus
on South's future

PRINTER FONT 11_POINT_ROMAN

19. The Press

-Enterprise Riverside, CA

PRINTER FONT 11_POINT_ROMAN_ITALIC

School officials seek help in settlement

PRINTER FONT 11_POINT_ROMAN

20. Dayton Daily News

PRINTER FONT 11_POINT_ROMAN_ITALIC

OFFICIAL LAUDS BUDGET EFFORT

PRINTER FONT 11_POINT_ROMAN

21. The Commercial Appeal Memphis, TN

PRINTER FONT 11_POINT_ROMAN_ITALIC

ARK. EDUCATION DIRECTOR RESIGNS 'IT WAS TIME FOR A CHANGE,' HE
SAYS

PRINTER FONT 11_POINT_ROMAN

22. The Hartford Courant

PRINTER FONT 11_POINT_ROMAN_ITALIC

SCHOOL BOARD ACTS ON MULTICULTURALISM

PRINTER FONT 11_POINT_ROMAN

23. Detroit Free Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

State school board rescinds controversial mission statement

PRINTER FONT 11_POINT_ROMAN

24. The Washington Post

PRINTER FONT 11_POINT_ROMAN_ITALIC

School Board Won't Appeal Ruling on Minority Spaces; Parents

Assail Arlington Vote on Magnets

PRINTER FONT 11_POINT_ROMAN

25. The Cincinnati Enquirer

PRINTER FONT 11_POINT_ROMAN_ITALIC

Universities follow spirit of Title IX

PRINTER FONT 11_POINT_ROMAN

26. Detroit News

PRINTER FONT 11_POINT_ROMAN_ITALIC

Warren school board president has been lead plaintiff since 1980

PRINTER FONT 11_POINT_ROMAN

27. Seattle Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Bellevue schools superintendent shakes up his district

PRINTER FONT 11_POINT_ROMAN

28. Sacramento Bee

PRINTER FONT 11_POINT_ROMAN_ITALIC

Marches spur black activism:

PRINTER FONT 11_POINT_ROMAN

29. Indianapolis Star

PRINTER FONT 11_POINT_ROMAN_ITALIC

IPS may not allow appeals for graduation test scores

PRINTER FONT 11_POINT_ROMAN

30. San Diego Union

-Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

Debate hot over math programs

PRINTER FONT 11_POINT_ROMAN

31. San Diego Union

-Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

Let critics speak, Vista school board told

PRINTER FONT 11_POINT_ROMAN

32. Kansas City Star

PRINTER FONT 11_POINT_ROMAN_ITALIC

KC school superintendent orders transfer of nearly a dozen principals

PRINTER FONT 11_POINT_ROMAN

33. The Miami Herald

PRINTER FONT 11_POINT_ROMAN_ITALIC

School Board changes due, poll indicates Democrats lean toward single

-member districts

PRINTER FONT 11_POINT_ROMAN

34. Chicago Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

COURTS WEIGH N.Y. ENGLISH PROFICIENCY TEST

PRINTER FONT 11_POINT_ROMAN

35. Chicago Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

KIDS WON'T GET A SUMMER BREAK ON CURFEW

PRINTER FONT 11_POINT_ROMAN

36. Newark Star

-Ledger

PRINTER FONT 11_POINT_ROMAN_ITALIC

Jersey's 4th

-graders weather long week of new proficiency tests

PRINTER FONT 11_POINT_ROMAN

37. Asbury Park Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Some Middletown teachers must turn in tools of trade

PRINTER FONT 11_POINT_ROMAN

38. New York Daily News

PRINTER FONT 11_POINT_ROMAN_ITALIC

City Spending More on Ed

PRINTER FONT 11_POINT_ROMAN

39. Charleston (W.V.) Gazette

PRINTER FONT 11_POINT_ROMAN_ITALIC

Out of the public eye:

PRINTER FONT 11_POINT_ROMAN

40. The Atlanta Journal

-Constitution

PRINTER FONT 11_POINT_ROMAN_ITALIC

Transfers of teachers touch a racial nerve

PRINTER FONT 11_POINT_ROMAN

41. Richmond Times

-Dispatch

PRINTER FONT 11_POINT_ROMAN_ITALIC

Liberty's only president retires

PRINTER FONT 11_POINT_ROMAN

42. The Boston Globe

PRINTER FONT 11_POINT_ROMAN_ITALIC

Dissect a squid? Some say let students abstain

PRINTER FONT 11_POINT_ROMAN

43. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Education panel begins by discussing statewide excess levy

PRINTER FONT 11_POINT_ROMAN

44. Baltimore Sun

PRINTER FONT 11_POINT_ROMAN_ITALIC

Lawyer, entrepreneur named to UM regents board

PRINTER FONT 11_POINT_ROMAN

45. The Boston Globe

PRINTER FONT 11_POINT_ROMAN_ITALIC

Payzant's first grades

PRINTER FONT 11_POINT_ROMAN

46. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Colleges raise tuition in wake of state cuts

PRINTER FONT 11_POINT_ROMAN

47. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Charter school proposal for needy children serves as state model

PRINTER FONT 11_POINT_ROMAN

48. Philadelphia Inquirer

PRINTER FONT 11_POINT_ROMAN_ITALIC

Ridge signs the charter schools bill

PRINTER FONT 11_POINT_ROMAN

49. The Memphis Commercial Appeal

PRINTER FONT 11_POINT_ROMAN_ITALIC

Hernando High to do away with race

-based elections

PRINTER FONT 11_POINT_ROMAN

50. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Final passage for scholarship program

PRINTER FONT 11_POINT_ROMAN

51. Philadelphia Inquirer

PRINTER FONT 11_POINT_ROMAN_ITALIC

Put the pencils down: Standardized tests high

-tech

PRINTER FONT 11_POINT_ROMAN

52. New York Newsday

PRINTER FONT 11_POINT_ROMAN_ITALIC

Teachers Step Up to the Mike / Oceanside schools test headset
amplifier in elementary classes

PRINTER FONT 11_POINT_ROMAN

53. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Compromise panel to decide fate of charter schools

PRINTER FONT 11_POINT_ROMAN

54. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Namesake of desegregation case makes transition to college

PRINTER FONT 11_POINT_ROMAN

55. The Tampa Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

School's image set to bloom

PRINTER FONT 11_POINT_ROMAN

56. Fairfax Journal

PRINTER FONT 11_POINT_ROMAN_ITALIC

Read now is a stiff order

PRINTER FONT 11_POINT_ROMAN

57. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Regents approve pay raises, new buildings

PRINTER FONT 11_POINT_ROMAN

58. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Marathon session ends with repeal of religious policy

PRINTER FONT 11_POINT_ROMAN

59. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

State school board moves to curb costly program for slow learners

PRINTER FONT 11_POINT_ROMAN

60. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Three schools will test incentives program for teachers

PRINTER FONT 11_POINT_ROMAN

61. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Senate approves prepaid college tuition plan

PRINTER FONT 11_POINT_ROMAN

62. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Man Sues School District for Rejecting Religious Ad

PRINTER FONT 11_POINT_ROMAN

63. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

High School Loses Court Fight, Allowing Senior to Get His Diploma

PRINTER FONT 11_POINT_ROMAN

64. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

North Hollywood Program Aids Parents of Special Children

PRINTER FONT 11_POINT_ROMAN

65. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Silenced Teacher May Sue College

PRINTER FONT 11_POINT_ROMAN

66. The Washington Post

PRINTER FONT 11_POINT_ROMAN_ITALIC

School Board Won't Appeal Ruling on Minority Spaces;

PRINTER FONT 11_POINT_ROMAN

67. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Don't Get Mad, Be an 'Anger Class' Grad: students on verge of
expulsion learn how to control temper.

PRINTER FONT 11_POINT_ROMAN

68. Los Angeles Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

School District Budget Includes Pay Raises

PRINTER FONT 11_POINT_ROMAN

69. Associated Press

PRINTER FONT 11_POINT_ROMAN_ITALIC

Parents of boy expelled for alleged Ritalin abuse plan lawsuit

PRINTER FONT 11_POINT_ROMAN

70. The New York Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Whitman and Legislators Plan \$16.8 Billion Budget

PRINTER FONT 11_POINT_ROMAN

71. The New York Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

Budgets Show Less Is Spent For Students In High School

PRINTER FONT 11_POINT_ROMAN

COMMENTARY

72. San Diego Union

-Tribune

PRINTER FONT 11_POINT_ROMAN_ITALIC

Creating a partnership for learning

PRINTER FONT 11_POINT_ROMAN

73. The Washington Post

PRINTER FONT 11_POINT_ROMAN_ITALIC

The President and the Burden of Race
PRINTER FONT 11_POINT_ROMAN
74. New York Daily News
PRINTER FONT 11_POINT_ROMAN_ITALIC
Going by Book, Private School Kids Narrow Gap
PRINTER FONT 11_POINT_ROMAN
75. Baltimore Sun
PRINTER FONT 11_POINT_ROMAN_ITALIC
Women warriors on the fields of play
PRINTER FONT 11_POINT_ROMAN
76. Philadelphia Inquirer
PRINTER FONT 11_POINT_ROMAN_ITALIC
Affirmative action's double standards rendered it unfair to both
blacks and whites
PRINTER FONT 11_POINT_ROMAN
77. Philadelphia Inquirer
PRINTER FONT 11_POINT_ROMAN_ITALIC
Close America's education gap
PRINTER FONT 11_POINT_ROMAN
78. The New York Times
PRINTER FONT 11_POINT_ROMAN_ITALIC
Racism's Nine Lives
PRINTER FONT 11_POINT_ROMAN
79. The Washington Post
PRINTER FONT 11_POINT_ROMAN_ITALIC
Beyond Black and White
PRINTER FONT 11_POINT_ROMAN
80. The Washington Post
PRINTER FONT 11_POINT_ROMAN_ITALIC
What If We Had a Serious Conversation?
PRINTER FONT 11_POINT_ROMAN
EDITORIAL
81. Christian Science Monitor
PRINTER FONT 11_POINT_ROMAN_ITALIC
Earned Promotions
PRINTER FONT 11_POINT_ROMAN
82. Richmond Times

-Dispatch

PRINTER FONT 11_POINT_ROMAN_ITALIC
Finding a Home
PRINTER FONT 11_POINT_ROMAN
83. The Atlanta Journal

-Constitution

PRINTER FONT 11_POINT_ROMAN_ITALIC
Clinton's initiative on race is sadly old, stale stuff
PRINTER FONT 11_POINT_ROMAN
84. New York Post
PRINTER FONT 11_POINT_ROMAN_ITALIC
Newt's shift on preferences
PRINTER FONT 11_POINT_ROMAN
85. Chicago Tribune
PRINTER FONT 11_POINT_ROMAN_ITALIC

CLOUT STOPS AT THE SCHOOLHOUSE DOOR

PRINTER FONT 11_POINT_ROMAN

86. The Dallas Morning News

PRINTER FONT 11_POINT_ROMAN_ITALIC

Tax cuts

PRINTER FONT 11_POINT_ROMAN

87. Seattle Times

PRINTER FONT 11_POINT_ROMAN_ITALIC

The GOP versus UW

PRINTER FONT 11_POINT_ROMAN

88. Raleigh News & Observer

PRINTER FONT 11_POINT_ROMAN_ITALIC

Budget nudge for schools

PRINTER FONT 11_POINT_ROMAN

TOP EVEN

\p

PRINTER FONT 14_POINT_ROMAN

1. USA Today

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Title IX suit winner dislikes 'hero'

label

PRINTER FONT 9_POINT_ROMAN

Amy Cohen was a toddler when the law that changed her life was born.

On Monday it will have been 25 years since Richard Nixon signed Title IX, just six days after a third

-rate burglary at a swank Washington, D.C., office complex.

Watergate, which toppled a president, is a relic of the '70s - like disco. Whereas Title IX, which toppled barriers, is a living, breathing law - the revolution in your neighborhood.

Chances are the girl next door didn't play sports 25 years ago. Today, chances are fair that she does. Just 7.5% of high school athletes were girls in 1972. Now it is nearly 40%.

Watergate changed mere history; Title IX changed the way we live.

But not enough, says Cohen, a second

-grade teacher in Baltimore and a former gymnast at Brown University. Her name adorns one of the key cases in the myriad of Title IX litigation: Cohen v. Brown. That makes her not just a permanent part of case law, but a symbol of the struggle.

She puts a human face on the complex civil rights law that prohibits sex discrimination at any educational institution that receives federal aid.

"When boys play sports, society says that's great," Cohen says. "And if girls want to play, that's OK. It used to be not OK, so we're getting there. But we're not there yet.

"We need the world to see girls playing and say, 'That's great, too.' "

Cohen is a child of Title IX, born during the Nixon administration. Next week she turns 27; she was nearly 2 the week that the strange bedfellows of Watergate and Title IX crept quietly together onto the American stage.

Watergate would become a footnote in Cohen's life; she worked briefly at the Watergate office building before becoming a teacher. But she is far from a footnote

in the history of Title IX.

No longer shunned

On Wednesday she was a guest of senators on Capitol Hill for a celebration of the law's silver anniversary. She had been to the Capitol before, as an intern during college and to testify at a Title IX hearing after college. This time she was an honored guest.

Last month she was at Brown for her five

-year reunion. Classmates who once shunned

her, she says, treated her like a returning hero. A month before, the case that bears her name had wound its way to the U.S. Supreme Court.

It let stand lower

-court rulings in her favor. Its decision not to hear Brown's

appeal was hailed as a milestone. Though not a precedent for other cases, experts say the practical effect is hugely important.

For one thing, Brown became a leader in women's sports in the years after Title IX became law; if Brown could lose a Title IX case, what did that say about schools that had made far less progress? For another, Brown argued that it should not be held responsible for women having less interest in sports than men, and 60 other colleges joined it in friend

-of

-the

-court briefs.

"You can't say that the women on your campus have less interest than the men when you have recruited the athletes on your campus," Cohen says. "The result of your survey is predetermined."

Cohen was a junior in 1991 when Brown dropped gymnastics as a varsity sport; it also dropped women's volleyball and two men's sports. Cohen, who was co

-captain of

the team, was devastated. She says she had never heard of Title IX. But she and her teammates learned about it and sued under the landmark legislation.

"We were seeking an injunction to get gymnastics restored," Cohen says. "But by the time we got an injunction, my senior season was over."

The team competed that season on a quasi

-club status, she says, raising its own funds. She and her teammates sold T

-shirts and candy, held gymnastics clinics for kids and solicited charitable foundations.

"When the alumni came back for reunions we did back

-flips on The Green and passed

the hat," she says. "When I was back for my reunion I was glad to see there was no one was doing flips for loose change."

It isn't easy to sue your own school. Cohen says she felt ostracized during her senior year. She says administrators subtly turned other students against her by telling male athletes her suit could hurt their sports, telling other female athletes

the same, and telling nonathletes that the money spent on the suit could take away from academics.

"Perceptions and reality often differ," says Laura Freid, Brown's executive vice president for external affairs. "It's unfortunate if she felt pressure more than some others, but she was the lead figure in a lawsuit. Unfortunately, if she felt pressure, it happens sometimes when you take a stand."

Cohen calls herself a proud Brown alumna. She says she loves her school but has learned to separate her familial feelings from the lawsuit, which is ongoing. (Brown submitted a new compliance plan in April; it is under review in a court in Providence, R.I.)

Freid says the feeling is mutual, that Brown also is proud of Cohen despite their differences: "All of our female graduates are a source of pride to Brown and always will be."

First

-hand experience

Cohen teaches second grade at Morrell Park Elementary in Baltimore, where she calls her students the second generation of Title IX. She says it makes her happy to see her students play sports, the boys as much as the girls, because she believes the lessons learned on athletic fields will serve them well in later life.

She uses herself as example.

"Gymnastics taught me self

-discipline and self

-confidence, motivation and work

ethic," she says. "It taught me organization and time management, how to conquer my fears and how to accept defeat. I learned to set goals and work hard to reach them. I learned how to make mistakes but go on.

"All those things help me as a teacher. This is the kind of job where you never max out on the learning curve. It is constantly a challenge. Gymnastics is like that, too. You take pride in a good routine, but you always know you can do it a little better.

"I find teaching so rewarding because you see the kids learn right before your eyes. All of your efforts are paid back on the spot."

Cohen told her students a little about Title IX when the Supreme Court declined to hear Brown's case, putting her name in headlines. She told them the case was about fairness, about girls having the same rights as boys in school.

"They were surprised to hear there was ever a time when people thought sports was more for boys than for girls," Cohen says. "We had learned about discrimination earlier in the year. They asked me if I was like Rosa Parks. It was a pretty funny question."

Taking a stand

And what did the teacher tell her students? "I said, no, that Rosa Parks was a hero who made history. She was brave and she was the first. Lots of other people filed suits before mine. And I had my teammates and we could support each other. It was different."

Yes, but in a way, hadn't Cohen's second

-graders put their small fingers on something?

Rosa Parks would not sit in the back of the bus; Amy Cohen would not stand for unequal treatment.

Cohen says her students don't know the name Title IX or understand its complexities. But, she says, they do understand the principle behind it.

"They are at a crucial age when they are so open to everything in life," Cohen says. "They believe everyone should be treated fairly, and they can't comprehend a world where that doesn't always happen.

"So, yes, they understand Title IX, in a very nontechnical way. But, you know, the funny thing is I think they understand it better than most of the nation's athletic directors."

By Erik Brady, USA TODAY, page C1?

PRINTER FONT 14_POINT_ROMAN

2. The Washington Post

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: FINAL; Section: A Section; Page A04

PRINTER FONT 20_POINT_ROMAN_ITALIC

Hill Democrats, GOP Duel Statistically

Over Tax Plans

PRINTER FONT 9_POINT_ROMAN

By Clay Chandler and Eric Pianin

Washington Post Staff Writers

With Congress approaching critical votes on the largest tax cut in nearly two decades, Republicans and Democrats yesterday turned to the politics of envy, brandishing conflicting evidence that their proposals are more generous to the middle class than those of their rival.

Democrats, citing Treasury Department estimates, decried the two GOP tax plans

working their way through the House and Senate as far too generous to the rich while shortchanging the "working poor." Republicans, marshaling figures of their own, argued that their proposals are squarely targeted to the middle class while the Democrats' would dilute the tax cut by shifting benefits to those who pay few or no taxes.

The squabbling reflects a recognition on all sides that the "fairness" issue resonates powerfully with voters. As they search for agreement on a five

-year net

tax cut of \$85 billion, officials at both ends of Pennsylvania Avenue acknowledge that voter perceptions of who profits and who suffers from the tax bill could play the decisive role in this year's budget war.

"Why should people who pay no taxes . . . get increased welfare at the expense of working taxpayers who do pay taxes?" House Speaker Newt Gingrich (R

-Ga.) said at a

news conference. House Minority Leader Richard A. Gephardt (D

-Mo.), presiding over a

competing news event, asserted that Republicans had aimed their tax cut at the richest 5 percent of taxpayers, while the Democratic plan would offer average taxpayers "a helping hand."

"There is a different way to provide tax relief than rewarding traders of stocks and bonds for a bull market brought on by the Democrats' economic recovery," Gephardt said.

Amid the bickering, members of the tax

-writing Senate Finance Committee voted late

last night to approve a plan proposed by its chairman, Sen. William V. Roth Jr.

(R

-Del.). Unlike the tax plan that was approved last week by the House Ways and Means Committee on a strict party

-line vote, the Roth package was endorsed by all the Democrats on the committee. Of the 20 members of the panel, the only two dissenting votes were cast by staunch conservatives, Sens. Don Nickles (R

-Okla.) and Phil Gramm (R

-Tex.).

Roth's plan addresses several objections Democrats and White House officials had raised about the Ways and Means package. But it offers even less money than the House plan for the educational tax incentives President Clinton has demanded.

Gingrich and Senate Majority Leader Trent Lott (R

-Miss.) have scheduled floor votes on the tax plans. Once the two plans are approved, the action will shift to a House

-Senate conference, where GOP and Democratic leaders and the administration will attempt to negotiate a deal that Clinton will agree to sign.

Appeals from Republicans and Democrats yesterday ? complete with testimonials from "average" taxpayers ? were designed to shore up support going into the tax fight's critical phase.

Republicans, clearly, are rattled by the prospect that Democrats will use the House and Senate tax plans to vilify them as pawns of big business and the super

-rich ? reprising a strategy that worked so well against the GOP two years ago.

In their appeal to voters, Republicans have cited estimates by experts at Congress's Joint Committee on Taxation that in the budget's first five years, three

-fourths of the benefits from the House and Senate tax plans would go to Americans making less than \$75,000. But Democrats point to Treasury analyses showing that the GOP tax proposals, when fully implemented, would confer two

-thirds of proposed tax cuts ? 68 percent under the House plan and 66 percent under the Senate plan ? on families with incomes of about \$93,000, or the highest

-earning 20 percent of all taxpayers.

Concern that they are vulnerable to a populist attack forced Republicans to abandon several proposed tax cuts for large corporations last week even before House Ways and Means Committee Chairman Bill Archer (R

-Tex.) presented his plan. Archer retreated again Wednesday, offering to protect taxpayers making less than \$50,000 from a provision in his original proposal that would have prevented them from fully benefiting from a proposed \$500

-per

-child tax credit if they also claimed an existing break for child care expenses.

Gingrich and Archer yesterday also stressed that the House tax proposal would offer the proposed \$500

-per

-child credit to families with children up to age 17.

"Parents with teenage children have a lot more bills to pay than parents with preteens," said Archer, as he introduced the Apple family ? Karen and two of her four children ? whom the Republicans had plucked from suburban Baltimore. "We should not forget that these middle

-income parents need help too."

The child credit proposed by the White House would be limited to families with children 12 and under, although the administration has suggested lately it is open to raising that limit.

While Capitol Hill Democrats have hammered away at the "fairness" issue, White House officials remain ambivalent about exploiting it. Some on the Clinton team say hammering the GOP for catering to the wealthy is a sure

-fire winner. But

pragmatists, led by Treasury Secretary Robert E. Rubin, worry that that sort of attack will later only make it harder for Clinton to sign a balanced budget deal.

In an interview published in Thursday's Wall Street Journal, Clinton suggested that he is prepared to sign a tax cut offering big breaks for the rich, as long as the cut is not too lopsided. "The distribution pattern of any tax plan will look somewhat

skewed to upper

-income people if there is any kind of capital gains tax and estate tax relief in it," he said. "But that was the price of the [budget] agreement."

Clinton warned, however, that he would not sign a tax cut that would allow investors to adjust the value of their capital gains for inflation. Archer's bill includes such a provision; Roth's does not.

But Gingrich scoffed at the idea Clinton would deprive middle

-income families of

tax cuts over a dispute on capital gains. "The fact is all this posturing is not helpful," Gingrich said.?

PRINTER FONT 14_POINT_ROMAN

3. The Washington Times

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Gingrich derides Democrats' tax

-cut

proposal as 'welfare'

PRINTER FONT 9_POINT_ROMAN

By Patrice Hill THE WASHINGTON TIMES

House Speaker Newt Gingrich scored Democrats Thursday for trying to turn tax cuts into welfare payments, even as other GOP leaders softened a provision of their tax bill in order to blunt Democratic complaints that the cuts would benefit only the rich.

"President Clinton campaigned on middle

-income tax relief. Now he wants to siphon part of that off and increase welfare spending," said the Georgia Republican, referring to Mr. Clinton's plan to give child and tuition tax credits in the form of Treasury checks to people who do not pay income taxes.

"That's welfare," the speaker said at a news conference that signaled a broadening offensive by the GOP leadership to pre

-empt Democrats' arguments that their \$85 billion in tax cuts favor the well

-to

-do over the working poor. Both sides were girding for a House floor battle over the bill next week.

Republicans see the tax bill ?and their \$85 billion tax

-cut plan ?as a way to sweep away their recent political failures and a chance for their leaders to prove it can work, lawmakers said Thursday. They also say the tax

-cut plan is a chance to show voters they are committed to the crown jewel of the agenda on which they were elected in 1994.

Drawing on rhetoric Democrats used successfully in campaigns last year, House Minority Leader Richard A. Gephardt, Missouri Democrat, paraded working

-class mothers who would get no benefits from the bill and charged that it "gives the wealthy the lion's share of the benefit."

That provoked a tart response from Rep. John A. Boehner, chairman of the House Republican Conference Committee, who noted the Democratic leader's role in pushing through Mr. Clinton's \$250 billion tax increase in 1993.

"We shouldn't be surprised these are the same guys who now oppose the largest tax cut in 16 years," the Ohio Republican said.

The debate over who gets the tax breaks hinges on who pays taxes in the first place. According to the Joint Tax Committee, the poorest half of Americans pay less than 10 percent of the taxes, while the richest half pay 90 percent. Under the GOP tax bill, everyone who pays taxes would receive a tax cut of between 1 percent and 4 percent by 2002.

Democrats usually cite Treasury Department figures, however, which inflate the incomes of most taxpayers by including such items as the value of their pensions and the "rental value" of owned homes. Because these items can push the "income" of a taxpayer earning \$40,000 into the \$80,000 range, nearly everyone receiving tax cuts appears to be rich under the Democratic analysis.

While charges flew through the Capitol, Rep. Bill Archer, chairman of the House Ways and Means Committee, made another change in his bill to address a criticism

raised by Mr. Clinton and Democrats: that it would cut off part of the \$500

-per

-child tax credit for families that claim the dependent

-care credit.

The Texas Republican said he would restore the full child credit for families earning \$50,000 or less. He urged Mr. Clinton to reciprocate by accepting a GOP proposal to give the child credit to parents of teen

-agers as well as preteens.

In another gesture to the president, Mr. Gingrich hinted that the GOP might reconsider a provision in the bill that adjusts earnings from the sale of stocks, bonds, real estate and other assets for inflation before imposing capital

-gains

taxes, starting in 2001.

Mr. Clinton said in a Wall Street Journal interview that he would not sign a tax bill with such an inflation

-indexing provision because it would cause the budget deficit to "explode."

But in other remarks to the newspaper, the president was much more conciliatory toward Republicans than most Democrats have been, and said he felt bound to sign a tax package because of his budget agreement with Congress.

Mr. Gingrich took note of the split in Democratic ranks. "Gephardt opposed the budget agreement. I'm sure he is hoping the president will veto the budget agreement. He's an old

-time Democrat. The president is trying to forge a relationship with taxpayers and be a new

-time Democrat."

The speaker chided Mr. Clinton for laying down a "nonnegotiable marker" on the inflation

-indexing provision. "All this posturing is unhelpful. I wish the president hadn't said it. If we'd all staked out claims in public, we wouldn't have gotten to a budget agreement."

He questioned whether Mr. Clinton would be successful in explaining to the public that he is vetoing a bill with generous tax breaks for middle

-class families and

college education because of an esoteric indexing proposal.

"Even with his rhetorical skills, that would truly be a challenge," he said. "At the end of the day, I think the president will sign the bill."

In the Senate, meanwhile, tax writers agreed late Thursday night to increase cigarette taxes by 20 cents a pack to defer some higher taxes on airline tickets and extend health coverage for uninsured children.

Sen. William V. Roth Jr., chairman of the Senate Finance Committee, announced the cigarette tax increase after a private session in which members of the panel worked

to fine

-tune an \$85 billion net tax cut over the next five years.

The Delaware Republican said the cigarette tax ? which would be in addition to the current 24

-cent federal levy on each pack ? will finance several changes to the tax package that he released earlier this week.

"After long discussions and many differences, an agreement has basically been reached on tax cuts," Mr. Roth said.

This article is based in part on wire service reports.?

PRINTER FONT 14_POINT_ROMAN

4. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 3:17a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Study: Ethnic minority professors meet expectations, but ranks are few

PRINTER FONT 9_POINT_ROMAN

LOS ANGELES (AP) - Ethnic minority professors meet the public's expectations more often than their white colleagues, yet their ranks are few, according to a University of California, Los Angeles study.

"It is disheartening that higher education has not done a better job in recruiting and sustaining a more diverse group of people for its faculty," said the study's lead author, education professor Helen Astin.

"Faculty of color have shown greater commitment to what the public says it wants from its colleges: more attention to undergraduate education and greater service to the community," Astin said in a statement Thursday.

The study looked at two- and four

-year American colleges during the 1995

-96

academic year.

Of the 33,986 respondents from 384 universities, 8.7 percent were ethnic minorities, who tended to be younger and more often have lower

-ranking, non

-tenured

teaching positions compared to their white colleagues.

The study also showed that ethnic minority professors, with the exception of Asian Americans, were more likely to work at two

-year colleges.

White professors were less likely than ethnic minority professors to prepare students from responsible citizenship, develop students' moral character or instill in students a commitment to social change and community service, the study showed.

In terms of salary, Asian American professors were among the highest paid, most likely because they are frequently in science departments and at universities where salaries are higher. American Indian professors had the lowest salaries and were the least likely to have a doctorate degree, the study showed.

Seventy seven percent of white professors were satisfied overall with their job, while 75 percent of Latino professors said the same. American Indians, Asian Americans and blacks reported low overall job satisfaction, the study said.

Twenty one percent of white faculty members said subtle forms of discrimination were a source of job

-related stress while more than double, 49 percent, of ethnic minority professors felt that way.

The study, conducted by UCLA's Graduate School of Education & Information Studies, recommended that higher education institutions encourage ethnic minority students to pursue academic careers and provide more support toward that end.?

PRINTER FONT 14_POINT_ROMAN

5. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 1:46a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Talks break down after Gore endorses

adding 'V' rating to TV shows

PRINTER FONT 9_POINT_ROMAN

By JEANNINE AVERSA Associated Press Writer

WASHINGTON (AP) - Fuming over Vice President Al Gore's call to give parents more information about violence in children's TV programs, industry leaders broke off negotiations to strengthen program ratings.

Major broadcasting, cable and motion picture trade associations accused Gore of "unwarranted intervention in the process," and abruptly stopped the talks Thursday.

The biggest sticking point in the negotiations has been whether to add a "V" to label violent content that appears in shows rated "TV

-Y7," which designates

children's programs suitable for children 7 and older.

Some broadcasters do not want to add the "V" because it would capture cartoons.

After meeting Thursday with parents' groups, children's advocates and other organizations seeking stronger ratings, Gore issued a statement saying he was hopeful that the TV industry "will make sure that parents are given reliable information about the level of violence in Y

-7 rated programs."

Upset by Gore's remarks, the National Association of Broadcasters, the National Cable Television Association and the Motion Picture Association of America, said they "recessed talks on any changes in the TV ratings system until further notice."

However, negotiators for the advocacy groups and the industry remained hopeful that an agreement still could be reached to add codes for violence as well as sex and crude language to existing ratings.

Labeling sexual content and crude language - by using an "S" and "L" - are considered less of a stumbling block for broadcasters because few, if any, "TV

-Y7"

programs include such content.

In the "TV

-Y7" dispute, one alternative to the "V" is adding a special designation that would apply to cartoons or fantasy programs aimed at older children. Another option is adding designations such as "AV," for action violence, or "CV," for combat violence. Other possibilities include adding designations such as "A" for action adventure or "C" for comedic violence.

Administration officials expressed disappointment at the break in negotiations but suggested it could be a bargaining tactic. The officials said the TV industry had been informed about the content of Gore's statement before it was released and that the industry raised no objections.

Jeff Chester, speaking on behalf of all the advocacy groups involved in the negotiations, said they, too, were disappointed but were hopeful talks would resume.

To give more time for an agreement to be reached, the Federal Communications Commission postponed today's hearing on the effectiveness of the TV ratings. The hearing was rescheduled for July 14.

The FCC by law must review the 5

-month

-old ratings system. If the agency finds it unsuitable, the commissioners can appoint a board to create a new one, but the TV industry does not have to go along.

Sen. John McCain, R

-Ariz., chairman of the Commerce Committee, has said that if the TV industry does not reach agreement by June 24, he will move ahead on legislation that would force the industry to provide more detailed ratings.

Other than at NBC, there is growing support for adding "V," "S" and "L" notations to three current rating categories to designate violence, sex and potentially offensive language.

Those three current ratings are: "TV

-PG," parental guidance suggested; "TV

-14,"

programs unsuitable for children under 14; and "TV

-MA," for mature audiences only.?

PRINTER FONT 14_POINT_ROMAN

6. The Financial Times

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: London Edition; Section: NEWS: INTERNATIONAL; Page 3

PRINTER FONT 20_POINT_ROMAN_ITALIC

Clinton confident on US economy

PRINTER FONT 9_POINT_ROMAN

By Gerard Baker in Denver

The US economy is in its healthiest state in a generation, as the flexibility of its workers and businesses has enabled them to adapt to the challenges of the global

economy faster than any other country, President Bill Clinton said yesterday.

Mr Clinton was speaking soon after arriving in the Rocky Mountain city of Denver on the eve of the summit meeting of leaders from the Group of Seven industrial powers plus Russia.

Addressing telecommunications workers, Mr Clinton said the US owed its economic success in part to a set of government policies pursued over the last four years

that could be emulated by all countries as they too faced the challenges of globalisation.

The US had developed a "new American economic approach that enabled us to move earlier into the global economy than other countries," he said.

This approach involved reducing the public sector deficit and the size of government, promoting the opening of international markets, and investing more in the education and training of the American people.

Among leaders to arrive soon after Mr Clinton was Mr Ryutaro Hashimoto, the Japanese prime minister. His arrival coincided with the announcement that the US had reached agreement with Tokyo on a system of bilateral consultations so the US could advise Tokyo as it deregulates key sectors of the Japanese economy.

A US official said the agreement would allow the US to have input into Japan's deregulation in such areas as telecoms, financial services and medical equipment. The accord was designed to increase US market access to Japan and reduce the two countries' growing trade imbalance.?

PRINTER FONT 14_POINT_ROMAN

7. Education Daily

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

SAFE

-SCHOOLS PROGRAMS NEED PARTNERS,
EXPERT SAYS

PRINTER FONT 9_POINT_ROMAN

After

-school programs for high

-risk youth need "key players" from school administration, faculty and parents' groups to succeed, a Denver school psychologist told a national conference this week.

Without those partners planning activities and keeping tabs on kids and their families, programs aimed at reducing youth violence are likely to fall apart due to miscommunications and subtle cultural differences, said D.J. Ida.

For example, some Asian

-American students who seemed to be enjoying Ida's
after

-school program stopped attending after a few weeks, she told a conference in Arlington, Va., on creating safe and drug

-free schools.

When a parent advocate involved in the program contacted the students' families, she learned that some parents were suspicious because their children seemed so happy.

"According to Asian tradition, school is not supposed to be fun," Ida said. "So they yanked their kids from the program. We would have lost them if [the parent advocate] hadn't been there."

Lasting Consequences

Director of the Asian

-Pacific Development Center in Denver, Ida established an

after

-school program at a middle school there with 19 percent Asian

-American

students, some of whom were involved in "Viet pride" gangs.

She said keeping those students out of trouble is especially critical because of a federal law mandating automatic deportation for youths over age 13 who aren't yet U.S. citizens and are convicted as adults of crimes punishable by one year or more in prison.

Ida said she has been working with a 17

-year

-old convicted of gang

-related drug

activity who will be deported even though his family lives in America.

"He doesn't get a second chance," Ida said. "He cannot come back. These are issues facing us headlong in the Asian community."

Education Department and law enforcement officials have stressed that partnerships are the most effective way to combat youth violence (ED, Aug. 16, 1994).

Much of the gang problem at the school was the result of tension between Asian and Latino students, Ida said. When she approached school administrators with the idea of a program for Asian youths, the principal suggested that Latinos be included.

"They make up half the school, and the problem was racial and gang activity," Ida said. "Working with the principal was instrumental in how I put the program together."

The school gave a large classroom for the program and access to the gymnasium. And the teachers cooperated fully, although there was a stumbling block: Ida said some teachers worried that students would enjoy the after

-school program more than regular classes.

Some teachers "were afraid they would lose their hard

-earned respect from the students," Ida said. ? Dave Boyer?

PRINTER FONT 14_POINT_ROMAN

8. Education Daily

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

TESTS, STANDARDS HIGHLIGHT ED'S

FIVE

-YEAR STRATEGIC PLAN

PRINTER FONT 9_POINT_ROMAN

The Education Department wants to expand public school choice, prod states to set challenging standards and encourage states to sign up for voluntary national tests, under its new five

-year strategic plan.

By 2001, 25 percent of children in grades 3

-12 should be going to a school that

their families choose, ED says in the plan it began circulating in Congress this week. The department says that goal could be aided by an aggressive expansion of charter and magnet schools.

President Clinton and ED officials have repeatedly said they want 40 states to have charter laws by 2000 and envision 3,000 charter schools operating by 2002, a goal reiterated in the strategic plan (ED, May 29).

"By 2002, half of all school districts [should] make choice available to their students through magnet schools, charter schools and open enrollment policies," the plan says.

The strategic plan is part of ED's compliance with the 1993 Government Performance and Results Act, which requires federal agencies to outline plans, measure their progress and align their goals with their budget requests (ED, June 6).
Standards, Assessments For All

By next year, ED wants all states to have content and performance standards in place for two or more core subjects. Currently, 33 do.

By 2001, ED wants all states to have assessments to measure the standards, up from 23 now.

ED's plan says that by 1999, at least 20 states should be signed up for the voluntary national tests in reading for fourth

-graders and math for eighth

-graders,

with the eventual goal of all states by 2002.

Currently, six states have agreed to participate (ED, June 11). While the administration has been touting the tests, this is the first time it has attached specific goals and timetables to state participation.

ED also attached first

-time deadlines and goals to some other objectives.

For instance, the percentage of high school graduates completing three years of math and three years of science should increase 10 percent between 1996 and 2000, the new goals say. Currently, 51 percent meet the goal.

Other goals are more general. ED wants the percentage of high school students taking advanced placement classes to go up, but it does not specify by how much.

Some other ED goals include.

- * Surveying school districts to make sure they use effective strategies to combat drug abuse and violence.

Currently, many use programs that ED researchers consider ineffective (ED, Feb. 25).

- * Prodding 75 percent of states to raise teacher certification standards by 2002.

- * Boosting the ratio of parents who attend conferences with their children's teacher from 71 percent to 90 percent by 2002; and

- * Increasing the percentage of classrooms wired to the Internet from the current 14 percent to 25 percent by 2002, with half of teachers integrating advanced technology into their curriculum, up from 20 percent currently.

ED plans to streamline the 197 programs it runs, but doesn't set a goal. The House has criticized the federal government for running what it claims are 788 education

-related programs (ED, May 9). ?Laureen Lazarovici?

PRINTER FONT 14_POINT_ROMAN

9. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Getting Better by Design

PRINTER FONT 9_POINT_ROMAN

By John Anderson

Two major streams of school reform are operating in America today. One, which has been dominant over the past decade, holds that reform primarily requires changes in the school governance system ?standards, assessment, accountability, site

-based
management, charters, vouchers. The other emphasizes school

-by

-school,
classroom

-based

change, where the improvement process is aided by national networks of trainers,
well

-designed materials, and extensive, detailed professional development.

A growing body of evidence demonstrates that neither top

-down system changes nor
bottom

-up school changes alone can lead to improvements in student achievement. What is needed is system change specifically targeted to support the improvement of classroom practice. Our experience at New American Schools bears this out and suggests that it is time we stop debating the approach, recognize that both kinds of action are necessary but not sufficient, and commit to work together to systematically apply what we know succeeds for large numbers of children in diverse communities.

Americans want their public schools to have higher standards and better teaching, integrated technology, connections to parents and community, and greater accountability. These are reasonable expectations and ones the nation can meet.

After five years of working with school districts across the country, we think we have documented lessons that can help all districts meet the challenge of bringing successful whole

-school practice to scale in public education.

We have learned, first, that improvement efforts do not have to totally reinvent current governance structures from the outside. Communities also can overhaul their local school systems from within by reinventing individual schools around research

-based models and retrofitting the governance apparatus to support these new

school models. The reverse, we have found, is also true. If governance changes are initiated, they will not succeed unless schools also introduce research

-based

improvements in teaching and learning, redefine key stakeholder roles, and redeploy resources to focus less on specialists outside the classroom and more on helping teachers play multiple roles inside and outside the classroom. The overarching goal must be the development of results

-focused, capable, decentralized systems of schools.

Too often, improvements are implemented in a single school or one lonely classroom ?unable to gain influence and acceptance outside of that microsphere. These tiny islands of reform go unnoticed in a sea of mediocre performance brought about by unchallenging curricula, low expectations, and a central bureaucracy that makes real change difficult.

We have tried to transcend this problem by requiring that the districts we work with commit themselves to implementing design

-based improvements in at least 30

percent of their schools within five years. With such a commitment, the relationship between the central administration and the campuses inevitably evolves. Educators at these design schools also gain strong networks of colleagues with whom they can discuss common concerns and collaborate on workable solutions.

Experience has shown us that, to ease the metamorphosis from school

-based reform

to districtwide reform ?and, in fact, for any real improvement to take place ?a district must do the following:

Redirect resources to the classroom. Putting greater focus on core services in the classroom requires that districts reduce the number of school "specialists." This means that more teachers will take on multiple roles, with smaller classes, and that they will need to have continuous training and professional development. These are two trends characteristic of most evolving, high

-performance organizations today. A

district needs to make more resources available and allow schools to use these resources in ways that support a whole

-school, high

-performance design,

Participation in decisionmaking teams also can help teachers take control of instructional budgets and develop ownership of and accountability for their classrooms.

Invest in professionalism. To develop the best teachers and curriculum and to help all students achieve high standards, districts will have to invest in knowledge and skill

-building. Professional development should be focused in at least four areas:

(1) working together effectively in group or team settings; (2) developing new curricula and the pedagogical expertise required to teach a high

-standards

instructional program; (3) ensuring parent and community outreach and engagement; and (4) managing the fiscal aspects of the school, including the expertise to reallocate resources to support whole

-school designs.

Share information. In current school systems, most of the data is kept in the central office. In a decentralized system, timely and relevant information is made available to and used by all teachers, administrators, parents, and the community at each school site to develop and refine strategies that raise student achievement.

Establish clear accountability, rewards, and sanctions. Districts can be more effective at supporting higher student achievement if they provide a focused accountability system that includes a clear and measurable set of educational goals; a set of measures that indicate the current status of student performance and changes over time; a reporting system that regularly informs the public, the school system, parents, and students of school performance in accomplishing results and degrees of improvement; and a set of both rewards and sanctions tied to changes in schoolwide performance over time.

Reinforce principal leadership. Under an effectively decentralized system, principals need a wider array of skills than traditionally has been required. They must be able to provide opportunities for teachers to engage in curricular and instructional leadership and to help educators create a culture of shared decisionmaking. They must also serve as brokers of information, knowledge, and resources between their faculty and the broader community. The district must be responsible for providing the level of professional development needed to assure that these principles of effective leadership are put in force by school principals.

One of the crucial changes in district

-level governance that must take place

involves identifying new roles for the school board, superintendent, and central

-office staff roles that enable the district's leadership to set the direction for the schools and run the accountability system, while at the same time freeing up the schools to do the hands

-on work to accomplish their performance goals.

Boards of education can provide the impetus for school change and be powerful advocates. They can also present difficult roadblocks to successful school transformation. Effective efforts by boards include these: establishing long

-term

contracts and solid working relationships with the superintendent; serving as advocates for high

-performance schools of design; and sustaining support for ongoing, design

-based professional development for teachers. In a decentralized system, the board should also create the operating conditions that allow schools to engage in the site

-based restructuring and resource

-allocation processes and ensure that all children receive a high

-quality education. For instance, the board might negotiate performance contracts with each school, setting benchmarks within the system.

In a decentralized system, the superintendent's main role is to provide leadership ?creating the expectations that every school will have a comprehensive and workable plan to ensure that all children meet high standards. The superintendent serves as the CEO of a highly diversified organization, a system of high

-performing schools of designs that meet the articulated needs of diverse school communities. Part of that leadership also requires that the superintendent work to foster a shared commitment among all the members of the school community by inviting parent involvement in schools, encouraging activities that connect students to the local businesses and organizations within the community, and supporting intensive design

-based professional development for all teachers in the district.

In such a system, the central

-office administrative structure as we know it ?with large numbers of staff

-development, curriculum, and supervisory specialists ?no longer exists. Instead, central

-office staff members are responsible for seeing that schools gain access to independent sources of help in these areas and supporting them as they implement their individual improvement plans. The main instructional functions of the central office are to create curriculum

-content and student

-performance standards and develop and administer an assessment system to monitor student, school, and system performance. The central

-office staff also maintains a school

-based information system; allocates funds to schools with minimal restrictions on their use; and provides automated fiscal services. Finally, this staff should also serve as a liaison to parents and the community, providing them with information about improvement

-related changes in schools and informing the school choice process.

In the nearly six years since New American Schools was founded, we have refined our approach to respond to the changing circumstances and the lessons we have learned in the field. While we have never altered our mission of helping to create

schools where all students achieve at high levels, we are now also working at the school system level to make high

-performance schools the norm, not the exception.

Perhaps the lessons we are learning about how to align systemic changes with meaningful school

-by

-school transformation represent the most significant contribution we can make to the wholesale improvement of our nation's schools.

"Getting Better By Design ?A New American Schools How

-To Guide" will be available

this summer from NAS. Further information is available via the Internet at <http://www.naschools.org>.

John Anderson is the president of the Arlington, Va.

-based New American Schools, a national nonprofit organization founded in 1991 to develop and support the implementation of innovative school designs to improve student achievement.?

PRINTER FONT 14_POINT_ROMAN

10. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Court Urged Not To Accept Spec. Ed.

Funding Cases

PRINTER FONT 9_POINT_ROMAN

By Mark Walsh

Washington

A deep split among federal courts over whether school districts must pay for special education services for children voluntarily enrolled in private schools has been resolved by the new federal special education law, the Clinton administration has told the U.S. Supreme Court.

The reauthorized Individuals with Disabilities Education Act "makes clear that it imposes no obligation on states and localities to spend their own money on services for such children," the Department of Justice states in a brief filed with the high court this month.

The court asked for the department's views on the issue last December, shortly after Congress adjourned without reaching agreement on what to include in a reauthorized version of the IDEA.

The department waited to submit its views until the new Congress passed the revised version of the IDEA, which President Clinton signed into law early this month. ("House, Senate Easily Approve Spec. Ed. Bill," May 21, 1997.)

At issue is an important legal question that has received less attention than hot

-button disputes over disciplining students with disabilities and school district reimbursements to parents who place their children in private schools when their public school special education plans do not work out.

In three cases pending at the Supreme Court, the issue is whether districts were obligated under the IDEA to pay for auxiliary services for children with

disabilities whose parents chose to enroll them in private schools. These services include sign language interpreters for hearing

-impaired children and instructional aides for children with severe physical disabilities. The high court could announce this month whether it will hear the three cases.

No 'Individual Entitlement'

The Justice Department filed its brief in a case from Indiana called *K.R. v. Anderson Community School Corp.* (Case No. 96

-323), but it essentially covers all three pending appeals. The department told the high court it should not accept any of the appeals because the new version of the IDEA now makes clear that disabled children enrolled voluntarily in private schools are entitled only to the amount of services covered by federal special education funding. While federal funding typically covers only 6 percent to 8 percent of a child's special education needs, state and local officials would not be obligated to cover the remaining costs of requested services.

"Because states and localities provide the overwhelming majority of public funding for special education services," the brief adds, the revised law "necessarily forecloses any claim ... that a disabled child placed by his or her parents in a private school has an individual entitlement to any particular special education service available to public school children."

The department further argues that this was the correct interpretation of the law even under the old version of the IDEA. If Congress had not clarified the matter, the high court would have needed to resolve the conflict among the federal appeals courts, the department said. But that is not necessary now, it said.

Last year, in *K.R.*, the U.S. Court of Appeals for the 7th Circuit ruled that the IDEA does not give disabled students voluntarily enrolled in private schools an entitlement to the same services they would receive in public schools or if a district placed them in private schools. The court said the *Anderson, Ind.*, district did not have to provide a full

-time aide to a severely disabled girl enrolled by her parents in a private school.

However, three other federal appeals courts have ruled recently that the IDEA requires districts to provide essentially the same level of services to children voluntarily enrolled in private schools. Two of those rulings have also been appealed to the Supreme Court. In *Board of Education v. Russman* (No. 96

-776), the U.S. Court of Appeals for the 2nd Circuit ruled that the Watervliet, N.Y., district must provide a teacher's aide for a severely disabled girl attending a Roman Catholic elementary school.

In *Fowler v. Unified School District No. 259* (No. 96

-1633), the U.S. Court of Appeals for the 10th Circuit ruled that the IDEA compels school districts to pay for special education services for children in private schools up to their average costs for providing the same services in public schools.

At most, the Supreme Court may wish to vacate and return to the 2nd Circuit and 10th Circuit rulings that upheld the requirement for equal services for children enrolled in private school, Justice Department officials said in their brief.

Delinquency Case

In a separate action, the high court last week declined to hear an IDEA

-related

appeal from a Tennessee school district.

The Knox County district asked the court to review a federal appellate ruling that

said school officials could not report delinquent behavior by a learning

-disabled

child to juvenile authorities without first following the procedures for a change of placement under the special education law.

Without comment, the high court declined to hear the case of Morgan v. Chris L.

(No. 96

-1681).?

PRINTER FONT 14_POINT_ROMAN

11. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Despite Rocky Road, Ed. School

Accreditation Effort on a Roll

PRINTER FONT 9_POINT_ROMAN

By Jeanne Ponessa

After the National Council for Accreditation of Teacher Education revised its standards in 1995, it printed what appeared to be enough copies of the guidelines to last through 2000.

But that was before the National Commission on Teaching & America's Future, in a long

-awaited report, insisted on accreditation for all schools of education and declared that states can most effectively ensure quality control over teacher preparation by partnering with NCATE.

With the demand created by the release of that report last September, copies of the standards "ran out two months ago," said NCATE President Arthur E. Wise. The minor predicament, in fact, is a major indicator of the upsurge in interest in the nonprofit, nongovernmental body that accredits teacher education institutions.

The Washington

-based ncate, which has had a long and often contentious history, appears to be gaining momentum in its effort to link up with states for the process of approving teacher education. State

-NCATE partnerships have grown from 14 in 1989 to 40 this year. In 14 of those states, a school that wins NCATE accreditation automatically earns state approval. And 20 of those states are now using NCATE standards to judge even those institutions that do not seek NCATE accreditation, which is voluntary.

NCATE officials contend that these partnerships offer a win

-win deal for states:

an opportunity to reduce costs and eliminate redundancy in parallel approval processes, as well as assurance that the teacher education institutions will be subject to the highest professional standards.

Yet, NCATE has not exactly drawn applause from all quarters. For one thing, not all state education officials are prepared to let it enter program

-approval
territory.

And for another thing, a significant number of teacher training institutions fear that the NCATE standards have been fashioned to address only one teacher education model. Some of those critics are trying to create a new accrediting body that would serve as an alternative to NCATE.

Eliminating Redundancy

From the late 1970s until the mid

-1980s, the accreditation body was under pressure to change by its constituents, who questioned its relevance. It was the rare institution that NCATE rejected. After years of work and political maneuvering, a fragile coalition approved a restructured NCATE in 1986.

The revamped agency had a broader constituency, a revised training program for the teams of volunteers that visit and review the institutions, and a new set of standards that were intended to be more rigorous.

Because it had so toughened its standards, however, a significantly larger proportion of schools and colleges were failing. At the same time, a number of higher education officials began questioning the value of the organization and discussed the possibility of creating an alternative body.

In 1994, under the leadership of Mr. Wise, NCATE took the lead on pulling together much of the effort to professionalize teaching. It launched a \$2 million "New Professional Teacher Project" to link the quality

-assurance mechanisms for teaching
?accreditation, licensing, and advanced certification ?and tie them in with emerging content standards for student learning. ("Signs Abound Teaching Reforms Are Taking Hold," April 5, 1995.)

Then last fall, the accrediting body got what may be its biggest boost from the National Commission on Teaching & America's Future, a privately organized panel of which Mr. Wise is a member. The panel's report called for accreditation as one of the three "legs" in the "three

-legged stool of teacher quality." The other two are licensing, under the auspices of the Interstate New Teacher Assessment and Support Consortium; and master certification, as established by the National Board for Professional Teaching Standards.

The commission report also urged state education agencies to "reallocate scarce resources from program approval, which is redundant with accreditation, to the administration of high

-quality licensing tests that measure actual ability to teach." ("Teaching Focus Called the Key in Reform Push," Sept. 18, 1996.)

Some states with which NCATE has been working feel that this recommendation makes sense. In Arkansas, one of only two states that require NCATE accreditation in order for its institutions to win approval, administrators believed that requiring NCATE accreditation "would be not only a way of giving credibility to our programs but holding them to a national standard," said Elaine Scott, a member of the state school board. "We didn't want to develop the state system you'd really have to have in order to get the oversight."

But in Texas, where officials are working toward setting up an NCATE partnership, there's no interest in giving up control that the state now has. "Doing that would be relinquishing some of the statutory authority, and we're not willing to do that," said Mark Littleton, the executive director of the Texas State Board for Educator Certification. "We would like NCATE to be a partner, but we do have our statutory and legal obligations to conduct program approval."

The Council of Chief State School Officers made that point clear in a March statement on the national commission's recommendations. "We support the standards of NCATE and the belief that programs and institutions must meet strong standards, but these need not be enforced by one accrediting agency," said one part of the statement adopted six months after the report came out. "State agencies can also apply such standards. The important point is the quality of standards met, not which agency enforces them."

Mr. Wise suggests that the CCSSO, which has worked closely with NCATE as a constituent member, apparently wants some wiggle room. "What I think they want to recognize is that the authority over teacher education is the state's authority, and I think they don't want to be seen as pushing any state in this direction if they prefer not to collaborate with us," he said. "The statement indicates that [they] do support the NCATE standards and processes, but want to leave room for some states that do not want to implement the commission's recommendations to the fullest degree."

Institutions Divided

NCATE is actually a coalition of 30 professional education organizations, including the two major national teachers' unions and many of the subject

-matter

groups, such as the National Council of Teachers of English. It is supported by dues from institutions, fees paid by the constituent groups, and foundation grants.

A total of 527 of the country's 1,314 state

-approved teacher education

institutions are either accredited or are preparing to work within the NCATE system. Although the number is roughly the same as four years ago, NCATE predicts that an increase is imminent. Several well

-respected institutions, such as Harvard

University's graduate school of education and Teachers College, Columbia University, where the national commission was based, are not accredited by NCATE.

Accredited members pay between \$1,300 and \$2,500 annually depending on the size of the institution. Every five years, they must also pay for a team of reviewers to travel to the institution, an expense that runs in the neighborhood of \$2,500 to \$3,000. Some higher education officials, however, have complained that the actual cost of preparing for the visits runs into the tens of thousands.

For many institutions, the expense is worth it. The college of education at Eastern Michigan University in Ypsilanti, for instance, has been accredited ever since NCATE has existed. "It's a fact that we point out proudly to prospective students in promotional and marketing kinds of efforts," said Jerry H. Robbins, the dean of the college. "We believe that our public is looking for various external measures of quality in deciding where to go to school, and we feel like being able to say that we have the national accreditation in our field is something that helps bring people to us."

Not all schools of education are convinced that NCATE accreditation is the way to go. In fact, a number of educators are trying to set up an alternative accrediting agency, to be known as the Teacher Education Accreditation Council.

The charter board for that effort is set to meet June 30 for the first time, and its leaders aim to have the first few pilot institutions go through the alternative process as early as next spring.

Allen P. Splete, the president of the Washington

-based Council of Independent

Colleges, which has been working for several years on this project, said that the effort was not anti

-NCATE. Instead, it represents a much

-researched attempt at a

"viable and vigorous" alternative to NCATE, he said. The educators involved, who are from both public and private colleges and universities, want a system that is less focused on specific requirements and more focused on the quality of teachers produced, he said. The new council will be open to all institutions.

Marilyn J. Guy, the assistant dean for faculty life at the NCATE

-accredited

Concordia College in Moorhead, Minn., and a member of the committee that is working to

draft standards for the new group, said that she wants standards that allow for more diversity. "We want institutions to use their own tradition, to develop a teacher ed program that makes sense at their own institution," she said. "One of the things that's important to the new process is a very strong belief that diversity is a part of the strength of our whole higher education system."

Donald Warren, the university dean of the school of education at Indiana University, presides over eight campuses that are NCATE

-accredited and serves on the

committee to create the new group. He contends that there is no reason why there has to be only one accrediting body. "The point is to have some voluntary or external body that helps the institution look at its programs with fresh eyes," he said. "The danger with having a single accrediting agency is that there is at least the tacit suggestion that there is only one way to prepare people for a profession."

Mr. Wise, however, disagrees with the notion that more than one accrediting agency is appropriate. Indeed, it flies in the face of what he has preached for years ?that in order to elevate teaching into the ranks of the professions, individuals must undergo the same rigor to enter it as do other professionals such as doctors. He also suggests that some schools feel they can't meet ncate standards and are looking for an "easier alternative," a charge the schools deny.

NCATE's work represents part of a larger effort to bring teacher

-quality

mechanisms in line, Mr. Wise said. Before the blossoming of the NCATE partnerships, he said, all the players were off in different directions. "While we're very far from having a fully operating interdependent system," he said, "we do have a system where all the parties are talking to each other and attempting to find sensible ways of working together."?

PRINTER FONT 14_POINT_ROMAN

12. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

-12

Plans Looms

PRINTER FONT 9_POINT_ROMAN

By David J. Hoff

Washington

The Department of Education faces a July 1 deadline for giving its stamp of approval to states' plans to coordinate their federal K

-12 programs and funding.

About 12 states have yet to win the final federal endorsement for their so

-called

consolidated plans for programs under the 1994 Improving America's Schools Act and other federal laws, according to Gerald N. Tirozzi, the assistant secretary for elementary and secondary education.

"We're going to work together with states to make sure we get this done," Mr. Tirozzi said in an interview last week.

Mr. Tirozzi had signed off on the final plans of close to 40 states by late last week. Of the remaining states, only a few may face major obstacles to winning the department's approval so they can receive their portion of federal K

-12 aid starting

July 1.

The department will temporarily withhold money from states without approved plans by the deadline. Federal officials, however, will continue to seek compromises with states.

If any standoff lasts past the middle of July, Mr. Tirozzi said, the department will consider imposing its ultimate penalty: revoking a state's eligibility for money from the \$11 billion pool of elementary and secondary program funding in the 1997

-98 school year.

Range of Programs at Stake

The affected programs include the Title I program for disadvantaged students, Dwight D. Eisenhower Professional Development grants, the Safe and Drug

-Free Schools

initiative, and migrant education. If a state chooses, consolidated plans also may cover federal vocational education, school reform, and technology programs.

In the 2 1/2 years since the department released guidelines on consolidating state planning for federal K

-12 programs, state and federal officials have bounced various proposals back and forth.

In 1995, the federal K

-12 office asked states to prepare general outlines of how

they would use federal money, giving them until last summer to complete a detailed plan.

Last year, Mr. Tirozzi said, six states won the department's approval to operate the federal programs in their states until fiscal 2000 when the Improving America's

Schools Act expires. The 1994 law reauthorized the Elementary and Secondary Education

Act.

In addition, Alabama, Georgia, New Hampshire, South Dakota, and Wyoming received one

-year extensions to finalize plans on the condition that they propose major changes and clarifications by March 15 of this year and that the department approve those amendments by July 1. The department requested that the remaining states make minor changes, Mr. Tirozzi said.

South Dakota and about 35 other states so far have amended their documents to satisfy the department. They will be eligible to receive federal money starting July 1, officials here and in South Dakota say.

Meanwhile, in Georgia, state and federal officials are still hashing out an agreement. Members of Mr. Tirozzi's staff went to Atlanta for three days of meetings with Georgia officials last week and appeared to make progress toward a resolution, according to a state official.

"We identified all of the issues that they had and that we had," said John Roddy, Georgia's director of federal programs. "All that remains for us to do is some follow

-up and [to] provide additional information to the department."

Creative Leap

Under the 1994 law, which rewrote requirements for Title I and other K

-12

programs, states got the opportunity to merge several program plans once filed separately. Federal officials urged them to take the chance to think creatively about how programs generally viewed as separate fiefdoms could interact to promote school reform.

But many states did not provide enough specifics in their plans to satisfy the department. The issues that caused the most headaches were the setting of performance standards for Title I students and defining how states would assess students to determine whether they were making "adequate yearly progress" toward performance goals, Mr. Tirozzi and others said.

Some state officials complained that the department was unclear about what it expected from them, or expected too much of them.

"The process worked fairly well," said Leigh M. Manasevit, a Washington

-based

lawyer who represents state education departments on federal matters. Some states he represents encountered significant hurdles, but all of their differences with the federal government are now settled, he added.

For example, the Department of Education said states should not use a translation of English tests when they assess the progress of limited

-English

-proficient

children in Title I. The translation would not yield comparable data for English

-speakers and students who are not fluent in English, according to the

department.

But the department did not offer any concrete guidance on what states should do instead, Mr. Manasevit said.

State Difficulties

One reason South Dakota failed to win long

-term approval for its initial

submission was its failure to spell out how it would define "adequate yearly progress" of Title I students until it had created final tests to do so, said the state official who coordinated the plan.

The state, without a large headquarters staff or the resources of a large research university, struggled to get the help it needed to fully explain what it wanted to do. Federal officials waited until too late in the process last year for the state to revise its first draft and add the details the federal Education Department wanted, said Ruth Smith, the administrator of the state's office of technical assistance.

"It's been tough for us to get to the level of detail they expected," Ms. Smith said. "We struggled with that."

Georgia's first plan fell short because its state testing system yields pass

-fail

results rather than dividing student performance into three categories as Title I requires, Mr. Roddy said.

The state department staff, however, does not have the power to change the state's assessment without a vote by the state board of education.

Talks with federal officials clarified how the state can adjust its current tests without the state board's approval, Mr. Roddy said.?

PRINTER FONT 14_POINT_ROMAN

13. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

States Step Up To Push for Equity In

Absence of Federal Enforcement

PRINTER FONT 9_POINT_ROMAN

By Kerry A. White

Although 25 years have passed since Title IX was signed into law, advocates for girls' sports say that thousands of elementary and secondary schools have managed to ignore it.

Schools get away with providing fewer chances for girls to play sports than boys have, and with having second

-rate coaches, equipment, and practice facilities for the sports they do provide, these advocates say. They contend that the situation results from a lack of enforcement by the U.S. Department of Education's office for civil rights, the chief agency in charge of overseeing Title IX, the 1972 law that forbids sex discrimination in education programs that receive federal money.

The ocr has no routine policy for checking if schools comply with the law. When students and parents file individual complaints with the agency, an agency officer will visit the district to try to resolve the issue.

Agency officials say that once they get involved in negotiating Title IX complaints, schools are quick to comply. OCR can withhold federal funds from schools that are not in compliance with Title IX, but never has. The agency's Title IX

enforcement officers don't spot

-check schools for compliance ?an impossible task
given the 85,000 public schools in the United States.

"OCR has never been an effective enforcement mechanism," said Mary Jo Kane, the director of the Tucker Center for Research on Girls and Women in Sport at the University of Minnesota in Minneapolis.

State Policies

Because of what they perceive as the shortcomings of the OCR, many states have started to implement their own Title IX policies.

Some 20 states have passed ?or are considering adopting ?laws that mandate equity in elementary and secondary school athletics.

In Florida, for example, the legislature in 1984 passed the Florida Educational Equity Act, which established penalties for any public school not in compliance with Title IX. Lawmakers set a deadline of June 30 of this year for schools to revamp their sports programs or risk suspension from athletic competition and the possible loss of state aid.

Since 1994, each public school in the state has been required to complete and submit to the state an extensive annual self

-evaluation detailing its athletic
program.

Nancy Benda, a program director with the state education department, said that the requirements have brought hundreds of schools into voluntary compliance.

"It's opened a lot of eyes," she said. Nonetheless, more than 100 schools will be cited at the end of this month.

Several state athletic associations have also been active in advocating compliance.

After Title IX complaints about a lack of winter sports for female athletes in Minnesota surfaced in 1991, officials of the Minnesota State High School League learned that few school officials knew specifically what the law required of their sports programs. So, working with the state education department, the league devised the "Gender Equity in Athletics Manual," which public schools use to review their policies.

The guidebook has been passed on to other states as a model of how schools can evaluate their compliance, said David V. Stead, the executive director of the league.

"I've never met a school person opposed to providing more opportunity to girls," Mr. Stead said. "The problem was that so few of them understood how to institute Title IX."?

PRINTER FONT 14_POINT_ROMAN

14. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

4th Graders Do Well in Math, Science

Study

PRINTER FONT 9_POINT_ROMAN

By Millicent Lawton

Washington

American 4th graders know their math and science well ?better than U.S. 8th graders do and well enough to hold their own against high

-achieving students around

the world, according to the largest international study ever conducted of achievement in those subjects.

Science proved easier than mathematics for the U.S. elementary students, as it had when the performance of middle schoolers was described last fall, results issued last week from the Third International Mathematics and Science Study show.

In science, the score of U.S. 4th graders ?the grade level of a majority of the 9- and 10

-year

-old test

-takers ?was behind only Korea's. In what was a statistical dead heat, six other countries shared the spot with the United States. Twenty

-six
countries

participated in the TIMSS testing of primary

-grade achievement.

The math achievement of 4th graders, while not as strong, was still above the international average. Seven countries, including Korea, Singapore, and Japan, bested the United States. Six other countries tied for eighth place, with national

-average scores not statistically different from those of the United States.

Put in terms of report card grades, American 4th graders earned an A in science and pulled a respectable B

-minus or C

-plus in math, said William H. Schmidt, an education professor at Michigan State University in East Lansing and the U.S. national research coordinator for TIMSS.

"It's a lot better than it was at the 8th grade," he said, "and I think that's worth celebrating."

The performance of 13

-year

-olds in 7th and 8th grade, released last November, showed U.S. students stood above the 41

-country average in science, but below average in math. ("U.S. Students About Average in Global Study," Nov. 27, 1996.) Continuing his analogy, Mr. Schmidt said that 8th graders ?a majority of those test

-takers ?had earned a science grade of B

-minus or C

-plus, but only a C

-minus in
math.

The United States' results reflect the performance of 4,000 3rd graders and 7,000 4th graders on two 90

-minute tests, one each in math and science, given before the
end of the 1994

-95 school year. U.S. education officials focused their analysis on
4th and 8th graders. Results from the testing of 12th graders are due out in
February.

White House Venue

Although the U.S. release last fall of 8th graders' mediocre results took place in
a Washington hotel ballroom, the good news about the 4th graders was deemed to merit
an unveiling at the White House by President Clinton himself. The afternoon before
the event, which had been scheduled for months to take place at the National Press
Club here, reporters were hurriedly invited to hear the results the next day in the
sun

-splashed Rose Garden.

"Today is a good day for American education," Mr. Clinton told a gathering of
educators and journalists. But he acknowledged the disparity between the 4th
graders' above

-average performance and the 8th graders' below

-average one in math ?a

divergence in achievement that no other country experienced. "We are doing a very
good job in the early grades," he said, "but we've got a lot more work to do in the
later ones."

"We are still nowhere near where we need to be," the president said, "and all this
4th grade test does is to show us we can be the best in the world if we simply
believe it and then organize ourselves to achieve it."

He called again for states to set high standards by signing on to the new
voluntary national tests that he has proposed for 4th graders in reading and 8th
graders in math in 1999.

The strong showing by 4th graders in science means that, at least in that
category, the United States is "very close to achieving the national education goal
of being first in the world," Pascal D. Forgione Jr., the commissioner of the
National Center for Education Statistics, said at a subsequent press briefing. That
and other ambitious goals grew out of the Charlottesville, Va., education summit
held in 1989 by then

-President Bush and the governors, including Bill Clinton of
Arkansas.

Science Gender Gap

American 4th graders performed better than the international average on all four
of the content areas on the science exam: earth science, life science, physical
science, and environmental issues and the nature of science.

In math, U.S. students scored above the international average in five out of six
content areas, including fractions and geometry. But in the area of measurement,
estimation, and number sense, they fell slightly below it.

The study found no gender gap in 4th grade math, but as in nine other countries,

American boys scored, on average, 12 points higher than girls did on the scale of 0 to 1,000. Although there was no significant difference between boys' and girls' scores on the life science and environmental science sections, U.S. boys significantly outperformed girls in earth science and physical science.

Department of Education officials said the study suggests that no conclusions can be drawn about whether more homework, less television, or smaller class size has an effect on 4th grade student achievement.

Indeed, the 4th grade report from the Education Department, "Pursuing Excellence: A Study of U.S. Fourth

-Grade Mathematics and Science Achievement in International Context," draws few conclusions about factors that might explain the strong U.S. showing.

Some nongovernment experts said school reform efforts in math and science, such as emphasizing hands

-on, exploratory learning, have had a definite influence. Others, however, were less sure because so little time had elapsed between the 1995 study and the release of reform documents between 1989 and 1993.

Mr. Schmidt, who has done an extensive study of curriculum in the TIMSS countries, said that 4th graders outperformed 8th graders because 4th grade science is the

grade

-level content area in which the United States is most in sync with international practice. "Our state frameworks, our textbooks, and what teachers actually teach line up well with what's going on around the world," he said.

'Frozen in Time'

The difference between the math and science performance of the 4th graders, Mr. Schmidt said, could occur because the curriculum is better focused in 4th grade science than in math. The math curriculum in the 4th grade, on the other hand, is still "a mile wide and an inch deep," he said.

One of the most important implications of the study for education policy, Mr. Schmidt said, is the decline in achievement between the 4th and 8th grades. "What happens in the middle school years is, we as a nation fail our children by not providing them with a curriculum that's focused and consistent with what the rest of the world's children are doing."

What other countries consider basic

-level material expands as the students mature to include more complex topics in both math and science. In the United States, though, the concept of what is basic "remains somewhat frozen in time," Mr. Schmidt said. Students here keep learning arithmetic beyond elementary school or never get past an introductory exploration of electricity, he said.

Other countries also don't begin teaching formal science lessons until the 3rd grade or later, so U.S. students have something of a jump on them, said Senta A. Raizen, the director of the Washington

-based National Center for Improving Science Education.

Another factor that may explain 4th graders' better performance in science than in math, she said, is the role of science museums and media treatment of science for children, from the magazine Ranger Rick to public television's "Bill Nye the Science Guy."

"It's hard at that age to disentangle school effects from the informal science education or media

-surround that they swim in," she said.?

PRINTER FONT 14_POINT_ROMAN

15. Education Week

PRINTER FONT 9_POINT_ROMAN

June 1, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

25 Years After Title IX, Sexual Bias

In K

-12 Sports Still Sidelines Girls

PRINTER FONT 9_POINT_ROMAN

By Kerry A. White

In Minnesota, hockey rules. Children don ice skates and begin polishing their game on the frozen surface of the state's 10,000 lakes not long after they take their first baby steps.

Hockey parents routinely shiver on the sidelines of indoor rinks, cheering their pint

-size skaters through youth leagues. And whole towns come out on cold winter nights to root their local high school teams to victory.

Boys and girls in the state share equal passion for the sport and hone their skills on the same teams until high school. At that level, until a few years ago, young female hockey enthusiasts were relegated to the bleachers to cheer on the same boys they shared the rink with as children.

"Girls here have always played hockey, but when they got to the high school level, there were no teams for them," said David V. Stead, the executive director of the Minnesota State High School League. "There was nothing for them to do."

Title IX, the 1972 provision of the Education Amendments Act prohibiting sex discrimination by any educational institution receiving federal funds, was expected to change all that. The law states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

But a quarter of a century later, experts say that sex discrimination in elementary and secondary school sports programs continues to be a nationwide problem.

In Minnesota, for example, it took a group of parents, distressed that their daughters were being left at rink side, and armed with a newfound understanding of Title IX, to lodge discrimination complaints with the state education department and the U.S. Department of Education's office for civil rights, the federal agency charged with enforcing Title IX.

"Schools were not accommodating girls' interests," said Susan Sattel, an education equity specialist for the Minnesota education department, who helped bring schools in her state into compliance with the law. "Parents wanted parity. We had to make school officials understand that. We pushed, and pushed, and pushed."

The complaints prompted Minnesota to open up ice time for girls, becoming the only state in the nation to sanction girls' ice hockey. Today, state school officials say, the sport has exploded, and nearly 6,500 girls play on middle and high school teams.

'Halfway There'

Unlike in intercollegiate athletics, there are few national data on girls' sports at the elementary and secondary school levels.

But, experts say, the statistics and anecdotal information that are available show that the problems with elementary and secondary girls' sports mirror those at the intercollegiate level. Female athletes have half as many participation opportunities as their male classmates do, and often have to make do with inferior coaching, equipment, and practice facilities.

"Girls don't receive the same opportunities as boys to play sports," said Donna A. Lopiano, the executive director of the Women's Sports Foundation, a New York

-based
advocacy organization founded in 1974 by tennis champion Billie Jean King.

Still, she and others concede that enormous strides have been made since the law's passage. Participation in college and Olympic sports has skyrocketed, and more high school girls than ever are taking part in school sports. About 2.4 million girls played during the 1995

-1996 school year compared with 294,000 girls in 1971

-1972,
the school year before Title IX was passed, according to the National Federation of State High School Associations. Boys' participation levels were about 3.6 million for both the 1995

-1996 school year and the 1971

-72 year.

"There's no question that enormous progress has been made," Ms. Lopiano said. "But it's a half

-full, half

-empty situation. We're only halfway there toward equal opportunity."

While opportunities for girls to participate in competitive athletics grew dramatically in the years following the law's passage, the pace of progress has been choppy in recent years. Studies have found that during leaner times, when funding for schools decreases, fewer gains in equity are achieved.

Occasionally, there are even attempts to whittle back girls' programs during times of fiscal austerity so that boys' sports are not cut to make up a deficit.

Advances in girls' sports today ?when budgets for most schools are tight ?are most often the result of sporadic Title IX complaints and the handful of civil lawsuits filed each year.

Although officials at the Education Department's office for civil rights say that sports

-discrimination complaints for elementary and secondary schools have averaged about 50 a year for the past several years, Title IX advocates say the number of schools out of compliance with the law is in the thousands.

In the cases where formal complaints are filed with the OCR, schools often manage to resolve the problem before or once a federal Title IX enforcement officer pays a visit.

If no settlement can be reached, the agency performs a full audit of the offending district's sports program and then orders it to make changes.

The agency has a pretty good success rate, officials there say, and compliance has become easier to achieve over the years.

"More and more school administrators are willing to take a look at the situation and take some action without an entire investigation," said Mary Frances O'Shea, the national coordinator for Title IX athletics at the OCR. "They are willing to do the right thing."

Rising Litigation

But critics of the agency say it has not done nearly enough to achieve gender equity in sports. Because the agency does not investigate school sports programs unless a complaint is filed, the thousands of schools out of compliance have no motivation to make their programs equitable until they are forced to do so, the critics say.

"The office of civil rights doesn't use a hammer," Ms. Lopiano said. "They need to scare the heck out of schools so that they comply. Instead, they leave it up to parents to take these cases on at their own expense and in an acrimonious environment."

So far, plaintiffs have prevailed ?either won in court or settled out of court ?in every Title IX lawsuit, according to the Women's Sports Foundation.

Most of the suits have been brought at the college level; however, the amount of litigation involving secondary schools is on the rise, according to the National Women's Law Center in Washington, which, in addition to representing plaintiffs at the college level, has represented several high

-school

-age plaintiffs and their parents.

During the past three years, the law center has reached settlements with four Nebraska districts for discriminating against female athletes. The class actions involved girls who wanted their districts to add fast

-pitch softball. Fast

-pitch
?not slow

-pitch ?softball is sanctioned by the National Collegiate Athletic Association, and, therefore, only fast

-pitch softball players can compete for college scholarship dollars.

Although lawsuits are costly and time

-consuming for parents and students, said Mary

Jo Kane, the director for the Tucker Center for Research on Girls and Women in Sport at the University of Minnesota in Minneapolis, they are often an easier, more effective means of bringing a school into compliance than relying on the OCR.

"People have no confidence in OCR," she said. "If I had a Title IX complaint against a school, I would go straight to an attorney."

Mr. Stead of the Minnesota State High School League asserted that the agency has been "absolutely no help" to sports programs in his state.

Besides the lack of enforcement, women's sports advocates contend that a

male

-dominated upper tier of school administrators, athletic directors, and coaches
?men reared largely in the pre

-feminist, pre

-Title IX era ?are responsible for
stunting girls' gains in sports.

Diana Everett, the executive director of the Reston, Va.

-based National

Association for Girls and Women in Sports, said she doesn't foresee true gender equity in school sports until women share those positions of power with men.

"When women," she said, "hold the purse strings."

But critics of Title IX insist that they are not against the idea of expanding girls' opportunities to play sports. Instead, they say problems arise when that expansion comes at the expense of already established boys' sports.

Grant Teaff, the executive director of the Waco, Texas

-based American Football

Coaches Association, said that high school football programs are especially vulnerable to cuts because of their large size. Football teams can swell to 60

-plus

students, and there is no women's sport of comparable size or expense, he said.

Gauging Interest

Advocates for women's sports sharply dispute what they see as a longstanding misconception that girls and women are not as interested as boys and men in playing sports.

That idea persists, they say, despite U.S. women's stellar showing at the Olympics last summer, which included gold medals for the U.S. women's soccer, softball, and basketball teams, as well as for American women swimmers and track

-and

-field

athletes; the creation of women's professional basketball, softball, and soccer leagues; and a new prominence in general of girls' and women's sports.

"The same arguments used against Title IX in 1972 are being used today. The excuse is always used that gender equity means curtailing men's programs, instead of gender inequity hurts women," Ms. Kane said. "Just look at the Brown University case."

In April, the U.S. Supreme Court let stand a lower court ruling that Brown University had discriminated against female athletes under Title IX. The university's lawyers had argued that the percentage of its women athletes need only match the number of female students "interested" in sports, an argument that the courts rejected. Ironically, Brown had been considered one of the most enlightened universities in expanding women's sports programs.

Brown officials were among the leaders who took their case to Capitol Hill to complain that the OCR unfairly carries out its mandate by favoring women in its interpretation of the three ways that education institutions can comply with the law. ("Testing Title IX," in This Week's News.)

Interest is a complex thing to gauge on its own, experts say.

Studies show that girls and boys younger than 9 are equally interested in playing

sports, but once they reach puberty, girls drop out at a much higher rate than their male counterparts.

It is at this time, many researchers say, that girls begin to respond to the not

-so

-subtle message pervading both schools and the mass media that sports is largely a male domain.

Research, however, also suggests that as boys and girls approach adolescence, playing sports becomes less fun for both sexes because coaches tend to emphasize winning over recreation, a shift that turns off many students regardless of gender.

"Teenage girls, even ones with incredible aptitude for sports, are the hardest to keep playing," said Ms. Everett, a former coach. Coaches, she said, do battle with gender stereotypes and peer pressure for young girls to be soft, pretty, and feminine.

Lasting Benefits

But research also shows that young girls reap particular and long

-lasting benefits

if they stay in the game.

A recent study by the Tucker Center for Research on Girls and Women in Sport concluded that girls involved in organized sports have a better body image, more self

-confidence, and lower rates of stress and depression. They also make better grades and are more likely to graduate from high school and go on to college than their nonathletic counterparts, it found.

Other studies have linked girls' participation in organized sports to lower rates of bulimia, anorexia, drug use, and teenage pregnancy, although more studies are needed to confirm this link.

The research helps validate what many coaches, teachers, sports psychologists, parents, and girls themselves say they have known all along and gives people more reason to advocate for girls' sports.

"Younger girls have the sense that they can play anything," said Lynn Jaffee, a project director for the Melpomene Institute, a St. Paul

-based organization that

studies the link between physical activity and the health of women and girls.

"If we encourage that by providing them opportunities to play sports, if we make that experience fun, and if we continue to provide them with role models," she said, that feeling will last a lifetime.?

PRINTER FONT 14_POINT_ROMAN

16. Education Week

PRINTER FONT 9_POINT_ROMAN

June 18, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

An Open Letter to the President

PRINTER FONT 9_POINT_ROMAN

By Edward Fry

Having read with some care your February State of the Union Address and the speech you gave before the Michigan legislature in March, I confess myself delighted that you share not just my high opinion of the importance of reading but the same high

value placed on reading by most educators and parents. Thank you for bringing it up before Congress and the nation.

But there are a few problems associated with the goal you have stated ?"Every
8

-year

-old must be able to read" ?and with your plan for the U.S. Department of Education to develop a reading test that will determine whether every student in the land is meeting national standards in reading. (The reading test won't be mandated by the federal government, you say, but "by 1999 every state should test every 4th grader.")

I understand, Mr. President, that you are something of a "policy wonk." Certainly, this reading test and standards policy need some wonking. Having "every 8

-year

-old
read" is a little too simple.

Your first problem is to define what you mean by "be able to read." We could probably agree that most 4th graders can't read every word in a daily newspaper. So the problem becomes, how many words should they be able to read? Stated more generally, for any reading test, the standards problem is "How many test items should students get correct in order to meet some national standard? And what should the items look like?"

This is really the practical core of the standards problem. Standards work pretty well in math, or spelling, or geography, where a finite body of knowledge can be specified. Can a student correctly add three four

-digit numbers? Can he or she correctly spell the 1,000 most common words by the end of the 4th grade? Can a student fill in a map naming all 50 states?

But when it comes to reading, setting standards is more formidable. For example, can a 4th grader read a story like "Peter Rabbit" and understand it? Well, what do we mean by "understand"? What's the main idea of "Peter Rabbit"? (not a very sensible question). Is the story of Peter Rabbit an allegory? (not too good for 4th grade). Does Mr. MacGregor like Peter? (a little simplistic).

Well, you get the idea. It is more difficult to have national standards for reading. Of course, it won't hurt to try to set some standards. It might even help a little. But let's not take this reading

-standards idea too seriously.

Just a year or two ago, the International Reading Association and the National Council of Teachers of English wrestled with the problem of setting reading standards, and some of us think the problem threw them to the mat. The Education Department even withdrew funds from the project, and I applaud them for having the good judgment to do so.

You see, one way to set standards is to get a lot of experts to sit around a table, or their computer keyboards, and say, "I think a 4th grader should be able to do this or that." Since experts don't usually agree on many particular things, much argumentation and many revisions are necessary. The results are fuzzy, or compromised, "standards," and they often contain little that test makers, or curriculum developers, or classroom teachers can use.

The other way to set standards is to give a reading test, standardize it on some

population like a random sample of all U.S. 4th graders, and say anybody below some point, such as the 40th percentile, needs to be brought above that point. Since both methods of establishing a "national standard" have their policy and real

-life

difficulties, I say don't take the idea of "national standards" too seriously, certainly not as an absolute for every student or every school.

Incidentally, you and Secretary of Education Richard W. Riley sometimes publicly

state the headline

-grabbing statistic that some 44 percent of 4th graders don't even come up to a "basic reading level." Let me point out that a "basic level" is merely the subjective opinion of some unnamed group of "experts." It is sort of a "wouldn't it be nice if they could" basic level of achievement. It is not a condemnation of public education that a large group of students can't do what some experts just thought up as a new "basic standard."

There is another very basic idea you must grasp, and that is that most human abilities follow a normal distribution curve. This means that any group of children or adults have different amounts of most any ability; the ability to throw a basketball accurately, to play the saxophone, to grasp mathematical concepts, or to "read." Some people play the saxophone better than you do (excuse me), some play it about as well, and some play it worse.

I know that you have publicly visited some elementary schools, and this has served the valuable purpose of showing your concern for education. If you have time to leave the Oval Office once again and go into the nearest 4th grade, though, you will find quite a range of reading ability. You won't have to call up the Education Department for a test, just take in the daily newspaper and ask every kid to read a few short paragraphs aloud. This could be more revealing than an hour

-long Cabinet

meeting or a one

-hour session with national reading experts in demonstrating the range of reading ability found in every classroom.

On a more technical level, the fact that reading ability follows a normal distribution curve is quite well known. You can look at the test data from the National Assessment of Educational Progress or any standardized test. This simple statistical fact causes all sorts of trouble when we report reading achievement in grade

-level scores. A grade level on a standardized test is really a description of what is average (normal) for a 4th grader. It is usually a little broader than just a midpoint exact score, but still it is a small range of scores right around the midpoint. So in a typical district, or a typical county, or a typical state, many students in 4th grade are near the average or midpoint and they get a 4th grade score. But some students don't read too well and score a little below ?we say they have 3rd grade reading ability because they score like average 3rd graders. A few of the 4th grade students are really lousy readers and they score like 2nd graders or even 1st graders. Conversely, some good readers score like 5th graders, and a few score like 6th graders or even better.

We usually don't get very excited about 4th graders who read like 5th or 6th graders but, oh boy, when we see scores of 4th graders who read like 3rd graders, or even like 2nd graders or 1st graders, then it's cause for alarm ?or at least

curriculum reform, or a push for thousands of volunteers flooding into our schools. You can pick any point on the reading continuum you like, such as your 40th percentile or the 3rd grade midpoint, or any place else, and you will still have some children ahead of that point and some below. This will occur either before or after special programs.

Mr. President, I hate to tell you this, but even the president of the United States can't get rid of the normal distribution curve by making speeches or appropriating money. You can't get rid of it with phonics or whole

-language
instruction, with more tutors, or with computers in every classroom.

This does not mean that better methods, or better teachers, or more tutors won't help. And after all, doing something is better than doing nothing or just accepting the status quo.

It is a great goal to have every child reading, but you can't just take the bottom half of any large population and get it in the top half of the normal distribution curve. In fact, you can't even take the bottom 25 percent and get it above the 40th percentile. Oh, it has been tried many times. Perhaps your Education Department has records that go back just a few years to the federally funded Right To Read Program.

Please don't get me wrong. I am not opposed to putting more money and effort into reading instruction. I welcome anything that can be done to improve our population's reading ability. But what I am trying to bring to this policy

-wonk discussion is an
appreciation of the fact that there are serious problems in having a national reading standard and hoping or trying to get "every 8

-year

-old" to meet that
"standard." When you get beyond the nice

-sounding generalities, the whole test and
standards proposition comes down to these very real, practical difficulties:

1. What do the test items look like? (difficulty, type, or content?)
2. How many of those items should an 8

-year

-old be able to read?
3. What percentage of the 8

-year

-olds should read those items?

There is one further problem that bothers me, and that is your hope to cure much of the reading problem by using volunteer tutors. Getting a million people to work for a year or two for nothing might be difficult. But beyond that is the problem of what million? In the public schools, some of the very best and most experienced teachers teach remedial reading. And you want to do it with untrained volunteers? Well, let's be hopeful. A tutor sitting down with a small child and devoting a full hour every

day, or every week, to helping him or her read could be nothing but helpful (for

both of them). But it has been my observation that most countries, including the United States, achieve most of their literacy attainment through the use of professional (paid) teachers.

Despite all my problems with testing and standards, I strongly support your efforts to get a national reading test for every state and student. It will give one type of concrete information to parents, school administrators, and legislatures. National testing can also keep us from going down curricular blind alleys. There has never been any shortage of people who have just found the "correct way" to teach reading or restructure schools. National tests can find out if they are right.

But if you are going to encourage volunteers, please provide them with training, materials, and supervision.

And thanks again for your interest in reading as one of the most important and fundamental skills in the field of education.

Edward Fry is an emeritus professor of education at Rutgers University and a former adviser to the National Assessment of Educational Progress. He lives in Laguna Beach, Calif. ?

PRINTER FONT 14_POINT_ROMAN

17. St. Louis Post

-Dispatch

PRINTER FONT 9_POINT_ROMAN

06/19/97; Edition: FIVE STAR LIFT; Section: NEWS; Page 08A

PRINTER FONT 20_POINT_ROMAN_ITALIC

SOUTHERN BAPTISTS EXPECTED TO BACK

PRAYER AMENDMENT

PRINTER FONT 9_POINT_ROMAN

By Patricia Rice

Post

-Dispatch Religion Writer

The leaders of the Southern Baptist Convention have a message for the U.S. Supreme Court: When it comes to prayer in public places, butt out.

Today, the final day of its 141st annual meeting, the nation's second largest denomination is expected to ask Congress to alter the U.S. Constitution.

The more than 12,000 delegates here are expected to approve a resolution supporting a constitutional amendment that would allow student

-led voluntary prayer

in public schools and religious symbols on public land.

They are reacting to students who were forbidden to pray at graduations, the removal of the Ten Commandments from a courtroom in Alabama and the banning of Christmas nativity scenes from city halls and public parks.

"We stand on the brink of opportunity: to pass an amendment to the U.S. Constitution," said the Rev. Dr. Richard Land, who heads the denomination's powerful Christian Life Commission.

He wants every Baptist pastor to work to get Congress to pass the amendment. They then would have to get two

-thirds of the state legislators to ratify the amendment.

A dozen large Christian Evangelical groups have agreed to back the wording of an amendment proposed by Mormon leader U.S. Rep. Ernest Istook, R

-Okla., Land said.

"This amendment will tell the Supreme Court to sit down, shut up and butt out,"

Land said to cheers and applause. "Any time you allow government to decide on religion, you are being hugged by a python and you are squeezing the life out of religion."

The Rev. William D. Bowyer, pastor of the Rock Hill Baptist Church in Rock Hill, was exuberant.

"You can just feel the excitement; this is the most unified convention I've attended," he said. The 550 members of his church in the Central Corridor will likely get on their phones to members of Congress to pass the proposed amendment, he said.

"We know that America is not just a Christian nation today," said the Rev. Bob Mowrey, 71, who was pastor of Park Avenue Baptist Church in Memphis for 35 years before taking an interim pastor in post in rural Cookeville, Tenn. He is a trustee of Midwest Baptist Seminary in Kansas City.

"If Jews want to read from the Torah, if Muslims want to praise Allah from the Quran, that's fine," he said. Jewish rabbis, Catholic and Episcopal priests and Protestant ministers talked about religion when he was in school in Tennessee in the 1930s. All schoolmates learned about various faiths and led them to be more respectful of religion than teens are today, he said.

"We saw God in a larger context," he said. "That's why we put 'In God We Trust' on our money, open Congress with a prayer and have military chaplains."

Is an amendment to the Constitution needed to allow students to pray in schools? Constitutional lawyer Timothy Belz, 47, of Clayton says no.

"To have voluntary student prayer in schools, an amendment is not necessary," he said. He took the Ladue School District to court and won the right to have the Good News/Good Sports Club resume its after

-school meetings at Ladue Junior High School.

Other cases have prodded the U.S. Department of Education to mail every school district nonbinding guidelines that allow student

-led prayers.

Belz, a member of Central Presbyterian Church in Clayton, carefully follows church

-state issues. In the 1990s, courts have allowed churches more freedom in church

-state issues than in the 1960s and 1970s, he said.

"We are winning more for our side, now," he said. "I don't like unnecessary amendments to the Constitution."

Later today, the Southern Baptist delegates will vote on resolutions on cloning, home schooling, gambling and drug abuse, among other issues.?

PRINTER FONT 14_POINT_ROMAN

18. The News & Observer Raleigh, NC

PRINTER FONT 9_POINT_ROMAN

06/19/97; Edition: Final; Section: News; Page B4

PRINTER FONT 20_POINT_ROMAN_ITALIC

UNC

-CH's Hooker will represent N.C. on board Commission to focus on South's future

PRINTER FONT 9_POINT_ROMAN

By JANE STANCILL
STAFF WRITER

Chapel Hill ? Chancellor Michael Hooker, who has toured the state extensively during the past year, has been tapped as the only North Carolina representative on the 1998 Commission on the Future of the South.

The annual commission, which focuses on the economic future of the region, is sponsored by the Southern Growth Policies Board based in Research Triangle Park.

Gov. Jim Hunt nominated Hooker, chancellor of the University of North Carolina at Chapel Hill, to the 20

-plus member group, which will make recommendations to guide the South's future. The panel will work for the next year on a report aimed at helping 14 states and Puerto Rico compete in the global economy. Former Kentucky Gov. Martha Layne Collins will lead the effort.

The chancellor will travel to Nashville this weekend for the commission's first conference.

"As the South enters another new era, it faces challenges - it needs new and progressive leadership," Hunt said Wednesday. "I know Michael Hooker will provide that kind of leadership."

Hooker has been outspoken about the need to improve education and prepare the work force for the 21st century economy. He has spoken about the issue to countless groups on his 100

-county tour of North Carolina during the past year. His tour will end Friday with visits to several counties in the northwestern part of the state.

During the trek, Hooker has visited elementary schools, community colleges, factories, farms and civic groups. He has said he wanted to reconnect the state's flagship university with the people and learn more about their needs.

Hooker said his experiences on the trip will prove invaluable for his work on the commission. He was on the road Wednesday and could not be reached for an interview.

"I hope what I have seen over the past year across North Carolina will be useful to the commission," he said in a statement.

"The challenges are enormous, but I believe our state is extremely well

-positioned in a number of key areas. We still have a great deal of work to do to bolster the level of support necessary for our public schools to do their jobs well. And the role of our excellent community college system will be crucial during the next chapter of our state's history."

The chancellor has said education is the key as the economy shifts from one that is manufacturing

-based to one that is based on information and technology.

"Brain power - our intellectual capital - is what will make or break North Carolina and its economy in the next century," he said.

The conference this weekend will draw about 300 governors, former governors, educators and business leaders.

Past commissions have brought forth changes to the region's economy.

For example, in 1980, a similar group called for Southern states to pass laws to encourage more competition in banking. The legislation was enacted, clearing the way for large banks to grow in the South and helped establish Charlotte as one of the nation's most important banking centers.

Hooker, who became chancellor at UNC

-CH two years ago, also is serving on a national panel of college presidents on the "America Reads Challenge," an initiative by the U.S. Department of Education.

For more information, see the commission's web site at www.southern.org?

PRINTER FONT 14_POINT_ROMAN

19. The Press

-Enterprise Riverside, CA

PRINTER FONT 9_POINT_ROMAN

06/19/97; Edition: MORENO VALLEY; Section: LOCAL; Page B01

PRINTER FONT 20_POINT_ROMAN_ITALIC

School officials seek help in settlement

PRINTER FONT 14_POINT_ROMAN

Moreno Valley superintendent says he's asked an insurance group to pay \$100,000 of the \$750,000 owed to a former principal.

PRINTER FONT 9_POINT_ROMAN

By Amita Sharma

The Press

-Enterprise

MORENO VALLEY

Moreno Valley school officials are looking for help to pay a \$750,000 settlement reached with former Canyon Springs High School Principal Ed Gilliam.

Superintendent David Andrews has requested that the district's previous insurance group, ReLief, pay \$100,000 of the settlement. ReLief provided insurance coverage to a group of self

-insured school districts that were bound by a partnership agreement.

Moreno Valley was part of that group in 1994 when Gilliam filed a discrimination lawsuit against the district after his contract was not renewed. Since then, the district has become fully insured with another company.

The lawsuit was settled May 27 with the district agreeing to pay Gilliam \$750,000 in installments. It was one of the largest settlements by a public agency in Riverside County. The first installment of \$250,000 was paid June 9. The money came out of the general fund, which pays for teachers' salaries and textbooks.

The settlement has spawned a heated debate between two board members and the superintendent.

Trustees Jackie Ashe and Charles Ledbetter have claimed that Andrews exceeded his authority when he signed off on the settlement. They said they never approved the settlement and had only voted to authorize the district's attorney to explore the possibility of negotiating a settlement between \$300,000 to \$750,000.

Andrews disputes their claims. He steadfastly maintains that the attorney was given the power to negotiate a final settlement.

The cost to the district might have been much less if the board had not decided to challenge the lawsuit three years ago.

Andrews said ReLief offered to settle the suit in 1994 for about \$100,000 but reversed itself after the board decided to fight the lawsuit in court.

"When ReLief found out, they withdrew the whole thing," Andrews said.

Evaluations of the lawsuit by two district law firms - Best Best & Krieger and Walsh & Declues - concluded that Moreno Valley Unified should settle the case out of court.

Attorney J. Michael Declues said he had "evidentiary and financial concerns" about the case. He would not elaborate.

Gilliam was hired as principal in the 1993

-94 school year to help heal the racially divided campus. However, almost from the beginning, his tenure was riddled with problems.

Gilliam complained soon after school started that a small group of teachers were out to get him. He claimed they used their classrooms and staff meetings to attack him and turned parents and students against him.

Teachers in turn claimed Gilliam was inaccessible and lacked interpersonal skills. Teachers, who disagreed with Gilliam's policies, said he could be threatening and intimidating.

Tensions on campus reached a climax in March 1994 with students on both sides staging walkouts.

After the board voted not to renew Gilliam's contract, he filed a complaint with the U. S. Department of Education's Office of Civil Rights. The department investigated the district and issued a blistering report claiming it maintained a "racially hostile environment" and that Gilliam was fired because he helped minority students.

Declues said if the district had allowed the case to go to trial and lost, it might have ended up paying a \$2 million to \$3 million judgment.

"There was potential for a very significant verdict," Declues said. "People don't realize that."?

PRINTER FONT 14_POINT_ROMAN

20. Dayton Daily News

PRINTER FONT 9_POINT_ROMAN

06/18/97; Edition: CITY; Section: METRO TODAY; Page 1B

PRINTER FONT 20_POINT_ROMAN_ITALIC

OFFICIAL LAUDS BUDGET EFFORT

PRINTER FONT 9_POINT_ROMAN

By Sonia Krishnan

Dayton Daily News

CLEVELAND - The state of Ohio must be careful in placing conditions upon funding for Central State University or it could trigger a federal racial discrimination lawsuit against the state, said Raymond Pierce, deputy assistant secretary in the U.S. Department of Education Office of Civil Rights.

In a speech to the Cleveland Educational Fund Tuesday evening, Pierce praised attempts by Ohio Budget Director R. Gregory Browning to soften language in the pending state budget bill that would close CSU if it does not meet a list of 23 requirements.

'We cannot continue to place restrictions on this institution and make it unattractive to anyone, and then blame the school when it is a state

-supported university,' Pierce said.

An Ohio House

-Senate conference is expected to vote today on the language in the budget bill dealing with Central State, Ohio's only historically black public university. Pierce said he is "very, very happy" with Browning's efforts to remove some of the restrictions or make it easier for CSU to meet them.

"I am very confident that we will see some type of proper resolution," he said.

Pierce also repeated his earlier statements that it is wrong to blame Central State's leadership for the financial problems at the school because "the management at CSU is the state of Ohio."

Properly funding and supporting CSU is not about "the preservation of black schools," Pierce said. "CSU ought to be open and attractive to all students. In fact, it is against the law to support any school simply along the lines of race."

Pierce's office has reopened its investigation of a 16

-year

-old discrimination

complaint against Ohio in which the civil

-rights office concluded in 1981 that the
state had violated federal civil

-rights laws in its funding and treatment of CSU.

Officials criticized Ohio's decision to build and enhance Wright State University, only 11 miles away, saying those actions discriminated against CSU students and faculty.

Pierce has suggested the state could resolve the complaint by eliminating CSU's debt, estimated at more than \$8 million, and enhancing its academic programs to attract a more diverse student body. But proposed restrictions placed on the school by the Ohio Senate would force cuts in academic offerings and force faculty layoffs.

Pierce criticized those proposed restrictions late in May, suggesting they simply punished CSU and did nothing to remedy the civil

-rights complaint.

If the civil

-rights office concludes that Ohio is still in violation of federal
civil

-rights laws, it could seek to withhold federal education funds from Ohio colleges or could refer the case to the U.S. Department of Justice to file a lawsuit against the state.

STAFF WRITER Mark Fisher contributed to this report.?

PRINTER FONT 14_POINT_ROMAN

21. The Commercial Appeal Memphis, TN

PRINTER FONT 9_POINT_ROMAN

06/18/97; Edition: First; Section: Metro; Page B1

PRINTER FONT 20_POINT_ROMAN_ITALIC

ARK. EDUCATION DIRECTOR RESIGNS 'IT WAS

TIME FOR A CHANGE,' HE SAYS

PRINTER FONT 9_POINT_ROMAN

By Joan I. Duffy

The Commercial Appeal

Little Rock Bureau

Arkansas Education Director Gene Wilhoit resigned Tuesday, telling members of the Board of Education it was time for new leadership in the department.

Wilhoit, who did not return telephone calls, faxed a letter of resignation to board chairman Bill Fisher of Paragould.

"He told me he decided it was time for a change, for new leadership in the

department and he was going to pursue other alternatives," Fisher said.

A spokesman said Gov. Mike Huckabee had seen the letter, but had little comment.

"All we're saying is we did not solicit his resignation," said Jim Harris, Huckabee's press secretary.

Wilhoit, 53, was director of the National Association of State Boards of Education when he was hired in 1993 - eight months after former governor Jim Guy Tucker took office - by a board whose members had all been appointed by former governor Bill Clinton.

Much of his tenure was focused on accrediting school districts and developing testing strategies to find what techniques were working in the classroom.

"I am sick about it," Sen. Jodie Mahony (D

-El Dorado), a legislative specialist on education issues, said of Wilhoit's resignation. "It's something we all knew was going to happen at some time. You've got a new governor and he's from a different party, you've got to figure on losing him (Wilhoit). He's got to have seen a strong possibility of being moved out."

Wilhoit's departure could resurrect a legal feud between the Board of Education and the governor over who has the authority to hire and fire department directors.

State law gives the board power to hire directors, who then serve at the pleasure of the governor. The law is silent on who can fire, but board members said if they can hire, they can fire.

Controversy erupted early this year when the board voted to fire former vocational education director Stephen Franks. Huckabee challenged the board's authority to fire and ordered Franks kept on the payroll.

Before the controversy reached a head, Huckabee won legislative approval for a new Department of Workplace Education and Career Opportunities under a separate board of directors. The new vo

-tech board hired Franks as its director.

Fisher said the board intended to exercise its power to hire a new director, "but certainly the board is going to work with the governor . . ." Fisher said.

Wilhoit began his education career in 1967 as a junior high school social studies teacher in Englewood, Ohio.

He taught high school social studies in Mt. Vernon, Ind., and headed a high school social studies department in Bloomington, Ind.

He was director of the Indiana Department of Public Instruction from 1976 to 1979 and became special assistant to the director of the U.S. Department of Education in 1980.

To reach reporter Joan I. Duffy, call (501) 372

-2907 or E

-mail
duffy@gomemphis.com.

?

PRINTER FONT 14_POINT_ROMAN

22. The Hartford Courant

PRINTER FONT 9_POINT_ROMAN

06/18/97; Edition: 3 ENFIELD NORTH CENTRAL; Section: TOWN NEWS; Page B4

PRINTER FONT 20_POINT_ROMAN_ITALIC

SCHOOL BOARD ACTS ON MULTICULTURALISM

PRINTER FONT 9_POINT_ROMAN

By ALEJANDRA NAVARRO

Courant Correspondent

Board of education members are taking steps to address multicultural issues in the high school of their small town.

The board accepted a revision of Stafford High School's statement of purpose Monday night, which included an academic goal to better understand multicultural issues.

"It's really important for people to understand that we live in a multicultural society," Superintendent George Apuzzi said.

The goal is to "understand the multicultural nature of local, state, national and global communities and the individual's contribution to each."

The first revision of the statement of purpose submitted by a special committee to the board on May 5 did not include the word "multicultural." That version was returned.

Although the school, like the town, is predominantly white, Apuzzi said it is unrealistic to believe the students will not eventually be exposed to diverse communities.

"I don't expect these young people to live in Stafford their whole lives," Apuzzi said.

Northeastern Connecticut is different from other parts of the country, he said, but that is even more reason to clarify the importance of understanding diversity.

The change has pleased some concerned community members.

"They are moving in a positive direction," said Nellie Hudson, who is glad to see the school make an effort to educate students on issues of race and culture.

Hudson brought forward the issue of multicultural sensitivity when she filed a complaint against the school last month with the Office on Civil Rights at the U.S. Department of Education.

She wanted her son, 10th

-grader Thomas Hightower, to be transferred to a more diverse school. She said students and staff had made racially derogatory remarks. After discussions with school officials, Hudson decided to withdraw her complaint and have her son remain in the school.

"I don't think they knew what an issue it was," Hudson said.

She said the school board's efforts are sincere, but she also recognizes that schools are battling stereotypes that students see everyday on television.

"We need to teach kids that ignorance doesn't come in a color," Apuzzi said.

Apuzzi said that as the board discussed the issue, it understood Hudson's position.

The new statement is only the beginning. Next fall the school plans to do more multicultural groups and activities.?

PRINTER FONT 14_POINT_ROMAN

23. Detroit Free Press

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

State school board rescinds
controversial mission statement

PRINTER FONT 14_POINT_ROMAN

References to God, religion supported by majority of
throng at meeting

PRINTER FONT 9_POINT_ROMAN

BY PEGGY WALSH

-SARNECKI

Free Press Education Writer

LANSING ? After more than 14 hours of debate the State Board of Education voted

5

-3 early this morning to rescind its controversial mission statement which included references to God, morality and religion.

"We're going to allow a vote," said board member Clark Durant, R

-Grosse Pointe,

shortly before 2 a.m. Durant had lead a Republican effort to save the mission statement by blocking the vote. "The issue should be clear to the public now," he said.

Durant said that after thousands of phone calls and the hundreds of people who came to the meeting in support of the mission statement, the vote shows the state board was not listening to the public.

"What the board will have done is not step up to its constitutional responsibility to lead," Durant said. "We will now have to decide whether the board should exist."

It had been a painfully long day for both supporters and opponents.

Hundreds of people who wanted to save an education statement rich with moral overtones packed the board meeting for what turned out to be a marathon session Thursday and early today.

They lined the walls in the fourth

-floor meeting room in the Hannah Building and overflowed into the hallway and lobby, where some sat on the floor. Many hoped to speak on behalf of the 2

-year

-old statement that included references to God, morality and parental rights.

Durant and others slowed the proceedings by asking innumerable questions.

Durant claimed the session may have violated the Open Meetings Act because the Hannah Building had been locked for about a half hour during the proceedings. The building is locked by police each night for security because it is linked to several other buildings.

"At least two people were turned away," Durant said.

Durant requested an attorney general's opinion on whether the meeting violated the Open Meetings Act.

Durant, who brought a pillow to the meeting, wrote the controversial mission statement and was clearly delighted with the throng.

"All these people," said Durant as the debate ran into the night. "There has never been an issue in the history of the state board that's done this."

State Rep. Ken Sikkema, R

-Grandville, who had set up a toll

-free number for

citizens to call, said before his answering machine gave out Wednesday, he received more than 2,000 calls. The number appeared in a Wall Street Journal editorial this week.

More than 20 lawmakers slipped out of an important budget debate to testify before

the board. State Republican Party chairwoman Betsy DeVos pleaded for the statement. By midafternoon, proponents had run out of 400 "Support the Mission" labels.

But much of the emotion came from citizens who drove to Lansing from cities such as Flint, Harper Woods, Owosso and Cedar Springs to try to persuade the board to vote their way. Only a handful of people spoke against the statement.

The statement included a few references to God, religion and morality. Mainly, it stated support for parental rights, school choice and local accountability.

Most of the people testifying ? on both sides ? were parents.

"To take God and the authority of parents out of a child's upbringing is completely foreign to me," said Pam Woody of Temperance.

Opponents, though fewer in number, were equally eloquent.

Mike Neubecker of Brownstown Township, the father of a gay son, said he feared the mission statement would encourage persecution of gays and lesbians.

"I think about the gay children in our schools and gay teachers in our schools who

think ...there are other agendas involved," Neubecker said.

Religious leaders weighed in on both sides. The Rev. Terry Norton, pastor of First Baptist Church of Onaway, was one of the ministers who spoke for the mission statement.

"Our civilization and our institutions are emphatically Christian. We respect the rights of the minority, but we are a nation that has always been governed by the majority," Norton said.

Herbert Glenn, pastor of Big Beaver United Methodist Church of Troy, urged the board to rescind the statement.

"There is religious community opposition to some of the God language," Glenn said, noting that Michigan is home to people of many faiths.

Cindy Hughey of East Lansing, representing the Michigan Jewish Conference, said, "At a time we need every one of us to unite to make our public school system the best it can be, we do not need a mission statement that threatens to divide us."

The statement was approved when Republicans held a 5

-3 majority on the board.

Those dynamics changed after November's election established a 4

-4 split and

moderate Republican Dorothy Beardmore of Rochester sided with the Democrats.

In April, the Democrats and Beardmore began trying to rescind the mission statement. The Republican minority held off the vote until this meeting.

Democrats wanted to replace the statement with one of their own. But that proved difficult because Beardmore was reluctant to support it.

On Thursday, the Democrats were ready to agree with Beardmore and forget the idea.
?

PRINTER FONT 14_POINT_ROMAN

24. The Washington Post

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: FINAL; Section: Metro; Page B01

PRINTER FONT 20_POINT_ROMAN_ITALIC

School Board Won't Appeal Ruling on

Minority Spaces; Parents Assail

Arlington Vote on Magnets

PRINTER FONT 9_POINT_ROMAN

By Mike Allen

Washington Post Staff Writer

As a shout of "Shame!" rang from the back of its packed meeting chamber, the

Arlington School Board faced down 100 angry parents last night and voted 4 to 1 against appealing a federal court ruling that will reduce the number of minority students in the county's magnet schools.

One of the black parents who had urged an appeal held up an old yearbook page with photos of only white students, and another brandished a framed newspaper clipping about a court fight by blacks to attend an all

-white Arlington school in 1958.

The board's lone black member, Frank K. Wilson, cast the vote to appeal the ruling, which last month struck down Arlington's system of preference to minority applicants to magnet schools. "What we've achieved is being torn down," Wilson said.

The four members who voted against appealing said they were doing so because they believe that an even more restrictive opinion could result if they took their case to the 4th U.S. Circuit Court of Appeals in Richmond.

"Appealing carries great risk that some judges in Richmond will decide that we cannot ever consider race as one of a set of admission criteria," said board Chairman Mary H. Hynes. "The long

-term consequences of such a judicial finding in the 4th Circuit would be devastating ? not only for Arlington, but for the nation."

U.S. District Judge Albert V. Bryan Jr. struck down as unconstitutional an Arlington policy that allowed administrators to use race as a factor in admissions to its three magnet schools. He ruled in a lawsuit filed on behalf of three white children who failed to win admission to Arlington Traditional School, an elementary school with back

-to

-basics academics and a strict dress code.

Several black parents in last night's audience, where nearly everyone wore a yellow tag urging "Appeal," said the old policy was helping to right decades of wrongs.

"The majority is now feeling the effects of not being included," said Imani Russell, 40. "They want their space. I understand what it's like to not be included. If it was a fair system, we wouldn't need these mechanisms."

In an effort to mitigate the ruling's impact, the board voted last night to expand class sizes at two magnet, or alternative, schools to include some but not all of the minority students who were offered admission.

Martha Holder, a parent of an eighth

-grader, said several parents are making plans to pursue the appeal privately. "Four cowards," she shouted from the back of the room, referring to the board majority.

Eric Weaver, a parent of a sixth

-grader, loudly scolded the board as he stalked out:

"You lay down. You have to fight and never give up."

The attorney representing the three white students, Steven M. Levine, did not attend last night's meeting.

He dismissed the emotional testimony in a telephone interview as "an organized effort" and praised the board's actions.

He called processes the board used under the old policy "unconstitutional and

illegal." Board members "need to devise a legal way to tackle the larger problem of the racial, cultural and ethnic diversity in all of the county schools, not just the alternative schools," he said.

Arlington schools, with 18,000 students, are 42 percent white, 31 percent Latino and 17 percent black, with 10 percent in other categories.?

PRINTER FONT 14_POINT_ROMAN

25. The Cincinnati Enquirer

PRINTER FONT 9_POINT_ROMAN

June 23, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Universities follow spirit of Title IX

PRINTER FONT 14_POINT_ROMAN

ADs seek chances for women

PRINTER FONT 9_POINT_ROMAN

BY MIKE DeCOURCY

The Cincinnati Enquirer

Xavier Athletic Director Jeff Fogelson certainly was listening when the Supreme Court had its say Monday on the issue of gender equity in college athletics, but he didn't need to be told again what to do.

Fogelson said Xavier has been working for several years to increase the number of opportunities for female athletes and improve the quality of their experience. The Supreme Court merely reinforced the direction the XU athletic program is following.

"I don't think it would have a big impact on what our intentions are," Fogelson said. "I'd be the last one to sit here and say, 'We're fine,' but we're trying to catch up.

"We've taken a course we're going to stay on until we get to where we feel we need to be. Every year that goes by, we get closer."

The court actually did not issue a ruling in the case involving Brown University's athletic department, but instead let stand a lower court decision that said the Ivy League school discriminated against female athletes in regards to sports offered. The decision was based primarily on the fact women accounted for 51 percent of the Brown student population but only 38 percent of the school's athletes.

Athletic directors at area schools indicated they were working to move closer to numeric equality but also were trying to enhance the quality of the women's programs offered. There is a general attitude of trying to achieve these goals by expanding women's opportunities more so than cutting men's programs.

"I would be extremely disappointed if that were something the University of Cincinnati would do," said UC Athletic Director Gerald O'Dell. "The intent of Title IX is opportunity; I would be disappointed if we were to take away opportunities."

Title IX is a 1972 law stating institutions that receive federal money cannot discriminate on the basis of gender. Opponents of the application of the law in the Brown case point out the test of compliance is supposed to involve two factors in addition to statistical equality: a history and continued practice of program expansion and full accommodation of the interests of the underrepresented sex.

And although Title IX is a federal law, the Brown ruling does not apply to schools outside the jurisdiction of the appeals court in this case, most of which are in New England.

The drive to avoid winding up as the target of a lawsuit, though, is one factor that has motivated athletic administrators throughout the nation to improve women's programs.

O'Dell said he was not surprised by the Supreme Court's decision; nor, for that matter, does he believe UC's program was taken by surprise.

Although UC's statistics show the greatest disparity between male and female athletes of any area school, O'Dell said UC has added three women's sports in recent years and, since 1994, has increased spending on women's athletics by \$1.4 million in the areas of scholarships, salaries and benefits, recruiting, travel and equipment. That does not factor in related costs in the areas of academic counseling, insurance, training and conditioning.

UC has put a cap on the number of participants in some men's sports, which O'Dell said many programs in other parts of the country have done.

"As we address the issue of Title IX, it's imperative that we also look at equity of opportunity for all of our student

-athletes beyond just participation," O'Dell

said. "A school is never in compliance just one time. It's an ongoing process."

Miami University has been creative in its approach to Title IX compliance. It added a women's soccer program that will begin competition in the 1997

-98 school

year and is the one school in the country that offers precision skating as a varsity sport.

Athletic Director Eric Hyman said Miami is weighing several options as it considers whether to add women's programs, including equestrian and water polo. Miami also has an internal committee on Title IX. "A lot of people don't understand Title IX, and we're educating a lot of them," he said.

The ADs said numeric equality is an elusive goal because the proportion of the student body changes yearly. It's even more difficult for football

-playing schools

like UC and Kentucky, which can carry more than 100 players. No women's sport permits such a large roster.

UK Athletic Director C.M. Newton said it's not possible for a football

-playing

school to have an identical number of male and female athletes. But Kentucky did add women's soccer and softball in recent years after surveying the student body and finding sufficient interest to create those programs.

"We're working very hard to do not only what the law requires, but what ought to be done to meet the interests and needs of our female student population," Newton said. "I feel like we're on track."

Next year, Fogelson said, Xavier will award more scholarship dollars to female athletes than males. XU, which has seven women's sports, seven men's and co

-ed

rifle, also has attempted to be equitable in regards to access to facilities and equipment. The construction of a new on

-campus arena also will improve practice access for its indoor women's programs.

"I'm not comfortable where we are," Fogelson said. "I'm comfortable where we're going."

PRINTER FONT 14_POINT_ROMAN

26. Detroit News

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Warren school board president has been
lead plaintiff since 1980

PRINTER FONT 9_POINT_ROMAN

By Janet Naylor / The Detroit News

The fact that Donald Durant's name is emblazoned across the top of the longest and perhaps costliest lawsuit in Michigan's history is something of an accident.

But make no mistake: The lawsuit's cause ? financing special education ? is dear to the longtime Warren resident.

The Michigan Supreme Court is poised to decide whether the state should pay back more than \$600 million to 84 local districts, after deciding last week that the state shortchanged the local districts in some funding areas.

Durant, president of the Fitzgerald School Board in Warren, reminisced recently about his long involvement in the fight, and almost 30 years as a hands

-on

participant in Michigan public education.

"Once you get involved in education, and all the kids, you can't back away," he said. "I really believe in my heart that Fitzgerald is the best school district in the world, and that is an unbiased opinion."

Durant, 66, likes to note that he was much younger when the Fitzgerald district decided to take on the state of Michigan. At the time, as he has been on and off through the years, he was president of the school board.

So it was Durant's name that was listed as lead plaintiff in the suit filed in 1980. And it was his name that stayed there, as 83 other districts across the state signed on.

Three governors ago, in 1979, the seven school board members in the Fitzgerald district decided the state was violating the Headlee Amendment to the Michigan Constitution by shortchanging the schools on funding.

They believed that the Headlee Amendment set funding levels for local school district programs such as special education, driver's ed and bilingual education, among others. But the funding levels from the state for those services were shrinking.

So they sued. And they won, numerous times, in courtrooms from Mt. Clemens to Lansing. But the state kept appealing, wary of the growing price tag associated with the suit.

Gov. John Engler has warned that the state may have to pay back every district ? not just the 84 that sued ? and the bill, with interest, could hit \$3.5 billion. The Supreme Court this month agreed that the state had violated the constitution. But it

ordered lawyers from both sides to submit briefs, due within the next few weeks, as to whether the state should have to pay restitution ? and if so, how.

Dennis Pollard, the chief attorney for the school districts in the case since its inception, noted that Durant has never wavered in his support for the case.

"He's just a plain

-thinking, plain

-acting person who's trying to do what's right,"

Pollard said. "He's about as intellectually honest a man as you are ever going to get..."

"He's a guy who's got a heck of a lot of guts."

Durant moved to Warren from his native Detroit when he was 6 years old, and has lived there ever since ? except during time spent in college and two years in the U.S. Marine Corps.

He originally majored in theology at Assumption College, now the University of Windsor, then studied engineering at several Michigan colleges. He never earned a degree.

"I never figured out what I wanted to be when I grew up," he said.

He married and worked at various tool and die companies. He owned his own company for a time, but got tired of "owing my soul to the bank," and took a job with another company.

Like many who serve on local school boards, Durant got involved for personal reasons.

His son, Paul, was deaf. When Paul was of school age ? years before federal legislation would guarantee education for the disabled ? local districts weren't doing much to educate him.

"My wife and I just could not get him educated," he said.

Some officials suggested sending Paul to a boarding school for deaf children. That was unacceptable, the Durants decided, feeling that local schools could do the job right if they only had the will.

But change wasn't easy. "A friend said 'Don, if you want to change things, you've got to run for the board,' " he said.

Durant refuses to believe that the schools are owed anything less than what the courts determined was due them (about \$4 million for a small district such as Fitzgerald, but about \$40 million for the largest plaintiff in the suit, Pontiac).

"You go to Pontiac schools, and look at the classrooms that need renovating, that need computers," Durant said.

"Don't tell me that \$40 million is too much."

But Engler's spokesman, John Truscott, said the state is viewing the court's June 10 decision as a victory for taxpayers, and says any money that might be paid out will go to taxpayers ? not local school district general funds.

"Certainly, we've recognized that the state was wrong on some of these mandates," Truscott said. But the state Supreme Court "recognized that it is the taxpayers that paid for these services" and who are owed the money, not the locals.

Donald Durant

Age: 66

Occupation: design checker at GKN Automotive Inc. in Auburn Hills.

Hometown: Warren

Public service: president of the Fitzgerald School Board in Warren.

Veteran: two years in the Marines.

Higher education: studied theology at Assumption College, now the University of Windsor.

Favorite sport: golf

Hobby: stamp collecting

What's next

The Michigan Supreme Court ruled June 10 that the state is financially responsible for special education and other programs it requires local school districts to provide. But it sidestepped whether the state should reimburse districts and taxpayers for the cost of providing those programs in past years. Attorneys for both sides have until July 1 to file briefs to help the courts decide: * Whether the state should pay, how much it should pay and how long it has to make any payments. * How damages should be paid: Should the money be returned to taxpayers by reducing property taxes? Should it be paid to school districts to in turn be disbursed to taxpayers? Should districts be able to keep the money? * Should the money the state owes include interest? If so, at what rate, and from what date??

PRINTER FONT 14_POINT_ROMAN

27. Seattle Times

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Bellevue schools superintendent shakes

up his district

PRINTER FONT 9_POINT_ROMAN

by Katherine Long

Seattle Times Eastside bureau

Bellevue's 28 public schools have more problems than anyone likes to admit.
Consider the high

-school

-dropout rate: 20 percent. Consider the number of
fourth

-graders who are reading below grade level: about 900, or 17 percent.

Now consider Mike Riley, the new Bellevue schools superintendent who dredged up
these unflattering figures and made a big deal of them during his first year on the
job.

This Chicago native strikes everybody as so un

-Northwest - he dwells on problems,
he works on weekends (even when it's sunny) and he drinks MJB brand coffee that
comes out of a can.

What do people say about him?

Mostly: "Brilliant." "Passionate." "He walks on water."

But some say: "A dictator." "An East Coast attitude." "One of the most difficult
and trying years I've ever experienced in Bellevue."

Hired from Baltimore County Public Schools last year where he was associate
superintendent, Riley, 46, is shaking things up in a way that prompts comparisons
with John Stanford, the charismatic Seattle School District superintendent.

Unlike Stanford, Riley is a product of the system - a high

-school English teacher
who worked his way through the Frederick (Md.) County and Baltimore County school
systems to become second in command of Baltimore County, a 100,000

-student district,
at 44. But Riley is willing to challenge the system in a way that has made him seem
like an outsider and has won him a passionate following.

His simple philosophy of education reform: to improve teaching, first and
foremost. In a year, he has:

? Reassigned 20 of the district's 28 principals and required every principal to
dramatically increase the hours spent in the classroom observing teachers.

? Assembled a staff to write a districtwide curriculum.

? Required all freshmen and sophomores, beginning next fall, to take seven
periods a day instead of six as a way to curb the dropout rate. Riley thinks
students leave campus during free period and don't come back, causing them to miss
more classes and, ultimately, drop out.

? Visited each of the district's 28 schools at least three times.

Next year, to reduce the dropout rate, he will start a program at the district's Off

-Campus High School, an alternative school, for 30 middle

-school students who are struggling with academics and discipline.

Nationally, the high

-school

-dropout rate is about 11 percent.

But the most significant changes are just around the corner. Riley and the School Board are expected to reach an agreement with the Bellevue Education Association, the teachers union, to create longer classes and longer school days. The proposal would increase the length of the middle

-school day by 50 minutes and the elementary

-school day by as much as 30 minutes, and add 37 teachers by 1998. The \$2.5 million proposal also would give teachers lengthy blocks of planning time.

The union would take more responsibility for the quality of teaching with a peer

-assistance plan in which colleagues would help teachers who aren't measuring up.

Observers say Riley's ability to size up a situation, analyze it and come up with solutions is one of his strongest skills.

In the past decade, Bellevue's school population has come to resemble an urban district more closely - with many non

-English

-speaking students. single

-parent families and low

-income students. Concerned that Bellevue schools were losing their edge, the board hired Riley.

If he can improve learning, his methods will serve as an example for bigger urban districts like Seattle, and for small suburban districts like Issaquah, because Bellevue shares characteristics of both, said School Board President Steve Miller.

Riley is "a deep thinker and a fast thinker," said Sylvia Hayden, director of alternative programs, who says the 15,000

-student district has "a totally different feel from a year ago."

He is direct, candid and focused, but not unfriendly or distant, Miller said, noting that it's the force of his intelligence, rather than charisma, that seems to draw people to him.

"He is exceedingly candid and open," Miller said. "That's seemed a bit harsh to folks."

Those who don't like Riley's leadership say he's moving too fast, making snap judgments and not thinking through the consequences. Some teachers say the last year has been a tumultuous time that has left them edgy and unhappy.

Some teachers fear that a districtwide curriculum will force them to scrap lessons

they have developed and perfected. Others worry that in the push to improve academics, needy students will be left out.

"I have no argument with raising standards, as long as it doesn't happen at the expense of those who are not academically and intellectually advantaged," said Judith Williams, a former School Board member.

In the beginning, observers say, Riley grasped the district's problems but didn't fully understand its culture and politics, pushing for change before the community was ready. The most dramatic example was his proposal to cut the Off

-Campus High

School staff in half, a move he later realized would have violated labor agreements. Current and former students and parents of the alternative school rallied to its defense.

Critics worry that Riley is taking away school

-based decision

-making, imposing
more decisions in a top

-down management style. Riley concedes that may happen but thinks some decisions, such as curriculum, must be made at the top.

"The people who work closest to him just absolutely think he's incredible," said board member Judy Bushnell. "As you get farther and farther away from where changes are being made, a lot of people have misinterpreted" his decisions.

"There's been a lot of uncertainty" during the past year, said Debby Nissen, president of the Bellevue Education Association. "We still have a ways to go." Nissen called Riley "one of the hardest

-working people I know."
Riley has a dry, self

-deprecating wit. He speaks with a flat

-voweled Midwest

accent, drives a green minivan and has a daughter, Michelle, at Interlake High, one of two Bellevue high schools with a dropout rate of 27 percent.

His wife, Gail, who was an assistant principal in Baltimore, works with children with behavior disorders; she took a year off to help the family ease into Bellevue life, but will return to work this fall. Bellevue rules prevent her from getting a job with the school district.

Riley has such a workaholic reputation that when asked what he does outside of work, he laughs. "I work, what can I tell you?" This summer, he'll take the family to Glacier National Park and perhaps do some photography.

Riley's school visits have reinforced his vision of education reform. He talks about the importance of finding that precise point where instruction is neither too hard nor too easy, where students are so challenged and absorbed that learning sneaks up on them and discipline problems dissolve. It's his definition of excellent teaching.

"The quality of education is determined by the teacher," Riley said. "If we know that, think how goofy it is if we're distracting ourselves with other things."

Those "other things" have formed the basis for too many school

-reform efforts,

Riley thinks - faddish methods and techniques that detract from good instruction.

Riley said he doesn't think excellent teachers are a rare breed or that they have special talents that cannot be learned by others.

One of his strategies is to require principals to visit classrooms and complete many more teacher evaluations than is typical. This year, every principal was to do 90 evaluations (more than one for some teachers); Riley did many himself.

Sammamish High School math teacher Steve Means was one of the teachers Riley observed. "His follow

-up letter summarizing what he saw happening in the classroom was the best example of 'observation' that I have personally experienced," Means said. "He not only followed the topics covered, he understood the techniques I use to encourage students to think creatively and from multiple points of view."

Riley thinks Bellevue has a talented staff of teachers and that the community is passionate about education.

Even though this state is ratcheting up education standards, Riley said he thinks Washington is "out of step with the rest of the world" because it doesn't demand enough of its students.

He sees these as indications: the state requires two years of math and science in high school, rather than three; there are just a few advanced

-placement programs in each school; and there are only a handful of International Baccalaureate programs, including a new one at Interlake High. The rigorous program provides an internationally recognized high

-school diploma.

Last week, Riley sat down with about two dozen education experts to talk about the quality of teaching at Sunset Elementary School.

What makes a teacher a good teacher, he asked. Is this school challenging? How is discipline?

His expert panel was two dozen students, from first grade through fifth. A different superintendent might have considered it a waste of time to talk to second

-graders about a good spelling test, or a fifth

-grader about how a teacher always yells at her students. Not Riley.

He listened seriously to every student. And they gave him an earful.

"They're great critics of their own education," he said.?

PRINTER FONT 14_POINT_ROMAN

28. Sacramento Bee

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Marches spur black activism:

PRINTER FONT 14_POINT_ROMAN

Men taking a more active part in parenting,
education

PRINTER FONT 9_POINT_ROMAN

By Stephen Magagnini

Bee Staff Writer

Less than two years after the Million Man March challenged African American men to play a greater role in their communities, there is a rising activism ? in Sacramento and nationwide.

That activism is contributing, some believe, to sweeping changes, including lower crime and higher graduation rates among African Americans.

But such changes are impossible to gauge.

The effect on Kim Conyers' life is more easily measured. It's made him a better dad. It's as simple as reading the paper with his sons, talking over their problems, being there when they come home.

And that's what the Million Man March ? which inspired a Thousand Man March in Sacramento last year and another one at the Capitol on Saturday ? is really about, said Bill Banks, an African American studies professor at UC Berkeley.

"There are many fathers who have been motivated to take more of an active interest in the lives of their children," said Banks. "It's hard not to hear all the rhetoric and not think 'maybe I could do a little more.'

"That's where the action is, that's where you can make a difference. . . . You're telling kids that you believe they're important, that you believe in good things happening to them."

Conyers' awakening came in February 1996, when he took his sons to Sacramento's first Thousand Man March.

"Before I attended that march, my life was mainly about me, what I could do for myself," said Conyers, 36, a television cameraman and music producer.

Conyers, who went to work at 2 p.m., stayed out late and spent weekends at his music studio, rarely saw his wife or children.

Soon after the march, he changed his hours, and now works from 4:40 a.m. to 1:30 p.m., so he's home for Lonnie, 6, Kenneth, 10, and stepson Mickey Hellon, 15. Now, father and sons read the newspaper every afternoon and then discuss current events over dinner.

"What I've noticed is they're beginning to respect me as a father more," Conyers said. "Before they were always going to Mom . . . because I wasn't around. Now they're coming to me about everyday things, questions about their homework

"I feel more the man. The 10

-year

-old was coming home from school and kids would ask him what gang he was in and he didn't really know how to handle the situation.

"I told him to say you're not affiliated with a gang and you don't intend to be. That's the stand he took, and he hasn't had any complaints since."

Conyers has taken his sons camping and finally let them into his recording studio. He avoids "gangsta" rap, and like a growing number of African American men touched by the march, he's gone back to church with his sons.

Conyers typifies the subtle but unmistakable changes that are taking place in African American neighborhoods, said Derrell Roberts, director of the Salvation Army Community Center.

"I've seen more and more new male faces getting involved as coaches, and as visible adults," Roberts said. "I've seen men taking back responsibility for policing our kids. When they see something (bad) happening on our streets, more and more men are stepping up and saying 'that's not right,' and a lot of it has to do

with what happened at the marches."

Roberts, who joined the Million Man March, said young African American male scholars ? rather than athletes ? are now being showcased.

David Covin, a political science professor at California State University, Sacramento, said that crime is down across the state and the nation among all ethnic groups, including African Americans ? a trend that began before the Million Man March.

But the march is linked to positive changes in black America, he said. The number of African Americans finishing high school ? which rose from 60 percent in 1985 to 74 percent in 1995 ? accelerated after the march, Covin said. "The drop in (African American) crime is also longer term but it too has accelerated."

Orville Noel, chairman of Saturday's Thousand Man March, said, "Not everybody came back (from the Million Man March) goody

-two

-shoes, but everybody came back changed.

Some people went back to church, some reunited with their families, some started paying child support, and some devoted themselves to making their community better."

Sacramento's first Thousand Man March ? which drew 5,000 people ? generated more than 100 blood marrow donors, said Covin, who chaired the event.

And 500 people pledged to join a community credit union in Del Paso Heights, where the large minority population has had a tough time getting loans, said Allen Warren, president of the New Faze Construction Co.

The marches have also spawned networks, formal and informal. Saturday's march has been organized by the recently formed Sacramento Economic Empowerment Congress, which has helped victims of racism by contacting investigators and providing moral support. "It let me know that there were people out there who cared," said Phyllis Baker, who was victimized by a series of hate crimes in the Greenhaven area in 1996.

"It's pulling a lot of us together now," said Noel. "We have to atone for past mistakes and start taking control in our community. There's a lack of African American participation at community forums. I don't think the African American community has quite gotten the picture on welfare reform. We have one of the highest pregnancy rates in the nation and much of it is coming out of Meadowview. These children need mommy and daddy."

Meanwhile, LaLonnie Conyers is delighted with her husband's changes. "Before, his children were in the way. After he went with my boys to the march, they all seem much closer."

Kenneth's grades have gone from C's to B's, and Lonnie, the youngest, is also reading more, she said.

The 1,000 Man March begins with a sunrise ceremony on the Capitol's west steps and ends at 4:30 p.m. For details, call 484

-4060.

PRINTER FONT 14_POINT_ROMAN

29. Indianapolis Star

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

IPS may not allow appeals for
graduation test scores

PRINTER FONT 9_POINT_ROMAN

By Jennifer Leuer

The Indianapolis Star/News Indianapolis Public Schools students who can't pass Indiana's graduation exam might not get a high school diploma.

School Board members Tuesday night discussed not allowing students to appeal failing scores on the state

-mandated test, an option the State Board of Education extended to students.

The Class of 2000 will be the first required to pass the ninth

-grade

-level exam,

in addition to completing regular course work, to receive a diploma. Students will take the test for the first time in their sophomore year and have until their senior year to pass it.

Students are allowed by the state to appeal their scores and apply for a diploma if they take the test at least twice, complete all remediation offered, earn a C average and maintain a 95 percent attendance rate, not including illnesses.

They also must receive a recommendation from a teacher in the subject area failed, and the principal must agree that the students' class work or other tests show they know the material tested on the graduation exam.

But several board members agreed with Superintendent Esperanza Zendejas that allowing students to appeal failing scores would not motivate them to pass the test.

"In this proposal we are saying we need to hold our students to high standards," Zendejas said. "We can guarantee to our community that our students can read and write. I don't think this district is asking too much." If IPS students can't pass the ninth

-grade

-level test after five tries during their time in high school, Zendejas said, she wants to give them a certificate of completion instead of a diploma. An appeal process for special

-education students would be offered. But board member Hazel Stewart said the district should be handing out diplomas to students who perform well in class, regardless of standardized test results.

"There's \$10 more on your paycheck if you get a diploma, rather than a certificate of completion," she said. "And I don't think IPS teachers just give grades to be giving them."

Other board members said they want the district to set aside funds to ensure that students who fail the test the first time get extra help to pass it.

"I agree with the premise we should hold everyone to this expectation," board member Julie Scott said. "But we need to make sure we're doing as much as possible along the way for the students."

If the board goes beyond the state mandate and creates stricter graduation requirements, those probably will be upheld, said State Board of Education

Administrator Jeff Zaring.

"The usual policy is our board sets the minimum and they may have more stringent requirements," Zaring said. "But the person is entitled to continue working toward a diploma. We believe you can't cut off their right to come back, enroll in classes and take the test again."

Zaring added that students who fail the test shouldn't consider the general

educational development test, or GED, an easy alternative ? it's a 12th

-grade

-level

test.?

PRINTER FONT 14_POINT_ROMAN

30. San Diego Union

-Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Debate hot over math programs

PRINTER FONT 9_POINT_ROMAN

By Susan Gembrowski

STAFF WRITER

ESCONDIDO ? Escondido elementary trustees listened to more than an hour of heated public comment at last night's school board meeting, as they faced a decision on whether to offer a choice of math programs in the district's middle schools.

No action had been taken by press time.

More than 120 people attended the meeting, where trustees were set to decide if the district should offer both traditional and "new," or "integrated," math that is offered now.

Applause punctuated much of the public testimony. One speaker even received a standing ovation.

Parent Frances Harting was among the speakers who supported allowing parents and students a choice.

"Traditional math is not for every child, but 'new' math isn't either," Harting told the board.

Others felt, as did Dana Maybury, that the choice "doesn't allow for informed parental choice."

"Parents want a balance of both" in a single math program, Maybury said.

The debate last night occurred after trustees voted 3

-2 June 3 to offer both math

programs in grades six through eight. Trustees Deborah Beaghtler, John Laing and Dawna Nerhus voted in favor of the math

-choice option, with Kathy Marler and Linda

Woods dissenting.

But the vote had to be reconsidered at last night's meeting, after some school officials and trustees said the issue wasn't properly docketed. The board at the June 3 meeting had been set to vote on buying additional textbooks to supplement the "integrated" math program in grades six through eight.

"Integrated" math emphasizes problem

-solving and group work, and allows students

to use calculators to figure out math problems.

The math program was adopted by the elementary district in a three

-year process

that included piloting it in some of the schools. But parents criticized the new program, saying that it didn't emphasize enough basic skills and math drill.

District math committees have been meeting for several months, after the board in January decided to keep the "integrated" math program but supplement it with more drill and practice materials.

At last night's meeting, parents and teachers also expressed concern that the math issue had caused a large rift in the Escondido community.

"No one in this district is winning and I love this community too much to tolerate it," said teacher Leila Sackfield.

Several asked that trustees delay their decision for at least a year, to give parents and teachers time to review a proposed textbook for the traditional math program.

Wayne Bishop, a professor of mathematics at Cal State Los Angeles, said he favored the Saxon series that the board tentatively adopted at the previous meeting. The program uses sequential development and continuous review of math concepts.

But teacher Steve Ellis, who used to work at a local biotechnology company, said that the Glencoe textbooks now used in the district's "integrated" math classes teach students critical thinking and problem

-solving. Those are the skills that people in industry are looking for in prospective employees, Ellis said.

"If we do not teach young people to problem

-solve now, when will we teach them?" he asked.

The board meeting was the last one for Superintendent Lean King, who begins the top job at the Lemon Grove school district July 1.

PRINTER FONT 14_POINT_ROMAN

31. San Diego Union

-Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Let critics speak, Vista school board told

PRINTER FONT 14_POINT_ROMAN

Federal judge blocks gavel

-down policy

PRINTER FONT 9_POINT_ROMAN

By Daniel de Vise

STAFF WRITER

A controversial rule that allowed Vista school trustees to gavel down criticism at public meetings was struck down yesterday by the mightier gavel of a federal judge.

U.S. District Judge Barry Ted Moskowitz declared Vista's policy an infringement of free speech and ordered trustees to halt the practice of silencing critical speakers.

Moskowitz announced the ruling just hours before an evening board meeting where it would undergo its first test.

Midway through the evening meeting, board President David Hubbard announced that the contested rule "is not in effect this evening." Several people spoke without interruption, including a former teacher who vowed to mount a recall campaign.

In releasing his decision at a brief morning court session, Moskowitz said: "I think the plaintiffs have overwhelmingly prevailed."

Moskowitz ruled that a community's right to speak freely about its public schools far exceeds a school district's interest in protecting the privacy of its employees.

His 16

-page opinion called for a permanent injunction barring Hubbard from enforcing the policy. It also placed a temporary restraining order on the other four trustees. The judge said he will rule later this month on whether those injunctions should become permanent.

It is the second time a federal judge has struck down a gavel

-down policy in a California school system. The judgments probably will reshape educators' notions of what angry parents, gadflies and activists may say when addressing school boards.

"If we want to compliment, if we want to criticize, this is the one place we can do it," said Margaret O'Neill, one of two Vistas named as plaintiffs in a lawsuit filed in April by the American Civil Liberties Union.

An attorney for the Vista Unified School District's governing board hinted at plans to appeal the ruling and predicted dire consequences.

Susan Boyle, a San Diego attorney representing the board, lobbied unsuccessfully for Moskowitz to delay action while she sought the intervention of a federal appeal court.

"There will be no employees after tonight if the board cannot enforce 9002," she said, referring to the board policy known as Bylaw 9002.

Vista trustees enacted the rule in January, chiefly to protect Superintendent Jack Gyves from criticism. Gyves had sustained a steady stream of attacks on his record, his handling of a multimillion

-dollar budget shortfall and his overall management of the district.

Board President Hubbard invoked the rule in a February meeting to halt a speech by former teacher Nancy Leventhal critical of Gyves and trustee Jenny Vervynck.

Hubbard allowed Vervynck to criticize Leventhal in a subsequent meeting but halted Leventhal when she attempted to respond. He said he would not allow the meeting to descend into "a situation where members of the public engage board members in personal attacks."

"If that's an abridgment of First Amendment rights," Hubbard said at the time, "then I'll wait for a court of law to tell me that."

The trustees later conceded that board members could not be shielded from critical comment, but they held firm on the gavel

-down rule as it applied to the superintendent and other employees.

In defense of their rule, the trustees cited a section of the state Government Code that authorizes school boards to hold closed sessions to air complaints against public employees.

The language is part of the Brown Act, the open meeting measure whose overall purpose is to promote ? rather than restrict ? public access to the workings of government.

Moskowitz argued that, in most cases, a government entity may restrict speech in a public forum only when it has a compelling reason to do so.

The concerns of the Vista board, he wrote, "cannot outweigh the public's fundamental right to engage in robust public discourse on school issues." He contended that school boards have never been granted "the right to force . . . conflict behind closed doors."

Moskowitz cited language from a 1964 U.S. Supreme Court decision in New York Times vs. Sullivan: "It is a prized American privilege to speak one's mind, although not

always with perfect good taste, on all public institutions."

His ruling mirrors a federal judge's decision last year to strike down a gavel

-down rule in the Moreno Valley Unified School District. The earlier decision, also sought by ACLU attorneys, is under appeal.

The Vista and Moreno Valley school boards are among a handful in the state to push the limits of a boardroom philosophy that pervades most of California's public school districts. Many school boards concur with Vista's reading of the Government Code and steer critical comment into closed session. The key difference lies in Vista's decision to make the rule explicit.

"If this sets a precedent, we're going to have to revisit our policy," said Dean Szabo, president of the school board in neighboring Oceanside. "If people want to rip into employees of the district, I guess (now) there's nothing we can do but limit them to two minutes."?

PRINTER FONT 14_POINT_ROMAN

32. Kansas City Star

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

KC school superintendent orders

transfer of nearly a dozen principals

PRINTER FONT 9_POINT_ROMAN

By PHILLIP O'CONNOR and LYNN HORSLEY

Education Writers

In one of his more visible and contentious actions since taking the top job in the Kansas City School District, Superintendent Henry Williams is ordering the transfer of nearly a dozen principals.

The changes are aimed at bolstering weak programs and improving student performance at some schools and energizing the staff at others, Williams said.

"You have to make a decision about where you want to take a school," said Williams, who was hired in August. "You're not going to make everybody happy."

The transfers have prompted protests by parents, and some board members say the changes will create more chaos in a troubled district.

"To me, this is the worst possible time this could happen," board member Sandy Mayer said. "The district is in turmoil. There's a perception that there's instability. Parents are trying their best to cope with what's going on. This just adds another crisis they have to deal with."

The changes:

Longan Elementary Principal Janice Sigrist will exchange places with Sugar Creek Elementary Principal Robert Wilcox. Both schools are French language magnets.

Faxon Montessori Principal Floydetta Baker will exchange places with Elementary II Montessori Principal Frank Vincent.

Phillips Elementary Principal Veoletta Maxey and Meservey Elementary Principal Carole Ladd will switch places. Both are visual and performing arts magnets.

Ladd Elementary Principal Hester Turner

-Ladd is being moved to a
yet

-to

-be

-determined school. Ladd's new principal has not been named.

Lonnie Jackson, principal at Greenwood Elementary, which closed in the spring, is being moved to Franklin Elementary.

North Rock Creek/Korte Elementary Principal Joyce White is being moved to Pinkerton Elementary. White's replacement has not been named.

At the Wednesday night board meeting, Mayer asked for the changes to be rescinded.

"I don't feel we've been given rationale why these changes need to occur," she said.

Williams ordered similar sweeping principal transfers while superintendent in Little Rock and met the same negative public reaction.

But as he did in Little Rock, Williams said he had no plans to change his mind. His employment contract allows him to transfer principals without school board approval, as long as it doesn't infringe on the requirements for any court

-ordered
magnet themes.

"It's a very small population and a few people in each school that come forward," Williams said of the protesters.

Still, several board members said they were caught off guard by the changes.

They said Williams first told them of the proposed changes in a closed

-door
meeting earlier this month.

"I really felt he was just putting this stuff out there for the smell test and that he wasn't going to act until we'd had an opportunity to dialogue, but he didn't," board member John Still said. "The next day he went out and did this."

Asked his opinion of the changes, Still said: "I think they're stupid, frankly."

The district still must fill principal vacancies at Northeast Middle School and Van

Horn High.

Williams earlier had announced that several principals would lose their jobs. He said he had since reconsidered in several of those instances. Odell Roberts will remain at Whittier Elementary and Jeffery Stewart will remain at Southeast High.?

PRINTER FONT 14_POINT_ROMAN

33. The Miami Herald

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

School Board changes due, poll
indicates

Democrats lean toward single

-member
districts

PRINTER FONT 9_POINT_ROMAN

By STEVE BOUSQUET

Herald Staff Writer

A majority of Broward Democrats disapprove of the all

-Democrat School Board's

performance and would switch to a new system in which most board members are elected from districts, a new poll shows.

The survey of 400 Democrats, conducted in the past week by the Florida Voter poll, comes as support and opposition to the November referendum begin to stir.

A powerful Democratic condominium leader vowed on Thursday to mobilize opposition to the proposal, while a Republican political strategist said a pro

-districting
fund

-raising group would soon register as a political action committee.

Broward voters will decide in November whether to expand the board from seven to nine members and elect all but two of them from smaller geographic areas ?
single

-member districts.

Under the current system, all seven board members must live in different geographic districts but they all run countywide. In Florida's most heavily Democratic county, not one Republican has been elected to the board since 1984.

The Florida Voter survey shows broad support for changing the system.

Four hundred Democrats were asked whether they would support changing to district voting. The result: 60 percent said yes, 20 percent said no, and 20 percent don't know.

``Single

-member districts, intuitively for most people, make sense. It's how they vote for their legislators. It's how they elect their congressmen," said Jim Kane, editor of the Florida Voter newsletter. ``I see it passing under its own power."

A majority of the Democrats polled also said they disapproved of the way the School Board handles its job.

Said School Board Chairman Abe Fischler: ``I'm not discouraged by the poll, and I'm not encouraged by it. It just tells me that we have work to do."

Amadeo ``Trinchi" Trinchitella, a Democratic club president in the vote

-rich

Century Village condo complex in Deerfield Beach, said district voting would diminish the influence of retirees.

``I'm against single

-member districts," said Trinchitella, himself elected under district voting as a Deerfield Beach city commissioner. ``Why should I support diluting the strength of the condos? Seven people spend my money. I think we should have something to say about that."

Wary of the potential of a few condo leaders to have a disproportionate influence in a low

-turnout, off

-year election, Republicans have started to marshal support for the referendum question.

Terry Arthur, a Fort Lauderdale campaign strategist and public relations expert, said the PAC, tentatively called The Alliance for Better Education, will register next month and hopes to raise \$100,000 to spend on mailings targeting likely voters.

"We're afraid of a very low voter turnout," Arthur said. "Just look at how quiet it has been the past three weeks. In March and April, the issue was in the headlines three or four times a week."

Broward Democratic Party Chairman Mitch Ceasar, who had endorsed a milder mix of five district seats and four countywide, said most voters he has heard from are so frustrated with the quality of public education that they are eagerly embracing anything that resembles change.

"I don't think the general public really knows where to focus its frustration," the Plantation lawyer said, "and whether single

-member districts are the lightning rod for that frustration remains to be seen."

The Florida Voter survey categorized voters as either condominium dwellers or single

-family homeowners. Two

-thirds of all single

-family homeowners in the poll said they support district voting and more than half of condo voters did: 55 percent.

Those results are particularly significant because, in a low

-turnout, off

-year election such as this one, condo voters are likely to greatly outnumber single

-family homeowners at the polls. Condo voters also are likely to lose the most influence under a district

-election system because each mammoth retirement community would elect a different School Board member.

Among condo voters in the Florida Voter poll, 55 percent said they support district voting, and 19 percent were opposed. The remaining 26 percent had no opinion.

Crowding was another issue the voters felt strongly about in the Florida Voter poll: 76 percent agreed the schools are "seriously overcrowded" and only 2 percent described the school capacity as "about right."

PRINTER FONT 14_POINT_ROMAN

34. Chicago Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

COURTS WEIGH N.Y. ENGLISH PROFICIENCY

TEST

PRINTER FONT 9_POINT_ROMAN

By Joseph A. Kirby

Tribune Staff Writer

NEW YORK -- City University of New York trustees say the issue is simple: If you don't know basic English, you can't graduate.

But Hostos Community College students say it's not that simple, and on Friday they will ask a Bronx judge to award the diplomas that the CUNY trustees voted to deny 541 students until they pass a basic English proficiency test.

"This is not fair," said Miguel Castillo, 25, who failed the test. "Earlier this year, this test wasn't necessary. Now, it is. Why is this happening? I have never heard of anything like this."

Few have. Academics and community college experts believe the CUNY conflict to be one of the first of its type in the nation.

Some observers do not expect it to be the last, as the nation's higher education system wrestles with rapidly changing demographics, a growing immigrant population and a movement toward improved educational standards.

"It would seem to me that if you graduate, you should be able to speak English," said Herman Badillo, a CUNY trustee vice chairman. "No matter where (the students) come from, they should be able to speak English."

The controversy began last month, when officials of Hostos Community College, whose student body is 77 percent Latino, informed CUNY that some of this year's scheduled graduates did not pass an English proficiency test.

Students complained about the test, which was not the standard CUNY English exam, and Hostos officials decided to base their judgments about who should graduate primarily on course work and teacher evaluations.

University Chancellor W. Ann Reynolds, whose stewardship of the 200,000

-student

system has been criticized by Mayor Rudolph Giuliani, ordered the school to reinstate the regular CUNY exam next September, tacitly agreeing to let this year's graduates receive their diplomas.

But several CUNY trustees, some of whom were Giuliani appointees, derided the chancellor and lamented the system's declining academic standards. The trustees called an emergency meeting and, four days before graduation, voted to require this year's Hostos graduates to pass the English exam.

"My heart goes out to the students," said Ann Paolucci, chairwoman of CUNY trustees. But she said the test requirement was "for the sake of consistency and the integrity of the board."

Reaction was swift. While 137 of 400 Hostos' graduating students scrambled to take the CUNY exam, two classmates filed suit to block enforcement of the trustees' vote. The students argued that they'd satisfied Hostos' graduation requirements.

Though a lower court sided with the students, an appellate judge upheld the trustees.

CUNY officials said only 13 Hostos students passed the exam, which required students to write a structured, grammatical essay on the question: "Do celebrities make good role models?"

CUNY set up free summer English review courses for the students who failed the exam, and officials said they expected most of the students to pass after a few weeks of preparation.

"The students know they have to learn English to work and communicate in America,"

said Yamile Mendez, Hostos' student president. "What we're protesting is that the trustees didn't follow procedure, they just up and decided to do this. That's not fair and that's why we will not disappear."

Neither would the issue. Officials for four other city community colleges revealed that they also did not administer the proficiency exam, raising the number of students involved to 541.

Officials and faculty at those schools had substituted different mechanisms to gauge the students' English skills and allow them to graduate.

The number of minority students and non

-resident immigrants in community colleges nationwide grew to 30 percent in 1995, a 20 percent increase from 1990, according to the American Association of Community Colleges. In major cities with large minority and immigrant populations, the numbers of such students are considerably higher. Fifty

-two percent of New York's community college students are minority or foreign

-born.

Education experts expect those numbers to grow in coming decades. Census figures indicate members of minority groups will be equal in number to whites by the year 2050.

The question, said association President David Pierce, is how community colleges and other schools used by these students will respond to the changes.

Community colleges in Florida and Texas, for example, also have policies that require foreign or non

-English speaking students to pass a proficiency exam before enrolling or taking certain courses.

"I can see this spreading to a number of cities in the future," Pierce said. "Both students and schools are going to have to do some learning ?what each can do and what the other's needs are."?

PRINTER FONT 14_POINT_ROMAN

35. Chicago Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

KIDS WON'T GET A SUMMER BREAK ON CURFEW

PRINTER FONT 9_POINT_ROMAN

By Gary Washburn

Tribune Staff Writer On the day before 424,000 Chicago Public Schools students began their summer vacations, Police Supt. Matt Rodriguez announced a crackdown on curfew violators and Mayor Richard Daley urged parents to make sure their children comply with the law.

Daley, who appeared with Rodriguez at a Thursday news conference at Harrison Park, 18th and Wood Streets, urged parents to take the responsibility of keeping their children at home at night.

"This is not a suggestion," Daley said. "This is the law to keep children safe

The first line of enforcement should be at home. It is first and foremost the parents' responsibility."

City ordinances require those 17 and under to be off the streets by 10:30 p.m. Sunday through Thursday and 11:30 p.m. Fridays and Saturdays unless accompanied by an adult relative or guardian.

Last year, there were more than 71,000 curfew violations in the city, according to police statistics, and Rodriguez said at least 18 youngsters under 17 were homicide victims after 11:30 p.m.

"The real tragedy is that these homicides could have been prevented if only the emphasis at home was placed on not violating the curfew law," he said.

Meanwhile, nearly 200 citations have been issued so far this year under a pilot program in five police districts that puts heads of households on the hook for curfew infractions.

Operation Timeout makes parents or guardians of teens who are arrested twice for curfew liable for fines of up to \$100.

In a move to get youngsters involved in positive activities during summer daylight hours, the city, the Chicago Park District, the public schools and the Chicago Public Library will sponsor educational, employment and recreational programs serving 200,000 children, officials said.

These activities will include a pilot program called Mayor Daley's Mentoring Sports Camps at parks near six Chicago Housing Authority developments ?Brooks, Cabrini

-Green, Ida B. Wells, Robert Taylor, Stateway Gardens and Altgeld Gardens.

Park District General Supt. Forrest Claypool said that under the program police officers, firefighters, teachers and parks personnel will offer four hours of athletics and four hours of mentoring each day to children ages 10 to 14.?

PRINTER FONT 14_POINT_ROMAN

36. Newark Star

-Ledger

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Jersey's 4th

-graders weather long week

of new proficiency tests

PRINTER FONT 9_POINT_ROMAN

By Meg Nugent

Star

-Ledger Staff

Their teachers urge them to get lots of sleep and eat a good breakfast. To try their best and keep calm.

But a week of testing even though it was just for practice this time around jangled the nerves of at least some of the 90,000 fourth

-graders who took a new exam

that marks a sweeping reform in the way New Jersey measures the academic muscle of its children.

"I just wanted to stay in bed and I didn't want to come back. I was nervous," said

10

-year

-old Keysha Torres as she recalled the week of essays, public speaking and multiple

-choice questions at the Edward J. Patten Elementary School in Perth Amboy, where she is an honor roll student.

But Keysha pressed on with the Elementary School Proficiency Assessment.

By the end of those six jittery days, "I felt like maybe I got a good grade."

At the F.N. Brown Elementary School in Verona, 10

-year

-old Katherine Liptak

handled her angst by telling herself, "Whatever happens, happens. The test is just to see how I'm doing. It's not a contest."

The state is studying the proficiency assessment exams given over the past few weeks to see what adjustments need to be made to ensure their reliability as a measure of pupils' progress in the classroom.

The test already has attracted the notice of real estate brokers. They have started asking school superintendents about the practice

-test performance of certain

schools for the purpose of marketing houses in nearby neighborhoods.

Administered between May 19 and June 6 to virtually all of the state's fourth-graders, the test marks the first time New Jersey issued a statewide, standardized test to this age group.

The test, which was issued as a practice "field" exam, doesn't count this year and the results will not be released unless districts request them, said Ellen Schechter, an assistant commissioner in the state Department of Education's Division of Academic Programs and Standards.

The state also has not decided whether the exam will count for the first time next year or if it needs another round of field testing, said Schechter.

The proficiency assessment is supposed to enable parents and the public to gauge the educational progress of 9- and 10

-year

-olds in the way they currently assess
eighth- and 11th

-graders, who already take state standardized tests.

"We felt that testing for the first time at the eighth

-grade level was much too

late for us to be helpful to districts in diagnosing student deficiencies," said Schechter.

He explained that the fourth

-grade test reflects a wide

-ranging set of core

curriculum content standards adopted by the state Board of Education. The standards which cover seven academic areas and five workplace readiness skills dictate what students should be learning in school as they head into the 21st century.

Traditionally, students have been tested only in reading, writing and math. But by 2002, New Jersey students will be tested in all seven subjects language arts, mathematics, science, the arts, social studies, comprehensive health and physical education and world languages plus the areas that demonstrate workplace readiness.

The standards are being phased in during the next five years. The fourth

-graders'

practice test was limited to science, language arts, math and critical thinking, which is considered a workplace readiness skill.

But they had to do a lot more than just pick out an answer from a list of

multiple-choice questions.

"Was this a traditional pencil

-and

-paper test? The answer is no," said Schechter.

The fourth

-graders had to deliver speeches on topics for which they were given one hour to prepare. They had to write essays in response to open

-ended questions that had no right or wrong answers. They had to handle cut

-out paper models and other

"manipulatives" as they pondered math and science questions.

The public speaking portion seemed to spark the most worries among teachers and students alike. But many liked it the best.

"The speeches were my favorite part," said Katherine Liptak, one of the Brown

students. "We got really cool topics and so it was fun to think of things and draw pictures and read out loud to the class."

"That was a wonderful surprise. It was very hard to envision how this would work because speaking wasn't really something we had a clear idea of how they would measure," said Mary Saraco, a reading specialist who coordinated the proficiency test at Chatham's Lafayette Elementary School.

On the day the speaking test was given, Saraco said, the students "came in cold, they knew nothing about what they were going to do. But they were very poised, very articulate and they all clapped for each other."

At the start, teachers unsealed test "prompts" that revealed the topic the students were to tackle. They were allowed one hour to develop a talk and they could draw, color or construct props to help make their points. The students had to give their speeches, which were limited to two minutes, in front of their classmates, and they were judged on content and delivery.

Some students had to devise ways to make the world a better place. Others were given the task of taking a common object, such as a popsicle mold or pen, and giving it a new purpose.

Fourth

-grader Henry Schenker, a student at the Brookdale Avenue Elementary School in Verona, dreamed up a pen that eased writer's cramp with mechanical arms that gave hand massages.

Teachers said they spent a lot of classroom time doing practice speech runs with students, encouraging them to make eye contact and drive home the key ideas of their talks.

"Mr. Cupo wanted us to practice and practice and practice," said Delia Verdecia, a student in Patten School teacher Wayne Cupo's class.

Phyllis Levitt, another Patten teacher, said the practice sessions paid off for her fourth

-graders.

"The first time I explained it to them and gave them a topic, they fell flat on their face," she recalled. "But after they spent two or three times practicing, they did an outstanding job."

PRINTER FONT 14_POINT_ROMAN

37. Asbury Park Press

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Some Middletown teachers must turn in
tools of trade

PRINTER FONT 9_POINT_ROMAN

By DINA MAASARANI

MIDDLETOWN BUREAU

MIDDLETOWN TOWNSHIP ? Like students who turn in textbooks at the end of the school year, teachers are being asked to turn in lesson plans, teacher editions, calculators, keys and department exams.

The request is not novel in Middletown. The district's 17 school principals asked teachers to turn in those same items, plus power cords and computer disks, a year ago.

Diane K. Swaim, president of the Middletown Township Education Association, said the directive is illogical.

"Any school district that expects its teachers to be prepared to teach classes in the fall ought to give them the materials to prepare in the summer and this crazy board isn't," she said.

But Superintendent of Schools Dennis M. Jackson said the administrative directive is not unusual.

"This is part of the end of the year check

-out procedure," he said. "We take all
necessary measures to ensure the smooth operation of schools."

Last year's directive came less than two weeks before contracts for the district's nearly 900 teachers and secretaries were about to expire as Middletown prepared for the worst: a strike.

This June, the only sign of progress in stalled contract talks is the assignment of a state

-appointed fact finder to negotiations. A month after teachers union leaders were given the authority to call a strike as negotiations remained at an impasse, the school board remains prepared for the worst.

While there was speculation teachers would strike before the school year was out ? today is the last day of school for students ? some are speculating a strike may take place in September.

Jackson, who emphasized the directive ensures schools will have "adequate materials in order to teach," said he expects all staff to be in place for the first day of school in September.

As for negotiations, a fact finder will meet with the teachers union and school board at 7:30 Monday night at High School North. The meeting marks the second time a fact finder will meet with the two sides, who remain about as far apart as they were a year ago.

Among the most thorny contract issues are board requests that secondary teachers teach a sixth class every day and that all teachers contribute to their own health benefits.

"A year of our lives has passed and we're no further along," Swaim said. "There is increased strain between the staff and administration. People who earned advanced degrees aren't being paid. People who earned another year on the salary guide aren't being paid."

Board of Education Attorney Malachi J. Kenney, who could not be reached for comment Thursday, has said there are too many items on the table largely because the union has refused to discuss board proposals. Each side has accused the other of being inaccessible.

Included in the letters to staff members from principals is the fact that teachers "should understand that he or she has a personal and professional obligation to comply with these directives."

The letter goes on to say that anyone who fails to comply will be subject to disciplinary action and that unauthorized removal of school board property may constitute a violation of criminal law.

The school board requests, according to New Jersey Education Association spokeswoman Karen Joseph, are "very rare" and prevent teachers from taking home teachers editions to prepare lessons for the fall.

Jackson said requests to keep teachers editions or lesson plans will be handled individually.

While Joseph said the board is likely issuing the directive in case of a strike, she also added that "if there were a work stoppage in Middletown or any other district, all the teachers manuals in the world wouldn't be sufficient for whomever is brought in to keep the schools open."

John Patella, a spokesman for the New Jersey School Boards Association, said he is not sure how common such administrative directives are. He also said the items are school district property so the board is within its authority to ask that they be turned in.?

PRINTER FONT 14_POINT_ROMAN

38. New York Daily News

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

City Spending More on Ed

PRINTER FONT 14_POINT_ROMAN

Increases funds for classes by \$102M

PRINTER FONT 9_POINT_ROMAN

By JOANN WASSERMAN and RUSS BUETTNER

Daily News Staff Writers

City schools boosted classroom spending by \$131 per student since last year, leading officials to boast yesterday that they are putting more money where it belongs.

Board of Education budget reports released yesterday show that school officials spent an additional \$102.8 million in the classrooms since the 1995

-96 school year.

"We are pleased to note that we see modest, but nonetheless incremental, progress in the right direction, in what we think are the critical areas," said Harry Spence, deputy chancellor.

But the documents also show that high school students still get shortchanged compared with those in earlier grades ? a major revelation when the board first released detailed budget documents last November.

The system spends an average of \$771 less per high school student than it does per middle school student. That gap increased by \$11 since last year.

Spence said the board would seek more money from the state to increase spending in high schools, which he said is even more necessary in light of new state requirements that students take tougher classes.

The extra classroom money ? 1.25% of the entire \$8.2 billion public schools budget ? was mostly attributable to a \$65 million allocation for textbooks from Mayor

Giuliani and the City Council.

Giuliani ? whose efforts to improve his education record come during a mayoral election year ? credited Schools Chancellor Rudy Crew with doing what "predecessors would not do."

"That's a great example of how to redirect the spending of money," Giuliani said. "It shows that he's decreased administrative spending and increased spending on

classes, which is exactly what the chancellor should be doing."

The reports actually show that spending on central and district administrative costs ? about 4% of the total budget ? did not change since the 1995

-96 school year,

the last budget for which Crew's predecessor, Ramon Cortines, was responsible.

At Giuliani's urging, Cortines cut the central administration by 2,800 employees. But Giuliani berated Cortines for being "held hostage" by board bureaucrats until Cortines resigned in anger.

School advocates said this year's reports were good news.

"Any increase that makes its way directly to schools, and therefore classrooms, is a move in the right direction," said parent advocate Ayo Harrington. "However, neither the chancellor nor anyone else thinks it is enough. It is simply a long overdue move."

The budget documents show that the system continues to spend more than three times as much on special education students ? \$20,522 per student ? than for those in general education classes.

Board officials said the special education budget actually decreased by \$397 per student because of legislative changes that allowed for larger classes and Crew's initiatives to put fewer students in the programs.

The unwieldy budget books ? 42 volumes in all ? offer more information this year to scrutinize school spending.

But some improvements, such as showing how grant money is spent, and a fluke in fringe benefit formula for employees make it impossible to compare schools between years.

The documents show only how money was allocated. The board plans to release actual spending reports for the first time in January 1998. The ultimate goal is to give schools control of nearly all budgeting decisions.

"We are now on a trajectory where each year more information comes out in a more usable form," said Robert Berne, a long

-time board observer and New York University vice president for academic development.

"The important point is that the numbers are out there for everyone to see."
PRINTER FONT 9_POINT_ROMAN_ITALIC

With Douglas Feiden?

PRINTER FONT 14_POINT_ROMAN

39. Charleston (W.V.) Gazette

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Out of the public eye:

PRINTER FONT 14_POINT_ROMAN

One

-third of school board meetings in state are held

behind closed doors
PRINTER FONT 9_POINT_ROMAN
By Linda B. Blackford
STAFF WRITER

School board members in West Virginia spend more time talking in closed

-door

executive sessions than they do anything else, according to research from the West Virginia School Boards Association.

From 1990 to 1995, school boards met behind closed doors almost 30 percent of their total meeting time, said Howard O'Cull, WVSBA director.

Compared to that chunk, board members listened to staff presentations 18 percent of the time and discussed general personnel issues during 7 percent of meetings.

Less than 5 percent was devoted to public presentations and delegations.

"If a board spends almost 30 percent of its time in executive session, either we may need to have more focus on training and opening boards up and making sure boards are going into executive sessions for the right reasons," O'Cull said.

The research is part of a doctoral dissertation by Linda McCall, a student at the West Virginia Graduate College. It was released at a forum on the state open meetings law that the WVSBA held on Thursday.

The association invited educators, lawyers, legislators and members of the media to discuss the "Sunshine Law" and work on changes to improve it.

Changes to the open meetings law have been defeated in the past two legislative sessions.

McCall's research was a continuation of work started by Professor Paul Leary of the Graduate College.

Leary and Jane Hange of the Appalachian Educational Laboratory studied school board minutes and found that school boards were spending a lot of time behind closed doors. O'Cull said that study was criticized because it didn't show how much time boards spent on separate activities.

So McCall looked at the same minutes from 22 school boards, which is considered a representative sample of the state.

O'Cull said the research needed to be put in context.

"Most of a school board's budget is spent on personnel, and many of those discussions are in executive session," he said. "Student expulsion hearings are also held behind closed doors."

O'Cull said he thought many would be surprised at the information. But at Thursday's forum, members of the media "just nodded their heads," O'Cull said.

School boards are only allowed to close meetings on personnel and property issues, two areas that can be broadly interpreted.

The forum also looked at the 1996 state Supreme Court ruling in a case from Fayette County, in which a group of parents sued the school board after three members held an illegal meeting to discuss school consolidation.

Former Justice Franklin Cleckley wrote the 45

-page opinion that concluded that

school boards must look at certain criteria about the legality of open meetings and executive sessions.

The criteria include the content of the discussion, the number of members of the public body participating, the percentage of the public body that those in attendance represent, the significance of the identity of the absent members, the intentions of the members, the nature and degree of planning involved, the duration of the meeting and of the substantive discussion, the setting, and the possible

effects on decision making of holding the meeting in private.

Cleckley wrote that the state open meetings law and the West Virginia Constitution "dramatically call for a political system in which the people are the sovereigns and those in government are their servants.

"Naturally, servants should be loathe to exclude their sovereigns from any substantive deliberations," he concluded.

Lincoln County resident Bryant Bowman spent many nights fighting against closed

-door sessions by the school board in the midst of consolidation hearings.

"I told you so," he said. "Nobody cares and nobody listens. I think boards do a lot of things the public doesn't know about, and they don't want the public to know what's going on."

The school boards association will hold another forum on the open meetings law in September in Raleigh County.?

PRINTER FONT 14_POINT_ROMAN

40. The Atlanta Journal

-Constitution

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Transfers of teachers touch a racial nerve

PRINTER FONT 9_POINT_ROMAN

By Delbert Ellerton, The Atlanta Journal

-Constitution

A decade and a half of federal oversight has led Clayton County schools to an about

-face.

The school system, ordered by federal officials 15 years ago to hire more black teachers, is now recruiting white teachers and involuntarily transferring black teachers from one school to reduce their numbers there.

At issue are "racially identifiable" schools. At stake is more than \$14 million annually in federal money, 5.3 percent of the Clayton school system's budget.

The teacher transfers, which are occurring for the beginning of the school year in the fall, are not a hastily taken action. They are the result of an anonymous complaint that led the U.S. Department of Education's Office for Civil Rights five years ago to order Clayton to correct "racially identifiable" schools. In Clayton's case, racially identifiable schools are ones where the faculty racial breakdown deviates by more than 10 percent from the systemwide breakdown.

Such schools are undesirable, OCR officials say, because students should have access to programs that are free of racial bias or discrimination.

Failure to comply could cost Clayton \$12 million for its school lunch, special education, anti

-drug and adult education programs and another \$2 million for Title I, a program for at

-risk students, said Fay Earley, Clayton's operations director.

Nineteen black teachers from G.W. Northcutt Elementary, a 954

-student school near

Hartsfield International Airport, will be at new schools next year. Officials transferred 10 against their will. The teachers will be replaced by white teachers.

Richard Ashe, Northcutt's principal, also has been reassigned but will be replaced by an African

-American. Clayton officials will not comment on Ashe's reassignment.

Clayton and federal officials say schools such as Northcutt, which has a student population that is 94 percent black with a 68 percent black faculty, are reminders of

a time when black teachers could find employment only teaching black children.

"We need to dispel this notion about black teachers and black schools," Superintendent Joe Hairston said. Once a teacher is hired, that person has been deemed capable of teaching anywhere in the system and is subject to assignment based on need, the superintendent said.

"You can tell by the faculty that this school is for black students," said Roger Mills, a veteran OCR attorney who represented the office at a recent meeting at Northcutt.

One complaint stuck

The outspoken attorney is not new to such issues.

As a parent, Mills became the lead plaintiff in a desegregation suit against the DeKalb school system. The courts dismissed that case and relieved the system of federal oversight last summer after 28 years.

In DeKalb, Mills was a proponent of the systemwide transfers of 200 teachers to bring about racial balance. Mills was also a proponent of forced busing.

Mills began working for OCR in 1983, and has lived in Henry County since 1994. He was a DeKalb plaintiff for 20 years. As an OCR attorney, Mills works to eliminate discrimination in educational programs funded by the federal government.

The Atlanta office where Mills is based has oversight in Georgia, Tennessee, Florida and Alabama.

Nationally, 865 complaints alleging discrimination were filed with OCR last year, said Roger Murphy, an Education Department spokesman in Washington.

Many complaints don't progress to the point where systems force teacher transfers as Clayton has, Murphy said.

The 1991 complaint that spawned OCR's interest in Clayton alleged a number of civil rights violations, most of which were determined to be unfounded. They included: discrimination through the drawing of new attendance zones that resegregated the county's elementary and high schools, discrimination by disproportionately suspending or expelling black students with discipline problems, and discrimination against teachers and administrators with respect to hiring and school assignments.

The following year, the agency concluded discrimination existed in teacher hiring and assignment and ordered Clayton to stop racially

-based teacher assignments.

Mills said the law is clear on the matter. "The courts have said teachers shouldn't be assigned by race," Mills said. "That's not the way it's supposed to be done. You have to undo it."

Unsatisfactory grade

The remaining charges against the system, including allegations that officials resegregated the schools, had no validity, OCR found. The emergence of majority white and majority black schools resulted from demographic changes, not assignments, OCR determined. Therefore, there's no mandate to devise a desegregation plan, Mills

said.

Clayton agreed to comply with OCR in 1992 and had attempted to solve the problem through turnover, attrition and voluntary transfers, said Gary Sams, the school board attorney. Sams is also DeKalb's attorney and faced Mills during DeKalb's desegregation efforts.

Clayton's efforts to achieve teacher racial balance did not satisfy OCR. The agency determined Clayton wasn't aggressive enough and threatened to force Clayton to comply ? a move that could have meant the transfer of teachers from several schools at a time.

Turnover in the superintendent's post delayed action until Hairston, who has been superintendent for two years, familiarized himself with the job, the system and the situation.

Hairston, the first African

-American to run the 41,000

-student, 45

-school suburban

Clayton system, asked for a one

-year compliance extension upon his arrival. He also asked permission to transfer teachers one school at a time. That was granted, and the transfers were announced in March.

"I said, 'Look, that's not how you do it,' " Hairston said. "OCR wanted to do it wholesale all at once."

Hairston says the potential loss of \$14 million struck a chord.

"It's about children," Hairston said. "You couldn't jeopardize \$14 million for some adult attitudes. If we lose \$14 million, we would have to [get] it from someplace else in our budget. Now, we have the \$14 million and the teachers."

In Clayton County, OCR also is monitoring North Clayton High and North Clayton Middle, as well as Lake Ridge and Oliver elementary schools, Pearson said.

At Northcutt, black teachers are "overrepresented" by 23, OCR says. At North Clayton High, that number is 18, at North Clayton Middle 24, at Lake Ridge three, and at Oliver five.

Of the county's schools, North Clayton Middle, which sits across a driveway from Northcutt on a shared campus on College Park's West Fayetteville Road, is the most "racially identifiable." Seventy

-four percent of its teachers are black.

Clayton chose Northcutt because officials wanted to start the compliance process at the elementary level where teachers are easier to transfer because they are generalists, not specialists as in high school, Sams said.

Uneven distribution

To fill the Northcutt vacancies, which actually total 23 because four white teachers transferred to other predominantly black schools, Clayton officials are actively recruiting white teachers, said Ozias Pearson, Clayton school system's personnel director. White teachers within the system aren't being forced to transfer from their schools to Northcutt because no majority

-white school is "racially identifiable," according to the criteria set by OCR, Mills said.

Throughout the elementary school level, 20 percent of Clayton's teachers are

black. When all grades are considered throughout the system, 21 percent of Clayton's teachers are black. They are not uniformly distributed, however.

"The ultimate goal is not to have black schools and white schools, but to have schools," said Pearson. To accomplish that goal, eradicate past discrimination and distribute teachers proportionately, there's little option but to transfer teachers based on the color of their skin, Mills said.

In its investigation, OCR determined that black principals contributed to the phenomenon of "racially identifiable" schools by actively recruiting and hiring black teachers. The principals said they felt black teachers would provide role models for their predominantly black student bodies, Sams said in a letter to Pearson, in which he called for a solution to the problem.

At Northcutt, the number of black teachers steadily increased from 32 during the 1992

-93 school year to the current 41. The school has 18 white teachers.

"For OCR, they consider that a sincere but misguided and illegal action," Sams said. "We must keep in mind that the law in this case comes under what is known as Title VI, which is a provision stating that violation can be determined by effect, not by intent. In other words, even if we had good motives, if the end result violates a federal rule, we can be subject to discipline."

Dramatic shifts

Teacher hiring and assignments in Clayton have drawn the attention of federal officials long before the most recent controversy. In 1982, the system and the U.S. Department of Justice signed a five

-year consent decree to end discriminatory hiring practices. Clayton agreed to increase the number of black teachers, principals and clerical workers. The percentage of teachers has risen steadily from 5.1 percent then to its current 21 percent.

During that same span, the percentage of black students has increased dramatically. Fifteen years ago, 89 percent of Clayton's students were white, 8 percent black and the remaining 3 percent Latino, Asian and American Indian. When the bells ring and the doors open this fall, 51 percent of the students will be black. Whites will make up 41 percent, and the remaining 8 percent will be Asian, Latino, American Indian and of mixed heritage.

The 15

-year shift within the school system mirror similar demographic changes within the county. In 1982, 91 percent of Clayton's residents were white. Now, 71 percent of the 207,000 residents are white, according to the Atlanta Regional Commission.

In predominantly black north Clayton, where many of the affected schools are located, the transfers have not come without controversy.

Mills and school administrators, including Hairston and Pearson, met with Northcutt's faculty and parents at a PTA meeting a few weeks ago to address concerns.

A group of about 30 parents and teachers, as well as Clayton's three black school board members, met with civil rights leader Hosea Williams several weeks ago. Joseph Wheeler, the president of the county's NAACP branch, also attended.

A small group of parents and teachers, as well as Williams and John Trotter, the president of the Metro Association of Classroom Educators teachers union, also appeared at a recent board meeting to ask school officials to rethink their decision. They suggested transferring teachers in small numbers of about four or five a year. Mass transfers, they said, would be devastating because the teachers

are the "backbone" of Northcutt.

Involuntarily transferred teachers are reluctant to comment. Out of five telephoned, four would not return phone calls and one would only speak anonymously.

The six

-year veteran said the transfers were unpopular and many teachers are angry at having to leave a school where they enjoy teaching.

"I feel like I'm starting all over again," she said. "I just feel like I'm not being treated fairly. I shouldn't be forced to do something I really don't want to do. If there was something I could do, believe me, I would do it."

Just this week Williams threatened protests if the board and Hairston do not meet with parents and teachers to discuss halting the transfers.

However, Sams said the board has no choice but to transfer the teachers at this stage of monitoring by OCR.

"OCR represents the federal law," Sams said. "We want to give that due deference."?

PRINTER FONT 14_POINT_ROMAN

41. Richmond Times

-Dispatch

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Liberty's only president retires

PRINTER FONT 14_POINT_ROMAN

Professor at GSU takes interim post

PRINTER FONT 9_POINT_ROMAN

BY KATHRYN ORTH

Times

-Dispatch Staff Writer

LYNCHBURG ? Dr. A. Pierre Guillermin, the only president Liberty University has had since its founding in 1971, announced his retirement yesterday.

The school's board of trustees immediately appointed as interim president a business professor from Georgia State University who has served on more than 30 accrediting committees for the Southern Association of Colleges and Schools (SACS), the agency that has put Liberty on probation.

The interim president, Dr. John M. Borek Jr., has also served as chief financial officer for the Georgia school. Guillermin's retirement is effective immediately.

Liberty University is on probation status with SACS because of questions about the school's ability to handle its debt and because of concerns about the library and about technology, said school spokesman Mark DeMoss.

The debt has decreased to less than half of its \$100 million high point, DeMoss said. "The debt load is manageable. The goal is to be debt

-free by the year 2000,"

DeMoss said.

Rumors of a \$100 million gift to the school are not true, he said.

The Rev. Jerry Falwell, the school's founder, said that Liberty is current with all its financial obligations.

Besides its concerns about the school's debt, SACS "made a number of recommendations and suggestions. These are ones we embrace with joy," Borek said.

Guillermin, 60, said the recommendations include improving the holdings of the

university's library and increasing its technological services. Borek said one of his goals is to have every dormitory room wired to accommodate students' computers.

Borek said the recommendations in the SACS study would be addressed in detail when the faculty returns in the fall.

A search committee for a permanent replacement for Guillermin has not yet been appointed.

"I do not see . . . the financial stress we have had in the past as being any detriment at all" in the search for a new president, Falwell said.

Borek, who served as a consultant to the president's office this spring, said he may be an applicant for the permanent position.

Guillermin was named president emeritus by the board of trustees. He will continue to work for the university as a chaplain and in fund raising.

"I feel that this is the appropriate time for me to step aside. I look forward to assisting with long

-range planning and continuing to serve on the board of trustees," Guillermin said.

Falwell praised Guillermin's service to the school and said the board has designated him a "co

-founder of Liberty University." When the school was founded in 1971, Guillermin was in charge of a school with four faculty members and 154 students. Liberty now has a faculty of more than 200 and a student body of 13,000.?

PRINTER FONT 14_POINT_ROMAN

42. The Boston Globe

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Dissect a squid? Some say let students abstain

PRINTER FONT 9_POINT_ROMAN

By Doris Sue Wong

Globe Staff

Lee Palmer was only 10 when she developed her own code of ethics.

In the fourth grade, she became a vegetarian. In the fifth grade, she refused to dissect a squid. Palmer, of Lincoln, was told by her science teacher she ``could hide in the hall and be given an F."

With that experience etched in her memory, Palmer, now 18, yesterday joined other students and animal rights activists at a State House hearing to push for a bill that would let students abstain from dissecting animals without facing a penalty.

Palmer and others told legislators on the Committee on Education that there are ways

for students to learn anatomy without sacrificing thousands of animals each year. And the value of having elementary, middle, and high school students participate in actual dissections, these critics said, is questionable because fewer than 1 percent usually go on to medical school.

Emily Hocker, an 18

-year

-old vegetarian who just graduated from Concord

-Carlisle

High School, noted that while some high school cafeterias offer ``animal

-free,
cruelty

-free" foods to accommodate students, students are still forced to dissect rats, pigs, and cats in biology class.

But Susan Offner, a biology teacher at Milton High School who in 1988 received the national Outstanding Biology Teacher of the Year Award, said important biology lessons from texts are reinforced during dissections.

For example, she said, while her ninth grade students this year intellectually knew that the intestine of a mink is 20 feet long, that fact did not really hit home until they dissected a mink in class and were awed by how much room the intestine took inside the small animal's body.

Offner added that students who are squeamish at the thought of dissecting an animal become fascinated once the dissection starts.

Animal rights activists such as Esther Nowell of Wakefield said the same lessons can be learned from tools such as a software program called ``The Digital Frog," a step

-by

-step dissection on the computer.

Offner said such computer programs are not as effective as the actual procedure.

The bill under discussion yesterday would require that students be given at least two weeks' notice before a dissection and allow students to choose not to participate without penalty. Similar laws have been enacted in California, Florida, Maryland, New York, and Pennsylvania.

Offner said that if the bill were passed, dissections could become such a bureaucratic nightmare for teachers that they they might decide eventually to dispense with this teaching method.

Offner maintained that animals used for dissection, such as rats, are surplus animals usually bred for scientific purposes or, in the case of fetal pigs and minks, for commercial purposes that usually entail slaughter.

But Karl Gossot of the Ethical Science Education Coalition in Boston contended that animals used for dissections are usually frogs captured from the wild or stray cats killed at animal shelters.

Julie Johnson of the Massachusetts Teachers Association called the bill unnecessary. She said only a few students have serious objections to dissections and that teachers usually accommodate them.

In Palmer's case, her fifth

-grade teacher did reconsider, exempting her from the squid dissection after Palmer's parents backed her up.?

PRINTER FONT 14_POINT_ROMAN

43. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 0:05a jbjv

PRINTER FONT 20_POINT_ROMAN_ITALIC

Education panel begins by discussing
statewide excess levy

PRINTER FONT 9_POINT_ROMAN

By JENNIFER BUNDY

Associated Press Writer

CHARLESTON, W.Va. (AP) - A panel appointed by Gov. Cecil Underwood to study public education funding will have to work quickly.

Underwood gave the 21

-member Commission on Educational Quality and Equity until Dec. 1 to recommend any changes so he can make recommendations to the Legislature in January.

The panel wasted no time at its first meeting Thursday, agreeing to consider proposing a statewide excess levy, something voters have twice turned down in 1984 and 1988.

"It's certainly one thing we need to keep an open mind about. I think it should be clearly in the realm of possibility," said acting Education Secretary David Ice, a commission member.

The panel was created in response to an April ruling by former Cabell County Circuit Judge Dan Robinson.

Robinson gave the state a year to implement a 1982 court order to equalize school funding. He will appoint a commissioner to oversee changes if it does not.

The 1982 decision by Ohio County Circuit Judge Arthur Recht said the state's education funding system favors wealthier counties over poorer ones.

Recht's decision called for a statewide levy, an addition to existing property taxes. A statewide levy would replace levies of varying amounts that most, but not

all, counties have.

Underwood said the commission should make recommendations the state can afford and that retain local control of schools and allow flexibility.

The statewide levy was suggested by panel chairman Benjamin Hayes, retired president of Monongahela Power Co.

Delegate Bill Anderson, R

-Wood, said the panel should analyze election results from 1984 and 1988 before deciding whether to back another try at a statewide levy.

Voters' reasons for turning it down likely varied widely from county to county, Anderson said.

Senate Education Chairman Lloyd Jackson, D

-Lincoln, said the state has made progress toward meeting Recht's goals, but he and others agreed more can be done for equity and accountability.

Equity should be measured by effort and ability, he said. In some counties, voters refuse to pay for an excess levy for schools. In others, the tax base is so small, "100 percent of nothing is nothing," Jackson said.

Jackson said accountability should be measured by what children learn rather than how much money is spent.

State Schools Superintendent Hank Marockie said county school administrators are more likely now than several years ago to send children across county lines to school or to operate consolidated schools.

But while some consolidation is still needed, the education system has downsized by 4,000 employees in recent years and may not be able to go any further, Marockie said.

Marockie and Anderson suggested the panel study recent growth in special education costs.

Underwood said the group will gather information throughout the summer and hold

public meetings around the state in October for comment on preliminary proposals.

When asked why a panel is needed to answer a 15

-year

-old court order, Underwood

said, "We have to educate some judges."

Underwood, Senate President Earl Ray Tomblin, D

-Logan, and House Majority Leader

Joe Martin, D

-Randolph, said education goals and funding are matters for the
Legislature and governor to decide, not courts.

The panel consists of three state senators, three members of the House of
Delegates, two state school board members and Marockie, three members of Underwood's
cabinet and nine private citizens, including several former legislators.

The panel has only two women and one minority.

"I wasn't working on quotas. I was working on background," Underwood said.

Eighteen special interest groups who are not represented on the panel will be
asked to submit their recommendations. Those groups include teachers unions, the
League of Women Voters, educators associations, business groups and labor groups.?

PRINTER FONT 14_POINT_ROMAN

44. Baltimore Sun

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Lawyer, entrepreneur named to UM

regents board

PRINTER FONT 9_POINT_ROMAN

ANNAPOLIS ? Gov. Parris N. Glendening has appointed two members to the University
of Maryland System Board of Regents: Baltimore lawyer Louise Michaux Gonzales and
Mitchellville

-based entrepreneur Lillian H. Lincoln.

Gonzales, president of the Maryland Bar Foundation, is a partner in the law office
of Hylton & Gonzales. She replaces Ann R. Hull, who recently resigned from the
board.

Lincoln is the president and founder of the Centennial One, a custodial services
company. She replaces Constance M. Unseld, who stepped down after two terms.?

PRINTER FONT 14_POINT_ROMAN

45. The Boston Globe

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Payzant's first grades

PRINTER FONT 9_POINT_ROMAN

By Globe Staff

The stains on the Boston public schools are most visible in June with the release
of citywide scores on standardized tests. Rather than disguise the low scores, a
practice of his predecessor, School Superintendent Thomas Payzant presses on with
his five

-year plan to improve the system.

On the plus side, Boston's middle school students show some improvement over last year, especially in reading. In 20 of 23 middle schools, fewer students scored in the

lowest performance level this year than last. The system's yearlong concentration on reading skills is having a positive impact even in the middle grades, which educators find the hardest to teach.

Math scores, however, are deeply disappointing systemwide. In Grade 6, for example, 45 percent of students show little or no mastery of basic skills. And that figure rises to a troubling 79 percent by 11th grade. Boston has yet to reverse the axiom that the longer a student remains in the system, the greater his or her chance of failure. Payzant pledges to put as much emphasis on math next year as he did this year on reading, a promise that must be kept if there is any hope for a majority of Boston's students to meet the state's exit standards for graduation in the year 2003.

The best news, perhaps, is the test itself. For a second year, Boston students have taken the challenging Stanford 9 Achievement Test, which most urban systems shun as too demanding. Payzant's expectations are high. He accepts that solid assessments drive good teaching and learning. That advantage, however, could be undone quickly if his administration fails to gain concessions from the Boston Teachers Union on scheduling, performance evaluation, and other issues that affect the quality of classrooms.

Boston students are still far from reaching the "solid academic performance" category that defines success on the Stanford 9. But this is just the end of the first year of Payzant's implementation of citywide learning standards. If the scores remain substantially the same two years hence, it will be cause for alarm. Now it's just time to toil.?

PRINTER FONT 14_POINT_ROMAN

46. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 9:48a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Colleges raise tuition in wake of state cuts

PRINTER FONT 9_POINT_ROMAN

By DUNCAN MANSFIELD

Associated Press Writer

KNOXVILLE, Tenn. (AP) - The Tennessee Board of Regents prepared to adopt a 6 percent tuition increase for the fall in the wake of declining state appropriations.

The Regents' finance committee on Thursday recommended approval by the full board during a session today at Pellissippi State Technical Community College.

The University of Tennessee Board of Trustees gave final approval Thursday to a similar increase for its system.

Together, the increases will affect about 220,000 college students in Tennessee, the only state among the 15 watched by the Southern Regional Education Board that is cutting state dollars for higher education in fiscal 1997

-98.

Officials with both systems called for more support from the state.

"It's time for an investment to be made in higher education," UT President Joe Johnson said.

"I think the warning sign is there. Our trend line is not very good," said John

Rudley, Regents vice chancellor for business and finance.

The UT Board of Trustees approved a 6 percent increase virtually across the board. The major exception: an 8 percent boost for the flagship UT

-Knoxville campus.

The Regents' finance committee recommended a 6 percent boost for its colleges and universities and a 48 percent increase at its technology centers.

Meanwhile, the Regents committee delayed action for a few weeks on whether to approve additional "technology access" fees for new computer equipment, ranging from \$12 to \$30 more per semester. The UT system adopted such fees this year.

Examples of the tuition increases for in

-state undergraduates:

- \$78 more per semester at UT

-Knoxville, to \$1,288.

- \$52 more per semester at Middle Tennessee State University, to \$1,058.

- \$31 more per semester at two

-year institutions, to \$560.

- \$206 more per semester at technology centers, to \$430.

Gov. Don Sundquist originally proposed cutting \$40 million from higher education next year to help balance the state's budget. That represented a 4.28 reduction. The Legislature found an extra \$10 million, reducing the cut to 3.21 percent, and recommended a tuition increase.

The fee increases will generate \$7 million for the UT system, of which \$4 million will go to UT

-Knoxville - half of which will be used for equipment purchases.

The increases will bring in \$14.9 million for the Regents system. Overall, the system will have a \$2.5 million gain, or a half percent.

However, because of redistribution of revenues based on growth, several Regents schools still will have less money - the University of Memphis will have \$1.5 million less.

Colleges and universities are hopeful the Legislature will be able to find more money for them this year, including a 1.5 percent pay raise for all state employees.

But UT's Johnson said that even under the best projections UT

-Knoxville "will

still start July 1 with \$3 million less than it had the preceding year."

Officials said both the UT and Regents systems will still be a bargain after the tuition increases, which follow two straight years of 3 percent raises.?

PRINTER FONT 14_POINT_ROMAN

47. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 1:37a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Charter school proposal for needy children serves as state model

PRINTER FONT 9_POINT_ROMAN

By HEIDI RUSSELL

Associated Press Writer

WEST CHESTER, Pa. (AP) - In a basement classroom where fresh daisies adorn table tops and teachers give backrubs to any child who asks, learning to cope with family crises is just as important as learning the ABCs.

The solace that children find in the brightly lit, colorful room of the North Star private school - proposed to become one of Pennsylvania's first public charter schools - eclipses the surrounding dingy neighborhood, where drug dealing is a part of daily living and homicides are not uncommon.

North Star, which reaches out to entire families, is a model of the innovation lawmakers and state officials hope will result from a new law allowing the independent public schools. Each school will follow a charter created by teachers, parents and administrators - free of most state requirements.

Gov. Tom Ridge signed the bill Thursday in Philadelphia.

Charter

-school proponents anticipate a diverse mix of educational missions, including schools that will emphasize specific subjects.

North Star's challenges - and its strengths - will be played out at charter schools around the state, they say.

"I can't think of a better example. ... This is hitting kids lost in a black hole between Head Start and kindergarten," said Sen. Robert Thompson, R

-Chester.

North Star is a transition program for children in kindergarten through second grade who participated as preschoolers in Head Start, the federal government's comprehensive development program for low

-income preschoolers and their families.

Its goal is to prepare children for the challenges of a regular classroom by the time they reach third grade.

Of the 67 charter school proposals that received \$15,000 planning grants from the state, North Star is one of only eight expected to open this fall.

West Chester school district officials declined comment on the North Star program because of the pending application.

Classes for the 36 pupils are conducted throughout the year, with two

-week breaks

at certain intervals. There is one teacher for every 12 pupils.

Edward Zigler, psychology professor at Yale University and former national director of Head Start, is conducting an eight

-year study on the effects of North

Star's transition approach. Elsewhere in the nation, another half

-dozen similar

programs have boasted academic success for children who are slowly shifted into regular schools, he said.

If the school's charter is approved by the local school board, funding would be less of a concern, said Lorraine Andersen, who supervises the teachers.

The school budget of \$210,000, currently provided by private contributors, would be offset mostly by an estimated \$180,000, or about \$5,000 per pupil, in state and local tax money. Ms. Andersen said she anticipates cutting one teacher's aide position, but no changes to current programs.

"Oh my gosh - a lot of time and energy was spent in fund raising before this," she

said.

One lingering concern would be finding new space to accommodate an expected expansion of the school. North Star's classrooms were placed in the basement of the West Chester Community Center to reach needy families in the surrounding neighborhood, Ms. Andersen said.

She does not anticipate the school district will immediately have room in its facilities to accommodate her program. Charter schools are not allowed to buy their own buildings, under the state law, but may lease space or accept a donated building.

State Education Secretary Eugene Hickok said North Star's strength lies in a foundation of well

-established programs and community support.

The school connects with 37 social agencies in Chester County to give support to families - and also has a full

-time caseworker hired and paid by the county human

services department.

Teachers also get involved with the families, some of whom cannot speak English. One teacher helped a Spanish

-speaking parent find the best route to her new job at nearby cable network QVC, Ms. Andersen said.

Weekly visits by police officers have had a profound impact, too.

Until North Star opened, children dealt with police only when their family members or friends were being arrested, said West Chester Officer Joe Parisano. Children now confide in the officers about their fears, as they did after a recent double homicide in their neighborhood, Parisano said. Children knew both the victims and the attackers.

Tina Forsythe, the case manager, said that in a regular school setting, children may not have such an opportunity to deal with their feelings.

"We give the child a chance to draw, to talk, to not talk. We give them time to not be under the pressure of a schedule and to have their own space - to express and get out their emotions," Forsythe said.

"Giving them support could just mean rubbing their back or allowing them to sit in a corner by themselves and read."

Yale's Zigler said more such programs are needed nationwide.

"This violence in children's lives is a phenomenon of the last 15 years, and it's devastating to children," he said. "This is why our efforts have to be much more intensive."?

PRINTER FONT 14_POINT_ROMAN

48. Philadelphia Inquirer

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Ridge signs the charter schools bill

PRINTER FONT 14_POINT_ROMAN

The bill clears the way for community

-designed

public schools to be opened. School Superintendent

David Hornbeck said he welcomed them.

PRINTER FONT 9_POINT_ROMAN

By Dale Mezzacappa
INQUIRER STAFF WRITER

Gov. Ridge came to the Free Library of Philadelphia yesterday to sign legislation that will allow charter schools in Pennsylvania, and it didn't come a moment too soon for Carlois Massey.

The library security guard couldn't wait to tell her tale of woe in trying to find an appropriate program for her mentally gifted 10

-year

-old, Kai Jones.

Kai just graduated from fifth grade at G.W. Childs Elementary School and qualified for, but could not get into, magnet schools such as Masterman and Conwell because of overcrowding, Massey said. Her only option now is the neighborhood Peirce Middle School in South Philadelphia, which Massey fears will not challenge her daughter intellectually.

"I'd definitely be interested in helping to start a charter school," Massey said.

Giving parents like Massey the kinds of schools they want and the power to create them with public dollars is exactly what the charter

-school legislation will do, Ridge said.

Before this legislation, he said, "Pennsylvania did not give parents any option other than to continue to send their children to the school the government had dictated

It's wonderful we can celebrate today another tool, another option for parents and children."

Charter schools are public schools designed by parents and teachers in a community and operated with public dollars free of most government and union regulations. They must apply for charters from the local school board, submit an educational plan, and state their goals. If they don't meet the goals after a set period, the charter can be taken away.

While some people see charter schools ? there are about 500 now in 19 states ? as a threat to local school boards, Philadelphia School Superintendent David Hornbeck said he welcomed them.

"Charter schools are not a fad. And charter schools should not be considered a threat to public education," said Hornbeck, who joined Ridge at the signing ceremony. "If properly implemented, we believe public charter schools have the ability to help revitalize public education as we know it, providing quality educational programs to those students with whom we have historically failed."

Ridge decided to sign the bill at a previously scheduled forum on charter schools

that featured experts from around the country. The scene at the signing was one of bipartisan cooperation amidst the faces of smiling, if bewildered, children.

"This is all about you," Ridge told the students, who came from the North Star school in West Chester, whose founders have applied to open a charter school to serve low

-income children in the early grades. "These children deserve more and better access to a quality education."

In the endless quest to make public schools that serve mostly impoverished children work, people have crossed ideological boundaries to endorse charter schools as incubators for innovation and models for introducing accountability into the

schools.

Yet some cautionary notes were sounded.

Hornbeck said he does not want charter schools to serve skim off the best students, and he worried about the cost to the school district if students who previously attended private schools flocked to charters. The legislation is designed to help districts with transition costs.

Others pointed to the continued inequity in public school funding in Pennsylvania. Philadelphia spends on average more than \$2,000 less per pupil than the surrounding suburbs.

While she sees charter schools as a good way to shake up the system and serve as an impetus for change, there is still a need to "recognize the serious issues of adequacy and equity," said Debbie Weiner of Philadelphia Futures, a program that helps send inner

-city students to college.

The Philadelphia school district will face a \$150 million deficit in a year without additional money from the state, Hornbeck said. At a news conference after the signing ceremony, Ridge seemed to indicate that officials in Harrisburg would be willing to talk about ways to avert the funding crisis if local legislators and educators can agree on a reform plan for the beleaguered system.

"We don't say we'll exclude additional dollars, but we have to have a consensus on the direction of the school system in future years," Ridge said.

Local legislators said they were satisfied with that.

"There's no way in the current system that exists we can just add additional dollars," said State Rep. Dwight Evans, who has proposed his own overhaul plan for the city system.

Hornbeck said that if his Children Achieving reform agenda was implemented "perfectly," it would, in essence, make each school in the city a charter school.

Like charter schools, Children Achieving seeks to give decision

-making power and resources to communities and would create schools driven by high academic standards and accountability.

While the Philadelphia Board of Education has not yet voted on what criteria it will use to judge charter

-school applications, a draft document said it will have to adopt the district's new academic standards, administer the SAT

-9 achievement test, and establish performance targets for academic progress.

The board will also look for evidence that the charter

-school plan encourages innovative teaching methods, provides for intensive teacher training, and complies with the district's desegregation policies.

For schools that want to start in September, the deadline to apply for board approval is July 15. If an existing public school wants to become a charter school, it must get approval from at least 50 percent of the parents and 50 percent of the teachers in the school before going to the board.?

PRINTER FONT 14_POINT_ROMAN

49. The Memphis Commercial Appeal

PRINTER FONT 9_POINT_ROMAN

June 19, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Hernando High to do away with
race

-based elections

PRINTER FONT 9_POINT_ROMAN

By Stephen D. Price

The Commercial Appeal

In what school officials hope will end a controversy that has received national attention, the DeSoto County School Board agreed Wednesday to end racial restrictions on student elections at Hernando High School.

School Supt. Jerry Baird read a statement at the board's meeting that said with the exception of spring elections already held for the 1997

-98 school year, "all
other student co

-curricular and extracurricular activities will have no racial
restrictions."

That statement will be sent to the national Office for Civil Rights today by the

board. Last month, DeSoto County schools received notification from the Office for Civil Rights that a complaint had been filed concerning the election procedures.

There was no discussion by board members or people in the audience before or after Baird read the statement.

The system of student elections started in 1970 during integration of the school as a way to give representation to both races. Since then, freshmen, sophomore, junior and senior classes have chosen co

-presidents, a black student and a white
student.

Also, the class offices of vice president and secretary/treasurer are racially designated, alternating from a black student to a white student every other year.

Hernando High School is headed by co

-principals, Theron Long, who is white, and
Harold Kinchelow, who is black. Baird's statement made no reference to their positions. Other DeSoto County public schools don't have such a system, and state education officials knew of no other system like Hernando High School's.

Alison Williams was at the board meeting and couldn't be happier about its decision. The 17

-year

-old Hernando High School student had wanted to run for vice
president of her senior class, but the position was designated for a black student this year and she is white.

Williams then decided to run for executive president of the entire student body, which has no race requirements, and won. She then vowed to challenge the board on the race

-based election policy.

Williams has since been featured in Time magazine and on ABC's Good Morning

America, attacking the school's race

-based policy.

"It's like a load's been taken off. It's discouraging when you work hard and nothing's happened," Alison Williams said.

Roger Murphy, spokesman for the Office for Civil Rights, said he couldn't comment on the federal investigation because it is ongoing.

But he did say the investigation of the DeSoto County schools may take all summer and may include an on

-site visit by his office.

The enrollment at Hernando High School is about 760, with about 72 percent white and 28 percent minority.

Lela Mae Ward, who came to the meeting, agreed with the board's decision. She has a 15

-year

-old grandson in the DeSoto County school system.

"A person should stand on their own merit, no matter what race, creed or nationality they are," said Ward, who is black.

Sandra Miller, who has a 7

-year

-old in DeSoto County schools, said she hopes the board's decision was based on benefiting the students and not on politics.

"I hope they're doing this to educate our children. The only concern I have is as a parent," said Miller, who is black.?

PRINTER FONT 14_POINT_ROMAN

50. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 2:09a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Final passage for scholarship program

PRINTER FONT 9_POINT_ROMAN

BATON ROUGE, La. (AP) - Legislation overhauling Louisiana's college scholarship programs, with an eye toward benefitting more students without regard to income, is on its way to Gov. Foster.

Rep. Charles McDonald's bill won final legislative approval Thursday night in the House. It creates the Tuition Opportunity Program for Students, known as TOPS.

It revamps some existing state scholarship plans and combines them with new ones, all with an eye toward making scholarships available to more Louisiana students.

The programs in TOPS require that students have certain grade point averages, score at least a 19 on the American College Test, and take core courses in college, such as English, math and science.

McDonald expects more than 15,000 students a year to benefit from TOPS by the time the program is fully underway in 2002.

There are no income requirements in TOPS, as opposed to some of the current programs that are only available to students whose parents make \$35,000 a year or less.

The four programs under TOPS:

- Opportunity Award: This program replaces the Louisiana Tuition Assistance Program. Eligible students must have a 2.5 GPA (out of 4.0) and at least a 19 on the ACT. The scholarship equals the average cost of tuition at public universities
- Honors Award: This is a new program. Eligible students need a 3.5 GPA and an ACT of 27. The scholarship equals the average cost of tuition at public universities plus \$800 a year.
- Performance Award: This program replaces the Louisiana Honors Scholarship. To be eligible, students need a 3.5 GPA and a 23 on the ACT. Students also have to be in the top 5 percent of their high school graduating class. The scholarship equals the

average cost of tuition at public universities plus \$400 a year.

- Teacher Award: Pays up to \$6,000 a year for students majoring in education who have a 3.2 GPA and an ACT score of 23.

The new scholarship program is expected to eventually cost the state \$45 million a year.

McDonald said he expected Foster to sign the legislation into law.?

PRINTER FONT 14_POINT_ROMAN

51. Philadelphia Inquirer

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Put the pencils down: Standardized tests high

-tech

PRINTER FONT 14_POINT_ROMAN

After tomorrow, those seeking an MBA will have to take their admissions test on a computer. Other major exams may follow.

PRINTER FONT 9_POINT_ROMAN

By Monica Yant

INQUIRER STAFF WRITER, page A1

This fall, when Anabella Cunha takes the Graduate Management Admissions Test (GMAT) ? the gateway to a coveted MBA ? she will be in for a surprise.

No stacks of razor

-sharp No. 2 pencils, no tiny, oval bubbles to shade. Just student and machine, combating a brand

-new type of angst.

Tomorrow morning, at sites here and across the nation, the GMAT people will hand out tests on paper one last time. After that, the GMAT goes techno ? and may usher in a new era of standardized tests taken on a computer screen.

The GMAT is the first of the major standardized tests to abandon the pencil

-and

-paper format. At various speeds, the other tests ? the GRE, the MCAT, the LSAT, and the grand

-daddy of them all, the Scholastic Assessment Test ? are moving in the same direction.

“Oh, no. I had no idea,” said Cunha, 22, a tax

-compliance specialist at Ernst & Young in Center City. Though she works on computers daily, Cunha ? whose first language is Portuguese ? isn't so sure she'll be able to handle reading comprehension and complicated math problems on

-screen.

On the upside, Cunha can schedule the test at her convenience ? ``just as you do with a doctor or dentist," GMAT executive David Wilson said ? and will learn her unofficial score just minutes after finishing.

On the downside, she can't skip around, change answers, or leave any questions blank. And if she screws up on the early questions, the computer will punish her. It will start serving up easier questions, but her score will suffer. And the test fee will increase from \$84 to \$125.

``I'm not very good at standardized tests to begin with," said Cunha, a Drexel University graduate. ``This is probably going to hurt me."

People in the testing business say this is only the beginning. They say the GMAT, for instance, could eventually include interactive spreadsheet problems that get tougher to decipher if you answer the early questions well. The Graduate Record Exam (GRE) could be better tailored to its wider range of students, from engineers to English majors. The Medical College Admissions Test (MCAT) could include point

-and

-click, 3

-D human

-anatomy questions.

The College Board, the nonprofit organization that developed and owns the SAT, is proceeding slowly and cautiously, but envisions going to computer screens sooner or later.

Of chief concern: how to build a system that can administer two million tests a year, would be fair to both computer

-trained kids and novices, and won't break the bank.

``We're not in a rush," said Michael Shaffer, executive director of new

-product development for the College Board. ``We have some time to figure out just how we're going to do it."

In a pilot program run by the College Board, close to 3,000 gifted seventh and eighth graders who had applied to Johns Hopkins University's summer program took the SAT on computer this year, but many held back because of cost. The fee for taking the paper SAT is \$22. On computer, it's \$75.

Price isn't the only difference.

Gone, at least from this fall's GMATs, are the packed gymnasiums lined with desks of sweaty pencil

-chewers. In their place: private cubicles and no more than 10 people to

a room in the flexibly scheduled sessions, six days a week, 10 hours a day. The GMAT is offering a toll

-free hotline (1

-800

-GMAT

-NOW) to help you find the nearest Sylvan Learning Center, which has an exclusive arrangement with Educational Testing Services (ETS) to administer the test.

Pencil

-and

-paper tests offered the familiarity of bubble sheets and questions that progressed from the easy to the difficult. The new, so

-called computer

-adaptive

tests will start with a question of medium

-level difficulty and shape themselves to the test

-taker's abilities.

In other words, if you get the first question right, the next one will be harder. Miss a question, and the next one will be easier. The difficulty of each question will dictate scores.

"You can make or break your score in the first 10 questions," said Clare Zagrecki of Princeton Review, a test prep

-course company.

Thinking about saving hard questions for last, leaving one blank, or revising a hasty decision? Not on the new GMAT.

A move to computer testing could prompt the same kinds of questions about class, race and gender bias that critics have raised in the past about the SAT and other exams. Affluent teenagers, for instance, might be more likely to have home computers and thus feel comfortable taking a test on a keyboard.

"It's a totally different test

-taking experience," said Bob Schaeffer of the National Center for Fair & Open Testing, a nonprofit watchdog group in Cambridge, Mass., that is critical of standardized testing. "People are being asked to change their behavior patterns in ways that are both trivial and quite significant."

Each year, 200,000 people take the GMAT, and 400,000 sit for the GRE. Some 105,000 took the Law School Admissions Test (LSAT) last year, with 64,000 taking the MCAT. The GRE has offered a computerized test as an option since 1993, but only one test

-taker in five chose it last year.

National licensing exams for nurses and pharmacists are already on computers. The

Test of English as a Foreign Language, required by many U.S. colleges and universities of foreign students, is scheduled to convert next year.

The Association of American Medical Colleges, which owns the MCAT, only recently has begun to study the issue. The Newtown

-based Law School Admissions Council, which runs the LSAT, is in the middle of a five

-year study that looks promising. "We haven't come across anything that would suggest we cannot move in that way," testing director Peter Pashley said.

The SAT, though, is different.

"How do you reach rural Montana with a computer test?" asked Andy Rosen, CEO of Kaplan Educational Centers, a test

-prep company that flooded the airwaves with radio ads warning of the impending change in the GMAT. That caused many test

-takers ? technophobes, apparently ? to sign up for tomorrow's pencil

-and

-paper test.

Another issue is the possibility of cheating. What if people memorize the questions on the computer screen and share them or sell them? Right now, the SAT and other tests use questions just once and then "retire" them. If computer tests are offered daily, it could be almost impossible to keep coming up with new questions.

For now, all eyes are on the GMAT, and its \$10 million computers

-or

-bust investment.

Besides administering and scoring the exam, the GMAT terminals will monitor how long a test

-taker spends per question and how confident he or she is of a choice. (The computer asks if you're sure of the answer before moving on.)

The computerized GMAT will have fewer questions than its predecessor, "but more questions that are relevant to their ability," said Frederick McHale, acting head of GMAT programs at ETS, which administers the test.

One reason the GMAT was first to convert: Business

-school applicants tend to be at least monthly computer users (97 percent of them, the GMAT says). Most are time

-strapped and overworked.

"The intention is to give the people the opportunity to take the test when they want, when they're prepared," said Wilson, CEO of the Graduate Management Admissions Council, which owns the test.

That's good news to Bob Emrich, a systems auditor in Harrisburg. He planned to take the GMAT last year. When he was sent out of town on the test date, he couldn't

reschedule.

"I just had too much going on," said Emrich, 30. Taking the GMAT on

-screen seems

natural to him.

"Being a computer person, I think it will take some of the stress off me,"

Emrich said. "Now I'm glad I waited."?

PRINTER FONT 14_POINT_ROMAN

52. New York Newsday

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Teachers Step Up to the Mike /

Oceanside schools test headset

amplifier in elementary classes

PRINTER FONT 9_POINT_ROMAN

By Katie Thomas. STAFF WRITER

Janet Otis, a teacher at School Number 4 in Oceanside, speaks into her remote headset as she reads "Stuart Little" to her 24 first

-graders during snacktime. The

microphone transmits her voice via an FM signal to four small speakers placed throughout the room, gently boosting her words over the classroom din of shuffling feet, crackling cookie wrappers and tittering voices.

"Most classes are not the greatest environments for hearing and learning," says school principal Bruce Misher, who started field

-testing the amplification system a

month ago. "Sometimes it's very difficult for kids to hear what's going on."

It's known as soundfield FM amplification, and speech and language experts say the system can transform learning environments for primary

-school children. No longer

just the mark of rock stars - Madonna made it fashionable, incorporating the headset microphone into her spiked

-bustier look - the remote mic, like the Material Mom

herself, has softened its image, taking its act from the amphitheater to the schoolroom.

Among his youngest students, ear infections - and the temporary hearing losses they cause - rank second only to the common cold in frequency, Misher says. Factor in high ceilings, linoleum floors, bare windows and cement walls, and just hearing the teacher's voice can become a struggle.

For Sandy Kovitz, one of the three first

-grade teachers testing the system, the

change in her classroom atmosphere has been remarkable, she says. When the microphone is switched on, "The children really focus in. They're not struggling to learn and struggling to hear."

Kovitz' student Joey Battaglia, 7, gives the system rave reviews. "It makes the thoughts stay in your head better," he says. "Before, I couldn't hear her voice because it was too low."

Battaglia's classmate Caitlin McCartney, 6, also likes the system. "When the teacher turns it off, her voice is soft. But when she turns it on, it's like all over the room," she says.

"Hearing is a first

-order event in education," explains Karen Traver, the school's speech and language teacher, who suggested field

-testing the system after seeing it demonstrated at a speech and language conference in Uniondale last October.

If a child can't distinguish the difference between, say, the words "fix" and "six," they're going to have trouble when they translate that to paper, Traver said.

"The initial feeling is you don't want to bring something in that serves as a crutch," Misher said. "However, it proves to be that it just facilitates students' hearing."

Misher and Traver are looking for a grant that would allow them to purchase the systems, which range in price from \$800 to \$1,200 per class, for their kindergarten and first grades next year. If the system makes a noticeable difference in students' progress - the children will take a pre- and post

-test to determine performance -
Oceanside superintendent Herb Brown will introduce them in the district's one kindergarten and six elementary schools.?

PRINTER FONT 14_POINT_ROMAN

53. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 2:10a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Compromise panel to decide fate of
charter schools

PRINTER FONT 9_POINT_ROMAN

BATON ROUGE, La. (AP) - Disagreements over Gov. Foster's proposed Legislation to create more charter schools in Louisiana have sent the bill to a House

-Senate
conference committee.

The panel will try to iron out differences and get its compromise proposal approved by both chambers before the legislative session ends Monday night.

The charter school concept is relatively new in Louisiana - allowing parents, teachers and private entities to apply for permission to open new, public schools that are relatively free of local school board control.

The schools can also pursue private funding and tailor

-make curricula to meet
whatever needs the charter members want.

A handful of such schools are open or are in the planning stages in the state now. Foster's bill would move the concept beyond the pilot stage, allowing 42 schools around the state.

But administration officials have run into trouble with some in the education

establishment who fear charter schools will merely weaken existing public schools by diminishing available money.

Under the Foster bill, local school boards can turn down an application to create a charter school, but that decision can be appealed to the Board of Elementary and Secondary Education.

At issue now is whether a local board's decision can be overturned by a simple majority of the 11

-member board, as Foster wants, or by a super

-majority of eight,
as the bill now provides.

The House voted Thursday night to reject Senate amendments to the bill, thereby sending it to a conference committee of senators and representatives who will try to draw up language acceptable in both chambers.?

PRINTER FONT 14_POINT_ROMAN

54. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 8:43a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Namesake of desegregation case makes
transition to college

PRINTER FONT 9_POINT_ROMAN

HARTFORD, Conn. (AP) - Milo Sheff has graduated from high school a year after the state Supreme Court ruled in his favor in the Sheff vs. O'Neill desegregation case and eight years after the lawsuit was filed.

Sheff, 18, received his high school diploma from the Hartford Adult School Thursday and he plans to attend Eastern Connecticut State University in Willimantic.

Sheff said that despite the lawsuit, Hartford schools still need improvement. He said his own school experiences ranged from horrendous to disappointing.

"People aren't getting the point that books and computers and small classes and teachers who really care are a necessity," Sheff said.

Just this week, Sheff's mother, Elizabeth Horton Sheff, and lawyers for the plaintiffs said they will return to court to argue that the remedies proposed by the General Assembly are inadequate.?

PRINTER FONT 14_POINT_ROMAN

55. The Tampa Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

School's image set to bloom

PRINTER FONT 9_POINT_ROMAN

By TRACIE REDDICK of The Tampa Tribune

TAMPA - You could say everything's coming up roses at Blake High, the county's new performing arts school.

There won't be any show tunes coming from the campus stage on Aug. 9, but that's the day the school will dress up its grounds for a much- anticipated debut.

More than 5,000 plants, shrubs and flowers are expected to be planted around the downtown campus overlooking the bend of the Hillsborough River.

That is if the school's supporters can get at least 2,000 supporters of the Yellow Jackets to create a buzz around Blake. The beautification project begins at 7:30 a.m. for those who want to plant a few flowers now and dig some Broadway tunes later

at the school.

The Blake legacy began when the school was an all

-black high school on Spruce

Street that operated during the segregation era.

Those roots have now spread to a new \$42 million campus on North Boulevard that is scheduled to open in the fall as a performing arts school similar to the one depicted on the 1980s television show, "Fame."

"We're going to have a 80

-member choir there and we're trying to get about 1,000

of the graduates of the old Blake campus to come out and support this event," said Randolph Kinsey, the president of the Howard W. Blake Alumni & Friends Group.

"It's going to be a lot of fun," Kinsey said. "Kind of like a meeting between the old and the new."

"There's a lot riding on this school," added Curtis Lane, assistant to Tampa Mayor Dick Greco. "I think everyone wants to make sure the campus succeeds, and this event will be an indication of just how deep that involvement is within the community."

The planting project is a partnership between Hillsborough County schools, the city's parks department and Greco's beautification program. Business and corporations supporting it include The Tampa Tribune, Masonry Builders, TECO and Ferman Motor Cars.

"A lot of people are making investments into this school. I think it has all the trappings of becoming one of the major [school] showcases in the southeast," said Tom Ziegelhofer, Blake's assistant principal of curriculum.?

PRINTER FONT 14_POINT_ROMAN

56. Fairfax Journal

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Read now is a stiff order

PRINTER FONT 9_POINT_ROMAN

By ESMERALDA BARNES

Journal staff writer

Chesterbrook Elementary School pupil Margaret Anton came home after the last day of school this week with her reading list in hand and a surprise for her mother: She wanted to go to the library right away.

"Don't you want to go to the pool and swim?" asked her mother, Grace Anton.

Margaret replied she could still read at the pool. "There are 15

-minute breaks

every hour," the 10

-year

-old said.

Anton wanted to encourage her daughter, who will be a fifth

-grader next school

year, to swim and play but realized the girl had a good idea.

Margaret and other Fairfax County students went home with summer reading lists this month.

The school system's summer reading program is in its second year and the schools have taken steps to make sure there's no repeat of last year's problem, when bookstores and libraries ran out of books on the list. The school system doubled its lists this year and worked with bookstores and libraries to order extra copies. Students from rising sixth

-graders to 12th

-graders must read at least one book this summer.

If supplies run out at libraries and stores, students are encouraged to choose a similar book with their parents' approval. Schools will test or require students to do projects based on their summer reading.

Anton's rising ninth

-grader, Elizabeth, 14, has two books to read for a gifted and talented program English class she'll take next school year at McLean High School, "Wizard of Earthsea" by Ursula K. LeGuin and "Hiroshima" by John Hersey.

School officials said any student who has required reading for a class may use those books to fulfill the districtwide requirement.

"It's a lot. If we get through the two required books for her English class, that'll be good because they are fairly challenging reading," said Anton. "But it's essential to keep their skills up in reading. It's a good idea."

Elizabeth is not quite as enthusiastic as her younger sister, but her mother says, "In fairness, I'll give her a little time before I start giving her some encouragement because she just got out of school."

A school survey of last year's summer reading program showed more than half of students polled read one to four books over the summer. But the sample represented only students who read and not those who did not, so it didn't give an accurate picture of how many participated in the program, said Pat Fege, language arts coordinator.

Fege said the schools will perform a more accurate survey in the fall to determine how many students read in the summer program. But Fege said the fact that books were sold or checked out so much that some people couldn't get books should speak well about the success of the program.

Tyler Miller, 10, a Hayfield Elementary fourth

-grader, said he plans to read about 10 books this summer. He hasn't had a chance yet to review the long list because he's only been out of school for two days.

"I like that I learn stuff and that I'll have something to say when they ask me if you've been reading," Tyler said.

And the coupons he gets from his local library giving him discounts on pizza and other treats help too.

But not every student is overjoyed about the summer reading lists.

"I like that we're being required to read, but I'd rather they tell us to read two or three books and then give us an assignment to make sure we did," said Madison High School sophomore Chris Black, 15.

Chris, who reads about two or three books a summer on his own, has required reading for his gifted and talented English class. He said, "The variety of books is pretty bad. All five have to do with science and two of the books are by Michael Crichton,

and there shouldn't be two by one author."

But Chris' mom, Lynn Black, said requiring students to read during the summer is a good idea, even though sometimes it's a chore to get them to open a book.

"But they'll just have to bite the bullet. It's a chore, but it's my job as a parent to make sure they read."

PRINTER FONT 14_POINT_ROMAN

57. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 2:46a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Regents approve pay raises, new buildings

PRINTER FONT 9_POINT_ROMAN

WAHPETON, Iowa (AP) - The Iowa Board of Regents has approved 4 percent pay raises for the presidents of the state's three public universities and the superintendents of schools for the blind and deaf.

The raises will push University of Iowa President Mary Sue Coleman and Iowa State University President Martin Jischke over the \$200,000 mark. Each will earn \$205,920 for the fiscal year starting July 1, up from \$198,000.

University of Northern Iowa President Robert Koob will be paid \$162,240. Dennis Thurman, superintendent of the Iowa Braille and Sight Saving School, and William Johnson, superintendent of the Iowa School for the Deaf, each will earn \$82,742.

Also Thursday, the regents approved plans for several capital projects, including the design of a new \$47 million medical education/biomedical research building at the University of Iowa. The board also approved plans for an \$11.9 parking structure near the new building.

But members said they wanted the medical building to fit in with the rest of campus.

"I am not pleased when I drive through campuses and I see buildings that I say, 'This is obviously a monument to the architect,'" Regent Ellengray Kennedy of Bancroft said.

University of Iowa officials were also given permission to proceed with planning for a \$25 million sports and recreation complex that would provide a new home for the Hawkeyes' swimming and diving, tennis and women's soccer teams.

The board also agreed to lease a new scoreboard at the Hawkeyes' Kinnick Stadium. The scoreboard will have a video display and will be in place for the upcoming football season.

For the University of Northern Iowa, the board approved a \$17.2 million contract for the School of Music Classroom Building and Performing Arts Center.?

PRINTER FONT 14_POINT_ROMAN

58. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 3:35a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Marathon session ends with repeal of religious policy

PRINTER FONT 9_POINT_ROMAN

By JUDY DAUBENMIER

Associated Press Writer

LANSING, Mich. (AP) - A marathon debate over a school policy with religious references staggered to a close early today when the State Board of Education

repealed it.

The vote - at 2:15 a.m. - came after more than seven hours of comments from more than 100 people, followed by hours of delaying tactics by conservatives on the board and a fight over whether the meeting was legal at all.

The nearly 16

-hour ordeal changed no board members' minds. Republican Dorothy Beardmore of Rochester joined all four Democrats on the board in voting to get rid of the policy adopted in 1995 when GOP conservatives controlled the panel.

The three remaining Republicans wanted to keep it.

"I do not believe that because I am a strong believer in God and I'm a churchgoer that my religion should be imposed on anybody else," board member Barbara Roberts Mason, D

-Lansing, said.

"It will break my heart if the board votes to rescind this mission statement," said board member Sharon Wise, R

-Owosso.

Board members voted after hearing pleas by citizens to keep the statement of its mission and its references to "a child created by God," "Almighty God" and prayers for wisdom.

About 250 people, including some children, filled the board room to overflowing and

spilled outside to watch the meeting on a video monitor.

Board members expected a long night. Republican Clark Durant of Grosse Pointe, who led the campaign to keep the statement he helped write, brought a pillow along to show he intended to stay a long time. Durant had urged the public to come and comment on the school vision statement.

Testimony was interrupted at one point when Durant ordered 30 pizzas, paid for by House Minority Leader Ken Sikkema, R

-Grandville, for the crowd.

Durant said the turnout showed people cared deeply about the issue.

"It gets at the very heart of who we are as people," he said.

Most people sought to keep the statement.

They quoted the Bible, the Declaration of Independence, George Washington and Thomas Jefferson. They blamed the lack of religion in public schools for juvenile delinquency, gang violence, out

-of

-wedlock births and other social ills.

And they said they feared a loss of their religious liberty if the board's mission statement were repealed.

"Some people believe God does not belong in public education. I believe Satan does not belong in public education," said Yvonne Black of Howell.

Sikkema said his office received 2,000 phone calls urging retention of the mission statement after his phone number appeared in a Wall Street Journal editorial on the issue.

"I believe there is a hunger for values and morality today," he said, calling the mission statement wonderful.

Darlene Hobbs of Paradise said she had come more than 300 miles to speak in favor

of the mission statement.

"Our government has tried taking God out of public institutions for 30 years and what has it gotten us?" she asked.

A spokeswoman for the Michigan chapter of the American Civil Liberties Union called the fight over the statement "politically motivated hysteria."

Wendy Wagenheim said it was a misguided attempt to advance a religious agenda in the public schools.

"Religious values are best and appropriately taught in the home, the church, the synagogue, the mosque and parochial schools," she said.

Mike Neubecker of Brownstone Township said the statement sounds harmless, but could become a means of narrowing who is acceptable in society.

Neubecker said he feared for his gay son, gay teachers and gay students in public schools if the statement were kept.

"I see an agenda forming behind the scenes that may not be apparent to the well

-meaning people who are here," he said.

After listening to citizens comment, the board went through its regular business. The three Republicans dragged out the agenda with numerous questions about each item, hoping to wear down the majority.

"I'll sit there until it's done," Beardmore said.

Late Thursday, a question arose about whether the Open Meetings Act had been violated. Doors to the Hannah State Office Building where the meeting was held were locked by security guards for a half hour or more.

Durant said at least two people had tried to get in. He argued that violated the law.

Later, when the meeting dragged on past midnight, Durant and board member Gary Wolfram, R

-Hillsdale, said the meetings act was violated again because the notice for meeting had not mentioned it would last until Friday.

The board voted unanimously to seek an attorney general's opinion on the questions.

Board President Kathleen Straus, D

-Detroit, led the fight to repeal the vision statement. She said the board's mission statement will simply be the Michigan Constitution's statement that the board is responsible for overseeing public education. And she said that constitution includes some of the phrases in the repealed mission statement.

"Of course, we are not repealing God from the constitution or from our lives," she said.?

PRINTER FONT 14_POINT_ROMAN

59. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 4:14a

PRINTER FONT 20_POINT_ROMAN_ITALIC

State school board moves to curb costly

program for slow learners

PRINTER FONT 9_POINT_ROMAN

1

ATLANTA (AP) - Under orders from the governor to curb growth in a costly program

for slow learners, the state school board is warning school administrators they must back

up enrollments with test scores and stick to class size limits.

In other action Thursday, the board agreed to spend \$175,000 to buy a computer study guide guaranteed to boost Georgia students' Scholastic Assessment Test scores by 100 points.

The board will vote next month on stricter rules for the \$104 million Special Instructional Assistance program, which is designed to help students in kindergarten through third grade who are lagging behind.

Board Chairman Johnny Isakson said the proposed rules call for schools to prove with test scores that their SIA enrollments include only kindergartners who fall in the lowest 35 percent of their class and only students in grades 1

-3 who fall in the lowest 30 percent of their class.

Also, the board has proposed limiting class size in the SIA program to 10 students per teacher. Schools will be exempted from the class size limit next year if they agree not to add any more students to their SIA enrollment for the year.

Gov. Zell Miller asked the board to investigate why the SIA program has grown so rapidly and to tighten the guidelines. Since 1991, enrollment in the program has increased about 16 percent a year, while total enrollment in grades K

-3 during the same time has increased 0.4 percent and 3.5 percent a year.

Schools earn more state dollars per student in the special assistance programs than for students in regular classes.

Isakson said the proposed new rules may not reduce enrollment in the program, but they will stop the program from growing as fast.

"We need to get our arms around it," he said.

A state audit of the SIA program showed that the rules for enrollment are much too broad and that many schools have much more than 30 percent of their classes enrolled in the program. In the Atlanta city school system, for example, 83 percent of kindergartners are enrolled in the special program, Isakson said.

The state spent \$87.8 million on the program this year and has budgeted \$104.1 million for it next year - an 18 percent increase.

The board agreed to pay \$175,000 to Stanford Testing Systems Inc. of Spokane, Wash., for 450 sets of the company's Studyguide for SAT Success.

The Legislature this year allocated \$250,000 to the Department of Education for the computer program after Superintendent Linda Schrenko said the company guarantees that students' scores will jump 100 points. That would take Georgia from near the bottom of the national SAT rankings to near the top.

The state will get some of its money back if scores fail to improve, Mrs. Schrenko told lawmakers earlier this year.

Isakson also said a controversial proposal to create a new diploma for college prep students who take extra courses likely will be approved next month without changes.

Music students, their parents and teachers have bombarded state board members with protest letters and calls that the new diploma will discourage ambitious students from taking arts classes.

Isakson said he planned to enact the rule as it was proposed. But he signaled that he would still listen to selected members of the arts community and said there was still a possibility of amending the requirements to appease the arts community.

At issue is the board's decision to create a seal of distinction for college

preparatory diplomas next month. The board plans to change high school graduation requirements for students entering ninth grade this fall, so that students will have to earn 22 credits to graduate, instead of 21.

Students earning a college prep diploma will have to take four units each of math and English, three units each of social studies and science, two of foreign language, one of physical education and five electives. To earn a college preparatory diploma with distinction, students must meet all those requirements, plus take two electives from core courses, which are English, math, science, social studies and foreign language.

Music advocates say students must take arts classes every semester to remain proficient, and it will be nearly impossible in most schools to take the arts classes along with the classes needed for the new diploma.?

PRINTER FONT 14_POINT_ROMAN

60. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 7:36a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Three schools will test incentives
program for teachers

PRINTER FONT 9_POINT_ROMAN

SALT LAKE CITY (AP) - Three Utah elementary schools will test the concept of proving incentive pay for teachers and schools where students show substantial improvement in

reading.

Teachers at those schools could get up to \$2,500 in extra pay as well as an additional \$20,000 for their school if students' reading skills improve substantially during the next two years. All told, the amount could reach \$494,000.

The Results

-Based Incentive Program involves Edison and Washington Elementary Schools in Salt Lake City School District and Monroe Elementary in Granite School District.

Sponsors of the program hope the additional money will motivate schools to achieve higher levels of student learning.

"Incentives are common in the private sectors and we want to see if it has a place in schools as well," said John Bennion, who is overseeing the project as director of the Utah Education Consortium.

The consortium includes the University of Utah's Graduate School of Education, the state Office of Education and Granite, Provo, Murray, Salt Lake and Davis school districts.

Later this summer, special committees will set one- and two

-year reading goals for
each school, based on the most recent reading scores.

During the two years, each school will get \$10,000 per year for teacher training.

If the entire school meets the one

-year goal, every educator would receive \$500.

If the second

-year goal is met, each would see a check for \$2,000.

Each school also would receive another \$20,000. Bennion said the schools could distribute the money to teachers or put the money back into school programs.

Each committee will be composed of the principal; Bennion; Barbara Lawrence, the director of Testing and Assessment for the state Office of Education; and a member of Academic Technology Foundation Inc. The foundation is made up of Utah businesses and is helping to fund the incentive program.

The Utah Office of Education is kicking in a portion of the money from its state experimental

-grant fund. Each school also must come up with between 20 percent and 30 percent of the money.

Bennion believes the incentive

-pay program is a first for Utah. Similar programs have been in place in Texas and Kentucky.?

PRINTER FONT 14_POINT_ROMAN

61. Associated Press

PRINTER FONT 9_POINT_ROMAN

06

-20 4:24a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Senate approves prepaid college tuition plan

PRINTER FONT 9_POINT_ROMAN

By LANDON HALL

Associated Press Writer

SALEM, Ore. (AP) - A plan to let families prepay their children's college tuition has won approval in the Oregon Senate.

The Senate passed HB2403 on Thursday by a vote of 21

-7. It passed the House two weeks ago and now goes to the governor's desk.

The measure would set up a state

-backed trust fund into which families could make regular payments. The fund would lock in current tuition rates for up to 18 years.

Sen. Tom Hartung, R

-Beaverton, said many college students graduate owing thousands of dollars in loans. He said the savings program would not only encourage families to put money away ahead of time, but would keep tuition rates steady while students are in school.

"A lot of my colleagues say the government shouldn't get involved," Hartung said. "But we're trying to make post

-secondary education more accessible and more reasonable in price."

Tuition at Oregon's four

-year institutions has gone up an average of 80 percent since 1990.

HB2403 would allow the state treasurer to invest the money. If tuition increases outpaced the return of the investment, the state would guarantee the tuition price

at the time of the initial investment.

The tuition credits would be good at any of Oregon's six public universities - Oregon, Oregon State, Portland State, Western Oregon, Eastern Oregon and Southern Oregon - and could be applied toward tuition at private or out

-of

-state schools.

Parents wouldn't have to pay state taxes on the contributions, but federal taxes would be levied when the student attends college.

If the student instead gets a scholarship, drops out of school or doesn't attend at all, some of the money may not be refunded.

Several other states have similar plans. Most of the time payments are made by parents or grandparents.

A related measure, HJR72, would ask voters in November 1998 to approve a state constitutional amendment allowing the state to lend credit and incur debt related to the plan.

Legislative revenue officials estimate that half the investments made will replace existing investments that currently are not tax deductible.

If backed by voters, families could begin enrolling children in the program in 1999.?

PRINTER FONT 14_POINT_ROMAN

62. Los Angeles Times

PRINTER FONT 9_POINT_ROMAN

* 06/20/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B

-4

PRINTER FONT 20_POINT_ROMAN_ITALIC

Man Sues School District for Rejecting
Religious Ad

PRINTER FONT 9_POINT_ROMAN

Charging that his 1st Amendment rights were infringed, a man who tried to rent a poster listing the Ten Commandments in the outfield of a Downey High School baseball diamond has sued the city's school district.

Businessman Edward Di Loreto said he was trying to instill moral values by renting the \$400 advertising space. Revenues from the posters were to benefit the school's sports programs.

But acting amid other controversies surrounding the same poster space, the school board instead decided last fall to take down all outfield ads at Downey and Warren high schools.

School district attorney Nancy Lamb said a Norwalk Superior Court judge recently granted the district's request that the case be heard in a federal court because it alleges violations of federal and state law. Di Loreto's lawyers are fighting the transfer.?

PRINTER FONT 14_POINT_ROMAN

63. Los Angeles Times

PRINTER FONT 9_POINT_ROMAN

* 06/20/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B

-3

PRINTER FONT 20_POINT_ROMAN_ITALIC

High School Loses Court Fight, Allowing

Senior to Get His Diploma
PRINTER FONT 9_POINT_ROMAN
By KEN ELLINGWOOD
TIMES STAFF WRITER

The high school senior at the heart of a campus free speech controversy in La Puente graduated Thursday just hours after school officials lost a final fight to expel him.

Joe Neal, who was suspended after he distributed fliers depicting the principal as a dictator, received a standing ovation from his Bassett High School classmates during the ceremony.

After receiving his diploma, Neal, 17, shook hands with Principal Linda Bouman, whom he had referred to as "fuehrer" in the leaflets. He had accused Bouman of making curriculum changes without consulting teachers. Some teachers at the graduation wore American flag stickers on their lapels as a sign of support for Neal.

The controversy erupted in April after Neal distributed about 100 fliers comparing Bouman's administration to a string of notorious dictatorships.

Neal, who plans to attend Inter

-American University in Puerto Rico, was suspended June 5. The action came after a dissident school board member awarded him a \$200 scholarship.

Legal maneuvering left it unclear until hours before the evening ceremony whether Neal would graduate.

Thursday afternoon, the school district lost a last

-ditch court bid to keep Neal from graduating so the district could proceed with an expulsion hearing.

But U.S. District Judge James M. Ideman barred expulsion, ruling that the fliers were protected by the right to express political opinions.

Ideman called the leaflets "extreme" and "out of line," but protected by the U.S. Constitution.

"I'm not complimenting what Mr. Neal has done, but I am defending his 1st Amendment rights," Ideman said.

The school district had asked Ideman to reconsider an order Tuesday overturning Neal's suspension and allowing him to graduate.

District officials argued that the fliers were not free speech because they were

threatening to the principal and violated school rules on publishing on campus.

In her first comments on the case, Bouman said she felt threatened and offended by how she was portrayed in the flier.

"I had relatives who died in the gas chamber," she said in an interview before the graduation. "To be attacked as a Nazi is about the most racial thing I can think of."

She called the fliers "inflammatory" and said she feared they might incite some sort of campus disturbance.

During the court session, the judge blamed the district for a "public relations disaster" in its handling of the controversy. Though Ideman ruled out expulsion, he indicated that officials still could consider less severe steps, such as including the flier in Neal's school records.

The district's lawyer, Christine M. Wagner, said she did not know whether the school board would drop the matter.?

PRINTER FONT 14_POINT_ROMAN
64. Los Angeles Times

-3

PRINTER FONT 20_POINT_ROMAN_ITALIC

North Hollywood Program Aids Parents of
Special Children

PRINTER FONT 9_POINT_ROMAN

By DADE HAYES

Parental pride is in ready supply at any graduation ceremony.

But at Lowman Special Education Center this week, parents are doubly proud of the students' accomplishments and their own ability to meet the challenge of raising children who are physically or mentally disabled.

Earlier this month, about 80 Lowman parents graduated from the Los Angeles Unified School District's Parent Institute, an eight

-week program that teaches the basics of
putting children through school.

In 10 years of existence, the institute has produced more than 100,000 graduates at 300 district schools. But Lowman was the first special

-education school to
participate.

"It made me realize that I wasn't the only one going through these emotions. It was a little sense of relief," said Wendy Garcia of North Hollywood, who graduated from the institute and has a 4

-year

-old son at Lowman.

Garcia spoke in the back of the school's auditorium, where a "culmination" ceremony was held Wednesday for young people moving on to a higher

-level school or
ending their schooling.

Lowman Principal Helen Hartel told the audience: "Perhaps the biggest congratulations of all should go to the parents. Parenting takes more thought, more concentration, more emotional toll."

Institute facilitator Maria Elena Meraz said district officials slightly altered the institute program to fit the needs of special

-education parents, substituting
more relevant topics for units on drugs and alcohol and preparing for college, for example.

Desiree Davidson of North Hollywood said the message of the institute, though especially helpful given her 7

-year

-old son's autism, is universal.

"It helped us redirect our focus as parents," she said. "It reminded us how crucially important what we say to our children is, that we have to value them and give them a sense of belonging. . . . You see a lot of kids walking around and they

think their name is No

-No. But there's a better way."?

PRINTER FONT 14_POINT_ROMAN

65. Los Angeles Times

PRINTER FONT 9_POINT_ROMAN

* 06/20/97; Edition: Valley Edition; Section: Metro; Zones Desk; Page B

-1

PRINTER FONT 20_POINT_ROMAN_ITALIC

Silenced Teacher May Sue College

PRINTER FONT 9_POINT_ROMAN

By GREG SANDOVAL

TIMES STAFF WRITER

LANCASTER ? A court may have to decide whether it was an imprudent act that violated a tenured professor's constitutional rights to free speech or a justifiable reaction to a disgruntled and unruly employee.

Earl Wilson, the president of the board of directors of Antelope Valley College, had guards eject John Hall, who has taught at the school for more than 20 years, from a meeting when Hall criticized the school's new president and asked that she resign,

calling her "draconian and Machiavellian."

Wilson has said publicly that Hall was out of order. Hall insists that he was just exercising his right to free speech during the public participation period of the meeting and the school attempted to silence him, in the process violating his 1st Amendment rights.

Hall has filed a claim with the college administration and is seeking damages for loss of reputation, humiliation and emotional distress, the required first step, he says, to filing a lawsuit.

The case has split the faculty of the 10,000

-student campus in Lancaster into two

warring parties and may be further dividing them at a time of transition under the new president, Linda Spink, according to several faculty members.

The incident on June 9 began in a tense atmosphere. A group of teachers had made a presentation to the board of directors in a closed session, claiming that Spink, who was named president last August, was violating school policy by trying to hire an English teacher herself. Since 1990, hiring has been done by faculty committees.

After concluding the closed session, the board opened the meeting to the public with about 75 people in attendance. Hall was the second of a group of about five speakers, mostly faculty members, who were critical of Spink, according to several of those who attended.

He began by saying how proud he was of the school and how unhappy he was when he read quotes from Spink criticizing the school, according to witnesses and a copy of Hall's speech.

He then launched into a sharp denunciation of Spink and her 10 months at the school. He claimed she "failed to comprehend the mission of the school," inspired dissension among the faculty and castigated employees.

Somewhere in the middle of the speech, Wilson began banging his gavel.

Hall asked: "You going to shut me up?"

Wilson replied: "Yeah, you've gone too far."

And with that Wilson made a gesture for campus security to escort Hall away. As the guards led Hall toward the exit, he continued to read his speech. Almost out of

the door and with his voice barely audible, Hall called for Spink's resignation.

"This is a college, where tolerance is a major guiding point," said Hall, 56, in an interview Thursday. "Even offensive views are to be heard. The message the board sent to the students in attendance was, 'We will not only gavel you down when you dissent with us, we will have you arrested.' They can't do that."

Nancy Hoverman, who has worked in the school's health department for 21 years, said that she has been attending board meetings for seven years and had never seen someone thrown out before.

"I was surprised when they threw John out," Hoverman said. "He didn't use profanity, or attack her character. He was talking about her leadership and management style. I was shocked. People have the right to criticize in open forum."

Hoverman questioned why the other speakers who denounced Spink were not ejected too.

Charles Hood, who also teaches in the English department, addressed the five

-member board just prior to Hall. In his speech, Hood said the school didn't need a "leadership style based on the swagger stick and the jackboot."

Neither Wilson nor any other board members returned phone calls from The Times.

Spink, however, said Thursday that she believed Wilson was within his rights to expel Hall, who she said violated the school's procedural rules for board meetings.

According to Spink, Hall did not stop speaking when the director, Wilson, began pounding his gavel. She said that she believes Wilson tried to stop Hall because he wanted to ask if Hall's remarks belonged in a closed session. She also said Hall was attacking her character.

The community college board's rules state: "Remarks made by any person addressing the Board which adversely reflects upon racial, religious, political views or character of any person [are] out of order."

But according to two experts who specialize in constitutional law, the public enjoys wide latitude in criticizing public officials.

If a member of the public has the floor and is not over his time limit, then officials are not supposed to cut the person off, said Michael Shapiro, a USC law professor who teaches 1st Amendment law.

Rex Heinke, who specializes in 1st Amendment law for a West Los Angeles law firm, said that while government bodies don't have to tolerate personal abuse, they cannot expel someone for being very critical. "People have the right to be quite critical of government officials regardless how offensive officials might find it," he said.

Hall says he would be willing to forget the lawsuit if Wilson and the board apologized and made a public statement declaring the rights of the public to speak at board meetings.

"I didn't do this to get rich or make a name for myself," Hall said. "I did this because I had to protect my rights and the rights of others. If they will do to this

me, a 22

-year employee, they could do this to anyone."?

PRINTER FONT 14_POINT_ROMAN

66. The Washington Post

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: FINAL; Section: Metro; Page B01

PRINTER FONT 20_POINT_ROMAN_ITALIC

School Board Won't Appeal Ruling on

Minority Spaces;

PRINTER FONT 14_POINT_ROMAN

Parents Assail Arlington Vote on Magnets

PRINTER FONT 9_POINT_ROMAN

By Mike Allen

Washington Post Staff Writer

As a shout of "Shame!" rang from the back of its packed meeting chamber, the Arlington School Board faced down 100 angry parents last night and voted 4 to 1 against appealing a federal court ruling that will reduce the number of minority students in the county's magnet schools.

One of the black parents who had urged an appeal held up an old yearbook page with photos of only white students, and another brandished a framed newspaper clipping about a court fight by blacks to attend an all

-white Arlington school in 1958.

The board's lone black member, Frank K. Wilson, cast the vote to appeal the ruling, which last month struck down Arlington's system of preference to minority applicants to magnet schools. "What we've achieved is being torn down," Wilson said.

The four members who voted against appealing said they were doing so because they believe that an even more restrictive opinion could result if they took their case to the 4th U.S. Circuit Court of Appeals in Richmond.

"Appealing carries great risk that some judges in Richmond will decide that we cannot ever consider race as one of a set of admission criteria," said board Chairman Mary H. Hynes. "The long

-term consequences of such a judicial finding in the 4th Circuit would be devastating ? not only for Arlington, but for the nation."

U.S. District Judge Albert V. Bryan Jr. struck down as unconstitutional an Arlington policy that allowed administrators to use race as a factor in admissions to its three magnet schools. He ruled in a lawsuit filed on behalf of three white children who failed to win admission to Arlington Traditional School, an elementary school with back

-to

-basics academics and a strict dress code.

Several black parents in last night's audience, where nearly everyone wore a yellow tag urging "Appeal," said the old policy was helping to right decades of wrongs.

"The majority is now feeling the effects of not being included," said Imani Russell, 40. "They want their space. I understand what it's like to not be included. If it was a fair system, we wouldn't need these mechanisms."

In an effort to mitigate the ruling's impact, the board voted last night to expand class sizes at two magnet, or alternative, schools to include some but not all of the minority students who were offered admission.

Martha Holder, a parent of an eighth

-grader, said several parents are making plans to pursue the appeal privately. "Four cowards," she shouted from the back of the room, referring to the board majority.

Eric Weaver, a parent of a sixth

-grader, loudly scolded the board as he stalked out: "You lay down. You have to fight and never give up."

The attorney representing the three white students, Steven M. Levine, did not attend last night's meeting.

He dismissed the emotional testimony in a telephone interview as "an organized effort" and praised the board's actions.

He called processes the board used under the old policy "unconstitutional and illegal." Board members "need to devise a legal way to tackle the larger problem of the racial, cultural and ethnic diversity in all of the county schools, not just the alternative schools," he said.

Arlington schools, with 18,000 students, are 42 percent white, 31 percent Latino and 17 percent black, with 10 percent in other categories.?

PRINTER FONT 14_POINT_ROMAN

67. Los Angeles Times

PRINTER FONT 9_POINT_ROMAN

* 06/20/97; Edition: Home Edition; Section: Metro Desk; Page A

-1

PRINTER FONT 20_POINT_ROMAN_ITALIC

Don't Get Mad, Be an 'Anger Class'

Grad: students on verge of expulsion

learn how to control temper.

PRINTER FONT 9_POINT_ROMAN

By AMY PYLE

TIMES EDUCATION WRITER

This graduation was not advertised on Nimitz Middle School's marquee. The honorees wore neither cap nor gown. They walked across no stage.

But their collective achievement was no less significant than that of many other students?they were graduating from anger.

Each of the 20 had earned the right to seek a "Chill Out" diploma through a painful series of mistakes and missteps that left them on the verge of being kicked out of the Huntington Park school.

Unfocused anger plagues many adolescents, but the troubled children who rose from plastic chairs Wednesday night had managed to distinguish themselves in the anonymous sea of 3,400 students at one of the largest middle schools in the nation.

They had punched out their peers, cussed out their teachers and exploded with extreme pranks like pulling their pants down in front of the whole class.

"I just didn't care," said "Chill Out" graduate Jesse Saenz, 13, nailed for recruiting two friends to help him "jump a kid" who bugged him?the 20th time he'd been caught fighting this year.

The reward for such behavior was enrollment in a three

-month "anger management"

seminar, a gesture of desperation unique in the Los Angeles Unified School District. The students had spent a full class period once a week meeting with private psychologist Floyd McGregor, who developed the anger program for the school five years ago.

They studied anger from its roots to its telltale side effects: the sweat, the hot face, the churning stomach, the goose bumps. Then they practiced basic tricks to tame their temper such as counting backward from 10 and breathing deeply.

*

The lesson, offered to about 10% of Nimitz's students each year, boils down to some simplistic language?the anger button, the anger reaction, the anger meter, the anger diffuser. The result is that many children leave the program with an easily remembered method to cope with their anger, said Assistant Principal Alvin Glass.

Although L.A. Unified offers hundreds of similar therapy programs for students touching on the broader issue of resolving conflicts, district administrators say

"Chill Out" is the only one focused specifically on anger.

"There were some students we were missing with all the other programs we have," Glass said. "This was broken down into a series of things you could do every time it happened; that seemed to be a hook for a lot of students. They were able to buy into it and be helped."

McGregor, who did his clinical psychology internship at the middle school, said he simply singled out the one commonality among the worst troublemakers.

"Kids were fighting, they were missing classes . . . getting kicked out of school," he said. "I started thinking, 'If we can reduce anger, we can reduce fighting.' "

The frustrations, slights and rivalries that bother most middle schoolers were flame to these kids' fuses. Adjustment to the many differences from elementary school?moving from class to class, encountering rougher kids, changing clothes for P.E.?all made life harder.

Glass emphasizes that no one should expect the "Chill Out" graduates to emerge angelic or anger

-free. He measures success more modestly: "We're seeing them less and less in the office now."

Final exams for the course are oral, with each graduate standing during commencement exercises to detail what they have learned.

On Wednesday night, Tony Gallegos talked of the time when his response to insult was to ambush the disrespecter after school. Now, "I just walk away."

After the testimonials, beaming parents shared pizza, pan dulce and their own accounts of the time before, unintentionally one

-upping one another with parental horror stories.

Before anger management, if one girl's brothers so much as touched her, the whole house shook, said one parent. Before anger management, said another, my son called his teacher stupid, and worse. Before anger management, said a third, the disciplinary dean had me on his speed dial.

Before anger management, recalled a single parent, she had considered giving up her only son.

"He'd come to school every day, but he'd mouth off at his teachers . . . he didn't do any homework or anything, really," said Cristina Parra of 13

-year

-old Gonzalo. "I

got to the point where I wanted to get rid of him?to send him to his dad or back to Mexico."

The other day, when she refused to buy Gonzalo new clothes because she had too many bills, she noticed he was whispering.

She leaned closer. He was counting backward.

The impromptu commencement speaker was one of last year's graduates, who stood after all the diplomas were distributed to offer them inspiration: her grades improved from mostly Fs to A's and Bs after she learned to control her temper.

"I used to think teachers were just picking on me . . . and it made me mad," said Alejandra Manzo, now a freshman at Bell High School. "You know, now I know the only reason they're on your case is because you guys aren't doing the work."

*

That advice brought a slight smile from graduate Evelyn Gil. She too once blamed

her constant irritability on unfair teachers and petty girls who "dogged" her?gave her dirty looks.

"I learned that the teachers have a lot of stress too," she said. "I learned how to control myself. We only think of ourselves and [McGregor] made us think about how our teachers think, how our friends think."

Her boyfriend nodded. "Yes," he said. "She's calmer now." There was an urgent subplot to this week's graduation: rumors that the school may not continue the program next year.

Expertise can be expensive and, in this case, "Chill Out" costs Nimitz Middle School nearly \$50,000 a year?a sum pulled together from various sources including federal funds directed at campuses with high populations of poor children.

In one alternative under consideration, the school would take over the student program and ask McGregor to develop a similar program for teachers.

That suggestion does not sit well with the loyal parents.

"Mr. McGregor is this program," mother Anna Ramirez said.?

PRINTER FONT 14_POINT_ROMAN

68. Los Angeles Times

PRINTER FONT 9_POINT_ROMAN

* 06/20/97; Edition: Orange County Edition; Section: Metro; Zones Desk; Page B

-3

PRINTER FONT 20_POINT_ROMAN_ITALIC

School District Budget Includes Pay

Raises

PRINTER FONT 9_POINT_ROMAN

By MIMI KO CRUZ

Employees of the Fullerton Joint Union High School District will receive pay raises of at least 2.65% in the coming year.

The raises, which may be slightly higher if the state decides to give school districts money to cover cost

-of

-living increases, were passed this week by the school board as part of a \$76.7

-million budget for the 1997

-98 fiscal year.

The raise is also part of a three

-year contract agreement, which last year gave teachers a 5% pay increase. Administrators said they expect to hike the payroll by at least 3.97% during the 1998

-99 fiscal year.

District officials said they were pleased to pass a balanced budget without any cuts in services or jobs.

Student enrollment is expected to hit a record high of 12,793 in the coming year, and officials said the district has enough money to hire more teachers, if necessary.?

PRINTER FONT 14_POINT_ROMAN

69. Associated Press

-20 4:06a

PRINTER FONT 20_POINT_ROMAN_ITALIC

Parents of boy expelled for alleged

Ritalin abuse plan lawsuit

PRINTER FONT 9_POINT_ROMAN

CASTLE ROCK, Colo. (AP) - A 13

-year

-old boy expelled for allegedly participating

in a Ritalin ring has been diagnosed with attention deficit disorder - and his parents now plan to sue the school district.

Ritalin is prescribed by doctors for treatment of ADD and similar behavioral disorders. Experts say the drug can act as a stimulant in children who do not require it.

Earlier this year, a dozen Douglas County middle school students were expelled for allegedly sharing their dosages with classmates. Many of them face criminal charges.

Christopher Tucker, the son of Tom and Rose Tucker of Highlands Ranch, was expelled from Cresthill Middle School, one of three schools where Ritalin abuse was reported.

The Tuckers said Thursday their son has to take the medicine and deserves more lenient treatment given other students. Their son was the only student expelled at Cresthill, the couple said.

Criminal charges are pending against the boy for possession and distribution of an illegal substance.

The Tuckers are appealing their son's expulsion and are scheduled to go before the school board June 23.

Richard Goff, their attorney, said the couple is awaiting the outcome of the criminal case against their son before filing a civil lawsuit.

"What's happened to this kid is outrageous," he said. "I don't care if we get a nickel, but people should be held accountable."

The Tuckers allege their son's involvement was limited to accepting two pills "that looked like baby aspirin" from a student and then giving them to a girl who asked for them later.

They said since their son's diagnosis of ADD and depression, he has had to take the antidepressant Prozac as well as Ritalin.

Meanwhile, the school district is defending the punishment and the conduct of the administrator.

"That particular case had been continued over three hearings involving 12 hours of testimony, which is highly unusual for an expulsion proceeding," the district said in a statement.

District officials said procedures to ensure compliance with district policies and state laws were followed for all the students.

Under district policy, students caught distributing, exchanging or selling a drug or other controlled substance on school grounds face mandatory expulsion. State law, however, overrides that rule when the student's offense can be traced to a handicap.?

PRINTER FONT 14_POINT_ROMAN

70. The New York Times

PRINTER FONT 9_POINT_ROMAN

TRENTON, June 19 ? After three years of cutting taxes and reining in government spending, Gov. Christine Todd Whitman and Republican legislative leaders agreed today on a \$16.8 billion election

-year budget that increases spending for public schools, state colleges, child protection workers and municipalities struggling to pay for school construction projects.

In contrast to last year's budget, which included cuts at almost every state agency, the new budget would increase spending by more than a half

-billion dollars.

The total is \$260 million more than the proposed budget that Governor Whitman unveiled in January, in which she included additional money for more than a dozen modest initiatives attractive to Democratic and swing voters, like increasing the number of openings for children in state

-subsidized day care.

The boom on Wall Street and a thriving state economy are largely responsible for making the new spending possible. The state expects at least \$600 million more than anticipated in January from tax revenues pouring into the state's coffers. The Whitman administration was also able to win legislative approval earlier this month for its pension borrowing proposal, which allows the state to skip this year's \$590 million scheduled pension payment.

Once the plan to borrow \$2.75 billion for the pension system was passed, there was little wrangling during the budget negotiations between the Governor's staff and the Republican

-controlled Legislature. The budget for the new fiscal year, starting July 1, is expected to be signed into law next week, while the New York State budget is more than two months overdue.

Under the agreement, the new New Jersey budget meets the State Supreme Court's order last month that the state spend \$246 million more to end the disparity between the state's poorest and richest school districts. This is in addition to the \$286 million increase in school spending that was included in the Governor's proposed budget in January.

The extra tax revenues and the pension borrowing also helped provide more money than Governor Whitman had originally budgeted for state colleges, school construction and the troubled State Division of Youth and Family Services.

To keep down threatened college tuition increases, the new budget includes \$29 million more for community colleges and state colleges and universities. The Legislature added \$25 million to help school districts pay off their loans on construction projects and \$18 million to hire 175 workers to improve the monitoring of cases involving allegations of child abuse and neglect.

State lawmakers predicted earlier this week that the new budget would reach \$17 billion. But Republican leaders and Governor Whitman rejected several other spending proposals, including a \$55 million plan to provide new child

-care tax credits to
about 150,000 middle

-class families, out of concern that they would jeopardize their
standing as fiscal conservatives with voters. ?

PRINTER FONT 14_POINT_ROMAN

71. The New York Times

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk;

Page 4, Column 1

PRINTER FONT 20_POINT_ROMAN_ITALIC

Budgets Show Less Is Spent For Students

In High School

PRINTER FONT 9_POINT_ROMAN

By JACQUES STEINBERG

At a time when the state is requiring New York City high school students to meet tougher standards for graduation, the city school system spent substantially less on those students this year than on their counterparts in elementary and middle schools, widening a gap that was first documented last year, according to school budgets released yesterday by the Board of Education.

The board's second annual accounting of its community school districts and high schools says that an average of \$5,606 was spent on each high school student, including those in special education, this year. That is \$587, or 10.5 percent, less than was spent on each middle school student, and \$363, or 6.5 percent, less than on each elementary school student.

The pattern is the reverse of what is found in most other urban school systems, where smaller high

-school courses in specialized subjects like physics and chemistry
tend to cost more than courses in the lower grades.

The disparity has prompted New York City school officials to ask lawmakers in Albany for nearly \$100 million more for the city's 200 high schools in the coming school year. The money would pay for extra tutoring in mathematics and science in preparation for more rigorous Regents exams that are newly required of all students, as well as extra help for students learning English, school officials said.

"What these reports have done is to reflect an area of serious concern with regard to the high schools," said the deputy chancellor for operations, Lewis H. Spence. "We're focusing everything on trying to get more resources."

He said he was confident that, in a year in which large gains on Wall Street had created a surplus in the state budget, more money could be found for the high schools. A spokesman said Gov. George E. Pataki was willing to consider the proposal.

Randi Weingarten, an official of the United Federation of Teachers, said the lower spending in high schools was a reflection of larger class sizes, which made it harder to bring students up to the new standards. "The real issue here is to make sure there is a commitment, a resource commitment, to the high schools, to make sure we meet these Regents standards," she said.

The 41

-volume budget report issued yesterday by Schools Chancellor Rudy Crew is a sequel to a comparably hefty report issued last fall for the 1995

-96 school year.

That report was assembled in response to decades of clamoring by parents and politicians, including Mayor Rudolph W. Giuliani, who had accused the school system under Dr. Crew's predecessors of diverting money away from the classroom to "hidden administrators."

This year, the system spent an average of \$5,220 on each student in a regular classroom, an increase of \$108, or 2.1 percent, over last year, excluding fringe benefits.

The board reduced its per

-student spending on part

-time and full

-time special

education classes, though special education still absorbs about one

-quarter of the

\$8.2 billion budget. For students taught part

-time in special education settings,

like resource rooms or counseling centers, spending was \$9,988 a child, down \$639, or 6 percent, from last year, the report said. For full

-time special education

students, spending dropped to \$17,123, down \$397, or 2.3 percent.

Most of the cuts came by increasing special education class sizes, permitted under state guidelines issued in 1995, school officials said. Spending on the most severely disabled students ? those requiring virtually continuous, one

-on

-one

attention ? increased by an average of \$800 per student, or 3.1 percent, to \$26,548 this year. Board officials said they had no immediate explanation why.

The budget for the current school year shows an increase of \$64.9 million, or 152 percent, in spending on textbooks, a direct result of a mayoral program announced last fall.

One of the most significant statistics ? the percentage of the budget for direct classroom instruction, as opposed to janitors or curriculum writers or district administrators ? is also one of the most difficult to compare from this year to last. Last year, the system reported that it spent only 43 percent of its budget on the classroom, including money for teachers, teachers' aides and textbooks.

But that figure did not include hundreds of millions of dollars in Federal and state grants. This year, board officials said they calculated how much of those grants were spent on the classroom, and now say that 52.3 percent of the budget goes directly into the classroom. They said they had not calculated how much of last year's grants had gone into the classroom.

The remaining 47.7 percent is made up of 10.8 percent for instructional support services, like guidance counselors and attendance officers; 7.7 percent for principals, assistant principals and other supervisors; 9.2 percent for cafeteria staff, bus drivers, school safety officers and computer technicians; 7.7 percent for custodial services, building maintenance and electricity, and 12.3 percent for central administration and other systemwide costs. ?

-Tribune

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Creating a partnership for learning

PRINTER FONT 9_POINT_ROMAN

By Richard C. Atkinson

Among all the other reasons to celebrate, students who are graduating this time of year from the nine University of California campuses and other institutions of higher learning can rejoice in the prospect of entering the brightest job market in a decade. Unfortunately, the California colleges and universities that helped bring them to this point are not facing quite so promising a future.

The 1990s brought higher education in this state a fiscal downturn that was deeper and more damaging than the Great Depression of the 1930s. Today the University of California's budget is about \$900 million less than it would have been if the state had been able to provide only normal cost increases ? in other words, a bare

-bones

budget ? in the early 1990s.

This staggering figure equals the entire 1995 state

-funded budget for three of the

university's nine campuses. Our faculty and staff received no salary increases for three consecutive years. And, as students and their families are painfully aware, student fees soared.

The good news is that, with the vigorous rebound of the California economy, we have some reason to be hopeful about the future. Assembly Speaker Cruz Bustamante has introduced the Higher Education Partnership Act of 1997, which would allow the University to maintain the stellar quality of its academic programs, continue to admit all eligible students and keep any student fee increases moderate and predictable.

We hope the days of sudden and substantial student fee increases are behind us. And even at today's higher cost, a UC education remains one of the best bargains in the country. But students and their parents still have every right to ask: What return are students getting for their educational dollar at the University of California?

I could point to the distinction of the university's faculty and the quality of its academic programs, both of which are so extraordinary that several recent national studies have ranked UC first in the nation. But even distinguished research universities like UC are often criticized for the quality and character of their undergraduate teaching.

It is true that a large public university like UC has a higher student

-faculty

ratio than does a small liberal arts college. But our undergraduate students regularly give their courses and teachers very high marks indeed. Ratings of "excellent" or "very good" are common on all of our campuses, and our largest classes earn just about as high a rating as our smallest.

It should not really be surprising that so many young people find a research university a congenial place in which to learn. The students entering the university today are the best prepared in history. They are entrusted to us during what is, for

many of them, one of the most critical and intellectually passionate periods of their lives.

The process of education should help them focus their curiosity and enthusiasm and bring them into contact with the rigor and objectivity that are essential to the life of the mind. A research university, which is full of bright individuals with their own passionate commitments to learning, is a wonderful place in which to pursue such an education.

Our undergraduates have the opportunity to engage in supervised research and to learn in an environment of discovery from professors who are on the cutting edge of new developments, many of them revolutionary in their implications. The University of California, for example, is the birthplace of the Internet, having created the first two nodes on the information superhighway at UCLA and UC Santa Barbara in the late 1960s. Students have a broader range of academic options than students at many other kinds of institutions.

As a result, they have superb opportunities to acquire what might be called the grammar of learning ? the intellectual skills and problem

-solving discipline that can be applied to learning virtually anything. Every student who masters this grammar has the foundation on which future learning can be built.

So the students who are graduating with such high hopes leave the university prepared not only for a career. They are prepared for a life. The question facing us as citizens is whether we are doing enough to ensure that the colleges and universities that have helped these talented young people succeed will be able to do the same for their children and grandchildren.

Some of the economic clouds hanging over higher education have dispersed, but sunny skies have not yet come to California's public colleges and universities.

ATKINSON is president of the University of California.?

PRINTER FONT 14_POINT_ROMAN

73. The Washington Post

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: FINAL; Section: OP

-ED; Page A23

PRINTER FONT 20_POINT_ROMAN_ITALIC

The President and the Burden of Race

PRINTER FONT 9_POINT_ROMAN

BY Charles Krauthammer

Pity an idle president. The economy is roaring, the country is at peace, and to get reelected he embraced the central plank of the opposition ? the balanced budget ? as his own. Poor man. He's got nothing to do. And with no more than two years before his power begins to ebb, he is terrified by the Millard Fillmore problem. What reason will history have to remember him?

So the president has decided: He will lift the burden of race from America.

Saturday he set off blithely on his task with a "major" address on race at the University of California, San Diego. I was prepared to give the president a nod for at least broaching the great American dilemma with forthrightness and courage. Then I read the speech.

It has been criticized as empty. It gives emptiness a bad name. It is so full of touchy

-feely, fuzzy

-wuzzy, multicultural pap that it caricatures the very pious race talk that Clinton pretends to decry and professes to transcend.

The most telling line in the whole speech is his call to "let us begin" talking honestly about race. Begin? We've been at it for three centuries. Begin? After Lincoln and King and LBJ? After, by God, Antietam?

Clinton represents the ultimate baby

-boom conceit: its deep conviction in its own originality. In the '60s this generation discovered ? no, invented ? idealism. Later it discovered the challenges and trials of maturity, breathlessly proclaiming, for example, the wonders of parenthood and the perils of divorce. As we plow into old age, you can be sure that our discoveries about the serenity of post

-menopausal life

will be announced with equal, thundering banality.

And now Clinton, king of the boomers, is going to begin a conversation on race.

Okay. I'm listening. What has he got to say? The single most urgent racial issue on the American agenda today is the question of affirmative action, of granting racial preferences as a way to achieve racial equality.

Serious, divisive issue, as Clinton himself acknowledged. And in a show of magnanimity, he even went so far as to urge tolerance among those who disagree on the issue.

How, then, did he go about characterizing the views of those who disagree with his own pro

-affirmative action position? His 36

-minute speech gives exactly two sentences to the substance of the opposition view. Both are deliberate, obvious misrepresentations.

First this: "I know that the people of California voted to repeal affirmative action without any ill motive." So far so good. Then: "The vast majority of them simply did it with a conviction that discrimination and isolation are no longer barriers to achievement."

But that is not at all what opponents of affirmative action believe. The people of California voted against affirmative action because they believe that judging people on the basis of race is itself discrimination, and they believe discrimination is wrong. Their motive is not complacency about discrimination but opposition to it. They don't believe that discrimination has vanished; they just believe that government should not add to it.

And this: "There are those who argue that scores on standardized tests should be the sole measure of qualification for admission to colleges and universities."

There are? Name two. No sensible person anywhere believes that. Test scores are, of course, important in judging students, but only an idiot would not include grades in school, reports from teachers, letters of recommendation, community service and extracurricular achievement.

Clinton is simply trying to caricature affirmative action opponents as favoring some absurd unidimensional standard of achievement ? and thus imply, by contrast, that his side wants to judge students in their full roundedness.

But the opposite is true. It is the proponents of affirmative action who want a single characteristic (and one irrelevant to academic qualification), namely race, to trump all the others. The Hopwood decision (which the president opposed) overturned the University of Texas Law School's practice of assigning applicants to

two different applicant pools based solely on the color of their skin. Assigning by race is the ultimate in unidimensionality ? a sin that the president pretends to find in those who would judge applicants by every measure except race.

Again and again in his speech, Clinton called for candor. It is a pity, then, that he did not include in his speech perhaps the most candid pronouncement he has made on affirmative action in his entire presidency. In a 1995 interview with the Sacramento Bee, he defended affirmative action explaining that without it "there are universities in California that could fill their entire freshman classes with nothing but Asian Americans." The reaction of the Asian American students in his San Diego audience to that line would surely have gotten the national conversation off to an exciting start.?

PRINTER FONT 14_POINT_ROMAN

74. New York Daily News

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Going by Book, Private School Kids

Narrow Gap

PRINTER FONT 9_POINT_ROMAN

By E.R. Shipp

A group of eighth

-graders from a private school just might have a thing or two to teach pessimists who assume the public schools are hopeless and fence

-sitters who

are waiting to see how President Clinton's initiative on race relations shakes out.

For most New Yorkers, the end of the school year has been accompanied by the usual steady stream of off

-putting news ? from the murder of a high school teacher to reading scores that didn't improve as much as Chancellor Rudy Crew had promised.

But kids at the private Abraham Joshua Heschel School, a Jewish day school on Manhattan's upper West Side, are less put off than concerned about what failing public education means for the future of the city and the nation.

In their social studies class, the 37 students of the eighth grade read all about public schools that don't seem to be able to teach reading and math in classes carried out in crumbling, overcrowded buildings.

They read parts of "Savage Inequalities" and "Amazing Grace" ? Jonathan Kozol's books, published in 1992 and 1996, respectively, that paint a bleak picture of public education in urban systems from which middle

-class whites have fled, leaving behind mostly poor black and Latino children.

In "Savage Inequalities," Kozol described schools as "extraordinarily unhappy places" and "garrisons" or "outposts in a foreign nation."

The Heschel kids didn't convince themselves ? as far too many adults in New York City do ? that the public schools have nothing to do with their lives. Instead, the teenagers took action. "We can only begin to change things by doing small things," said David Kahane.

Some students, like Alana Siegel and Ariana Cohen

-Halberstam, tutored younger kids in nearby public schools. Then the class launched a book drive. "Rudy Crew's goal

for New York City is to teach every child to read by the third grade," two students, Ariel Agami and Yona Silverman, wrote in a solicitation letter in March. "How are all public school students going to learn to read if some of them have limited access to books?"

In response, Yona marveled, "We got a huge, like, ton of books." Noah Kayman gave some of his favorites, his mother solicited books from her co

-workers and the family
even retrieved almost

-forgotten books from Noah's grandmother's attic. Naomi Schimmel placed a box in the lobby of her apartment building and discovered that among the generous were others who just wanted to get rid of stuff, including a 1957 set of encyclopedias and old manuals for IBM computers.

They sorted and packaged books and took boxes of them to four Manhattan public

schools in March; not satisfied that they had helped truly needy schools, they took books to Public School 65 and Intermediate School 139 in the Bronx last week ? just days before their graduation from Heschel.

They discovered that while library shelves were not empty, quantity is not the same as quality. One school library had a 1984 set of encyclopedias. "The USSR has fallen and none of the encyclopedias tell them about it," Yona said. At another, school, dictionaries were from 1958 and 1965.

But as pleased as the teens are about their good deed, some are disturbed about how racially isolated schools are in this city. They are debating how to bring kids together. A brief visit to deliver books, talk to librarians and chat or "slap fives" with a few students is not enough. "It's artificial. But it's a start," Jason Lewin said.

And that gets back to Clinton's call for cooperation across racial and ethnic lines. All he's asking is that we make a start.?

PRINTER FONT 14_POINT_ROMAN

75. Baltimore Sun

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Women warriors on the fields of play

PRINTER FONT 9_POINT_ROMAN

By Ellen Goodman

BOSTON ? Think of it as the Field of Dreams Theory of Social Change: If you build it, they will come.

In this case, the tool used by the dreamers and builders was Title IX. And the athletes who have showed up on the playing fields newly created are not mythological figures. They are myth

-shattering girls and women.

Monday, we will officially mark the 25th anniversary of the landmark legislation that banned sex discrimination in education. In honor of the event, the president quite properly reminded a pre

-silver

-anniversary crowd assembled in the White House

Tuesday that the federal legislation helped women in all areas of academic life, not just athletics.

But it's not surprising that Title IX has been most visibly and powerfully associated with women in sports. This is where the change has been most visible. And where the opposition has remained most tenacious.

In the history of sports, women athletes once carried extra burdens as heavy as the 30 pounds of clothing ? floor

-length skirts and button

-top shoes ? worn by a 1910 Vassar College baseball player. They carried the social burden that said sports weren't feminine.

She won't play dolls

There was always a handful of superstars who managed to overcome the odds. The indomitable Babe Didrikson Zaharias, for example, was asked by a journalist in the 1940s, "Is there anything at all you don't play?" "Yeah," she answered. "Dolls."

But as long as dolls and basketballs, dolls and baseballs, were at cultural odds, most girls sat out the struggle. Schools kept them on the sidelines cheerleading.

In 1972, Title IX was passed in the name of fairness. Why pay the tax dollars so our sons could play but not our daughters? But on a deeper level, the legislation was also about changing sex roles and self

-images.

All in all, the change has been remarkable. In the time it took a grade school girl of 1972 to become a soccer mom of 1997, girls' sports exploded. Before Title IX, one out of 27 high school girls played sports. Now it's one out of three. Before Title IX, \$100,000 in sports scholarships was available to female college athletes. Now it's \$180 million.

"What was barely a dream for my generation, is an expectation for the next," says Mary Jo Kane, who teaches women and sports at the University of Minnesota. "Instead of saying, 'I hope there's a team for me to play on,' they say, 'I hope I can make the team.'"

We built it and they are still coming.

But the playing field is not yet truly level. There is barely a school in the country in which the proportion of women athletes matches the proportion of women students.

Colleges budget about 25 cents on women's sports for every dollar spent on men. They award women about one third of the athletic

-scholarship dollars awarded men.

Indeed, in "honor" of this silver anniversary, the National Women's Law Center filed complaints against 25 colleges.

The opposition is also surviving. From the very beginning, a composite including coaches and congressmen argued that the Field of Dreams Theory was an illusion. Some colleges fought Title IX in and out of the Supreme Court, arguing that females just

aren't as interested in sports as males ? even as that female interest soared with every opportunity.

They have also argued, bitterly, that the expansion of women's sports comes at the expense of men's sports. But as a Women's Sports Foundation study points out this week, college men's sports programs have actually increased. The only schools that show any cuts are, ironically, the richest: Division I

-A and I

-AA. In some of these

schools, football, the sacred cow, has become a cash hog, eating money that might be shared.

It does seem that the opposition to full equality in sports has less to do with football and dolls than guys and dolls. As Sheila Tobias, author of "Faces of Feminism," believes, women athletes, like women warriors, strike at the heart of gender identity ? how we define men and women.

Sports, she says, "has challenged age

-old views of what is normal for males and normal for females. The qualities it takes to make a woman an athlete ? go for the jugular, learn to be a team player, learn to be a leader ? conflict with old ideas. The bottom line is that once women are as strong and confident physically as they can be, they won't be pushovers."

This may be the real success story of Title IX. Out there on the field of dreams, there are palpably fewer pushovers. Sugar and spice has made room for sweat and muscle. The game is by no means over, but girls now have a sporting chance.

Ellen Goodman is a syndicated columnist.?

PRINTER FONT 14_POINT_ROMAN

76. Philadelphia Inquirer

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Affirmative action's double standards rendered it unfair to both blacks and whites

PRINTER FONT 14_POINT_ROMAN

The end to racial preferences may actually result in better educations for minority students.

PRINTER FONT 9_POINT_ROMAN

By Linda Chavez

Speaking at the University of California at San Diego last Saturday, President Clinton called for "a great and unprecedented conversation about race" in America. Too bad he got it off to such a lousy start. His speech was so full of half

-truths

and false alarms that it may take his advisory panel on race its entire one

-year

tenure to sort out the mess.

"We must not resegregate higher education," warned Clinton, alluding to declining enrollments of black and Hispanic students at a few elite law schools. Clinton would have us believe that we are about to return to the days of Jim Crow. The reality is something different.

Under legal obligation to begin using race

-neutral admissions criteria, the

University of California law schools at both Berkeley and Los Angeles experienced an 80 percent drop in black student enrollment The University of Texas law school also saw admission of black students decrease dramatically. But what this means is that these schools have been using racial preferences to favor less

-qualified applicants

all along.

Until recently, there was no way to prove this. I have often grown frustrated at how little empirical data there were to back up the claims of either affirmative

-action critics, like myself, or proponents, who claimed that affirmative action didn't mean that minority students were being accepted under lower standards.

Last year, under the auspices of the Center for Equal Opportunity, I began filing freedom

-of

-information requests for admissions data from public universities. We now have the figures from several undergraduate schools, including comprehensive data from the University of California system.

What those data show is a pattern of double standards applied according to race and ethnicity. The disparity is greatest at the most elite schools. At Berkeley, for example, the high school grades and test scores of black and Hispanic students admitted in 1995 were substantially below those of whites and Asians. There was a full half

-point spread (on a scale of 4.0) in grade

-point averages between the median scores of black students at the low end and white and Asian students at the high end.

SAT scores showed an even greater gap. At the median level, blacks scored 340 points (out of a possible 1,600) lower than Asians and 330 points lower than whites on the combined math and verbal tests. Hispanics scored 260 points lower than whites and 250

points below Asians. Nor did the top

-scoring black and Hispanic students measure up to the best white and Asian students. The top quartile SAT scores for blacks were 60 points lower than the lowest quartile scores for whites and Asians. The gap between minority and white or Asian students' test scores was much smaller at San Diego. There, the median scores of blacks who enrolled in 1995 were 160 points below those of whites and 100 points below those of Asians. And black enrollees had high school GPAs that were nearly identical to whites' and Asians'. The median GPA among blacks was 3.88, compared with 3.92 for whites and 3.86 for Asians.

Nonetheless, UCSD's records show that SAT scores correlate more closely with graduation rates than high school grades do. Only 41 percent of black students who entered UCSD in 1988 and 1989 graduated within five years, but more than 70 percent of white students in both classes did so. In general, students with higher SAT scores were more likely to graduate within five years than were students with lower scores.

What do all these figures mean? First, that elite schools have been applying double standards for years, which has been unfair to white and Asian students (who were held to higher standards) and to black and Hispanic students (who were admitted but had a tougher time graduating).

The figures also show that black and Hispanic students can compete on a more equal footing at good, second

-tier schools. Abandoning racial preferences won't mean an

end to higher education for minority students. It may well mean better matching between students and the schools where they can best compete and thrive. President Clinton has decided to call this resegregation. It used to be called equal opportunity.

Linda Chavez is president of the Center for Equal Opportunity in Washington, D.C.?

PRINTER FONT 14_POINT_ROMAN

77. Philadelphia Inquirer

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Close America's education gap

PRINTER FONT 9_POINT_ROMAN

By David Boldt

Waiting for Gov. Ridge to sign the charter

-school legislation into law at the

Philadelphia Free Library yesterday, I found myself musing about how education has come to seem both more crucial, and less so.

The argument that education is vital to our national economic security, for example, seems increasingly unconvincing.

Despite the stagnation in American education, our economy is steaming ahead like a battleship through open ocean, while Japan, Germany, and other industrialized countries with demonstrably better educational systems seem dead in the water.

Why? Here's my guess: The American economic system is so resilient that, for now at least, it can adapt to a workforce that consists of a highly trained elite and mediocre masses (also known as haves and have

-nots).

If we don't have technicians like the Japanese, whose secondary

-school diplomas

are the equivalent of an American graduate

-school degree, we can pay our ablest

minds a king's ransom to design everything from factories to fast

-food restaurants

so that they can be run by low

-paid, low

-skilled workers.

But if education is proving to be a less important strategic factor for the nation, it has become extremely important for localities within the United States ? and decisive for individuals.

Degree of fixation

As it stands now, a high

-tech enterprise looking for a place to locate or expand

in the United States will, naturally, prefer regions where a relatively high percentage of the population holds college degrees (like Raleigh, N.C., or Boston), as opposed to, say, Philadelphia or Pittsburgh, which are in the middle of the pack nationally.

For individuals, educational credentials have become even more essential.

Indeed, the fixation on college degrees now borders on the irrational. For example, about 25 percent of Americans with only high school diplomas score higher in literacy and arithmetic skills than do some four

-year college graduates. Yet the college graduates, even those with low skill levels, earn much more.

In talking about being a nation of haves and have

-nots, there's often an implication that the problem could be solved by forcing a few thousand CEOs to share the wealth by taking big pay cuts.

However, the reasons for the widening divide are far more complex. One big factor is that we are paying so much more to people who are really good at their jobs. The gap between what an average lawyer earns and the fees an outstanding lawyer can command has widened significantly.

Getting on the track for these "skill positions" increasingly requires a "medallion" education: a degree (preferably, degrees) from a prestigious university.

Hypocrisy recognized

What makes this an explosive social problem is that we have sealed certain definable ethnic groups (notably low

-income blacks) in public schools that too often fail to give kids the opportunity to make the jump from have

-nots to haves.

The irony is that the political group most eager to keep people chained within this failed system is the one that claims to have the interest of minorities most at heart: liberal Democrats. This is largely because the Democrats long ago, in a secret transaction, sold their soul to the teachers' unions.

But Pennsylvania's passage of the charter

-school bill showed that some black Democrats are catching on to the hypocrisy involved. Every single African American Democrat in the Philadelphia House delegation voted for the charter

-school bill, and the most eloquent endorsement of it came from Rep. Tony Williams, co

-chair of the city delegation.

He told his fellow legislators an anecdote about the teachers' union lobbyists who had urged him to vote against the bill because, they said, it threatened the public school system. At the end of the conversation, he said he wanted to ask them one little question: Where did their kids go to school?

The answer: All sent their kids to private schools.?

PRINTER FONT 14_POINT_ROMAN

78. The New York Times

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: Late Edition - Final; Section: Section A; Editorial Desk; Page 29, Column 5

PRINTER FONT 14_POINT_HELVETICA

In America

PRINTER FONT 20_POINT_ROMAN_ITALIC

Racism's Nine Lives

PRINTER FONT 9_POINT_ROMAN

By BOB HERBERT

In Fayetteville, N.C., a black man and woman walking down the street are shot and killed by white supremacists on the prowl for "niggers" to torment.

In Orange County, California, an Asian

-American man who has just earned a master's degree at Georgetown University is attacked while Rollerblading and stabbed to death. Police say the two young men arrested in the killing had decorated their apartment with Nazi symbols and white

-supremacist posters.

In Syracuse, a group of Asian

-Americans and a white friend are refused service at a Denny's restaurant and then are attacked and beaten in the parking lot by a group of white men yelling anti

-Asian slurs. The beating continues until a group of black patrons intervenes.

In Fort Washington, Md., a black teen

-ager shopping at an Eddie Bauer outlet is detained by police officers and forced to strip off his shirt because he cannot prove that it isn't stolen.

In rural Siskiyou County, California, unrelenting racial harassment forces an Asian

-American student to leave high school and continue her studies at home. Welcome to the enlightened 1990's, an era in which many people, most of them white, have declared that racism and discrimination are no longer much of a problem. That noise you hear is college doors being slammed in the faces of black and brown applicants in states where affirmative action is being destroyed. The only discrimination worth worrying about, we are told by the politicians and commentators in the nation's sociopolitical comfort zones, is discrimination against white men.

Now comes Bill Clinton, who has worked so many sides of the race issue he sometimes confuses himself. Is he a demagogue or a visionary? Is he shoring up his bona fides with Reagan Democrats by consigning a million additional children to a miserable and wholly unnecessary stretch in the prison of poverty, or has he stumbled upon a moment of sincerity, which has prompted him to gaze earnestly into all of our eyes and ask, "Can we be one America?"

It is very hard not to be cynical. The best guess is that the President, who has never met a group he felt he couldn't romance, now has his mind and heart set on the historians. It's legacy time. So, presto, a Presidential advisory board on race relations. Let's all be nice to one another.

The problem is that the cynicism gets us nowhere. There is a vacuum of high

-level

leadership that needs to be filled. And as weak and periodically demagogic as Mr. Clinton has been, he is a substantial improvement over the racially poisonous Reagan

-Bush era. That period began with Ronald Reagan brazenly kicking off his 1980 Presidential campaign in Philadelphia, Miss., where the civil rights workers Michael Schwerner, Andrew Goodman and James Chaney had been slain in 1964, and ended with Clarence Thomas making a mockery of Thurgood Marshall's seat on the Supreme Court.

Those who yearn for progress in race relations may not like it, but they don't have the luxury of turning their backs on Mr. Clinton. Despite improvements over the past

several decades, bigotry and other insidious threats to the interests of ethnic minorities remain intense. Newt Gingrich announced on Wednesday that after much thought he had overcome his reservations about ending all affirmative action. Get rid of it, he says. If you don't have a racial problem, who needs racial remedies?

Mr. Gingrich's stance is a reflection of what Theodore Shaw of the NAACP Legal Defense and Educational Fund describes as the refusal of many whites to acknowledge that bigotry continues to permeate American life.

"Racism is still endemic," he said. "My God, you have to be willfully blind not to see it."

Randall Kennedy, a Harvard law professor and author of an excellent new book, "Race, Crime and the Law," said he hoped Mr. Clinton's initiative would lead at the very least to an honest discussion of the extent to which racism remains a problem. One of his students kicked off a spirited discussion recently by saying she did not believe there was as much discrimination in the United States as Professor Kennedy contended. It turned out that several other students felt the same way, Mr. Kennedy said, "but just weren't saying it."

?

PRINTER FONT 14_POINT_ROMAN

79. The Washington Post

PRINTER FONT 9_POINT_ROMAN

06/20/97; Edition: FINAL; Section: OP

-ED; Page A23

PRINTER FONT 20_POINT_ROMAN_ITALIC

Beyond Black and White

PRINTER FONT 9_POINT_ROMAN

By William Raspberry

Edwin Dorn has rescued me (temporarily, at least) from my skepticism, and I'm prepared to accept that President Clinton's call for a dialogue on race just might do some good.

I never saw it as a cynical gesture. My fear was that any attempt at a national conversation on race would quickly degenerate into a dead

-end fight over affirmative
action: dead

-end because (for too many of us) affirmative action has become a sort of litmus test by which we determine not just who makes sense but who is worth talking to.

Dorn is undersecretary of defense for personnel and readiness, a Ph.D. from Yale, and the next dean of the Lyndon B. Johnson School of Public Affairs at the University of Texas. More relevant to my call to him, he's very smart.

He acknowledged at the outset that the president's idea won't be easy to carry out. "Having a good conversation about something important is one of the hardest things people do," he said. "It's so difficult to get people to understand the distinction between the sort of thoughtful conversation the president has in mind

and the mindless rhetoric that too often passes for thought."

Assuming we can negotiate that hurdle, Dorn sees two necessary components for a useful conversation: It must be about the future and not about the present or the past, and it must be "in color, not just black and white."

"Perhaps the best way to avoid the rancor and posturing," he believes, "is to focus the conversation on where we want to be as a nation ? not who is suffering or who's at fault, but what this society should look like 20 or 50 years from now."

In fact that may be the only way to move the conversation on affirmative action beyond the present locked

-horns impasse. Once we reach some consensus on what sort of America we'd like to share, then we might be able to work backward to the current issues. I told you Dorn is smart.

As for the need to push the conversation beyond black and white, he thinks it is fortuitous ? or maybe a shrewd bit of planning ? that the speech launching the call for dialogue was delivered at the University of California (San Diego). The point: "We'll have to take note of the huge demographic changes that have occurred and will continue to occur in this country and acknowledge that many of our arguments about civil rights have been almost exclusively about black and white.

"True, this is our defining relationship, but projecting into the future, we must take into account the aspirations of fourth

-generation Chinese Americans and first-
or second

-generation Pakistani Americans. That produces a much richer, much more complex dialogue. Nobody's figured out how to do it yet, but that doesn't mean it's not possible ? or necessary."

How do you get such a complex conversation underway?

One key, Dorn believes, is to make sure the right people are involved.

"The worst thing that could happen," he says, "is for everybody to tune in and watch the president lead three or four multiracial, televised 'town meetings' and then judge how well he's done. The point is not for Clinton to have a conversation on race but

for all of us to join in.

"Community groups, foundations, educational institutions and churches throughout the country need to use the president's leadership as a kind of jumping

-off point.

You know, we did a lot of this in the '60s, when the National Council of Churches and others tried to lead us in understanding racial issues. That needs to happen again. People like those at the Kettering Foundation have mastered the art of public conversation. Jim Fishkin at the University of Texas is expert at teasing out what people arethinking when they really are thinking ? as opposed to public opinion polls that mostly tell you what people think when they're not thinking."

Dorn almost has me thinking that some good can come of simply talking about how we might improve relations among various races and ethnicities. My own thought has been that we'd have a better chance of improving race relations by pursuing that goal indirectly ? for instance, by working on some problem of mutual interest.

"Not a bad idea," says Dorn. "In fact, I think the president considered using such a surrogate ? and rejected it. Marriage counselors will tell you it can be very helpful for people to work together to solve a common problem. But every once in a while, it's well to have a conversation about what's really bugging you."?

PRINTER FONT 14_POINT_ROMAN
80. The Washington Post
PRINTER FONT 9_POINT_ROMAN
06/20/97; Edition: FINAL; Section: OP

-ED; Page A23

PRINTER FONT 20_POINT_ROMAN_ITALIC

What If We Had a Serious Conversation?

PRINTER FONT 9_POINT_ROMAN

By E. J. Dionne Jr.

Any president calling for a "national conversation" on race would take flak. Right from the start, the idea of a "national conversation" sounds like a contrivance, more a made

-for

-television production than a heart

-to

-heart over the back fence.

And President Clinton is doomed to being suspected: of politics and positioning, of making a self

-conscious play for the history books, of trying to do something that looks "big" but requires little real money or political capital.

Now, maybe the "conversation" will, indeed, be seen as nothing more than the Gasbags and Posturers Empowerment Act of 1997. But pause for a moment to consider the alternative: What it would mean to take the conversation seriously.

First, the conversation will not always be fun because part of America's "race problem" is passionate disagreement over just what "the problem" is. Is it "white racism" and "the legacy of slavery"? Or is it the widening gap within the African American community between those able to take advantage of the post

-civil

-rights era

and those stuck in poverty?

And think about this classic debate: Is poverty primarily the result of family breakdown and crime? Or are family breakdown and crime the fruits of poverty, unemployment and discrimination?

You can bet that if you argued about such questions in a racially or ideologically mixed group, you'd quickly provoke discord, maybe even shouting. Thus the first rule: If we paper over rather than clarify disagreements, we're not having a conversation about race.

Rule Number Two: Most airy phrases used by "men and women of goodwill" beg big questions. In his speech, the president asked: "Can we be one America, respecting, even celebrating, our differences, but embracing even more what we have in common?" Yes. But is the emphasis on the "celebrating differences" part or the "in common" part?

Three points of view are contending here. The "multicultural" answer implies that our differences are greater than our commonalities. Multiculturalists build politics and social action around particular identities (African American or Latino, for example). Building a common American identity is seen as forcing minorities to

conform to a culture dominated by whites (and males).

The "unicultural" answer says that everybody should melt into a single American identity. The uniculturalist argues that groups clinging to ethnic or racial identities marginalize themselves. And uniculturalists oppose, on principle, groups advancing themselves as groups.

Neither of these answers has worked well in American history. The successful alternative is pluralism. Pluralists accept that members of groups pursue not only individual routes to success but also collective action. One hundred years ago, the Irish in many cities advanced together through political machines. Thirty and 40 years ago, African Americans pushed their whole group forward through the civil rights movement. Pluralists also accept that members of minority groups often hold on to their particular traditions.

But pluralists insist that a common American culture shapes us all. That culture includes a strong commitment to democracy and civic equality and is not simply a cover for white male dominance.

Clinton will have to be explicit about the pluralist idea that lies behind his "one America" rhetoric. That will mean arguing with the multicultural and unicultural views.

Clinton should get some points for defending affirmative action. It's not a popular position. But then he raised a large issue when he declared "the best example of successful affirmative action is our military."

True. But what does it mean for the rest of society? The structure of advancement in the military is more rule

-bound than in the private sector. You can't apply the military's rigid structure to hundreds of thousands of private employers hiring tens of millions of people. But the military has also created highly successful training and education programs designed to combine merit promotion with affirmative action. They could have broader application.

Thus, another question for the president: If he is proposing the military as a model, he is proposing a very different, more intensive, more expensive but potentially more popular approach to affirmative action. What would such a program look like?

The president said that neither "talk" nor "disconnected acts of policy" would be enough to ease the nation's racial divide. Well, sure. But the talk, if it's not empty, should lead eventually to connected, coherent acts of policy. We should have a better idea of what to do and not simply what to say. The man who started the conversation will have to lead it and answer the questions he would have us ask ourselves.?

PRINTER FONT 14_POINT_ROMAN

81. Christian Science Monitor

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Earned Promotions

PRINTER FONT 9_POINT_ROMAN

Chicago school chief Paul Vallas called it "educational malpractice." And he has demanded an end to "social promotion" - the practice of moving students along to the next grade regardless of academic progress.

This means hundreds of young Chicagoans, eighth- and ninth

-graders, won't be joining their friends for June graduations - or in new schoolrooms next fall. Not

unless they can show significant improvement on the Iowa Test of Basic Skills by the end of summer school.

Does the damage to children's self

-esteem from the threat of being "held back"

outweigh the later damage of realizing they've been given a deficient education?

Chicago's officials have answered, resoundingly, "no!" We suspect they're right. The tough new policy is part of a broader effort to improve the city's struggling schools. It will be hard on some kids in the short term, but it will serve them much better down the line.?

PRINTER FONT 14_POINT_ROMAN

82. Richmond Times

-Dispatch

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Finding a Home

PRINTER FONT 9_POINT_ROMAN

Call it Ishmael?

Not yet, but perhaps eventually.

The Governor's School for Government and International Studies isn't an outcast and hasn't been roving the world ? but six years after opening, it still lacks a permanent home. It shares digs with Thomas Jefferson High School. Space is tight. If the Governor's School is to grow and continue to prosper, then it must have a site of its own.

In January, Richmond's City Council and City Manager Bobb submitted a plan to renovate Maggie Walker High School to house the Governor's School. The location is perfect. Maggie Walker occupies a handsome edifice adjacent to thriving academic corridors. Its university neighbors include Virginia Union (which boasts the Wilder Library) and Virginia Commonwealth (which is building a school of arts and a convocation center along the north side of Broad). The surroundings convey a spirit committed to education.

Maggie Walker also enjoys easy access to interstates, major streets, and bus lines.

And it was built as a school ? i.e., as a temple of learning. Reopening Maggie Walker High School as the Maggie Walker Governor's School for Government and International Studies would put a good building named for a good (and great) woman to good use.

If there were such a thing as a free lunch (or a free school), then the Maggie Walker proposal would rate as a done deal. Yet while renovating usually is less expensive than building from scratch, the original price tag wasn't so cheap as a candidate's promise.

The costs of operating the Governor's School are spread among the jurisdictions enrolling students in the program; the participating localities also would bear the capital costs associated with renovation. After the Maggie Walker proposal appeared, questions regarding finances arose. (Similar questions would apply to any plan relating to the school's future.)

During the succeeding months, Richmond officials hit the books, and produced alternatives addressing the monetary concerns. If, for instance, all participants increased the number of students enrolled in the school, then their per

-student

capital costs would decline ? dramatically. Or: If Richmond doubled its allotment while attendance levels from the other localities stayed the same, then per

-student

costs for everyone would drop ? with only Richmond paying a larger gross share. Other possibilities would focus on raising \$5 million from the private sector to diminish the public

-sector burden.

Indeed, of the candidates for private philanthropic dollars few are as deserving as the Governor's School. With the abundant dollars at their disposal, corporations and foundations ought to be standing in line to endow an institution whose graduates will enrich the community.

The Governor's School offers so much to so many. Its academic reputation redounds to the advantage of all public schools. Public systems fearful that the Governor's School entices the best students from individual schools should be grateful the Governor's School attracts to a public school students who otherwise might opt for a private one. The mere presence of the Governor's School sets a competitive standard all students can strive to attain.

As long as the Governor's School lacks a permanent home, it cannot reach its potential. The Maggie Walker building offers an ideal fit. The proposal deserves the embrace not only of the public officials managing the Governor's School, but also of both (a) a private sector that frequently talks of its commitment to excellence in education and (b) the 16 Central Virginia localities whose students attend the school.

The Governor's School does not qualify as an Ishmael ? yet. But if those responsible for its fate fail to act, then it could become an academic outcast. And that would be a tragedy for the school, for the students and teachers and staff ? and for education itself.?

PRINTER FONT 14_POINT_ROMAN

83. The Atlanta Journal

-Constitution

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Clinton's initiative on race is sadly
old, stale stuff

PRINTER FONT 9_POINT_ROMAN

If we can just talk about race, President Clinton told us over the weekend, we might be able to dispel some of the stereotypes, myths and fears that plague our country. We might learn that we share many things as Americans, no matter what our ethnic origins. We might, in other words, find some common ground.

We agree. And it's even possible that having talked, we might find solutions to society's race

-related problems and forge new ways to relate to each other as citizens, rather than as categories.

Unfortunately, we don't think any of this is likely to happen if the "dialogue" continues in the way the president has begun it with his speech in San Diego and his appointment of a panel without ideological balance to examine racial issues.

That's because all signs so far point not to a new kind of discussion, open and frank and honest, but a continuation of the old pattern of charges, countercharges

and debates about what your granddaddy did to my granddaddy. We've engaged in those conversations ad nauseam, and they've gotten us nowhere.

Instead we need to be asking questions like: What is racism in today's multicultural America? What isn't? How is it practiced and by whom? Who gets hurt? Are there problems that look like products of racism that today have other causes that need different remedies?

Rather than this new approach, the president has started out defending old ways of dealing with old conflicts, as if nothing had changed in 30 years. Most disappointing is his insistence that we must continue affirmative action programs even though he admits they are flawed.

"To those who oppose affirmative action, I ask you to come up with an alternative," he said. "I would embrace it if I could find a better way." Sorry, that's not leadership. If the president really expects his initiative to make a difference, and to cement his place in history, he's got to plow new ground and plot new courses, not sit back and wait for someone else to do it.

We don't quite understand why Clinton has kicked off his year

-long race project in this way. Clearly he understands that we no longer live in the segregated society of the past. "... (T)hose who say we cannot transform the problem of prejudice into the promise of unity forget how far we have come," he told the students in San Diego. And yet he clings to outdated "remedies" that no longer fit the reality that he says he sees around him, policies that do serious damage to the very ideals of equality and fairness that he claims to support.

America is a special country, and one that has a chance to be, as the president said, the world's first truly multiracial democracy. That can happen, however, only if we make an accurate assessment of our progress to date, identify which remaining problems are racial and which are not, and tackle all of them honestly and appropriately. Sadly, we see little evidence so far that Clinton is planning to do that.?

PRINTER FONT 14_POINT_ROMAN

84. New York Post

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Newt's shift on preferences

PRINTER FONT 9_POINT_ROMAN

In a glimmer of striking clarity in his heretofore murky second term as speaker of the House, Newt Gingrich has embraced Ward Connerly's campaign against state

-mandated racial preferences, and announced his support for legislation, introduced by Rep. Charles Canady (R

-Fla.) and Sen. Mitch McConnell (R

-Ky.), to bar their use by the federal government.

In a speech in Washington, Gingrich also came out in favor of breaking down rigid racial classifications by adding a "multiracial" category to the census form ? with the goal of moving the country to using just one classification: American.

These moves mark a profoundly positive shift for Gingrich, who months ago was hobnobbing with Jesse Jackson and floating one excuse after another to explain why

the House GOP wouldn't fight racial preferences.

The new position is both morally right and politically practical. The United States cannot be a successful multiracial democracy if access to jobs and higher education are divvied up by skin color, rather than individual merit. And many more voters crave action on these issues than care at all about the arcane budget games that have consumed Washington in recent months.

The Beltway Republicans are on a long losing streak. Most recently, they tried to end

-run President Clinton by linking other issues to a disaster

-relief bill ? but

were instead outmaneuvered and forced into embarrassing retreat; nasty internal squabbling followed.

But the distemper is more widespread: Nearly all right

-of

-center political parties

in the West are currently stuck in a funk.

A major reason for the conservative collapse is the right's failure to formulate a coherent, vigorous response to political multiculturalism ? a movement that, whether it takes the form of separatism (as in Quebec) or of racial preferences or of unrestrained immigration, is wearing away at every Western democracy.

The center

-right parties will score few victories so long as they shy from dealing with this challenge. At best, they will generate little enthusiasm. At worst, they will lose voters to new parties that do embrace a national identity, like the crude anti

-immigration splinter parties of France and Australia, or the more sophisticated conservatives of the Reform Party in Canada.

The House Republicans have a long road back. Worse, past performance suggests that Gingrich may well lead the party into battle against racial preferences and then ? when the going gets rough, as it surely will ? back down, leaving both the cause and the GOP the worse for wear.

If the speaker is ready to stay with the anti

-quota fight, however, the
Canady

-McConnell bill could be the spark that restores political life to the moribund Beltway GOP.?

PRINTER FONT 14_POINT_ROMAN
85. Chicago Tribune

PRINTER FONT 9_POINT_ROMAN
June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC
CLOUT STOPS AT THE SCHOOLHOUSE DOOR
PRINTER FONT 9_POINT_ROMAN

Wielding clout to get what you want is a time

-honored, if ethically dubious,
Chicago tradition. But even in this town, the notion that it's not what you know but
who you know that counts should have no place in the schools.

Some of the administrators and Local School Council members at Juarez High School
are learning the hard way that messing with kids' grades because their parents have
influence incurs not only disciplinary action by the school board but also the wrath
of a largely cloutless student body.

And deservedly so. Juarez administrators apparently "persuaded" a computer

-science
teacher at the Near West Side school to change the report card grade of the LSC
president's son from an F to an A.

That's quite a leap. Even bigger, in fact, than the one made by the daughter of a
former LSC president, whose grades were changed last year from five F's to three C's
and two D's.

It sure looks to us like a local school administration far too eager to keep the
LSC, with its power to hire and fire, happy at all costs. That's the way it looked
to Juarez students, too, almost 200 of whom demonstrated outside the school earlier
this month to protest the administrative grade

-changing.

Such petty politicking is a slap in the face to every kid who works hard to get
decent grades. And it sends entirely the wrong message to all students, who have
every right to believe that in school, of all places, they will be judged on what
they know.

The councils were created to give communities greater control over their schools,
but local control brings with it responsibility and, unfortunately, the opportunity
for local misconduct. That's why the oversight role of the Chicago Public Schools
central administration is so crucial. The CPS investigations unit is looking into
the grade changes and into disturbing allegations of funds misuse at the school.

Based on the grade

-changing alone, it's time for some administrative
house

-cleaning at Juarez. The students there already have demonstrated that they
think they deserve better, and they're right.

PRINTER FONT 14_POINT_ROMAN

86. The Dallas Morning News

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Tax cuts

PRINTER FONT 14_POINT_ROMAN

A mixed, but acceptable bag

PRINTER FONT 9_POINT_ROMAN

Tax bills are like those toys your grandmother picked out for you at Christmas.
Receiving a gift of any kind was always nice. But sometimes the present was not
exactly what an eager eight

-year

-old wanted.

The new tax bills by the House Ways and Means Committee and the Senate Finance

Committee have crafted certainly fit this description. The package may not be entirely pleasing. But they contain enough goodies to suffice.

For example, both plans pledge serious capital gains tax changes. Several key U.S. competitors already have lower capital gains tax rates, which enhance capital formation. The lower rates the congressional committees envision would encourage greater capital formation here.

Wall Street understands the impact lower capital gains rates have on developing new businesses and sustaining economic growth. After House Ways and Means Committee Chairman Bill Archer announced his tax plans June 9, the stock market exploded with a record finish.

The proposals expand individual retirement accounts. This measure could encourage greater personal savings, although some questions surround the IRA provisions.

Carol Cox Wait, director of the Committee for a Responsible Federal Budget, notes that taxpayers would only receive tax benefits after they withdraw funds from their IRAs. Why not put the tax benefits up front, once people set up their accounts. Workers would be given a direct incentive to save.

The tax packages also extend current tax incentives for business research. And they include some needed incentives for investment in the District of Columbia. They likewise take a stab at helping parents send their children to college, although perhaps not enough to satisfy President Clinton.

The centerpiece tax cut, of course, is the \$500 child tax credit which some Republicans and the administration alike have wanted. This newspaper believes these credits may not greatly stimulate savings and investment. But political realities dictate they be included.

Some last

-minute firefights probably will erupt over some provisions. Expanding inheritance tax exemptions will draw heat, although they could help family farms and businesses survive. But overall, these tax bills represent a growing sense in Washington that voters prefer compromising for the sake of the whole, not insisting upon a perfect product. Kind of like getting grandmother's Christmas present.?

PRINTER FONT 14_POINT_ROMAN

87. Seattle Times

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

The GOP versus UW

PRINTER FONT 9_POINT_ROMAN

Eighteen Republican state legislators who condemned the University of Washington for extending health

-insurance and family

-housing benefits to same

-sex domestic
partners of students are ill

-informed and misguided. The proposal was supported
unanimously by the school's board of regents, UW president Richard McCormick, and
nearly two

-thirds of the student body.

In a letter to McCormick, the alarmists claimed public dollars would be spent to advance a "pro

-gay agenda" rather than to provide "a decent social environment for students."

Wrong. Not one cent of state money or tax support will be spent to provide registered domestic partners with health benefits. All premiums are paid by the students. McCormick also notes that extending housing benefits would not require any new public expenses.

Rep. Mike Sherstad, R

-Kenmore, who spearheaded the protest, promised to send a correction to McCormick. An apology is more in order.

A thoughtful legislator would realize that UW's plan is simply a push for equalization of some basic benefits, not promotion of a lifestyle.

Hundreds of U.S. companies and a half

-dozen local governments now offer domestic

-partnership coverage not only because they believe in benefit parity for all of their employees, but also because a commitment to fairness attracts the best and brightest.

The 18 objecting members of the party of Lincoln may have scored a few transitory political points with the fringes of their constituencies, but they are ultimately on the losing side of history, business and social progress.?

PRINTER FONT 14_POINT_ROMAN

88. Raleigh News & Observer

PRINTER FONT 9_POINT_ROMAN

June 20, 1997

PRINTER FONT 20_POINT_ROMAN_ITALIC

Budget nudge for schools

PRINTER FONT 9_POINT_ROMAN

Durham's public schools can hardly afford to lose the momentum recently gained from improvements in student test scores and the system's hopeful new start under Superintendent Ann Denlinger. Here, five years after the painful but necessary merger of the city and county systems, the schools need a stronger financial commitment from the county commissioners than ever before.

Actually, the schools' bid for an extra \$4.8 million in the coming year is modest in comparison to the needs for improvements in programs, structures and technology, especially in schools of the old city system. The \$4.8 million was pared down from \$12 million or so by a citizens' advisory committee, whose recommendation Denlinger followed. That's momentum in itself.

Now, it's the board of commissioners' turn. County Manager David Thompson's budget proposal, which would hold the property tax rate at 95.97 cents per \$100 of valuation, includes a cut of almost \$3 million from the extra funds that the schools have requested.

The commissioners are concerned about the politics and economic wisdom of hiking property taxes. Durham's tax rate is already high compared with the rates of other Triangle counties. Moreover, the state says, Durham County's local spending per student ranks it third among urban school systems in North Carolina. No apology needed there.

But there's something larger at stake. The Durham schools have much that is promising going on. All of it has worlds to do with the future vitality of the

county, educationally and economically. The bulk of the extra money is needed, after all, to

give state

-mandated pay raises to teachers, expand programs for non

-English speaking

students and add the technology essential to modern learning.

Durham commissioners and school board members have much incentive, with currently positive talk of their schools, to resolve the budget problem. If a \$1 million reserve fund sought by the schools is the hang

-up, perhaps it could be

provided on some contingency basis. But in any case, Durham needs to mash modestly on the gas instead of stomping hard on the system's brakes.?

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

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

ATT CREATION TIME/DATE:20-JUN-1997 14:59:00.00

ATT BODYPART TYPE:p

TEXT:

Unable to convert OA\$SHARA1531:ZWWYLF6AD.FGN to ASCII,
The following is a HEX DUMP:

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

===== ATTACHMENT 3 =====

ATT CREATION TIME/DATE:20-JUN-1997 14:59:00.00

ATT BODYPART TYPE:D

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)

id <01IKASO95O8W004M73@PMDF.EOP.GOV>; Fri, 20 Jun 1997 14:57:47 -0500 (EST)

Received: from storm.eop.gov (storm.eop.gov)

by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IKASNAPXNK0044M0@PMDF.EOP.GOV>; Fri,
20 Jun 1997 14:57:04 -0500 (EST)

Received: from vader.ed.gov ([165.224.217.43])

by STORM.EOP.GOV (PMDF V5.1-7 #6879)

with ESMTP id <01IKAOLLNKV0000BOV@STORM.EOP.GOV>; Fri,
20 Jun 1997 13:01:38 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.217.37])

by vader.ed.gov (8.8.5/8.8.4) with SMTP id MAA08821; Fri,
20 Jun 1997 12:59:11 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)

id 3aab6e60; Fri, 20 Jun 1997 12:59:18 -0400

===== END ATTACHMENT 3 =====

Clinton Presidential Records Automated Records Management System [EMAIL]

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Hex Dump file is not in a recognizable format, has been incorrectly decoded or is damaged.

File Name: p_7fbelyww_opd_html_2.doc

Attachment Number: OA\$SHARA1531:ZWWYLF6AD.FGN