

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:21-SEP-1998 00:38:46.00

SUBJECT: Clips

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

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

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

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

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

TEXT:

Good afternoon,

Here are today's education clips.

Carlin Hertz
Education Department public affairs
401-1576

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

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

TEXT:

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The following is a HEX DUMP:

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

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

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

TEXT:

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Online clips cover page

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7. The New York Times
Clinton Panel on Race Urges Variety of Modest Measures
8. Boston Globe
President's racial board cites bias
9. San Francisco Examiner
President's race initiative plays in Piedmont
10. All Things Considered (NPR)
New York School Safety

TRADE

11. Chronicle of Higher Education Academe Today
Congress Nears Deal on Interest Rates on Refinanced Student Loans
12. Chronicle of Higher Education Academe Today
Year2000 Problem at Education Department Could Delay Student Aid, GAO Official Warns
13. Chronicle of Higher Education
Education Department Said to Be Close to Naming Aid Delivery Czar
14. Chronicle of Higher Education Academe Today
Year2000 Problem at Education Department Could Delay Student Aid, GAO Official Warns
15. LRP Publications
House Dems Up In Arms Over Education Block Grant Proposal
16. LRP Publications
Coalition Unveils MultiMillion Dollar Internet Education Campaign
17. Education Daily
Civil Rights Group Accuses ED Of Lax Title I Oversight
18. Education Daily
House HEA Conferees Reach Loan Consolidation Truce
19. Education Daily
Poll: Public Wants Better Teacher Training
20. Education Daily
AASA Hears Call For Change In Budget Law For Education
21. Education Daily
With Session Ending, House Sets Education Task Force
22. Education Daily
Panel: Teachers Need Skills To Spot Learning Problems
23. Education Daily
Ariz. High School Tackles Tough Special Ed Cases

LOCAL

24. The Virginian Pilot and The Ledger Star
NSU TEACHER TRAINING PROGRAM ONE OF 18 RECOGNIZED NATIONWIDE
25. Seattle Times
Homeschoolers get help from Seattle district

26. Los Angeles Times
Wilson Signs Bills to Raise Number, Skills of Teachers
27. Los Angeles Times
Clinton Debate in Class Is Delicate Affair
28. The New York Times
Serious Crimes Dip in Schools, but Total Incidents Rise
29. Philadelphia Inquirer
At a new charter school in Phila., the test begins
30. The Washington Post
Clinton Affair Surprises Few Area Students
31. The Washington Post
Students Miss School Over Residency Deadline
32. The Washington Post
In Fairfax, School Guard Shortage Thins Police
33. The Washington Post
Tough Rules Get Tougher at Naval Academy
34. The New York Times
Assemblyman Asks State To Control City Schools
35. Philadelphia Inquirer
The boys gathered with boys, girls with girls.
36. Albuquerque Journal
Teachers Rally For Pay, Respect
37. Riverside (Calif.) PressEnterprise
Students cope without bilingual teaching
38. The Hartford Courant
STUDENTS SCORE INCREASE ON SATS
39. Orlando Sentinel
NEW CHARTER SCHOOL MAY BE CLOSED
40. New York Daily News
Schools See Dip In Serious Crimes
41. New York Post
TALKS WITH PRINCIPALS ARE STUCK ON
TENURE
42. Richmond Times Dispatch
City schools to receive \$1 million
43. Austin AmericanStatesman
Stepping into the classroom, fast
44. San Francisco Chronicle
UC Graduate Programs See Fewer Blacks
45. San Francisco Chronicle
'Scarlet Letter' Suit Against Religious School
46. Denver Post
CU spends \$350,000 to improve campus safety
47. San Diego Union Tribune
UC to spend \$40 million to help recruit disadvantaged
students
48. Sacramento Bee
Supporters of bilingual education lose ruling
49. Milwaukee Journal Sentinel
State's thirdgraders read better
50. Minneapolis Star Tribune
Minnesota joins nation's growing teacher shortage
51. St. Petersburg Times
Computer degrees all the rage
52. Miami Herald

- Union's ad targets tuition vouchers
53. San Diego Union Tribune
More classsize reductions set for Cajon Valley Union

INTERNATIONAL

54. Times Educational Supplement Measuring a moving target
55. Times Educational Supplement
Why selection won't work
56. Times Educational Supplement
Domesday on the Internet
57. Times Educational Supplement
New light on autism treatment
58. Times Educational Supplement
Good teachers aren't too literal
59. Times Educational Supplement
Unions unite over teachers' pay rise
60. Financial Times
Education minister attacks 'elitist' Alevels

COMMENTARY

61. Washington Times
Directing funds toward classrooms
62. Governing
The Conglomerate College
63. Commentary
The war against testing
64. The New York Times
Can Colleges Be Diverse and Fair?
65. The New York Times
New York Schools Are Already Policed
66. The Washington Post
Eager to Teach
67. The Washington Post
My Stuyvesant High
68. The (Wis.) Capital Times
STUDENT VOICES ARE SILENCED
69. Greensboro News & Record
BLACK NEIGHBORHOODS NEED NEW SCHOOLS
70. Philadelphia Inquirer
Casting a thoughtful new light on the racial gap in test scores

EDITORIAL

71. St. Petersburg Times
A smart university plan
72. Syracuse PostStandard
FINALLY, SCHOOL YOUNGSTERS MAY BE MORE
EAGER THAN USUAL TO START STORMDELAYED
CLASSES.
73. Omaha WorldHerald
UNO Teacher Program Earns Praise
74. The Atlanta JournalConstitution
Now it's up to Cobb schools
Body type#:\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Washington Post"Publica

tion" #:\ P#P#September 18, 1998

Headline#\ P\$P# A Definite Focus on Public PolicyHeadline #:\ P%P#Subhead#\
P&P# Hillary Clinton Speaks Out, but Not on Husband's
ProblemsSubhead#:\ P'P#

By John F. Harris
Washington Post Staff Writer

All the people who had been clamoring to hear from Hillary Rodham Clinton in the wake of her husband's admission of an extramarital affair have gotten their wish " sort of.

Recent days have yielded a wealth of words from the first lady, none of them on the subject that happens to be consuming official Washington. Despite the yearning of many of the president's political advisers that she speak out publicly with words of forgiveness for him, aides and friends say she is determined that the best way to chase away scandal clouds is through immersion in policy, not through an emotional undressing on national television.

Yesterday offered a vivid example.

While the president was on the road at fund-raisers, Hillary Clinton started the day at the District's Marie H. Reed Community Learning Center, where she appeared with pop singer Kenneth "Babyface" Edmonds to promote the importance of arts instruction in public schools.

A few hours later she was at the White House with educators and business executives speaking on the same theme, spotlighting new research showing that musical exposure and training can enhance the "spatial understanding and analytical abilities" of youngsters.

And last night she delivered a wide-ranging address on the need for U.S. activism overseas. She reiterated the administration's usual arguments in favor of paying the U.S. dues to the United Nations, and for generous foreign aid to developing and former communist nations making the transition to democracy and capital

alism. But she did so in blunter terms than her husband often uses.

"I have seen first-hand how American programs overseas have helped fuel progress," she told the liberal Center for National Policy, but due to insufficient congressional interest and funding, "we have not played the role we could have played."

The group gave her an award for "raising consciousness" internationally about issues relating to women and children.

"This is definitely what her focus is on," press secretary Marsha Berry said of the first lady's recent sprint of policy and political appearances, which will be extended later this month with heavy domestic and foreign travel. With the administration now in its sixth year Berry said, "there's limited time, and she wants to make use of all the time on issues that people elected this administration to do."

"She thinks the rest of it is private," Berry added.

Clinton feels this way strongly enough to snub her husband's own advisers, many of whom believe that the president's precarious political situation could be improved if his wife were to publicly affirm in her own words what Berry has already released in a written statement: that she forgives him for his extramarital affair with former White House intern Monica S. Lewinsky.

The first lady, according to a variety of people who have talked with her, is not either personally ready to speak out nor believes that it is wise politics. To the contrary, one outside Clinton adviser said, she wishes the president would put an end to his repeated statements of contrition and focus strictly on policy.

"She's going to keep her powder dry," said one family friend who has spoken to

both the president and first lady. "I think she will speak eventually, but she does not feel this is the time."

There are hints, meanwhile, suggesting that the apparent freeze in the Clinton marriage may be thawing a bit, even though her disappointment in him remains deep, according to some confidants. At the White House state dinner Wednesday night honoring Czech Republic President Vaclav Havel, the couple strode hand-in-hand to the stage to thank entertainer Lou Reed, and later took to the floor together for rock-and-roll dancing.

"Hillary and I, we're doing fine," Clinton said at an appearance in Cincinnati yesterday. "We're working on what we need to be working on, and we're doing fine."

Both Clintons remain united in their anger toward those that have treated them unfairly, friends say. In addition to independent counsel Kenneth W. Starr, both Clintons are fuming at their former aide, ABC News commentator George Stephanopoulos, for his recent suggestion that perhaps Clinton could bring closure to the case by agreeing to pay a large monetary fine.

Friends say the first lady's pronouncements on policy serve as a retreat, both from a strained family situation and from the political community's incessant attention to scandal.

On Wednesday, she summoned a group of senior administration officials, including national security adviser Samuel R. "Sandy" Berger, and outside foreign policy experts, such as former secretary of state Henry A. Kissinger, for a wide-ranging discussion of world affairs, partly in preparation for last night's speech. Later this month she will travel to Haiti, the Dominican Republic, Chile and Uruguay to talk about development and women's issues.

At her appearances yesterday, audiences poured out longer-than-usual applause. When Gordon M. Ambach, executive director of the Council of Chief State School Officers, told her

from the podium that "education has never been given such prominence from the White House" as it has under the Clintons, there was a standing ovation that some in the audience later said was a way of showing the first lady that they support her during the current turmoil.

"My tribute is to both of them," Ambach said later. "There's a diminished recognition of how powerful their advocacy for education has been."

Publication#W\ P(P# 2. USA Today"Publication" #:\ P)P#September 18, 1998

Headline#\ P*P# Fewer teens having sex, study saysHeadline #:\ P+P#By Steve S ternberg, USA TODAY

For the first time in 20 years, sexual activity has declined among high school students, says a report out Friday.

The study by the Centers for Disease Control and Prevention found that the percentage of sexually experienced high school students slid from 54% to 48% from 1991 to 1997. The study also revealed that fewer high school students report having sex with multiple partners, and that more students use condoms.

"For the first time in this decade, less than half of our high school students have engaged in sexual intercourse," says Lloyd Kolbe of CDC's National Center for Chronic Disease Prevention and Health Promotion. "I think it's an important milestone because, for the first time, students who haven't engaged in sex are in the majority."

The report is based on a new analysis of surveys involving more than 10,000 students from 1991 to 1997.

Kolbe credits national, state and local efforts to reduce sexual risks - including teen pregnancy, HIV and other sexually transmitted diseases - among teens.

"This is the first strong evidence we have that the efforts the nation has made

during the past decade are paying off," Kolbe says. "At the same time, I think it's important to say that these changes are modest compared with the percentage still at risk of HIV, STDs and pregnancy. And the changes may well be fragile. We shouldn't be lulled into a false sense of complacency."

Among kids from 15 to 19 years of age, prudence has begun to pay off, researchers say. Gonorrhea rates fell 35% among male youths and 11% among female youths from 1993 to 1996.

Birth rates among 15- to 19-year-olds dropped 12% during the same period. The decreases in sexual activity were most significant among male, white and black students. Young women and Hispanics have not changed their behavior as much.

Michele Kipke, director of the board on children, youth and family at the National Research Council, says results show "we can have an impact on young people's behavior."

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Publication#W\ P,P# 3. The Washington Post"Publication" #:\ P-P# 09/18/98; Edition: FINAL; Section: A Section; Page A02

Headline#\ P.P# Study: More Teens Refrain From SexHeadline #:\ P/P#Subhead#[\ P0P# Behavior Trends Shifted During '90s, Reflecting

AIDS Threat

Subhead#:\ P1P# By Barbara Vobejda

Washington Post Staff Writer

After two decades of climbing steadily, the proportion of American high school students who have had sexual intercourse has fallen 11 percent during the 1990s, according to a new federal study released yesterday. Young people are also more likely to use condoms and less likely to have multiple sex partners.

The steep drops mean that for the first time this decade, fewer than half of the nation's high school students say they have had sex, with the most dramatic decline among boys. The new survey data show that just under 49 percent of young males reported that they were sexually experienced, down from more than 57 per

cent in 1991. For girls, the figure was just under 48 percent, down from about 51 percent.

The findings, combined with other recent studies showing fewer teenage pregnancies and a decline in teenage births in every state, point to a remarkable change in behavior among the nation's young people that researchers attribute to the growing barrage of messages from schools, community groups, churches and families urging them to delay sex and protect themselves against AIDS.

"It is truly good news for all of us involved in the lives of America's teenagers," said Health and Human Services Secretary Donna E. Shalala.

The study, known as the Youth Risk Behavior Survey, is designed to measure the extent to which high school students are in danger of contracting AIDS and other sexually transmitted diseases or becoming pregnant. The most recent results indicate that because they are delaying sex, using condoms and having fewer partners, teenagers are at less risk than they would have been if the patterns of the '70s and '80s had continued.

The biennial study was conducted last year among more than 16,000 high school students of all ages, who completed written questionnaires about a range of sexual activity.

It also found that, among those who were sexually active, nearly 57 percent had used a condom the last time they had intercourse, compared with about 46 percent in 1991.

Over the same period, the number reporting that they had had four or more sexual partners over their lifetime decreased from nearly 19 percent to 16 percent.

Janet Collins, a study author and a psychologist at the Centers for Disease Control, which produced the study, said the figures "certainly reinforce that some thing important is turning

around here, and it's heading in the right direction
."

But Collins and other researchers cautioned that teenage pregnancy remains much more common in this country than in other industrialized nations, with 1 million teenagers becoming pregnant each year. Also, 3 million cases of sexually transmitted diseases are reported in that age group annually.

"Here's the good news. The bad news is we shouldn't think our work is done," said Susan Tew, a spokeswoman for the Alan Guttmacher Institute, a research organization based in New York.

She cited the fact that many American teenagers become sexually active at relatively young ages, and many don't use contraceptives consistently or carefully.

The study found that, among ninth graders, for example, 38 percent had had sexual intercourse, a figure that rises to 61 percent among 12th graders.

Also, while teenagers are changing their behavior in ways that make them less likely to contract AIDS, the disease is nevertheless more of a risk to them than it was a decade ago because the pool of infected partners has increased. Despite the decline in sexual activity, half of HIV infections in this country occur among people under 25.

Douglas Kirby, senior research scientist at California-based ETR Associates, said programs common in schools and communities promote the notion that children should abstain from having sex altogether. The second message in many programs, he said, is "if you do have sex, you have to use condoms."

Ten years ago, many programs talked only about contraceptives, but that is rare today. And, he said, some of the changing behavior among teenagers may stem from the influence of a generally more conservative society that emphasizes personal responsibility in many areas of

life.n

Publication#W\ P2P# 4. The New York Times"Publication" #:\ P3P# 09/18/98Section: National Desk; Section A; Page 26, Column 4

Headline#\ P4P# Poll Shows Decline in Sex By High School StudentsHeadline #:\

P5P#

AP

ATLANTA, Sept. 17 " The percentage of high school students in a Federal survey who reported having engaged in sexual intercourse declined from 1991 to 1997. The findings of the ongoing survey of teen-age risk behavior were in keeping with other recent studies that suggested America's youth were growing more cautious about sex.

A majority of students surveyed said they had not had sexual intercourse, the first time in the 1990's that abstainers were in the majority, said Lloyd Kolbe, director of the Centers for Disease Control and Prevention's Division of Adolescent and School Health, which released the results. Dr. Kolbe said the findings further showed that teaching teen-agers about safe sex had not resulted in more promiscuity.

The centers analyzed data from a national sample of high school students every two years from 1991 through 1997. In the 1997 survey, completed by 16,262 students, 48.4 percent said they were sexually experienced, compared with 54.1 percent in 1991.

Asked if they had ever had sexual intercourse, 52 percent of those surveyed in 1997 said no, compared with 46 percent in 1991. Asked if they used a condom the last time they had sex, 57 percent of students said yes, compared with 46 percent in 1991. Sixteen percent of students said they had had sex with four or more partners, down from 19 percent in 1991.

The trend toward abstinence is in sharp contrast to the 1970's and 80's, when sexual activity ballooned among teen-agers, Dr. Kolbe said. Sexual activity among girls 15 to 19, for example, jumped to 57 percent in 1988 from 29 percent in

1970, according to previous studies.

It was not clear what was causing the decline, but Dr. Kolbe said he believed it was the result of efforts by parents, schools and health officials to educate young people about safe sex and the risks of pregnancy and sexually transmitted diseases like AIDS. But he warned there were still plenty of conflicting sexual messages in movies, television and other media.

The centers also noted that the survey did not cover all teen-agers. Up to 5 percent of teen-agers drop out of high school.

The survey showed that abstinence by boys and girls was almost equal "51 percent and 52 percent, respectively. But the overall decline in sexual activity has been greatest for boys. Teen-age boys reporting they had intercourse dropped from 57 percent in 1991 to 49 percent in 1997. For girls, the figure dropped from 50.8 to 47.7 percent."

Publication#W\ P6P# 5. Los Angeles Times"Publication" #:\ P7P#* 09/18/98; Edition: Home Edition; Section: National Desk; Page A-1

Headline#\ P8P# Fewer U.S. Teens Having Sex in '90s,
Officials SayHeadline #:\
P9P#

By MARLENE CIMONS
TIMES STAFF WRITER

WASHINGTON " In a surprising development, the number of teenagers engaging in sex dropped substantially in the 1990s, federal health officials reported Thursday.

"It is truly good news for all of us involved in the lives of America's teenagers," Health and Human Services Secretary Donna Shalala said in a statement.

The latest trends represent a departure from the increasing rates of sexual intercourse among adolescents that began in the 1970s and continued into the 1980s, according to a report released by the federal Centers for Disease Control and Prevention.

From 1991 to 1997, the share of the nation's teenagers who engaged in sexual activity declined 11%, CDC said. Last year, 48.4% of students in grades 9 through 12 were sexually active, the CDC said, compared with 54.1% in 1991.

"For the first time in a decade, less than half of the nation's high school students have engaged in sexual intercourse," said Lloyd Kolbe of the CDC's National Center for Chronic Disease Prevention and Health Promotion. "This is a very important milestone: It now lets them say that they are in the majority."

The results, some experts said, could demonstrate that teaching students about sex and safe-sex practices does not result in an increase in promiscuity, as critics had feared.

Also, students who said they had sex during the last three months reported a 23% increase in condom use, from 46.2% of students in 1991 to 56.8% in 1997, the agency said.

The latest findings were based on national, state and local surveys conducted among more than 50,000 students during the 1990s. The students completed written questionnaires asking them about a range of sexual activity.

The study contrasts with another published in May in the journal *Science*, which found that sex and other risky behaviors may be more prevalent among teenage boys than they admit in standard questionnaires. In the *Science* study, teenagers answered questions via computer.

Kolbe attributed the drop to numerous prevention strategies, among them the widespread inclusion of classroom sex education in schools across the nation and the growing intervention of churches, local organizations and, most important, "more family discussions around the dinner table between parents and their children."

"This is a very important set of data. It's the first time we've seen this kind of decrease," Kolbe said. "We've been very quick to criticize our young people in recent decades as we've watched this percentage increase, and I believe it is just as important to commend them as we watch it decline."

Percentages of high school students who reported ever having sexual intercourse range from 38% in ninth grade to 60.9% in 12th grade. This compares with the 1991 figures of 39% for grade 9 and 66.7% for grade 12, the CDC said.

The overall percentage of sexually experienced teenage males decreased from 57.4% in 1991 to 48.8% in 1997, CDC said, whereas sexually active females decreased from 50.8% to 47.7%.

The trend toward abstinence contrasts with the promiscuity of the 1970s and '80s, when sexual activity ballooned among teenagers, Kolbe said. Sexual activity among girls 15 to 19, for example, jumped from 29% in 1970 to 57% in 1988, according to previous studies.

CDC said the decreases in sexual activity were also paralleled by declines in teenage pregnancy and gonorrhea, a sexually transmitted disease. Decreasing sexual behavior also reduces the danger of contracting other serious infections, such as AIDS, CDC said.

About 3 million sexually transmitted diseases occur annually among teenagers, and up to 1 million girls become pregnant. Teen pregnancy rates, however, decreased significantly from 1992 to 1995 in those 42 states with available data, the CDC said.

But health officials and others warned against becoming too complacent.

"As with almost every social ill, education once again proves to be the best antidote," said Daniel Zingale, executive director of AIDS Action.

He called for greater efforts to reach dropouts and youths past high school age.
. Half of all
new HIV infections occur in people younger than 25, he said.

"Clearly, this is not a one-shot deal, and no single approach will effectively reach all teens,"
said Dr. Helene Gayle of the CDC.

Publication#W\ P:P# 6. Associated Press"Publication" #:\ P;P# 09/17/98
Headline#\ P<P# Race Panel Sees 'White Privilege'Headline #:\ P=P#
By SONYA ROSS Associated Press
WASHINGTON (AP) - President Clinton is receiving a report from his commission on race
Friday urging him to help educate Americans on "white privilege" and how it disenfranchises
every group that came here without it.

To lead the nation toward racial harmony, the commission's report tells Clinton, he must
confront the "continuing existence of prejudice and privilege" that has created a system that
relegates to people of color an inferior status to that of whites.

The commission said it decided an apology for slavery was "much too narrow" to address
black Americans' experience with discrimination.

With its report, the president's advisory board on race wraps up its yearlong investigation of race in America.

"It is, we believe, essential to recall the facts of racial domination. ... We as a nation need to
understand that whites tend to benefit, either unknowingly or consciously, from this country's
history of white privilege," the report said.

That said, they noted that racial attitudes among whites have improved steadily over the past
40 years. "It is fair to say that there is a deep-rooted national consensus to the ideals of racial
equality and integration, even if that consensus falters on the best means to achieve those
ideals," the report's final draft said.

Clinton was to receive the report Friday in a meeting with the board, which will then be disbanded. The president has said he might continue the board's work through a permanent council, a step the board recommended. He will use the report as a basis for his own report on race in America.

Among proposals, the board:

- Recommended that Clinton's "mend it, don't end it" policy on affirmative action, which it supported, be studied further. "This is an area clearly in flux," the board said. "Leadership is needed to forge public consensus."

- Flagged for study police misconduct involving minorities, stereotyping in media, environmental justice, federal employment, bilingual education, access to technology, conflicts between nonwhite ethnic groups.

- Brought to Clinton's attention the practice of racial profiling, in which police use race to identify potential criminals. It is employed most often in traffic stops, a crime known casually as "driving while black."

- Urged Clinton to reduce the disparity in sentences for crimes involving powdered cocaine and its concentrated form, crack. The board said longer sentences for crimes involving crack, largely involving poor, black or Hispanic offenders, are "morally and intellectually indefensible."

Christopher Edley, a Harvard law professor advising Clinton, said the commission's work will be helpful.

"It addresses ... the kinds of dialogue and public education efforts that will help create the moral foundation for policy changes," Edley said. "The president sees this as an old and deep problem that no single report or collection of policy ideas will solve, but this is an important step."

Clinton was receiving a separate report Friday from the Council of Economic Advisers that lists social and economic indicators of various racial and ethnic groups. The race board suggested the report as a means of measuring the impact of prejudice.

The second report showed that whites and Asians enjoy greater advantages economically and have better access to health care and education. It found that the social and economic progress of blacks slowed between the mid-1970s and early 1990s, the economic status of Hispanics has declined in the past 25 years and American Indians are the most disadvantaged ethnic group by far.

In its report, the race board said white privilege manifests itself in small ways, among them being able to buy cars at lower prices, escaping scrutiny for possible criminal behavior, getting prompt service "while minorities and people of color are often still refused service or made to wait."

Throughout America's history, the board said, white privilege allowed blacks, Hispanics, American Indians, Asians, certain European immigrants and religious groups to gain only limited acceptance, usually after painful, hate-generated conflict.

Judith Winston, the race initiative's executive director, said the board felt it was important for people to know the history of other races to understand their co-workers and neighbors better. "Most people don't even know enough about their own history, the history of their group, to be able to educate others even if they wanted to," Winston said.

Specifically, the board noted an "inferior and uncivilized" status given indigenous Indians, who were then rounded up and isolated; "constitutionally sanctioned" discrimination against black slaves and their descendants for hundreds of years; "marginalization" of Latinos through military conquest; a belief from the

early 1900s that Asians were "a source of cheap labor," undeserving of owning land or having full citizenship rights; and "social exclusion, discrimination and disenfranchisement" that confronted immigrants from Ireland and Poland or those of Jewish, Catholic and Muslim religious faiths.

"Each of the minority groups ... shares in common a history of legally mandated and socially and economically imposed subordination to white European-Americans and their descendants," the board said. "Such subordination has had powerful consequences for us as a nation. ... One of our conclusions is the importance of educating all people of the continuing existence of prejudice and privilege."

Otherwise, board members made recommendations for promoting racial reconciliation that closely track programs the Clinton administration has proposed or already is doing in education, employment and law enforcement. They shied away from hot-button issues such as affirmative action, an apology for slavery and finding "a thoughtful alternative" to a colorblind society.

The board said it gave "considerable thought" to the question of an apology for slavery and concluded it would be "much too narrow" in light of black Americans' "unparalleled" experience with discrimination.

"The apology we must all make cannot be adequately expressed in words but in actions," the board said.

Publication#W\ P>P# 7. The New York Times"Publication" #:\ P?P# 09/18/98Section: National Desk; Section A; Page 1, Column 1

Headline#\ P@P# Clinton Panel on Race Urges Variety of Modest MeasuresHeadline #:\ PAP#

By STEVEN A. HOLMES
WASHINGTON, Sept. 17 "After 15 months of work, President Clinton's advisory board on race relations has produced a modest report whose chief recommendation is the creation of a permanent Presidential council on race.

The voluminous report breaks little new ground. Indeed, much of it is a compilation of observations and recommendations that the board made to Mr. Clinton earlier, as the members went about their work. While it is filled with policy suggestions on education, affirmative action, health, the criminal justice system and immigration, it underscores these four recommendations as major:

- *Creation of a permanent body, which would be known as the President's Council for One America, to promote harmony and dialogue among the nation's racial and ethnic groups.

- *The Government's development of an education program to keep the public informed about race in America.

- *A Presidential "call to arms" to leaders of government and the private sector to "make racial reconciliation a reality."

- *Engagement of youth leaders in an effort to build bridges among the races.

A number of scholars and civil rights advocates said the board had squandered an opportunity to make a bold contribution to stimulating an informed discussion of race that moved beyond the familiar positions of liberals and conservatives.

"Those sound like a list of platitudes," Randall Kennedy, a Harvard Law School professor, said of the board's main recommendations. "My goodness, there is nothing substantive there. It's not like I'm searching for a fight, but that's not exactly giving people direction. Talk about lowest common denominator!"

For example, Professor Kennedy noted, the board called for the Justice Department to consider restricting the use of racial profiling by Federal law-enforcement agencies and urging local police departments to do the same. Professor Kennedy, who opposes racial profiling "the

use of race as a factor in determining the profiles of likely criminal suspects " said that if the board felt as he did , then it should have called for the practice to be outlawed.

Mr. Clinton is to receive the report at the board's final meeting, on Friday. White House officials said he would incorporate some of its recommendations in a larger report on race and ethnicity that he will issue by the end of the year.

The current report brings the final chapter in the troubled history of the seven-member board, which was headed by the noted black historian John Hope Franklin. Almost from its inception, in June 1997, the body, formally the Advisory Board to the President's Initiative on Race, was plagued by a lack of organization , a youthful staff with few policy experts, a lack of political experience and continued interference by White House officials who feared the political consequences of its work.

"There is timidity on this question," said a Republican member of the board, Thomas H. Kean, former Governor of New Jersey. "Race is very divisive. As the year wore on, people became " not the board, but people in the Administration " became concerned. We were not encouraged to be bold. My recommendations were much bolder than anything contained in this report."

For instance, Mr. Kean said, he would have challenged the news and entertainment industries to put an end to the perpetuation of racial stereotyping.

Another problem the board faced was that with public attention diverted by the Lewinsky episode, it was hamstrung in efforts to stimulate a nationwide dialogue on race, one of its major goals.

Dr. Franklin, the board's chairman, did not respond to a request today for an interview.

But Judith A. Winston, the executive director, said the board had been able to achieve a measure of success.

"We have done what the President asked us to do this initial year," she said. "Certainly the advisory board has carried out its mandate."

Ms. Winston and White House officials said the board had never been expected to be an independent body like the Kerner Commission, which investigated the nation's racial climate after the urban riots of the late 1960's and produced bold policy pronouncements. Instead, the panel was to serve as Mr. Clinton's "eyes and ears," gathering information that would help him develop his later report on race.

"He didn't want to create a commission that sort of went off and did things independently and on its own," said one White House official, who would speak only on the condition of anonymity. "He wanted to amplify and expand the people around him whose full-time job would be to focus on this issue. He knew he couldn't do it himself and that his White House staff couldn't do it on a full-time basis."

But with expectations raised by Mr. Clinton himself when he began his race relations initiative with a speech at the University of California at San Diego in June 1997, there was a palpable sense of disappointment in the board's work among civil rights advocates and those who study the country's racial climate.

Beyond its main recommendations, the board's report did make other suggestions, many of which the panel had made before in letters to the President. It urged tighter enforcement of the nation's civil rights laws, an end to sentencing disparities for crimes involving crack on one hand and powder cocaine on the other, greater spending on teacher training and school construction in minority areas, and efforts to end income inequality.

It also reaffirmed its support for race- and sex-based affirmative action, declaring that "for far too many minorities, a level playing field remains a mirage."

Still, the board ducked making any recommendations on many other highly contentious issues that surround race, like busing to achieve school integration, the construction of scatter site public housing and the use of school vouchers to allow poor children to attend private schools.

"We were not able, in the short amount of time we had and the format we were working in, to cover the horizon," said one board member, Angela Oh, a Los Angeles lawyer.

Publication#W\ PBP# 8. Boston Globe"Publication" #:\ PCP#September 18, 1998

Headline#\ PDP# President's racial board cites bias Headline #:\ PEP#
By Ann Scales, Globe Staff

WASHINGTON - Thirty years ago, President Lyndon Baines Johnson's Kerner Commission concluded that America was moving toward two societies: one black, one white, separate and unequal.

Today, after 15 months of study and hundreds of racial dialogues around the country, President Clinton's race advisory board describes a somewhat different America: "more united" than divided along racial lines, but a nation where "discrimination is still a fact of life."

"We as a nation need to understand that whites tend to benefit, either knowingly or consciously, from this country's history of white privilege," the report concluded.

The tone of the report runs from blunt warnings on continuing divisions to benign exhortations for racial understanding.

White privilege, the authors said, is built into the daily indignities that min

orities endure and that whites generally do not. Whites aren't followed by store detectives who see the word "shoplifter" in the color of their skin, the report said. They don't find themselves paying more for a car than the average black customer. They don't find themselves waiting for service or being refused it altogether, as minorities, too often, still do.

The report, however, is tough both on those who blink at residual racism and on those who deny that there has been progress since the heady days of the civil rights revolution. "Those who argue that there has been no change, however, and that racism is an unchanging fixture in American life are, in our observation, incorrect," the report said.

The story of race in America, the advisory board said, is still very much a work in progress. "That we have changed and will continue to change is inevitable. How we make this transition is the story to be written and is within our control."

The 200-page report is expected to be the last word from the seven-member advisory board to the President's Initiative on Race. The racially diverse board has worked to jump-start his national conversation on race and gather facts for the report on the state of US race relations that Clinton plans to release early next year.

The advisory board will present its findings to Clinton today at the White House. Its final meeting there will cap a yearlong assignment that stretched into 15 months. Its work was marred by a slow start, an often vague sense of a purpose, and a president distracted by personal and political problems.

The report will be accompanied by a separate 74-page document prepared by the president's Council of Economic Advisers, at the advisory board's urging. The economic document provides statistics on the social and economic state of minority America.

In its report, the advisory board urged Clinton to take "bold and decisive action to further the movement toward redeeming the promise of America," as he stated when he launched the race initiative in a commencement address in San Diego in June 1997.

Board members seemed to have advice for Clinton on just about every subject - among them, education, criminal justice, and job creation. They recommended, for example, that he push for an increase in the minimum wage, seek greater increases in funding for civil rights enforcement agencies, and work to find money to help cities and towns repair dilapidated schools.

The filing of the report marks the formal end of the President's Initiative on Race, which included three forums led by Clinton, nine advisory board meetings, 175 conversations led by Clinton administration officials, and more than 1,300 other local dialogues involving 17,000 people.

But even as the effort winds down, board members seem to believe Clinton's notion should be perpetuated in other forms.

In one major recommendation, the board urged Clinton to establish "The President's Council for One America," to demonstrate his long-term commitment and ensure that such efforts continue.

"The goal of creating a more just and unified society requires continued leadership from the office of the president," the board said.

Historian John Hope Franklin, chairman of the advisory board, said in an interview yesterday that he hoped the race effort would be "institutionalized."

"There is a lot of genuine interest in it, a lot of thinking about it," especially on how to resolve this "350-year-old problem," Franklin said.

The report lays out a detailed account of the history of minorities in America, how they arrived, and what they confronted when they got here. "History has consequences, and we cannot begin to resolve 'the race problem' if we are ignorant of the historical backdrop," the report said.

Many observers had accused the advisory board of not tackling such hot topics as affirmative action and a proposal that the nation issue an apology for slavery. In fact, the report addressed both issues.

Board members said they had given an apology for slavery "considerable thought over the course of the year."

"We concluded that the question of an apology for slavery itself is much too narrow, in light of the experience of blacks over the course of this nation's history," they said. "The apology we must all make cannot be adequately expressed in words but in actions."

The board also recommended that Clinton's "mend it, don't end it" policy on affirmative action be given further study, calling it "an area clearly in flux."

"Leadership is needed to forge public consensus," the board said.

In other recommendations, board members asked Clinton to convene "a high-level meeting" with media executives to discuss the problem of racial stereotypes.

They also urged him to study the problems of police misconduct toward minorities, environmental racism, and minorities' access to technology. In addition, they recommended that he seek to reduce the disparity in prison sentences for crimes involving powdered cocaine, favored by whites, and its concentrated form, crack, which is more commonly used in poorer neighborhoods where minorities are concentrated.

oncentrated.

Christopher F. Edley Jr., a Harvard law professor and adviser to Clinton's race initiative, called the board's report "a commendable effort."

"In a relatively short period, they've surveyed an enormous amount of territory and performed a great service, but it's not the end," Edley said. "It's only a milestone; the president wants to continue the effort, both within the administration and around the nation."

Asked how Clinton could overcome damage to his moral authority in the wake of the Lewinsky scandal and regain the voice he has used to exhort Americans to deal with the race issue, Edley paused for a long time and then said:

"You lay claim to the bully pulpit by climbing into it and demonstrating your right to stand there. There is no domestic issue that presents a better opportunity or a greater need for the president to do just that."

Tn

Publication#W\ PFP# 9. San Francisco Examiner"Publication" #:\ PGP# 09/16/98;
Edition: SECOND; Section: NEWS; Page A-19

Headline#\ PHP# President's race initiative plays in
PiedmontHeadline #:\ PIP
#

By WILLIAM WONG

THE BREATHLESS Lewinsky scandal has all but eclipsed the sunlight needed by other national issues.

Take President Clinton's race initiative. When he launched it last year, he wanted to spark a national conversation about race relations. All we seem to be getting now is a national conversation over sexual relations. The year-long race project is about to end, and even if the president wanted to shine a spotlight on it now, what news media outlet would pay any attention?

Forget about the national stage. Clinton's idea of getting Americans to talk with each other about race relations was brought to life last week in, of all places, Piedmont.

Piedmont?

The tiny well-to-do city of 11,000 residents that is completely surrounded by Oakland prefers anonymity. It is one of the least likely places to host an award-winning documentary film about black-white relations, if only because Piedmont's black population is minuscule.

But one night last week, there it was - a public gathering of people of many different racial and ethnic backgrounds watching Macky Alston's moving film, "Family Name." The film is about Alston's poignant search for linkages between white and black families in North Carolina that share the same last name, and his discovery that his white slave-owning family was related to black former slaves.

The many themes of the film, which aired last night on PBS, sparked plenty of conversations between the filmmaker and the audience, which, in addition to racial diversity, had a wide generational range, from young children to grandparents.

The story of how Piedmont came to host the "Family Name" screening is itself illuminating. For most of its 92 years as a city, Piedmont - a little more than a square mile in area with only 3,500 households - has been the home of executives, doctors and lawyers. Its racial makeup was white, its political orientation Republican.

In recent years, however, Piedmont has been changing. Now there are slightly more registered Democrats than Republicans. Asian Americans are close to 20 percent of the population, while African Americans are only about 1 to 2 percent.

As a way of easing the transition from Piedmont's past to its present and future, some Piedmonters of different racial backgrounds pushed the school district to form an Appreciating Diversity Committee. This year, the committee is sponsoring a film series to showcase films that could generate dialogue about all sorts of differences - race, disabilities, etc., according to Paulina Sue, a committee member.

In looking for appropriate films, Sue came across a flier for P.O.V., the public television series run by American Documentary. P.O.V. had just begun its own Television Race Initiative, which isn't related organizationally to President Clinton's race initiative. "We're trying to be a responsible part of media, which are blamed for a lot of societal ills," said Yvette Martinez, project manager of the TV race initiative based at San Francisco's KQED-TV.

The initiative offers films like "Family Name" to groups, churches and the like to stimulate community conversations about race relations. The night before the Piedmont screening, "Family Name" was shown at San Francisco's Grace Cathedral.

Both Sue and Martinez said they were blown away by the Piedmont event. They said they expected from 25 to 50 people. About 250 people showed up, far exceeding the Grace Cathedral crowd of 90. And some in the Piedmont audience stayed late into the night, talking in intense clusters. Martinez said some African Americans from Oakland told her they would otherwise never think of going to Piedmont.

One heartwarming event does not a transformation make. But what a besieged president envisioned a year ago is playing itself out far from the humid shores of the Potomac. Life goes on. William Wong is an independent journalist and Examiner columnist.

Publication#W\ PJP#10. All Things Considered (NPR)"Publication"#:\ PKP#will now handle training, recruitment, and supervision of theSection: News; Domestic;
Headline#\ PLP#New York School Safety

Headline#:\ PMP# Subhead#[\ PNP#The New York City Board of Education voted
last
night to turn over control of school safety to the New
York Police Departm
ent.
Subhead#:\ POP#

ROBERT SIEGEL, HOST: The New York City Board of Education voted unanimously la
st
night to give the police department control over security in the nation's la
rgest public school
system. This has been a hot issue in New York for years, a
nd it was a key factor behind the
resignation of a previous schools chancellor.
Attention was reflected in the rancorous debate
at the public meeting precedi
ng last night's vote.

From New York, NPR's Melissa Block reports.
MELISSA BLOCK, NPR REPORTER: For years, the Board of Education's Division
of
School Safety has been criticized for ineffectiveness and corruption. Nearl
y 400 school safety
officers have themselves been arrested over the past seven
years for crimes including drug
possession and sexual assault.

Mayor Rudolph Giuliani has long crusaded to have the NYPD take over school safe
ty, but
he's been opposed by a board reluctant to give up control, by school pr
incipals worried about
losing authority, and by a minority community that, to p
ut it mildly, tends to view the NYPD
with deep distrust.

That hostility was clearly evident at the packed board meeting last night, with
an overflow
crowd of well over 100 people, many of them African-American. One
by one, they rose to voice
their strong opposition to the course the board was
about to take.

Maria Justice is a parent from Brooklyn.

MARIA JUSTICE, PARENT, NEW YORK CITY: We have children that are not being
educ
ated, but yet we're preparing them if we put police in our schools; we're prepa
ring them for

a cell. We're not building schools, but we're building prisons.

BLOCK: The Reverend Doctor Adolf Roberts (ph) is pastor of Harlem's Mount Calvary Baptist Church.

REV. DR. ADOLF ROBERTS, MOUNT CALVARY BAPTIST CHURCH, HARLEM:
We do not want our children to be forced to live in a hostile environment which represents an armed camp or having the trappings of a police state.

BLOCK: Ed Flynn (ph) represents the group Parents Union.

ED FLYNN, PARENTS UNION: Don't bring the cops into the schools. Bring mama into the schools. You can't enforce discipline? Then get the hell out of here and let parents take over the schools and we'll make them work.

BLOCK: Before casting his vote to transfer control of school safety to the NYPD, board member Irving Hamer (ph) pleaded for the city to come together and make the best of a bad situation.

IRVING HAMER, MEMBER, NEW YORK CITY BOARD OF EDUCATION: The conditions that have created this debate, this rancor, this requirement that security officers in school buildings, make me want to weep.

BLOCK: With the new plan, the mayor and the board have reached a compromise. The 3,200 school safety officers will be trained, recruited and supervised by the police department. While officers in most other big city school districts carry guns, in New York they'll remain unarmed carrying handcuffs.

Currently, about 130 New York schools are also patrolled by armed police officers at the request of the principals, and that will not change.

Kurt Lavarello (ph) is executive director of the National Association of School Resource

Officers, which represents school-based police. He's also a school police officer in Palm Beach, Florida. And he says the training for school security personnel needs to be different than that for street cops, with an emphasis on conflict resolution.

KURT LAVARELLO, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS:

We may take a situation where there are two people fighting, and we may spend three, four hours mediating and getting all the players in that fight; well, here on the streets, if I responded to that situation, I'm going to maybe spend five minutes and tell them to both go home.

BLOCK: With the NYPD takeover, parents and school personnel are concerned that everyday fights don't become grounds for arrest.

Chris Stone, director of the Vera Institute of Justice, says the transition does raise sensitive issues.

CHRIS STONE, DIRECTOR, VERA INSTITUTE OF JUSTICE: The danger, of course, is that if you don't want kids developing police records just for acting out in school in front of somebody who now happens to work for the police department instead of working for the Board of Ed.

BLOCK: And that's what's on the mind of 10-year-old Jamilla Hardy (ph), who attended the Board of Ed meeting with her mother. She's a fifth grader at Booker T. Washington Middle School in Manhattan.

JAMILLA HARDY, STUDENT, BOOKER T. WASHINGTON MIDDLE SCHOOL, NEW YORK: Say a fight

was supposed to break out somewhere and there's a police officer standing right there. They're probably going to think that you're doing something wrong and are going to send you to jail. And if this was a security officer, they wouldn't do that. They would go and they would talk it over with you. BLOCK:

It's still to be worked out exactly who has final say in whether a student is arrested or disciplined at school. The NYPD will assume control over school safety by the end of the year.

Melissa Block, NPR News, New York.n

Publication#W\ PPP# 11. Chronicle of Higher Education Academe Today"Publication" #:\ PQP#September 18, 1998

Headline#\ PRP# Congress Nears Deal on Interest Rates on Refinanced Student Loans
ansHeadline #:\ PSP#
By STEPHEN BURD
WASHINGTON

Lawmakers were on the verge of working out a deal Thursday on what has been a potential stumbling block to the passage of a bill to extend the Higher Education Act: what interest rate to charge borrowers who refinance their student loans. The deal would temporarily cut both the interest rate for borrowers and the costs to lenders in the loan program.

In July, the Clinton Administration slashed for three months the interest rate that the government charges borrowers who consolidate their loans into direct lending. The idea was to offer those borrowers the same low rates that the Higher Education Act legislation offers new borrowers. The White House and Democratic lawmakers have been urging Republican lawmakers to extend the time period during which borrowers could benefit from this rate cut in the Higher Education Act legislation.

But Republican lawmakers have opposed the proposal because, they have said, banks cannot afford to provide consolidated loans at the lower rates. Lenders must pay the government 1.05 per cent of the amount of the combined loans when they make refinanced loans through the guaranteed-loan program. The G.O.P. lawmakers have complained that the government's competing direct-loan program would get an unfair edge if the legislation were to lower the consolidation rate for loans.

ns in that program, and banks could not match it.

The deal that Republican and Democratic House and Senate leaders were near finalizing

Thursday would, through January 1999, lower the rate that borrowers pay on consolidated loans in direct lending to the same level set for new loans under this legislation.

The deal would also halve the 1.05-per-cent fee that lenders in the guaranteed-loan program

pay the government to make refinanced loans, allowing them to offer rebates to borrowers that could match the lowered rates in the direct-loan program.

After January, both loan programs would set the interest rate on consolidated loans at the weighted average of the rates of the loans being refinanced.

Congressional leaders said that if the deal is completed, it is likely that the Higher Education

Act legislation will go to the House and Senate floors for a final vote as early as next week.

Publication#W\ PTP# 12. Chronicle of Higher Education Academe Today"Publication" #: \ PUP#September 18, 1998

Headline#\ PVP# Year-2000 Problem at Education Department Could Delay Student

Aid,
GAO Official WarnsHeadline #: \ PWP#

By STEPHEN BURD

WASHINGTON

The Education Department's slow start at dealing with the year-2000 computer problem

could "severely disrupt" the delivery of federal student aid to colleges and students, a high-ranking official at the General Accounting Office said Thursday.

"The Education Department is now accelerating its program, but with the slow start, it remains in a position of playing catch up," said Joel C. Willemssen, di

rector of the G.A.O.'s Office of Information Resources Management. "Accordingly, the department has major challenges ahead but limited time remaining to adequately deal with them."

Mr. Willemssen spoke at a hearing of the House of Representatives Committee on Education and the Workforce's Subcommittee on Oversight and Investigations. The hearing was called after the Education Department received an "F" in a new report card by the Technology Subcommittee for the House Government Reform and Oversight Committee for its "poor performance" in preparing for the year-2000 computer crisis.

According to Education Department officials, the department has completed changes to 4 out of 11 of its major computer systems in charge of delivering student-aid dollars to campuses and students.

Mr. Willemssen faulted "continual turnover" in the staff members in charge of dealing with the problem. Since February 1995, five different project managers have been in charge of the issue.

While the department has made progress recently, Mr. Willemssen said, he warned that department officials were "unrealistic" in the amount of time they have allotted for testing the changes they have made to the individual computer systems.

"Experience is showing that year-2000 testing is consuming between 50 and 70 percent of a project's time and resources," said Mr. Willemssen.

Marshall S. Smith, the Education Department's Acting Deputy Secretary, acknowledged the slow start. But he said that the department has now put in place "a comprehensive and very conservative plan to meet this challenge."

"I am confident that we will get this job done," he said.

Rep. Peter Hoekstra, the Michigan Republican who heads the Oversight and Investigations Subcommittee, cautioned Mr. Smith not to make promises the department could not keep.

"Only 470 days remain until January 1, 2000," he said. "If the Department of Education fails to seriously address these issues, millions of college students will be in jeopardy of not receiving their student financial aid."n
Publication#W\ PXP# 13. Chronicle of Higher Education"Publication" #:\ PYP#September 11, 1998

Headline#\ PZP# Education Department Said to Be Close to Naming Aid-Delivery CzarHeadline #:\ P[P#

When it comes to modernization, no one has ever accused the U.S. Education Department of being ahead of the curve. But department officials say that's changing.

They say they are close to naming their choice to head the "performance-based organization" that is supposed to modernize the way the department delivers student aid " weeks before Congress is expected to pass legislation that would order them to do so.

Aides to lawmakers in the Senate and House of Representatives are crafting compromise legislation to extend the Higher Education Act, which contains a provision that would take authority for managing student-aid delivery away from the department's top officials and give it to an executive with a knack for financial management.

Department officials declined to identify their choice, because the person still must pass several security clearances. But sources said it is Suzanne Peck, a former administrator at Sallie Mae, who is reportedly well regarded by officials in the loan industry.

Ms. Peck was not available to comment. And a Sallie Mae spokeswoman said she kn

ew
nothing about the appointment.n

Publication#W\ P\P# 14. Chronicle of Higher Education Academe Today"Publicati
on" #:\ PJP#September 18, 1998

Headline#\ P^P# Year-2000 Problem at Education
Department Could Delay Student
Aid,
GAO Official WarnsHeadline #:\ P_P#
By STEPHEN BURD
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Publication#W\ P'P# 15. LRP Publications"Publication" #:\ PaP#September 17, 1998

Headline#\ PbP# House Dems Up In Arms Over
Education Block Grant Proposal Head
line #:\ PcP#

House Democrats today voiced strong disapproval for a GOP measure that would send billions of education dollars directly to states, claiming it "sabotages" schools both by attempting to dismantle the Department of Education and eliminating effective programs.

The Dollars to the Classroom Act (H.R. 3248) - - which is slated to begin debate in the House tomorrow - - would send \$2.68 billion directly to public schools by consolidating 31 federal education programs and creating a \$2.7 billion block grant to be given directly to the states. The bill requires that at least 95 percent of the grant directly benefit children in the classroom.

Democrats called the bill a "shameful" destruction of a number of competent, E D-administered elementary and secondary school programs such as Goals 2000, Science-to-Work and Technology for Education.

"The Republican education block grant proposal, eliminating key education programs, is part of the overall anti-public education agenda that Republicans have been pursuing since they took control of Congress in 1995," stated a report released today by the House Democratic Policy Committee. "Instead of calling for improving public education, the Republican education agenda represents an orchestrated assault on public education in this country."

Democrats said that the GOP's move to bypass the department and send federal dollars directly to the states is based on the false assumption that each of the 50 states will do more for students than would the federal government. They also argued that H.R. 3248 eliminates spending accountability by handing a blank check to states without providing the oversight necessary to ensure the money is spent appropriately.

"This so-called Dollars to the Classroom is nothing more than a backdoor attempt to eliminate the federal Department of Education and create a system with no accountability," said Rep. Bob Etheridge, D-N.C.

Republicans say that the new funding would equate to an extra \$9,300 per school or \$425 per classroom, with each state receiving increases ranging from \$1.6 million to \$89 million, but Democrats argue that it would do just the opposite.

e - - reduce the amount of money going to schools.

Education Secretary Richard Riley said that unless Congress appropriates more money for the block grant than it allotted for the current programs, "all states would receive less money for education. All this bill does is reduce accountability and rearrange some boxes."

Democrats intend to offer a plan to reduce class size as an amendment to H.R. 3248. They say the initiative would enable school districts to hire 100,000 new teachers and set the goal of reducing class size in grades 1 through 3 to an average of 18 students.

"Rather than adopting phony education reform through block grants, we should move swiftly to hire new teachers to reduce class sizes so every child in America has a fair shot of succeeding," said Rep. William Clay, D-Mo. n
Publication#W\ PdP# 16. LRP Publications"Publication" #:\ PeP#September 16, 1998

Headline#\ PfP# Coalition Unveils Multi-Million Dollar Internet Education Campaign
aighn Headline #:\ PgP#

Parents, teachers, librarians and other care providers will be given the tools to better protect children as they surf the Internet under a new campaign launched yesterday in Washington, D.C.

Internet providers, education organizations and children advocacy groups have joined forces to offer parents and educators resources designed to make the Internet a safe and rewarding medium for children.

The campaign, America Links Up, will reach out to communities across the country by way of local Internet "Teach-Ins." These events will bring parents and other care providers together to discuss Internet basics and to learn how to guide children's online activities, campaign organizers said.

"We're answering the call from parents who want to know how to ensure that their children can reap the incredible rewards that the Internet has to offer, while avoiding the risks," said Dennis Eckart, executive director of America Links Up. "We have constructed a far-reaching, integrated public education campaign that will raise awareness, deliver information and provide technological and non-technological tools to empower parents and other caregivers to provide guidance for their children online."

Secretary of Education Richard Riley applauded the campaign's launch, saying it would "educate parents and teachers about effective, affordable, and easy-to-use tools that will empower them to guide kids online."

The campaign will feature television and radio public service announcements, a website, safety tips and tools, a televised safety forum and more than 200 of the local community "Teach-Ins."

The America Links Up campaign can be accessed online at <http://www.americalinksup.org>.

Publication#W\ PhP# 17. Education Daily"Publication" #:\ PiP#September 18, 1998

Headline#\ PjP# Civil Rights Group Accuses ED Of Lax Title I OversightHeadline #:\ PkP# by "Rebecca S. Weiner

The Education Department has not implemented several provisions in the law aimed at improving education for low-income students, a civil rights group says.

ED's missteps, according to a report released yesterday by the Citizens Commission on Civil Rights, have undermined Title I's mission to give poor students the same educational opportunities as more affluent students.

"More progress could have been made if the department faithfully implemented Title I," said William Taylor, the commissions vice chairman, in a news conference. "Left to their own devices, states have gone back to neglecting the needs of the poorest children."

Congress next year is set to reauthorize the Elementary and Secondary Education Act (ESEA), which includes Title I.

Specifically, the commission said ED has incorrectly:

- * Limited the requirement of standards and assessments to only math and reading, rather than all core subjects;

- * Permitted states to accept differing local education standards; and

- * Failed to insist that states demonstrate how they are helping districts meet new higher standards.

Theres Another Side To This

But EDs K-12 education chief disagreed with the commissions assessment.

"The commissions report provides an unfair and incomplete characterization of the national effort to dramatically improve the quality of education for all children," said Gerald Tirozzi, EDs assistant secretary for elementary and secondary education, in a statement.

"While the department recognizes the need to further accelerate implementation of the law," he added, "the fact is significant progress has been made over the past four years."

GOP Threats To Title I Looming

Taylor said he is concerned that Republican proposals supporting vouchers and block grants could dilute or wipe out solid reform efforts that were added to Title I.

tle I in 1994.

He added that states and local school districts were given more flexibility in the 1994 reforms, but have failed to live up to their responsibility.

Its a track record that Taylor worries about when lawmakers start considering s ending federal money in unencumbered block grants to state leaders. "If theres no accountability, youll see a perpetuation of a system where poor and minority children remain at the bottom of the heap," he said.

Richard Long, executive director of the National Association of State Title I Directors, said there hasnt been enough time since the laws passage to see concrete changes in student and school performance.

"Making the types of changes outlined in the 94 statute takes more than two years," he said in an interview yesterday, referring to the fact that it took ED nearly two years to develop regulations for the law.

Long added that ED hasnt been given the staffing resources by Congress to adequately implement the law.

"There are not a large number of people at the Education Department who work in the Title I area," he said. "Just passing requirements and walking away doesnt work well."

Looking Forward

The commission recommends that Congress reauthorize Title I for at least five more years.

It says the central tenets of the law "high standards, assessments and school accountability" are important tools for educating low-income children.

It also suggests Congress take steps to improve teacher professional development and improve the overall quality of schools in high-poverty areas.

As two ways to improve schools, the commission suggests recruiting teachers by forgiving student loans, and giving \$2,500 bonuses to teachers who are certified by the National Board of Professional Teaching Standards.

At the state level, some commission recommendations include: setting high standards for all children, assisting local school districts in fulfilling Title I mission, and including limited-English-proficient and disabled students in schoolwide assessments.

Publication#W\ PIP# 18. Education Daily"Publication" #:\ PmP#September 18, 1998

Headline#\ PnP# House HEA Conferees Reach Loan Consolidation Truce!headline #:\ PoP# by "Eli J. Lake

House Higher Education Act conferees have reached a tentative agreement to temporarily lower interest rates on consolidated student loans, paving the way for swift passage of HEA legislation possibly as soon as next week.

House sources report that the accord would extend by four months the period in which borrowers can consolidate their existing student loans at the new low interest rate formula afforded in the House and Senate HEA bills, which is 2.3 percent plus the 90-day Treasury bill.

In The Interim

During this period, lenders who currently pay the Treasury 1.05 percent of the consolidated loan balance every year that they hold the loan, would have to pay the Treasury 0.5 percent of the loan.

Once the four-month period expires, the interest rate on loans consolidated through

ough both the direct loan and Family Education Loan (FEL) programs would be based on a weighted average of the interest rates on the loans the student consolidated. The House compromise resolves a long-standing dispute between Republican and Democrat lawmakers who have been at odds on the rates borrowers should pay on loans they opt to refinance once the new HEA interest rates kick in.

Democrats have pushed for provisions that would give existing borrowers the same low interest rates that new borrowers would pay on student loans under the proposed HEA rate change.

But Republicans have resisted this approach, arguing there was not enough extra money in the budget to confer them this benefit.

ED turned up the temperature on the dispute earlier this summer when they temporarily applied the lower interest rate on loans consolidated through the direct loan program without consulting Congress (ED, June 25).

Numerous lender groups and Republicans cried foul. House education committee chairman Bill Goodling, R-Pa., went so far as to schedule hearings on ED's loan consolidation operation (ED, Aug. 4).

While the Clinton administration views the proposed compromise as imperfect, one administration official says, "this is better than some may have expected would come out of conference."

House conferees now must vet the consolidated loan proposal through the Senate, which has not yet signed off on it, House sources say.

Many observers, however, believe that the Senate will accept the House compromise.

"I don't think this will be automatic. The Senate Democrats are in particularly

close communication with the administration," said Brian Fitzgerald, staff director of the Advisory Committee on Student Financial Assistance, which analyzes financial aid issues for Congress.

However, Fitzgerald added, "I'm confident that any compromise the House reaches will get serious consideration by the Senate."

In addition to bringing the Senate on board, the House also must get House and Senate budgeters to accept the compromise as cost neutral, or free up the additional money to pay for the four-month agreement.

Overall, House staff are confident the conference report is almost finished.

"My view is that we should have a bill ready to go by next week," said Vic Klatut, staff director for the House Education and the Workforce Committee.

Publication#W\ PpP# 19. Education Daily"Publication" #:\ PqP#September 18, 1998

Headline#\ PrP# Poll: Public Wants Better Teacher TrainingHeadline #:\ PsP# by "Jonathan Fox

The public favors better teacher training and testing over the prospect of firing poor performers, a new poll claims.

The survey by the Association for Supervision and Curriculum Development says that about half of Americans favor more training and testing rather than firing poor workers (30 percent) or linking salary to student performance (18 percent)

The poll also found that 83 percent of 800 respondents, favor lowering class sizes and increasing the average teacher salary from \$38,900 to \$43,000.

The poll also found that nearly half (49 percent) think most children will be educated outside

public schools in the next century.n

Publication#W\ PtP# 20. Education Daily"Publication" #:\ PuP#September 18, 1998

Headline#\ PvP# AASA Hears Call For Change In
Budget Law For EducationHeadline
#:\ PwP#
by "William J. Cahir

Advocates for public schools should develop budget proposals that would let law makers spend part of the budget surplus on education, an analyst told school st aff this week.

Lobbyists for schools should act now because Congress probably will not leave i ntact the strict, \$255.7 billion cap on non-defense spending enacted last year, said Stanley Collender, a budget expert with Fleishman Hillard, a Washington, D.C., consulting firm.

"There will be an opportunity to get those [annual] caps increased," Collender told the American Association of School Administrators (AASA) at its annual legislative conference Thursday. "But the problem is, there is no guarantee that i ncreased funding will go to education."

Under current law, appropriators can increase funding for programs either by passing a law to waive the budget caps or by cutting other programs.

"The prevailing Republican view is the second," Collender said. "And that pits education against health care and everything else."

Several factions in Congress have different priorities for the budget surplus " including cutting taxes, paying down the national debt and spending more on domestic programs " which the Congressional Budget Office says will reach \$63 billion after fiscal 1998.

Collender, however, didnt suggest specific changes to budget law, leaving AASA members to develop their own legislative strategy.

Congress has not passed a budget resolution or an education funding bill for fiscal 1999, which starts Oct. 1 (ED, Sept. 10).

"There's nothing they can do with [the surplus] right now," Collender said. "That's the frustration with the budget process [and why] it's critical that you pay attention to it."

Also at AASA's annual legislative conference Thursday, a former aide to House Democrats urged school administrators to fight a Republican block grant proposal, H.R. 3248, slated for a House vote today.

The bill actually is a GOP attack on funding for public education, charged Jack Jennings, director of the Center on Education Policy in Washington, D.C.

The bill's so-called "hold harmless" provision, aimed at preventing future cuts in funding to the 31 programs slated for consolidation into a block grant, would be ineffective, he said.

H.R. 3248, an authorizing bill, cannot guarantee future appropriations, he said.

Instead, it can establish that future cuts in funding would be distributed proportionately among states.

"It's just a ruse in order to get rid of federal aid to education," Jennings told a ballroom of more than 200 school administrators.

No One Loses

House Republicans yesterday held a news conference for their block grant bill, emphasizing that the measure would require states to direct 95 percent of every federal education dollar to school districts.

"No one, I repeat, no one loses money under this bill," said Rep. Bill Goodling, R-Pa., chairman of the House education committee.

Jennings and AASA staff said Goodling's claim is misleading because his proposal would not guarantee funds to any school districts that receive funds now under Goals 2000, the Safe and Drug-Free Schools Act or other programs included in the block grant.

Instead, governors would get to decide which districts get funds.

Publication#W\ PxP# 21. Education Daily"Publication" #: \ PyP#September 18, 1998

Headline#\ PzP# With Session Ending, House Sets Education Task ForceHeadline #
:\ P{P#
by "William J. Cahir

House Speaker Newt Gingrich announced yesterday that first-term Rep. Anne Northrup, R-Ky., will chair a new GOP task force on education and literacy.

The Education and Learning Task Force "will help us adjust and prepare for long term changes and goals affecting our schools," Northrup said at news conference yesterday.

She did not mention specific proposals.

Sen. Paul Coverdell, R-Ga., chairs a similar Republican task force on education in the Senate, that has advanced education savings accounts for public and private K-12 tuition.

But President Clinton already has vetoed Coverdell's bill.
Publication#W\ P|P# 22. Education Daily"Publication" #: \ P}P#September 18, 1998

Headline#\ P~P# Panel: Teachers Need Skills To Spot Learning ProblemsHeadline
#:\ PP#
by "Rob Jennings

Teachers need to learn how to detect learning disabilities in children, several educators told a Senate committee on Thursday.

Since learning disabilities are invisible handicaps you can't tell whether someone has Attention Deficit Disorder or dyslexia simply by looking at them, teachers need special training, said MacLean Gander, vice president of academic affairs at Landmark College in Putney, Vt.

Gander and other panelists had at least one receptive member in their audience: Sen. Jim Jeffords, R-Vt., chairman of the Senate Labor and Human Resources Committee, has a daughter whose dyslexia went undiagnosed until college.

Jeffords said he would support more teacher training for diagnosing learning disabilities in the current reauthorization of the Higher Education Amendments.

House and Senate lawmakers are currently working out differences in their versions of the bill.

Ironically, a greater focus on inclusion of disabled students in regular classes may be hindering speedy diagnosis of certain learning disabilities, Gander said.

Learning disabilities can be every bit as frustrating and destructive as physical impairments, panelists testified.

Kettner Grizwold, an engineering contractor in Kensington, Md., said that charm and short cuts enabled him to avoid getting treatment for dyslexia until his difficulties got him booted out of college.

His impairment forced him to speak extemporaneously to the panel. "For a dyslexic, preparing a written statement is like walking across hot coals," he explained.

"Even today, I can only read at the 6th grade level 8 and thats on a good day," Grizwold said.

Sally L. Smith, founder of the Lab School in Washington, D.C., which treats children and teenagers with severe learning disabilities, spelled out warning signs that may distinguish a restless youngster from someone who has a serious handicap.

She said preschoolers and kindergartners may have a disability if they:

- * Are intelligent but cannot follow simple directions;
- * Dont enjoy listening to stories;
- * Cannot clap three times imitating the teacher; and
- * Have difficulty rhyming, counting and doing puzzles.

Children who have trouble playing with others or "overreact or underreact to situations" may have more subtle learning disabilities, she said.

Publication#W\ PP# 23. Education Daily"Publication" #:\ PP#September 18, 1998

Headline#\ PP# Ariz. High School Tackles Tough
Special Ed CasesHeadline #:\ P
P#
by "Rob Jennings

Rand Lane takes the usual mission of a high school principal and turns it upside down.

He judges himself a success when a student doesnt graduate from his Edward S. Gray Educational Program, a fully-accredited private high school in Phoenix which enrolls about 90 troubled teenagers every year.

"We can give kids high school diplomas, said Lane, now in his third decade with

the high school, "but our intent is not to graduate students. Our intent is to send them back to public school.

Lane, of course, could hand out as many diplomas as he'd like "the high school has been fully accredited since 1985 "but he gets far more satisfaction in seeing his former students thriving at their home schools after a few months or a year at Gray Educational.

In all but a few cases, Lane said he achieves this goal "an impressive result, since many of his students suffer from autism, obsessive-compulsive disorder, depression and Tourette Syndrome.

One such student, he said, is 14-year-old boy with mild autism who has an IQ of 140 and the social skills of a seven year old.

"Our purpose is to help kids feel good about themselves academically, Lane said

"Academic gains kids make do more than anything to help their self-esteem.

Two-thirds of Gray Educational's students live at the Wendy O'Brien Treatment Center, which houses the high school.

Some are enrolled by their public school districts, which then pick up the costs; others are placed by their parents.

Making Learning Fun

"Our approach to schooling here is that learning should be fun," Lane said. "It doesn't mean that we alleviate them from the responsibility of learning.

One example of the creative approach could be asking a student to build something and write a story about the project, said Dave Bachmann, who has taught English at the school for 19 years.

"It has to be exciting," Bachmann said of his lessons, which incorporate heavy use of computers and the Internet. "We try to build programs around each student as an individual.

Marta Urbina, a family network coordinator for the Phoenix-based Pilot Parent Partnerships, which provides information to parents of disabled children, said the Gray program is an option for families whose kids might not be adequately served by their school districts.

It "does provide to students with learning disabilities as well as to those who have emotional problems," she said.

"Our first responsibility is to show them that they can succeed in learning, Lane said.

"Every child needs to succeed somewhere. If they need to succeed at breaking and entering, they do that."

Publication#W\ PP# 24. The Virginian-Pilot and The Ledger-Star"Publication" #: \ PP# 09/16/98; Edition: FINAL; Section: LOCAL; Page B9

Headline# \ PP# NSU TEACHER TRAINING
PROGRAM ONE OF 18
RECOGNIZED NATIONWIDE

Headline #: \ PP#

By ALICE WARCHOL
STAFF WRITER

A teacher recruiting program at Norfolk State University was one of 18 recognized Tuesday by the U.S. Department of Education as a national model for increasing the number of minority educators.

During his annual back-to-school speech in Washington, D.C., U.S. Secretary of Education

Richard W. Riley said the nation needs to improve how it prepares and recruits new teachers.

He unveiled a report that listed programs that have been effective in reaching those goals.

"Once a new teacher enters the classroom, we allow a perverse 'sink or swim' approach to define the first years in teaching," Riley said. "New teachers are usually assigned the most

difficult classes in addition to all the extracurricular activities that no one else wants to supervise.

"Then we wonder why we lose 22 percent of new teachers in the first three years - and close to 50 percent in our urban areas."

Riley also said educators need to address "the increasing diversity of our classrooms and the lack of diversity of our teaching force."

According to the U.S. Department of Education, about 86 percent of the teachers in public schools nationwide are white, while more than 32 percent of students in grades kindergarten to 12 are minority.

NSU's Pathways to Teaching Careers Program is working to bridge that gap. The program is a 5-year-old collaboration with Old Dominion University and Norfolk Public Schools.

Through the program, employees who work in Norfolk Public Schools - from teachers' aides and secretaries to security officers - have the opportunity to earn a teaching endorsement and complete a bachelor's degree, if necessary. The program was recently expanded to include Portsmouth Public Schools. There are 27 people in the program this year.

NSU President Marie McDemmond said she was delighted to hear the program was hailed as a national model.

"It shows that we have quality programs in education," McDemmond said. "We will continue to enhance those."

Funded by the DeWitt Wallace Reader's Digest Fund, the program pays for 80 percent of the employee's tuition and some textbook expenses. Employees keep their regular job with the division while they attend classes at night and on the weekends.

In Norfolk, the program offers teacher training in specific areas of need, such as: early childhood education, math, science, foreign language and special education, said Denise Littleton, the acting dean of education for NSU and director of the Pathways project.

The program has also been able to address the shortage of minority teachers, particularly males, Littleton said.

By reaching out to employees who already work in the school division, Littleton said the program is finding highly motivated candidates.

"They're familiar with the children, they know about the community. This is not like the typical 20- to 21-year-old coming out of college for the first time with very little experience and knowledge about the urban classroom."

So far, 106 people have been enrolled in the program; 92 have graduated and 66 are certified.

Those who aren't yet certified are waiting to take the National Teachers Exam or are awaiting their test results, according to the U.S. Department of Education. The majority have been rehired by Norfolk Public Schools as teachers.

According to the report: "The program has provided a unique avenue to teaching for a pool of candidates with backgrounds and experiences that make them well suited to address specific teacher shortages in the Norfolk Public Schools."

ART Caption: Photo

Richard W. Riley

Publication#W\ PP# 25. Seattle Times"Publication" #:\ PP#September 18, 1998

Headline#\ PP# Home-schoolers get help from Seattle district Headline #:\ PP#

by Dick Lilly Seattle Times staff reporter

Home-schooling parents who approach their local school asking that their child be allowed to take just one or two courses - tough subjects they can't teach th

emselves - often do so with
trepidation.

Too often, veteran home-schoolers say, the answer from school officials is the
same: "I don't
think we can do that."

Now, the Seattle School District is joining a growing list of districts that we
lcome
home-schoolers - providing them a home in the public schools.

Classes start Tuesday at the district's new Homeschool Resource Center. Followi
ng the lead
of centers in such districts as Edmonds, Federal Way and Bellevue,
it's intended to help
home-schoolers teach their kids and smooth the rough spot
s between often fiercely independent
families and "institutional schooling," sa
ys Beth Rosenzweig, manager for the new center.

The resource center will occupy seven classrooms at the former Crown Hill Eleme
ntary
School north of Ballard. It will serve home-schoolers two ways, said Rose
nzweig, a certified
teacher who is also a home-schooler, consultant on home-sch
ooling and former chairwoman of
the Washington Home School Association.

First, the center will enroll students in a state-approved program called an "a
lternative
learning experience." Students must attend classes at the center at
least five hours per week,
with at least 20 more hours of education a week at h
ome. All the instruction is guided by an
individual-learning plan developed by
parents and center staff.

Second, the center will provide resources such as loaned textbooks, access to c
omputers and
testing services for home-schooling families who don't sign up for
the full alternative learning
experience. The center, Rosenzweig said, will be
able to answer seemingly simple questionssuch as "What should an eighth-grader
know for math?" that now can baffle home-schooling
parents because they don't
know who to call.

Schools benefit, too

There's a significant financial benefit for the public schools. Students enrolled in an alternative learning experience are considered to be enrolled in the district, which receives the same funding the state provides for full-time public school students - slightly more than \$3,500.

The district has budgeted \$900,000 for the center's first year. If enrollment reaches 375 students, the maximum the district will allow this year, the center will cost about \$2,400 per student; if enrollment is smaller than that, the per-student cost will be higher. Assuming there is some surplus from the state funds, the district expects to spend part of it for overhead costs at the center, but it also expects a significant amount that can be applied to general district needs including busing, bilingual education or special education where state reimbursement doesn't keep up with costs.

"It's a cheaper program than a normal classroom, certainly," said Bob Goldstein, the district's budget manager.

Program aimed to help parents

There are about 400 Seattle home-schoolers registered with the state, and enrollment in the new center, which will close Oct. 5, is already more than 250. Only students who have been registered as home-schoolers for at least 90 days can enroll; transfer from regular school enrollment directly into the new center is not allowed.

Among the benefits of enrollment is a \$400 allowance for each student for teaching materials or educational experiences, which can range from dance lessons to theater tickets.

Academically, the on-campus classes will be rigorous and students will be expected to behave or leave, said Rosenzweig. Parents are required to be present with

h children under 13.

There will also be support groups for parents and the opportunity for networking with other home-schoolers.

For the school district, the idea was to serve "parents we don't have any contact with," said

Doug Danner, the district's middle-school coordinator who proposed the Homeschool Resource

Center to Superintendent John Stanford about a year ago. Stanford "just gave me the complete authority to see it through," he said.

"The biggest district in the state should have picked up on this sooner," Danner said. "But I'm pleased we got it running so fast - a new school!"

The center provides home-schoolers "with access to their tax dollars," Danner added.

He said he was inspired after visiting Cyberschool, an alternative learning experience in the Edmonds School District with nearly 500 students, almost 200 from outside the district, including Seattle.

Program began with computers

In the summer of 1996, Edmonds was among the first districts to take advantage of relaxed state regulations that allowed alternative learning programs for all ages. Until a few years ago such programs were permitted only for secondary students. Now as many as a dozen districts in the metropolitan area have or are developing the programs, many of them starting this fall.

Often the initial idea was to provide home-schooling parents with access to computers, and the Seattle site will open with a \$60,000 Internet-connected computer lab. That will be a huge relief to Cathie Orriss, a Ballard single parent who's home-schooled her three children and has had to drive them to Kent and Fede

ral Way schools to use computer labs.

But most alternative-learning-experience centers have quickly expanded beyond computers to the science, math and foreign-language classes most often mentioned by home-schooling parents as the subjects they feel unable to teach. Seattle will start with courses in math, Spanish, music appreciation and writing.

Parents have already had a lot to say about what the center will offer. A parent advisory group will help determine course offerings based on what students' families want, Rosenzweig said.

Sooner or later, most home-schooling families want their children to take at least some high-school courses, or enter the Running Start program for high-school-age students at community colleges, according to Mont Francisco, a Shoreline parent who has home-schooled his three children. The new center will make that transition easier by providing documentation of students' educational experience, he said.

"We knew that Beth Rosenzweig understands home-schoolers. We don't have to educate the administration of the Homeschool Resource Center to the needs of the home-schooler," said Francisco.

While many families will continue their own home-based schooling and use the new center only for resources and networking, others, such as Orriss, aren't afraid of losing some of their independence in exchange for access to classes at the Homeschool Resource Center.

"What I realized is I'm still a home-schooler," she said. "I'm just going about it in a different way, using the school system."

Publication#W\ PP# 26. Los Angeles Times"Publication" #:\ PP#* 09/18/98; Edition: Home Edition; Section: Metro Desk; Page A-24

Headline#\ PP# Wilson Signs Bills to Raise Number, Skills of TeachersHeadline

#:\ PP#

From Associated Press

SAN DIEGO " Gov. Pete Wilson has signed into law a half dozen bills intended to increase the numbers and quality of California teachers.

A bill by Assemblywoman Kerry Mazzoni (D-San Rafael) sets up a pilot program to accredit six private colleges or out-of-state colleges with satellite campuses in California to train teachers. Currently, their graduates cannot teach in California schools.

A bill by Assemblywoman Susan Davis (D-San Diego) gives \$10,000 bonuses to as many as 500 teachers who achieve difficult National Board Certification.

The other bills encourage the UC and Cal State systems to offer undergraduate minor programs in education to reduce the time it takes for teachers to get credentials, streamline credentialing for out-of-state teachers, provide loans for aspiring teachers who study math and allow students to do work-study programs in public schools.

Wilson announced the bill signings at a ceremony Thursday at a San Diego elementary school.

Publication#\ PP# 27. Los Angeles Times"Publication" #:\ PP#* 09/18/98; Edition: Valley Edition; Section: Zones Desk; Page A-1

Headline#\ PP# Clinton Debate in Class Is Delicate

Affair Headline #:\ PP#

Subhead#[\ PP# Teachers are focusing on legal aspects of scandal.

Subhead#:\ PP# By LIZ SEYMOUR; DUKE HELFAND

TIMES STAFF WRITERS

NORTH HILLS " Mark Elinson's history students at Monroe High School spent Thursday afternoon arguing about adultery, lies, and one man's fall from grace.

The Bill and Monica story? No. The students were reenacting the Salem witch trials of 1692 after having read the classic Arthur Miller play "The Crucible," in

which an adulterous affair
between a young woman and a married man ultimately
plays a role in his demise.

The parallels to the current Washington controversy did not escape the students

"In real life, you have Lewinsky and Clinton," said junior Algernon Clay-Greene
, 16. "It's like
everything you see on 'Jerry Springer.' It's just one big love
triangle, but probably there's no
love."

At Monroe and other schools across Southern California, history lessons are bei
ng viewed
in a new light because of the affair between President Clinton and Mo
nica Lewinsky.

At Monroe's law and government magnet school, where 80 history and English stud
ents
reenacted "The Crucible," teachers have used the scandal to explore arcane
issues about the
Constitution, political parties and congressional impeachment
proceedings.

Elinson used the controversy to introduce his Law and Youth class to the Suprem
e Court,
telling his students that the current crisis began when the court allo
wed the Paula Jones civil
lawsuit to proceed. Elinson also asked his U.S. histo
ry students to write essays about the
constitutional ramifications of the affai
r.

"I'm trying to counter the notion that this is all focused on the sexual questi
on and that there
are no legal questions," Elinson said. "It's not as simple as
it might appear on the surface."

But how far do staff at Monroe and other schools go in talking about the tawdry
episode?
That is a question instructors are asking themselves.

"I say, 'You can feel free to pick up the newspaper and read it,' " Monroe hist
ory teacher Paul Graber said. "I'm not going to Xerox it off and give it to them
. I tend to shy away from the more

lurid details of the report."

Los Angeles school officials are convening a special task force to prepare guidelines for teachers, said Robert J. Collins, director of senior high school instruction. Teachers will be encouraged to discuss the legal, constitutional and moral issues involved, but must observe district policies. For one: Parental approval is required for any discussion of sex.

The question of how to develop lesson plans around the presidential indiscretion may actually be easiest for teachers in Los Angeles' nearly 300 Catholic schools, because their classes are conducted entirely in the context of Catholic teaching and morality, Los Angeles archdiocese Supt. Jerome Porath said.

"We don't worry whether it offends anyone's value system," Porath said. "We have our own value system, and the parents and teachers know this is how we deal with things."

Starting from the point of view that extramarital sex is morally wrong, teachers could discuss the story both from the religious perspective of forgiveness and the secular context of crime and punishment, he said.

Teachers in other school districts are carving their own delicate paths through the material.

At Thousand Oaks High School, teacher Jerry Morris presents the sexual, political and legal issues.

"These children are no longer children—they are mature enough to handle this," he said this week, after taking his government class through the process and timeline of an impeachment inquiry and outlining various investigations into Clinton's administration.

"Tomorrow, we'll get into the grounds for impeachment, the legal definition of sexual

relations [from the Jones civil suit] and the issue of whether oral sex meets that definition," he said. "We'll address this in an overview.

"My concern is going to be if they ask specific questions. How far do you go?"

Linda Mehlbrech, coordinator of the social studies curriculum for Long Beach Unified School District, considered issuing guidelines on the topic but dropped the plan after she polled eighth-grade teachers and found a general consensus on how to present the subject.

"I would not get into a sexual conversation with [students]," said Mehlbrech. "But I would talk about it. It's a good time to start talking about character education, making good value judgments. Why do people make these decisions?"

The situation is complicated for many teachers by uncertainty over just how much their students know in the first place. Many, particularly those in middle school, don't understand much of what's going on, sexually or politically. Matters other than the presidency are much more important to many teens.

"They're just getting back to school and they're interested in seeing their friends and getting their schedules squared away," Laguna Beach High School Principal Barbara Callard said.

Some public schools are completely shying away from the controversy.

"There is nothing factual that we can talk about right now, except for the Starr report, and our teachers are choosing not to talk about that," said Don Martini, principal of Corona Del Mar High School in Orange County.

If any questions arise about the presidential scandal at Thurston Middle School in Laguna Beach, Principal Ron LaMotte said, he will refer children to their parents for answers. So far, school officials across the region report that parents have said little on the matter.

Contributing to this report were staff writers Kate Folmar and Doug Smith.
ART * PHOTO: Monroe High students get a historical perspective on the

Clinton-Lewinsky scandal through reenacting the Salem witch trials.;

PHOTOGRAPHER: DAVID BOHRER / Los Angeles Times

Publication#W\ PP# 28. The New York Times"Publication" #:\ PP# 09/18/98Section:
n: Metropolitan Desk; Section B; Page 3, Column 1

Headline#\ PP# Serious Crimes Dip in Schools, but
Total Incidents RiseHeadline
#:\ PP#

By RANDAL C. ARCHIBOLD

Assaults, robberies and other serious offenses reported in New York City schools declined slightly last year, but the total number of incidents from the most serious to the mundane showed a sharp increase, according to school officials, who attributed the rise to better reporting of incidents.

The overall number of incidents in the city's 1,100 schools climbed 30 percent, to 28,534 in the 1997-98 school year, from 21,993 the previous year. The vast majority of those incidents, 61 percent, was classified as misconduct like loitering, trespassing and student fights not resulting in arrests.

Of the most serious offenses, there was a 12 percent drop in those committed against people.

There were no homicides in schools last year, down from one the previous year; 33 armed robberies, down from 50; 506 robberies without a weapon, down from 542, and 758 unarmed assaults, down from 859.

Board officials reported a 38 percent increase in serious property crimes like burglary (348, up from 318) and grand larceny (140, up from 41).

Christopher Stone, director of the Vera Institute of Justice, the Manhattan-based nonprofit organization that conducted the study for the board and is revamping the reporting and data analysis methods under a three-year, \$98,000 contract

, said the overall picture was one of better personal safety.

"They're seeing a drop in violent incidents in the face of more reports," Mr. Stone said. For the first time, the report gives per capita data, which indicate a drop in violent incidents to 13.4 per 10,000 students from 15.4.

But Mr. Stone said the board should not rest easy. "There are still a lot of problems in schools," he said. "There is an increase in several incidents against property, and that goes to school management."

Still, the report, which was released the day after the Board of Education unanimously agreed to cede control of school security to the New York Police Department, pleased board officials.

Schools Chancellor Rudy Crew was unavailable for comment, but a spokesman, J. D. LaRock, pointed to preventive measures like improved deployment of guards and weapons screening, which is done at 61 schools with airport-style metal detectors and at 9 other schools with hand-held scanners.

"The decline in robberies and assaults with weapons coupled with the increase in weapons seized shows the Division of School Safety is doing a better job intercepting weapons," Mr. LaRock said.

The scanning recovered 1,556 weapons and prohibited items in 1997-98, up from 1,277 the previous year. In addition, security officers reported 4,320 incidents involving seizures of weapons or illegal narcotics in 1997-98, up from 2,932.

Nevertheless, Mr. LaRock said the Police Department was still needed to insure that areas around schools were safer and to speed improvements to the Division of School Safety. The timing of the release of the report the day after the controversial vote was coincidental, he said.

The report reflects the second year of a three-year program to revamp the data collection and analysis of school crime and disciplinary problems, a perennial problem for the board, which has tinkered with its methods so much it has been almost impossible to make year-to-year comparisons on crime.

Last year, for the first time, offenses were broken into three categories, with level one being the most severe and level three the least. Incident reporting forms included 26 kinds of offenses, as opposed to 21 the previous year, and next year that will be expanded to 41 to reflect the crime-reporting standards of the Federal Bureau of Investigation more closely.

The comparison between last year and this year's overall numbers was made only after statisticians adjusted much of the 1996-97 total to fit the new accounting methods, but school-by-school, year-to-year breakdowns were not available because of the complexity of working with more categories, Mr. LaRock said. It will not be until the year 2000 that board officials will have a year-to-year comparison without such adjustments, Mr. LaRock said.

Reaction to the crime figures was cautiously optimistic.

Granger Ward, the superintendent of Manhattan high schools, said he was heartened that 13 of the 37 high schools in the borough showed no violent incidents. But he added that officials would continue to work on schools that posted relatively high numbers of incidents. The highest in the borough was Park West High School, with 26 violent incidents among its 2,411 students (10.6 per thousand.)

"We always look at areas that need additional support and try to improve that," Mr. Ward said.

The school with the highest number of violent incidents was Hillcrest High School in Queens, with 35 such reports among its 4,066 students (8.6 per thousand).

The principal was not available for comment, a secretary said.

Jim Baumann, director of safety for the United Federation of Teachers union, which will soon release its own safety report, said that he had not yet seen the board's data but that they seemed to reflect anecdotal reports from the schools.

ART Chart: "KEEPING TRACK: Crime in Schools" An annual school incident report shows offenses against people are down and incidents involving property are up. More misconduct is also being reported. Chart shows various crimes reported and the percent change in those crimes, for the 1996-98 and 1997-98 school years in New York City Schools. (Source: New York Board of Education)

Publication#W\ PP# 29. Philadelphia Inquirer"Publication" #:\ PP#September 18
 . 1998

Headline# \ PP# At a new charter school in Phila., the
test begins Headline #:\
PP#Subhead#[\ PP# Its goals are ambitious. Now, can it deliver? Subhead#:\
PP#
By Laura J. Bruch
INQUIRER STAFF WRITER Page A1

The library still had no books or shelves, and some of the offices were bare. But that barely registered with Kevin Williams yesterday as he waited for his stepson outside the new West Oak Lane Charter School.

So far, so good, he remarked after the first three days of school.

He had turned to the charter school because the public school Dmitri went to last year seemed too big, his class too crowded to do right by the 6-year-old.

Now that Dmitri was here, Williams was hoping the hope of every parent at the school " that the charter would succeed.

"We'll see what happens," he said with a smile.

Simply by opening Tuesday, the West Oak Lane Charter School enrolled itself in

an ongoing,
closely watched experiment in education: Can a school with more flexibility, more room to
innovate and maneuver deliver more to its children?

To its advocates, the new school, in a former grocery at Washington Lane and Stenton
Avenue, is a key to keeping the middle class in the city. It is also about offering options,
especially to poor and middle-class parents.

"It's about providing whatever meets the needs of parents relating to their child," said State
Rep. Dwight Evans, a guiding force in the creation of the charter. Evans got approval from the
Board of Education in February to open the school in his West Oak Lane neighborhood.

To its skeptics, the charter school "with its bright colors and new paint, smaller class sizes
and promises of computers in every classroom" is not the solution to what plagues public
education. If you keep building charter schools,
they argue, you drain children and money (an
estimated \$11.8 million over two years) from an already beleaguered public school system.

The West Oak Lane Charter School "sounds to me like . . . a really attractive place to be,"
Ted Kirsch, president of the Philadelphia Federation of Teachers, said. "They're doing the right
thing, but it should be the right thing for everybody."

Charters, independently operated schools funded with public tax dollars but exempt from
many of the mandates that public schools must follow, number 1,100 nationwide and serve
250,000 children, according to the Washington-based Center for Education Reform.
Philadelphia has 13 of the state's 31. The West Oak Lane Charter School is one of nine opening
this fall.

The new school is different from a typical public school because the charter decides whom
to hire, what to teach, and how to spend the money it receives on a per-student basis from the

school district. The charter also answers to a seven-member board of trustees, rather than to the city school board. But parents, in theory, have the ultimate say-so, since they can vote by removing their children from the school.

Some of those who helped organize and create the charter school, seeing it through three proposed sites, two consultants, and a compressed construction schedule, hailed its opening as nothing less than a miracle.

Sharmain Matlock-Turner, president of the West Oak Lane Charter School Board of Trustees, was awed at what her group had accomplished: "I honestly believe God was with us all the way."

Parents and children got their first look at the school last Friday, before it opened. Some stared with astonishment at the bold exterior, painted in can't-miss shades of yellow, red and blue. Others marveled at the 20 new classrooms and the hallways in soft yellow, green, blue and orange.

The staff of 34 was on hand to greet families. So was J. Kent Horton, the principal.

Horton, 39, who rescued a parochial school in the South Bronx from fiscal mismanagement, articulated many of the same ideas as Philadelphia School Superintendent David Hornbeck in talking about education. So why would a parent move a child from one of Hornbeck's schools to the West Oak Lane Charter?

In an interview earlier this week, Horton cited several reasons: a brand-new school, full-time security, shared decision-making (as opposed to top-down decision-making), an all-out attempt to integrate new technology with what children are learning in class, an effort to meet the needs of parents and to involve those parents as partners in their child's learning, high standards, and freedom from bureaucracy.

If the school wants to make an improvement or a change, Horton said, "We can make it happen very quickly."

Testing the ability of the charter to deliver more with more flexibility are 54
8 navy-and-white-uniformed children in kindergarten through fourth grade. Officials at the school said a majority of the older children came from public schools.

Classes at the school do not exceed 28 students, more than most suburban school districts but fewer than Philadelphia's maximum class size of 30 or 33. The school day lasts from 8 a.m. to 3:30 p.m., slightly longer than the typical public elementary school day. And parents are required to volunteer for at least one full day each academic year.

School officials have said that IBM computers, four to a class (including one for the teacher), will be installed soon. The reading program is Johns Hopkins University's highly regarded Success for All, created to assist children at-risk

For all of these reasons " and because some felt their neighborhood school simply didn't measure up " parents at the open house said they decided to enroll their children in the charter school, which took students on a first-come, first-served basis. The school closed its waiting list after it reached 200. "It could have been 2,000," Principal Horton declared.

Louise Harris, a former teacher, said the school in her neighborhood had disciplinary problems. She was excited about the reading program at the West Oak Lane Charter and suspected her girls, 7 and 6, would benefit by what she saw as a "back-to-basics" approach.

Victor Moore Sr., of Germantown, said he decided to send his son Victor Jr., 8, to the charter school because it was less crowded than Fulton Elementary.

Levette Peoples said her nephew, Hiree, 6, was going to the charter because his grandmother thought he would get more of the attention he needs. Since he is not being raised by his mother, she said, "he'll have issues."

The West Oak Lane Charter School was created as a response to a common phenomenon: People were leaving the old neighborhood, slipping over the city line to send their children to Cheltenham and other school districts. Their departures were threatening the stability of the neighborhood.

"Residents were saying . . . 'Until the education is addressed, we're not going to stay here,'"

" said Andrea Thomas-Reynolds, executive director of the nonprofit Ogontz Avenue Revitalization Corp. OARC, as it is known, was founded by Evans to stimulate economic development in the West Oak Lane community.

In June of last year, OARC decided that a charter school might be the anchor to persuade people to stay.

The group brought in a company that could help create and manage such a school " the for-profit Edison Project of New York City, which operates 51 public schools across the country.

Harder to find was a site for the new school. The first site was dropped because another educational institution had first dibs. A second site required help from a company that offered aid and then backed out.

By summer, Edison wasn't sure a building could be readied in time for school to start in September. Its advice: Wait a year.

But the organizers of the West Oak Lane Charter were determined to push on.

When Evans, a nine-term Democrat, was asked recently whether he wanted to move

ahead
on the project to help in his bid for mayor, he said the timing was "about
t the children. There
needs to be options available to the children of Philadel
phia."

Matlock-Turner and Thomas-Reynolds said they were determined to push ahead beca
use of
the commitment they had made to the community and because of the communi
ty's interest and
response to the project. Hundreds of people attended meetings
about the new school.

"The interest was unbelievable," Matlock-Turner said.

So the organizers went ahead, contracting with the Drexel University/Foundation
s Technical
Assistance Center for Public Charter Schools to help them create th
e school. Through a referral,
they were able to find a company that could help
with the \$2 million conversion costs to turn
the grocery at 7157-59 Stenton Ave
. and a former Rite Aid next door into the school and its
library and gym.

Matlock-Turner said the charter school would receive \$5,250 per pupil and \$9,73
1 per
special education student from the school district. In addition to salari
es and other costs, she said,
the money will be used to pay off the conversion
loan and rent for the property.

Some nearby schools eye the charter with interest.

"I applaud what they're doing," said Liller Green, director and cofounder of th
e private Ivy
Leaf School, the oldest African American private school in the ci
ty, where tuition is \$3,150 a
year. "Our children really need strong educationa
l experiences," she said.n

Publication#W\ PP# 30. The Washington Post"Publication" #:\ PP# 09/18/98; Edi
tion: FINAL; Section: A Section; Page A01

Headline#\ PP# Clinton Affair Surprises Few Area
StudentsHeadline #:\ PP#Subh
ead#[\ PP# Scandal Leaves Teens Unfazed
Subhead#:\ PP# By Dale Russakoff and Cindy Loose
Washington Post Staff Writers

There was Adam Bell, age 17, hurtling through cyberspace the other night when suddenly his Net Nanny grounded him. Smut-blocking software installed by his mother to protect him from the dark side of the Internet had just flagged a sexual term, effectively stomping into the site he was exploring and yanking him out.

As it turned out, the menace was not a sexual predator or child stalker. It was the Starr report. "It hit 'oral sex' and it shut me down," said Bell. "Obviously, I didn't get very far. I mean, oral sex " that's the report."

If parents have succeeded in shielding grade schoolers from the seamier details of the Starr report, all the Net Nannies in cyberspace are no match for the nation's teenagers. Getting the information was a no-brainer, particularly for a teen as resourceful as Bell, a Suitland High senior who is taking courses at Prince George's Community College. With details bombarding him from newspapers, television, radio and friends, he said, he now knows more than he ever would have read on the Net " yes, down to the phone sex and the lurid descriptions.

So, was Net Nanny right? Was this too graphic, too raunchy, too morally disturbing for a 1990s teenager?

The question caused Bell to burst out laughing right in the middle of the Prince George's Community College parking lot. "Hells, NO!" he said, shaking his head at adults who lament the effect of presidential adultery and dishonesty on the nation's youth.

Other teenage eyes rolled in world-weary fashion in response to the same question. Not that they approve: Overwhelmingly, they called President Clinton's conduct wrong and expressed complicated feelings about how and whether he should be punished. But most found the massive national attention focused on his sexual practices to be " well " childish. It would be nice, they said, to have a president who is a model of how things should be; but it's hardly

shocking that he's
a model of how things often are.

"He's a male!" said four members of an all-girl van pool, almost in unison, as they idled outside Largo High School. "Both my parents have had affairs," said an 11th-grade boy sitting under a tree with friends the other day at Bethesda's Walter Johnson High School, trading cigarettes and talk of Monica Lewinsky.

And then there was Stanley Isaacs, 17, a senior at Wilson High in the District, who obviously was watching Clinton closely before the Starr report. Over an after-school snack with friends at Fresh Fields in Tenleytown, he said perhaps Clinton should have listened to his former surgeon general, Joycelyn Elders, rather than discarding her amid a furor over her remarks advocating solitary masturbation.

"She got fired for telling students no one ever got pregnant from masturbating," Isaacs said. "She could have added no presidents ever got impeached from masturbating."

If many students seemed wise beyond their years to marital difficulties, it is no coincidence. This is a generation that has lived the divorce revolution; nationally, one in three children under 18 is growing up with only one parent. In 1980, the figure was one in six.

They also know far more about sex than did their parents at this age "if not from firsthand experience, then from popular culture. Rock music stations resounded with cigar jokes. The teenage smash movie hit of the summer was "There's Something About Mary," which features a semen gag in its raunchiest bit.

Even as some regaled each other with Clinton jokes, many were well aware of the debate over censure or impeachment and made distinctions between infidelity and what they considered higher crimes of alleged perjury and obstruction of justice "terms they volunteered.

The teenagers' views also mirrored a dichotomy in polls between black and white adult attitudes toward Clinton since the Starr report. While white students expressed a variety of feelings about Clinton's fitness, black students spoke passionately without exception of their support for him, insisting his failings were private.

'She Kept the Dress!'

A question addressed to a single black teenager in a group waiting for a bus near Wilson High drew an animated crowd of his peers jostling to be heard. Leave the president alone, they said. It's personal. He apologized, so forgive him. He's been a good president.

They agreed with each other that the whole scandal smacked of a plot "not by a vast, right-wing conspiracy," as first lady Hillary Rodham Clinton once said, but by a poor little rich girl craving attention. "She kept the dress!" said Niketea Martin, 14, a ninth-grader from Riggs Park, citing what for her was evidence of Lewinsky's devious planning. Teenagers at Largo High School in Prince George's made almost exactly the same remark.

"Yes, it's a shock because he's president and this is our first encounter with something so appalling with our president, but we'll get over it," said Dana McDaniel, a Largo High senior, who insisted Clinton's conduct was a private matter. "The first time is always the toughest. It was very appalling too, when Mayor Marion Barry turned out to be a drug user. But we're mature about these things."

Examples Old and New

At least some of the early-onset cynicism appears to grow from coming of age under a president whose flaws are derided by everyone from the Republican Congress to Jay Leno.

Chad Marigan, 17, a recent vocational school graduate who was hanging out at the Crofton Library, easily moved from talking about the Starr report to "the whole thing of how 'I didn't inhale,'" when candidate Clinton famously hedged his prior marijuana use. Marigan, now with two gemstones in his left ear and a growling-out blond buzz cut, was only 11 when Clinton made the remark but said he was as old enough to know hairsplitting when he heard it.

For almost as long as many of these teenagers can remember, Clinton has been under investigation for one thing or another, they said, and so have plenty of other politicians. A loud argument among the boys sitting outside Walter Johnson High over whether Clinton cheated on the country as well as his wife was broken up when Wesley Arnold, 15, yelled, "C'mon! It's like trying to hold politicians to their word. Get real."

"Not politicians " him!" said Greg Loman, 16, prompting his friends to begin a recitation of all the public figures who had had affairs. Former presidents Franklin D. Roosevelt, Dwight D. Eisenhower and John F. Kennedy made their list. So did France's Francois Mitterrand. They then moved on to their own family members who had been unfaithful.

For all their skepticism of Clinton's character, these teenagers were equally cynical about the criticism of his behavior emanating from members of Congress. In the last month, they have heard news reports about three members of Congress who have had extramarital affairs.

Failings by people in high position are hardly modern, asserted Elizabeth Hankins, 16, a junior at Vienna's Madison High School, who said her English teacher compared Clinton to the tragic hero Aristotle described.

"The tragic hero is always a famous, well-respected person, like President Clinton," said Hankins, who emphasized that she had not read the Starr report because she did not want to

read the sexual details. "And then the hero falls, usually because of excessive hubris, excessive pride. After they fall, they lose respect, they die " stuff like that."

"I do think he's fallen," she said after band practice the other day, "because a lot of people have lost respect for him."

Whereupon Caitlin Hilber, also 16 and a junior, sprang to Clinton's defense, quoting her father as saying that some members of Congress have also had extramarital affairs. "So it's hypocritical for them to impeach him," she said.

Taking It Personally

For all their seeming sophistication about moral contradictions, they are taking this scandal as teenagers take many things " personally. And as they picked their way through news reports, their parents' opinions and their own gut feelings, they seemed to be shaping their generation's world views.

"When he said he wasn't lying, it was January 17, four days before my birthday," said Toby Biswas, 16, of Walter Johnson High. "But you know, I actually believed him! When it came out he was lying, I was angry, like he lied to me!"

Over supper at Manchu Wok at Wheaton Plaza, Vicky Goldsman and Erin Munsey, 10th graders at Wheaton High and best friends, said they were offended by Clinton's behavior, but deliberately hadn't read the report. "I don't think I want to read it," said Goldsman, grimacing. It was clear that something besides the fact of the infidelity was bothering them. Finally they spat it out.

"He's like 50 or 60 or something!" said Goldsman.

"That's why it's not very appealing," said Munsey. "Yuck! He's old!"

At Annapolis Area Christian School, a group of students was talking with clear-

eyed
conviction about what they saw as Clinton's moral failures long before Lew
insky. Christy
DeHenzel, 14, an evangelical Protestant who has attended the sch
ool since kindergarten, said
she has had long talks with her parents about the
erosion of morals in American society. She
cited the prevalence of abortion and
the rise of gay rights " both issues on which she
vehemently disagrees with Cl
inton. She said she is not surprised that such a politician betrayed
his wife.

Resignation would not be punishment enough for Clinton's sins, she and her frie
nds said: He
must be impeached. But when asked why, DeHenzel shifted perspectiv
es, likening the situation
to a child who hits her brother. "You say you're sor
ry to your mom," she said. "But you still need
to be punished."

By contrast, at Prince George's Community College, a group of black students wa
s angrily
complaining that the scandal threatened a president who had made life
better, who had raised
the minimum wages they are paid at their after-school j
obs. They even said they owe him the
jobs because of the booming economy.

But still Andre Russell, 18, confessed that he can't help regarding the whole L
ewinsky story
as entertainment " a trashy drama with the highest stakes of all.

"The news is like a movie now. I'm watching it more than I ever did," Russell s
aid. "I don't
think any of this should be public, but I guess it's like 'The Tr
uman Show.' You want to know
how it's going to end."

Staff writers Amy Argetsinger, Jacqueline L. Salmon and Fern Shen contributed t
o this
report.
ART ph.,CRAIG HERNDON CAPTION: Largo High School senior Dana McDaniel said t
hat
President Clinton's conduct was a private matter. CAPTION: Erica Speight,
left, and Melissa
Hardy wait for friends outside Largo High
School, where some students expressed sympathy for the president. CAPTION

: Outside

Largo High School, from left, 16-year-olds Tiffany Madison, Leonard Lancaster and Adrian Webster offer their views on the Clinton-Lewinsky sex scandal. CAPTION: At left, Teresa Lee and Latisha Cooper talk about the scandal outside Largo High. Below, at Landover Mall, sister and brother Patrice and James Huggins provide their insight.

Publication#W\ PP# 31. The Washington Post"Publication" #:\ PP# 09/18/98; Edition: FINAL; Section: Metro; Page B07

Headline#\ PP# Students Miss School Over Residency
DeadlineHeadline #:\ PP#Su
bhead#[\ PP# Some Children Stay Home Because They Haven't
Provided Proof They
Live in D.C.
Subhead#:\ PP# By Valerie Strauss
Washington Post Staff Writer

Some D.C. public school students stayed home yesterday because they had not provided proof of city residency by the deadline set by Superintendent Arlene Ackerman, who is trying to force nonresident students to pay tuition or leave.

Parents raced to one of six designated sites in the city to hand in residency documents so their children could return to classes. Others turned up at their children's schools with the documents.

The tumult was a result of Ackerman's insistence that parents or guardians provide proof of District residency. D.C. educators estimate that there may be thousands of nonresident students attending the city's public schools, depriving the system of millions of dollars in tuition revenue.

Ackerman set Tuesday as the deadline for students to bring proof of residency to their schools. Students now have until Monday, Sept. 28, to bring such documents to one of the six office locations, or their names will be dropped from the rolls and they won't be allowed in the schools.

Ackerman sent letters during the summer telling every family in the system that very specific proof of residency needed to be supplied by Tuesday. On Wednesday

y, children who hadn't provided such proof were sent home with notices telling them not to come to school until they could prove residency.

However, any student who showed up yesterday and still hadn't provided proof of residency was allowed to attend classes, school officials said. But principals said many students, fearing they would be turned away, did not come to school.

The sites where parents and guardians must take proof of residency documents are: Van Ness Elementary School and Anacostia High School in Southeast; Cardozo and Coolidge high schools in Northwest; Eastern High School in Northeast; and the Office of Tuition Enforcement at 415 12th St. NW.

"You have to give [parents] a wake-up call to get them to do something," said Yvonne Moore, principal of Birney Elementary School in Southeast Washington, referring to Ackerman's deadline.

At Coolidge, scores of people lined up yesterday, some with children in tow.

Jim Frazer, who has two children at Oyster Elementary School in Northwest Washington, said that despite the notes sent to all D.C. school parents, he did not realize he had to produce residency proof.

"They say that every year," said Frazer, who took documents to Coolidge but left because the line was too long. "But if you have it on file, you have never had to do it."

Deputy Superintendent Elois Brooks said it is time everybody realizes that Ackerman is serious about residency and other school policies. "People have not been held accountable," she said. "They never think people will hold them accountable, but we are."

Brooks reported yesterday that enrollment this year is 71,620 " a decrease from the 77,111 students the school system said it had last year. The drop was attributed in part to the opening of 15 public charter schools, which have drawn an estimated 4,000 students, most of whom left traditional public schools.

Publication#W\ PP# 32. The Washington Post"Publication" #:\ PP# 09/18/98; Edition: FINAL; Section: Metro; Page B04

Headline#\ PP# In Fairfax, School Guard Shortage
Thins PoliceHeadline #:\ PP#
Subhead#[\ PP# Up to 50 Officers Staff Crosswalks
Subhead#:\ PP# By Victoria Benning
Washington Post Staff Writer

Fairfax County has a chronic shortage of school crossing guards and is having to pull up to 50 police officers a day off their regular patrol duty to fill in at schools, which poses a risk to public safety, county officials said.

"Frankly, it concerns me that we have sworn officers " especially when we don't have enough officers on the street as it is " serving as crossing guards," said Supervisor Stuart Mendelsohn (R-Dranesville). "It's very expensive, and it's not good for our community to not have police protection when officers are pulled from patrol to serve as crossing guards."

The situation is also a safety hazard for school children, officials said, because use police scheduling problems could leave a crossing uncovered.

Mendelsohn and Supervisors T. Dana Kauffman (D-Lee) and Penelope A. Gross (D-Mason) have asked county staff to look into the problem and report back with possible solutions by Sept. 28. Kauffman said he has heard of vacancies at 11 schools in his district " many of which are in areas that typically have a high number of police calls.

Fairfax police, who hire the crossing guards, attributed the shortage to the job's low salary and short hours, saying that workers are finding other part-time jobs with higher pay in today's strong economy. The Fairfax guards make \$8.70 an hour, work an average of two hours a day and have no benefits.

Officials in other Washington area jurisdictions said they have periodically had trouble filling guard positions but do not have a current shortage. Several noted that their guards receive more money or benefits than those in Fairfax.

In Loudoun, 15 of 56 guard slots were vacant in the spring when county supervisors voted to boost the pay from \$8.71 to \$12.60 an hour. The current salary is \$13.11 an hour.

"This is the first time in 2 1/2 years that I've had a full staff," said program manager Willy Stevenson, adding that she filled her last vacancy Friday. "I was celebrating."

Fairfax needs 102 guards to cover 169 crossings "many guards cover more than one crossing" but has only 80 guards at the moment, officials said.

The police officers who fill in "up to 50 out of a total of about 70 officers typically assigned to patrol duty during the day" are being pulled from their regular beats only at certain times of the day. But Kauffman noted that the officers cannot leave a school crossing to respond to an emergency because it would put children at risk.

Capt. Steve Sellers, commander of the Fairfax police traffic division, said he is working with school officials to come up with a solution.

One idea, which Sellers says he will propose to county officials, is to make the guards full-time positions by giving them responsibility for parking enforcement when they are not working at schools.

"These positions would basically pay for themselves in terms of the parking revenue they would bring in," Sellers said.

Mendelsohn said he would not be opposed to increasing the guards' pay.

"If we need to do a pay raise to get people in these jobs, it's still a lot cheaper than having our sworn officers doing it," he said.

Officials in Montgomery, Prince George's, Prince William and Arlington counties said they are not experiencing any shortage of crossing guards.

In Prince George's, crossing guards are unionized and are guaranteed four hours of work each day, plus benefits that include health insurance. Starting pay is \$7.60 an hour and increases to \$11.78 an hour for those with 12 or more years on the job.

Montgomery's guards make about \$10 an hour and receive some benefits because they are considered part-time county employees.

Prince William guards can make up to \$12.55 an hour. Although Arlington's starting pay is only \$8.77 an hour, the county offers annual pay increases and cost-of-living adjustments, plus vacation, sick leave, free life insurance and the opportunity to buy health insurance.

Publication#W\ PP# 33. The Washington Post "Publication" #: \ PP# 09/18/98; Edition: FINAL; Section: Metro; Page B03

Headline#\ PP# Tough Rules Get Tougher at Naval Academy
Headline #:\ PP# Subhead#\ PP# Off-Campus Privileges Are Restricted So Students Will Hit the Books, Not the Road
Subhead#\ PP# By Amy Argetsinger
Washington Post Staff Writer
It has never been an easygoing kind of place. But things just got a little tougher at the U.S. Naval Academy.

As one of his first acts in office, the military college's new superintendent has placed new restrictions on students' already limited freedom to venture off the Annapolis campus.

Vice Adm. John R. Ryan said yesterday he imposed the policies in response to fa

culty
complaints that, in schedules crowded with mandatory military training and athletics,
midshipmen don't have enough time to study.

Unfortunately for the mids, Ryan chose to create those extra study hours on their precious weekends.

Sophomores, who once were allowed to go to town on Friday nights, now must stay on campus until Saturday morning. And every class of future Naval officers now has one fewer weekend per semester when they are allowed to leave town. For example, seniors last year were granted eight "liberty" weekends a semester; this year, it's seven. Sophomores had three weekends a semester last year but will get only two this year.

"I may not be the most popular superintendent for a while. But I want them to succeed,"
Ryan said. "They need opportunity, they need challenge, but they also need structure."

The new policies are only the latest in a series of crackdowns at the famously disciplined service academy in recent years. Ryan's predecessor, Adm. Charles R. Larson, initiated several restrictions when he took office in 1994 "barring sophomores from driving cars or wearing civilian clothes, limiting the number and duration of weekend leaves" to inspire a more overtly military atmosphere after a cheating scandal was attributed to slackened standards.

After a series of midshipman arrests in spring 1996, more privileges were rolled back. Upperclassmen were required to stay in uniform if they went into town on weeknights, and their curfew was rolled back from midnight to 10 p.m.

A liberal-arts professor who spoke on the condition his name would not be printed said that some faculty members and students are skeptical that decreased leave time will help students' studies. Midshipmen, after all, don't have to take all their weekend liberties; they always have the option to stay in and study.

Some faculty members have complained that the academy's huge dormitory, Bancroft Hall, home to a barrage of extracurricular activities, offers too many distractions from studying. Ryan said yesterday, though, that he also has moved to limit some of the after-hours activities and military training to leave more time for schoolwork.

Ryan said the latest changes also are intended to force upperclassmen to take on greater leadership responsibilities in the molding and training of younger students, who are required to spend almost all of their time on campus.

"If you're a junior or senior," he said, "you can't lead if you're in Georgetown on the weekend."

Publication#W\ PP# 34. The New York Times"Publication" #:\ PP# 09/18/98Section: Metropolitan Desk; Section B; Page 4, Column 6

Headline#\ PP# Assemblyman Asks State To Control City SchoolsHeadline #:\ PP#

ASBURY PARK " Prompted by recent corruption charges involving the Asbury Park Board of Education, a state assemblyman called on state officials yesterday to seize control of the city schools.

Assemblyman Steve Corodemus, a Republican of Atlantic Highlands whose district includes Asbury Park, said a state takeover was warranted because of a pattern of abuse by board officials. He cited the indictments on Tuesday of Kim Fellenz, the board's lawyer, and Robert Sullivan, a local contractor.

Mr. Fellenz and Mr. Sullivan are accused of conspiring to violate state bidding laws to award Mr. Sullivan an \$80,000 contract to oversee construction of a football stadium at Asbury Park High School, said Paul Feldman, an assistant Monmouth County prosecutor. Mr. Sullivan was also charged with attempted murder for trying to stab a carpenter he employed, Magdy Soliman, who told the authorities

s of the bidding scheme, Mr. Feldman said.

Neither Mr. Fellenz, who was released on \$75,000 bail after pleading not guilty Wednesday, nor his lawyer returned calls yesterday. Mr. Sullivan's lawyer, Steven Nelson, said his client had denied the charges.

Peter Peretzman, a spokesman for the state Department of Education, said state officials were not considering a takeover. Since July, the department has been monitoring the Asbury Park schools because of the investigation of Mr. Fellenz and because of persistently low student test scores, he said.
Publication#W\ PP# 35. Philadelphia Inquirer"Publication" #:\ PP#September 17, 1998

Headline#\ PP# The boys gathered with boys, girls with girls. Headline #:\ PP

By Matt Stearns
INQUIRER CORRESPONDENT

POTTSTOWN " Megan Waterman doesn't look much like a pioneer.

Wearing two diamond studs in each ear and a silver ring on each thumb, open-toed shoes, and a short black skirt with white pinstripes, she might have been any 17-year-old on any school's first day.

But yesterday was the first day at the Hill School, and that made everything about her pioneering. Waterman was one of 89 female students at Hill yesterday " the first girls in the prestigious boarding school's 147-year history.

So there may have been more than your average first-day pressure. Waterman, whose two older brothers went to Hill, conceded en route to her 7:55 a.m. precalculus class that "everybody's a little nervous right now."

By the time classes were over and she was headed to field hockey practice, though, she was positively sanguine. "It went pretty much the way I thought it would

d," she said. "Nothing seemed out of normal."

Yesterday, the routines of high school life all were in evidence: reviews in math (equations, variables) and reading assignments in English (Alice Walker, Louise Erdrich); a school-wide assembly and jokes about the food at lunch; an afternoon field hockey scrimmage against nearby Perkiomen Prep. And, despite the much-hyped new era at Hill, students clustered the way teenagers usually do when they are suddenly thrown together " boys with boys, girls with girls.

"When we look back at this memorable, even historic day at the Hill, we'll recall how normal, natural and fun it's been so far," headmaster David Dougherty told the students during lunch in the dark-wood-paneled dining hall, where students sat at long tables with white tablecloths.

Of course, a century and a half of unisex society does not simply vanish without folks noticing some changes.

Sandy Leighton, a 17-year-old in his third year at the school, said he "liked the all-guy atmosphere, the camaraderie" of the old Hill, but recognized the positives in having girls around.

"You have to be more sociable," he said. "It makes you think about what you do before you do it. We're a little more self-conscious."

John Tanser, 18, said that recent changes in the school's rules seemed designed for the girls' arrival.

Students are no longer allowed to have cars, for one thing. And, he said, curfew violations are more serious offenses this year than in the past.

"The school is changing a lot," Tanser said as he pushed the sleeves of his Brooks Brothers jacket up his forearms. "It's a different school. You can't really

put your finger on it."

But, he added, "there's nothing you can do about it now. You've got to make the best of it, and that's what I see people doing."

Best to get used to it now, suggested Chelsea Consul, a 13-year-old day student from Olney.

"Some guys don't want us here, you can tell," she said while taking a break from reading *The Red Badge of Courage* in the school library. "One or two have teased us . . . but they'll deal with it."

The high quality of female students means the boys must deal with it in class, said Spanish teacher Kevin Conroy.

"The girls are leaders, and they're not shy," he said. "And so far, they're right there with the boys. They're hardly intimidated. They're proud to be here."

Many made sacrifices to be here. Both Waterman, a Wisconsin native, and her roommate, Julie VanDeusen from Delaware, would be starting their senior years at the public high schools they attended. Now, they'll put in one year at Hill before starting anew "again" at college next year.

Both said they thought a year at Hill would better prepare them for college.

"I like being a leader," Waterman said. "I thought it would be neat to be one of the first [girls] and kind of make history for the school."

"It's a great opportunity," agreed VanDeusen.

Both said most of their friends from home were older and in college anyway, making it easier to leave.

Still, Waterman said, it was not easy starting her senior year at a school where

e she did not
know the other students or the teachers.

Indeed, the only obvious vestige of Hill's single-sex days yesterday was the easygoing relationships between the returning boys and their teachers. In many classes, students shared long-standing jokes with their teachers, who often doubled as their coaches on athletic teams.

"Once the girls become more familiar with this terrain and the culture, they'll be comfortable as well," predicted Jeff Leahy, an English teacher who also is the varsity football coach.

Publication#W\ PP# 36. Albuquerque Journal"Publication" #:\ PP# 09/17/98 Page 1

Headline#\ PP# Teachers Rally For Pay, RespectHeadline #:\ PP#
By Arley Sanchez Journal Staff Writer
Board Meeting Turns Contentious

Teachers unleashed a torrent of complaints to the Board of Education during a contentious meeting punctuated with shouting, threats of board member recalls, and conflicting claims.

Some of the complaints are that teachers aren't paid enough, don't have enough help in the classroom, are required to do too much paperwork and don't get any respect.

More than 100 teachers, bus drivers and aides packed into a hot, crowded administration meeting room, loudly cheering and whooping to show support for some speakers. Others threatened to start recall petitions against board president Jackie Farnsworth and member Bob White, who are perceived as supporters of the administration.

The teachers and bus drivers began contract negotiations in June and about 60 employees showed dissatisfaction with the progress of the bargaining by picketing last week. The employees are demanding that the district live up to 9-percent raises mandated by the Legislature. Employees want a new three-year contract

that will replace one that is scheduled to expire next June.

But they also made it clear that money isn't the only thing that's bothering them.

Teacher Racy Bowersox said she's never seen so many "stressed-out veteran" teachers in her 18 years in the district.

"We are so fed up with so much paperwork that we don't have time to be in our classrooms teaching," Bowersox said of the district's requirements to write goals and objectives for their classes.

Bowersox said the "biggest disservice" to students and teachers is the loss last spring of 59 teachers aides. And she said most in-service training days are a "waste of time." Principals are overworked and don't have enough help, and still are bogged down with paperwork, she said.

"You are encouraging failure," she said.

Francis Wells said she's been with the district 14 years, currently working as an aide in special education. She said she's seen the best and the worst of times.

"The worst part of being an educator is when we have to beg for a salary increase that is badly needed and well-deserved," she said, recalling when someone laughed at her \$98-per-week paycheck a few years ago, thinking it was a mistake. She said she doesn't make much more than that now.

"I'd like to ask you (board members) all to walk in our shoes and let us know if we'll be able to buy a new pair," she said.

Teacher Robert Chavez said it all comes down to respect for teachers, their feelings and their contributions to the district. He noted that teachers worked hard

rd earlier this summer to pass a
2-mill levy for the district after it had been
defeated the first time in April.

"The fact we weren't given respect for helping to do that is a shame," he said.

"I also don't
feel you're showing respect when our Legislature says you're goi
ng to give teachers a 9 percent
raise they deserve and you don't give it to the
m."

Board member Paul Trujillo said he agreed with Chavez's remarks about respect.

"I'd like to
assure you that I've not distanced myself from you or from teacher
s I know what you're talking
about in terms of salaries and the kind of respec
t not being accorded the teaching profession. I
am still with you."

Board member Boni Tabet said he wasn't aware of many of the problems, especiall
y critical shortages of aides in kindergarten classes.

Member Bob White said the Legislature mandated raises but didn't provide enough
money
to fund them. He said legislators had access to salary schedules in all
the state's school districts.

"If they wanted to give a 9 percent raise, they could have taken those salary s
chedules and
appropriated that money for the districts specifically set aside f
rom any other funding or
programs," he said.

White called the cutting of teachers' aides a "difficult decision," but he note
d it came after
public presentations on the district's budget woes.

"While I appreciate the job you all do and I would love to give everyone a 9 pe
rcent raise, the
money's not there," White concluded.

A written statement issued by the district before Tuesday night's meeting said
Belen schools
will receive a funding increase for the 1999 school year of about
5.75 percent, based on an
enrollment that's about 100 students below projectio

ns.

The Legislature mandated 9 percent raises only if increased funding equals 6.8 percent or better, the statement said. It said the teachers' unions are aware of this provision.

The statement said the district opened contract negotiations in good faith as soon as it had determined a budget and that it has continued to honor the old contract, although that's not required.

The Belen National Education Association bargaining unit, it said, "refused to offer any proposals for the negotiations process." That caused a slowdown of the bargaining process, the statement said, and resulted in four unproductive sessions.

However, Belen NEA president John Martinez on Wednesday disputed that, saying that he union had offered proposals that were nearly identical to those contained in the old contract.

"Our proposals are the same as we had in the last contract. We want to keep what we have and they want to take it out," Martinez said.

Publication#W\ PP# 37. Riverside (Calif.) Press-Enterprise "Publication" #:\ PP# 09/17/98Section: LOCAL; Page B01

Headline#\ PP# Students cope without bilingual teaching

Headline #:\ PP#Subhead#\ PP# The Lake Elsinore School District has opted to take a

literal interpretation of a new law by teaching

"overwhelmingly" in

English.

Subhead#:\ PP# By Kamrhan Farwell

The Press-Enterprise

LAKE ELSINORE

A cluster of 5-year-olds sings song letter sounds and make hand signals in unison during Kathleen Harvey's kindergarten class at Machado Elementary School in Lake Elsinore.

"Butterfly, bu, bu, bu," they chant.

Karen Fregoso, a small girl with taut pigtailed and wide brown eyes, easily keeps up with the others even though she knows no English.

And the question for her teacher is - does she know what she is saying?

As non-English speaking youngsters returned to Lake Elsinore schools after a break last week, they returned to classes nearly void of Spanish instruction. The school district has opted to take a literal interpretation of a new law which calls for the end of bilingual instruction and teaching "overwhelmingly" in English.

"Yes, we have chosen to begin the implementation of English, the strictest interpretation of the law," said John Wise, director of administrative services. "But we won't forget options in the future that may allow us to use primary language instruction."

Wise said court challenges and request for waivers by 20 or more parents could require the district to pull out its shelved Spanish materials.

Last year, students like Karen would have been taught mainly in Spanish.

But, Prop. 227 ditched the state's 30-year-old bilingual system that started Spanish-speakers in their own language and weaned them to English usually by the third grade.

The controversial initiative was approved by voters in June, upheld in court in July and went into effect Aug. 2.

Lake Elsinore schools, already were in session in July, radically changed their bilingual program before students returned from a month-long break during August.

Most of the district's bilingual programs were at Machado and Elsinore elementary schools with smaller programs at Railroad Canyon and Tuscan Hills elementary schools.

Teachers said the change from Spanish language instruction to a fast-track, one-year English immersion program has caused them to rework their lesson plans and ditch many materials. Unused Spanish text books were sent back to vendors.

Maria de Los Angeles Guillen teaches the same second-grade class that she taught to first graders.

Guillen said many of the students were on the verge of reading in Spanish. Now she is trying to guide them from Spanish words to English while still maintaining some understanding.

Guillen's students still revert to speaking Spanish when discussing ideas of any complexity. She tries to make learning English a special game and strives to preserve excitement about school.

"You do what you do because you believe in it," Guillen said. "And you do it from the bottom of your heart and the kids respond to it, whatever it is."

Harvey, also a teacher at Machado, said she wonders whether her new crew of kindergarten students will understand as much of the subject matter as her former students.

She has noticed students are quieter.

"I say a sentence and they don't ask a question, they just repeat it," she said.

She said she uses skills that do not require translation for understanding - music, hand signals, letter sounds rather than words.

Machado principal Marybeth Slane said the school got a jump on the change last year because a school committee had already decided Spanish-speaking students were spending too much time with each other and were not often exposed to their English-speaking peers.

"All of their friends were speaking Spanish and working with other kinds of students wasn't happening," she said.

Slane said rather than clumping all Spanish-speakers into bilingual classes, they decided to spread them among English-speakers in fewer numbers.

At Elsinore Elementary, the shift came more swiftly after the court challenge was put down.

Second-grade teacher Laura Bent says she is at the beginning of the learning curve in terms of dropping Spanish instruction. During the August break, she took home all her materials and began to build a new yearlong lesson plan.

"Right now we discuss the lesson in English, and if students answer in Spanish, I take whatever language I get," she said.

Teachers and administrators say they are not willing to sacrifice covering the subject material required for each grade level for faster progress in English language skills.

Somehow, they said, they must do it all.

"They have to do more than just learn English," said Elsinore Principal John Schrom. "To be successful in society, you must have a total education."

ART PHOTO; Caption: Jimmy Dorantes; The Press-Enterprise; Teacher Kathleen

Harvey's kindergarten class at Machado Elementary School in Lake Elsinore used to have only pupils with limited English skills. This year, the pupils returned to an English-only program.

Headline#\ PP# STUDENTS SCORE INCREASE ON

SATSHeadline #:\ PP#Subhead#[\ PP#

OFFICIALS PROUD OF PARTICIPATION RATESubhead#:\ PP#

By PAUL H. JOHNSON;

Courant Staff Writer

Last year's high school seniors averaged 1,153 on the SATs, 19 points higher than the previous year and the highest scores the district has recorded in the last seven years.

"It shows continued growth over time," said Assistant Superintendent Dave Mattson.

School officials said the growth shows that students are well prepared to take the competitive college entrance test.

Students in the class of 1998 scored an average score of 574 on the verbal portion of the test, up from 570 the previous year. In the math portion, students scored 579, up from 564 the previous year. The scores were well above the state average of 1,019 and the national average of 1,017 on the SAT.

"Our student participation rate is much higher than the national average," Board of Education Chairwoman Susan Robillard said at a recent meeting.

About 97 percent of all eligible seniors took the test, much higher than the 80 percent participation rate of students statewide and the 43 percent participation rate of seniors nationwide.

The Scholastic Assessment Test college entrance exam is scored on a scale of 200 to 800, with a perfect score on both sections equaling 1,600.

In 1996, the scores on the test were "recentered" to make the average score 500 on both sections of the test. The average score had been 428 on the verbal section and 482 on the math section.

In 1992, seniors scored 1,103 on the SATs " 541 on the math section and 562 on the verbal section. The total score has risen steadily over the years, except for in 1997, when it dipped to an average of 1134.

SIMSBURY SAT SCORES

Math Verbal Combined

Year Score Score Score

1993 567 571 1,138

1994 560 574 1,134

1995 568 571 1,139

1996 567 573 1,140

1997 564 570 1,134

1998 579 574 1,153

n

Publication#W\ PP# 39. Orlando Sentinel"Publication" #:\ PP# 09/17/98; Edition: VOLUSIA; Section: LOCAL & STATE; Page D1

Headline#\ PP# NEW CHARTER SCHOOL MAY BE CLOSED

Headline #:\ PP#Subhead#\ PP# THE SCHOOL TO HELP TROUBLED TEENS HASN'T TURNED IN PAPERWORK TO VOLUSIA'S SUPERINTENDENT.

Subhead#:\ PP# By Gwyneth K. Shaw of The Sentinel Staff

NEW SMYRNA BEACH - An embattled charter school for troubled teens has met only a few of the 45 conditions set by Volusia County schools Superintendent Bill Hall, making it almost certain the school will be closed.

Hall said Wednesday he plans to recommend to the School Board that Stratford Educational

Institute near New Smyrna Beach be closed. The board meets at 9 a.m. Wednesday.

Stratford could become the first charter school in Florida closed in the middle of an academic year.

As of Wednesday afternoon, Stratford founder Joseph Buczek had provided complete information for only three of the items on Hall's list, said Chris Colwell, the district's assistant superintendent for curriculum and school improvement services.

Those three addressed school finances, Colwell said.

A partial effort to address the concerns won't be enough to keep the doors open, Hall said.

"The reason I'm not going to extend {the deadline} is because we've been talking to Mr. Buczek for a year and a half," he said. "This is not a charter school where the idea popped up three months ago."

Citing grave concerns over the school's early operations, Hall gave Buczek until 3 p.m. today to address the list, which ranged from curriculum and testing to financial record-keeping, teachers' credentials and background checks. The district hasn't yet given Stratford the roughly \$3,500 per student in state money that privately operated charter schools get, but Buczek already has received a \$50,000 federal grant.

Buczek said Wednesday that the school has taken steps toward addressing the district's concerns but will be unable to provide a complete response to every question. For instance, copies of tests the school ordered won't arrive before the deadline, he said, and a special education teacher hasn't yet been hired.

The problems could have been avoided if the district had worked more closely with the school, he said.

"We're delighted to comply with anything," Buczek said. "We don't think it should have been done this way. It makes us feel like there's an animosity toward the charter schools."

Nearly a year ago, the blueprint for the school was strong enough to draw a unanimous vote from School Board members. Board chairwoman Judy Conte said she ignored gnawing doubts because Buczek's ideas - eight periods a day of tough subjects, taught simply and clearly, to push underachievers toward college - sounded like an ideal prescription for troubled kids.

"It's the best-looking charter proposal I've ever read. It looks great on paper," Conte said. "In hindsight, I really wish we'd pulled it and moved on."

In comparison to the other charter schools that opened Aug. 24, The Reading Edge in Orange City and the Frank Sganga Charter School in New Smyrna Beach, Buczek's road was easy. Administrative questions initially prompted the board to reject the plans for both of the other schools.

Hall said he doesn't think the review process needs to be changed.

"None of us really knew Mr. Buczek, and you really can't control that," he said. "It would be ludicrous to write a policy that says we can only give charters to people we know."

However, school boards in Orange and Osceola counties weren't as charmed by Buczek's plans. Orange County nixed the idea in March; Osceola's board members initially said yes but denied Buczek a charter in June.

In Brevard County, the board revoked Buczek's charter last month after he failed to turn in required paperwork, Deputy Superintendent Daniel Scheuerer said. Buczek has asked that the charter be reinstated and the board will consider it at its Tuesday meeting, Scheuerer said.

He also filed a request in Lake County.n

Publication#W\ PP# 40. New York Daily News"Publication" #:\ PP#September 18, 1998

Headline#\ PP# Schools See Dip In Serious Crimes Headline #:\ PP#
By NANCIE L. KATZ
Daily News Staff Writer

Serious crime and safety incidents dropped in city schools last year, according to Board of Education figures released yesterday.

But the decline was aided in part by a reclassification of several categories of crimes.

Overall, security-related incidents in the system's 1,100 schools increased 30% , or by more than 6,500, over the 1996-97 school year.

Last year's 28,534 total marked the largest annual increase and total since 1993-94, board figures show.

But there were fewer incidents of the most serious crimes that make up Level 1, including assault, robbery, sexual offenses such as rape, sex abuse or sodomy, kidnapping, murder, grand larceny, arson and burglary.

Those numbers dropped 2% from the previous year, to 1,966, the report said.

The board this year adopted a new classification system that moved several offenses to less serious categories. For instance, sexual misconduct " defined as sexual harassment " was moved from a Level 1 to a Level 3, the least grave.

Last year, 121 incidents of rape, sexual abuse or sodomy were reported, five fewer than in 1996-97. But the number of incidents of sexual misconduct skyrocketed to 551 from 95 the year before.

This year, menacing " defined by the board as "unlawfully placing another person

n in
reasonable fear of bodily harm through threatening words . . . or stalking
" " was dropped from
Level 1 to Level 2. The number of those incidents nearly d
oubled, to 617 from 346 the yearbefore.

The board also reduced to Level 2 a category with significant increases: More s
tudents are
bringing weapons and drugs to school.

Nearly 1,000 more guns, knives and box cutters were seized in schools last year
than the year
before. And that figure did not include the 1,556 weapons confis
cated at metal detectors in 61
schools, 279 more than last year.

As in past years, board officials linked the rise in incidents to better report
ing.

"Robberies went down 34%, and assaults with weapons went down by 51%," said
spo
kesman J.D. LaRock. "The fact that more weapons are being seized accounts for t
hat
decline."

He called the increase in sexual misconduct incidents "not serious."

"Part of the increase is due to better reporting of small incidents, like pinch
ing and kissing
that in past years would not have been reported," he said. "The
re is greater sensitivity to taking
these instances seriously."

High schools accounted for half the serious offenses.n

Publication#W\ PP# 41. New York Post"Publication" #:\ PP#September 18, 1998

Headline#\ PP# TALKS WITH PRINCIPALS ARE
STUCK ON TENURE Headline #:\ PP#
By SUSAN EDELMAN

Mayoral and Board of Education officials said yesterday they have no plans to r
esume
contract talks with school principals after their union rejected a hefty
salary hike in exchange for
giving up tenure.

Principals - who have been without a contract for three years - said they want to go back to the bargaining table, but will refuse to give up their job security.

Our tenure is not for sale, said Donald Singer, president of the Council for Supervisors and Administrators.

Deputy Mayor Randy Levine called the union foolish, saying it walked away from an offer to raise principal pay by a whopping 33 percent over the next five years.

Other city unions have received an 11 percent wage increase over five years.

The increase would boost the \$84,000 top principal's salary to more than \$109,900 - plus benefits - a level comparable to that in suburban schools.

But the extra cash will not come without more time on the job - and more accountability, Levine said.

The city wants principals to add two hours to their seven-hour, 20-minute day - and work 12 months instead of 10.

You want more money - you've got to do more work, Levine said.

The city is also demanding principals march to Albany and lobby legislators to take away their tenure.

The city wants to give principals contracts - like those used for superintendents and the chancellor - that can be terminated if performance doesn't measure up.

Singer called it extortion.

Tenure protects principals from the whims of politics and favoritism, he argued

The union countered with an offer to streamline the now-cumbersome, time-consuming process for firing principals for misconduct or incompetence.

Levine dismissed the proposal as tenure dressed up and called something else.

Mayor Giuliani and Schools Chancellor Rudy Crew have made the elimination of tenure a

keystone of their school reforms. Susan Edelmenn

Publication#W\ PP# 42. Richmond Times Dispatch "Publication" #:\ PP#September 18, 1998

Headline#\ PP# City schools to receive \$1 million Headline #:\ PP#Subhead#[\

PP# GE aims to boost college admissions Subhead#:\ PP#

BY ROBIN FARMER

Times-Dispatch Staff Writer

A charitable foundation of General Electric Co. will give Richmond Public Schools a \$1

million grant today to help double the number of John F. Kennedy High School seniors who graduate and go to college.

Kennedy, which has a math, science and technology magnet program, fits with the grant's emphasis to prepare students who want careers in those fields, city school officials said.

Of last year's 118 graduating seniors at Kennedy, only 32 percent went on to college. The goal of the grant is to double that number by 2003.

The grant also will be used to help strengthen skills of students at Kennedy's feeder schools, Whitcomb Model Elementary School and Chandler Middle School.

The grant, which is to be distributed over five years, will provide for teacher training and parent education opportunities, school officials said.

Hundreds of GE employees will volunteer as tutors and mentors at the three targeted East

End schools, according to a news release from GE Financial Assurance,
a group of investment
and insurance companies with headquarters in Richmond.

Richmond is the 17th site in the GE Fund's College Bound Program. Already, the
fund has
committed \$20 million to aid schools in the past 10 years.

The announcement is the latest example of a private-public partnership designed
to increase
the number of Richmond students pursuing careers in math, science
and technology.

Last week, Capital One Financial Corp. announced a program that will award \$99,
000 in
scholarships at the end of the school year to city seniors planning to p
ursue such careers.

The latest efforts augment the school district's \$3 million grant awarded last
year by the
National Science Foundation to improve science and math instruction
by increasing the number
of city students in honors, accelerated, dual enrollm
ent and college courses. School officials also
hope the NSF grant will improve
standardized test scores and the number of scholarships
awarded to city student
s.

An official announcement of the GE Fund's grant will be made today at a news co
nference
at Kennedy High School. Michael D. Frazier, president of GEFA, will be
joined by Joyce
Hergenhan, president of the GE Fund, Richmond School Superinte
ndent Albert J. Williams and
Richmond Mayor Timothy Kaine for the announcement.
n

Publication#W\ PP# 43. Austin AmericanStatesman"Publication" #:\ PP#September
18, 1998

Headline#\ PP# Stepping into the classroom, fastHeadline #:\ PP#Subhead#\ P
P# AISD experiments with a program to ensure the
supply of substitute teachersS
ubhead#:\ PP#
By Andy Alford
American-Statesman Staff

They may not come dressed in capes and tights, but teachers in the Austin school district's new Super Sub program could save the day for schools that find themselves short on teachers at the last minute.

Increased student enrollment and low unemployment in Central Texas keep substitute teachers in short supply, often leaving principals and students in the lurch.

That's where the Austin school district's super subs come in.

"They have to be committed to work a certain number of days per semester. They're also committed to go to the schools that we assign them," said Gina Flora, who directs the program for the district. "This way we can target schools that maybe are having trouble obtaining substitutes."

Officials say about 160 substitutes have signed up for the program, which asks them to work at least 64 of 72 possible workdays in each semester in order to receive \$15-\$20 more than the standard pay rate. In Austin, substitutes without degrees are paid \$55 for an 8-hour day. Those with degrees are paid \$60, and certified teachers are paid \$65 a day. The extra money is awarded in the form of a bonus "up to \$3,500 a year" that's paid at the end of each semester.

With more than 4,800 teachers, Austin has struggled in recent years to fill substitute teaching needs. The district may need as many as 700 substitutes in a day. Austin officials are using the Super Sub program to address a problem common to school districts nationwide.

The U.S. Department of Education is sponsoring a study on the shortage of substitute teachers at the Substitute Teacher Training Institute at Utah State University. About 100 districts across the country, including two in San Antonio, will report on the supply of substitutes in their area.

So far, the institute's research has found that a growing number of substitutes

are being asked to fill-in for teachers who are out of the classroom for professional development or personal leave. And more states are legislating smaller class sizes to improve student performance, creating a greater demand for permanent teachers and shrinking the pool of substitutes.

When schools can't find substitutes, it's hard on principals and teachers, who might spend the day splitting their time between two full classes of students. The Super Sub program was developed to guarantee that at least 100 substitute teachers could work at any of the district's 98 schools whenever they are needed.

"We're like super men and women. We go anywhere and do anything " we're the caped crusaders," said Robin Britton, a Super Sub who taught at Allan Elementary this week.

Britton said the program offers her flexible and steady work with a possible \$1,780 bonus around Christmas. "I have all the joys of teaching, without the book work," she said. "I adore being with children and young adults, but I'm not interested in career teaching."

Flora said the program is designed to attract substitute teachers who were being lured away by better-paying positions in suburban schools. "It's a pilot. It's something new for us. I don't think there's another district in Texas that's tried this," she said. Because they would work so consistently, Super Subs would be more knowledgeable about curriculums and could pick up where teachers leave off, school officials say. "We have the same people coming here quite often to substitute," said Barbara Diviak, a fifth-grade teacher at Allan. "They know me, they know the children, they know what problems may (arise), what kids have special needs " they step right in and it's like I've not been gone."

Diviak also said discipline problems can be stopped before they start with knowledgeable, steady substitutes. "Students know when a certain sub comes in that

there's no foolishness and
that they have to get down to work, because the sub
and their teacher have worked together
before."

Flora said the district could expand the Super Sub program if all goes well thi
s year. But she
acknowledged that the program won't suit everyone. "Not everybo
dy is willing to commit to
work in any school we assign them or to commit to an
y subject that we assign them. That's why
these guys are super."n

Publication#W\ PP# 44. San Francisco Chronicle"Publication" #:\ PP#September
18, 1998

Headline#\ PP# UC Graduate Programs See Fewer
BlacksHeadline #:\ PP#Subhead#[
\ PP# Affirmative action ban cited at regents meetingSubhead#:\ PP#
Laura Hamburg, Chronicle Staff Writer

An impending shortage of minority students stirred the University of California
Board of
Regents yesterday to further examine ways to improve recruitment of `
`disadvantaged" students.

Two years after affirmative action was abolished, the number of African America
n graduate
students enrolled at the University of California at Berkeley is exp
ected to plunge by at least 30
percent this fall.

Unless the university takes action, minority enrollment will continue to plumme
t, Karl S.
Pister, senior associate to the UC president who proposed strategies
for an outreach program.

``If the present trend continues, the university will be less and less reflecti
ve of the populationof California," Pister told the regents meeting in San Fra
ncisco. ``This calls for a serious
intervention."

Intervention would be a key element of the outreach program " the university's
first
response to the consequences of the end of affirmative action.

It includes an anticipated \$135 million this year to boost ``partnerships" wit

h K-12 schools,
to increase scholarships for "disadvantaged" high school stud
ents and to expand a variety of
student tutoring programs.

STUDENTS UNSATISFIED

But some students said that even if the plan works as outlined, it does not hav
e enough
muscle to bring minority students back.

"This outreach program does nothing but blow smoke on the problem," said Kami
Chisholm,
a UC Santa Cruz graduate student and chairwoman of the system's Stud
ents Association,
representing 170,000 students. "They could, spend a billion
dollars on outreach but unless they
change the eligibility requirements for und
errepresented students, it's not going to work."

She said the expected drop in numbers of graduate students would prove that end
ing
affirmative action has been a disaster.

PRELIMINARY FIGURES

The final tally of graduate students systemwide will not be made available unti
l next month.

But for university officials, preliminary figures are already pro
viding an unsettling glimpse at the
racial makeup at one of the nation's most p
restigious graduate programs.

The expected drop-off in African American students is in part because fewer bla
cks applied
to graduate school at UC Berkeley.

Top minority students " especially black students " are apparently choosing t
o go
elsewhere.

"It's very disheartening but not unexpected," said Professor Percy C. Hintzen
, chairman of
UC Berkeley's African American Studies Department. "One would un
derstand why these

students might prefer to go to Yale, Harvard, Stanford or Chicago. Those programs not only welcome their black students but heavily recruit them as well."

BATTLING THE PERCEPTION

University officials at Berkeley say they are working to combat the impression that minority students receive a chilly reception.

"The message we are trying to get out there is that we do want minority students and are happy to have them," said Joseph Duggan, associate dean of graduate programs. "There's this perception that that isn't the case, but it's not the reality."

Duggan said that although African American enrollment dropped sharply, that fact may not tell the whole story.

The percentage of students admitted to graduate programs "excluding the law school" was nearly equal among blacks, Latinos and whites, hovering at 24 or 25 percent.

And the number of graduate Latino students enrolled this year actually climbed slightly, from 109 last year to 119 this year.

But like African American students, fewer Latino students actually applied to UC Berkeley graduate school "751 this year compared with 876 last year.

The decline of African American applicants was the most dramatic. This year, 475 black students vied for spots, compared with 697 last year.

NATIONWIDE DROP

Meanwhile, a national survey of 93 graduate schools shows that the number of African Americans who enrolled as science and engineering graduate students last

year declined by 20 percent. The decline was nearly 18 percent for Latinos.

Shirley Malcolm, of the American Association for the Advancement of Science in Washington, D.C., who conducted the study, said she talked to hundreds of educators at other top schools and found them taking advantage of California's anti-affirmative action policy to woo top minority students.

"Other schools are taking a look at what's happening in California and . . . are basically advertising, saying 'Come to us and not California,' " she said.

"What's happening is that by abolishing affirmative action, California may be contributing to its own brain drain."

Publication#W\ PP# 45. San Francisco Chronicle"Publication" #:\ PP#September 18, 1998

Headline#\ PP# 'Scarlet Letter' Suit Against Religious

SchoolHeadline #:\ PP#

Subhead#\ PP# Teacher says she was fired for being pregnant, unmarriedSubhead

#:\ PP#

Charlie Goodyear, Chronicle Staff Writer

Jessica Martin doesn't consider herself a sinner, but she claims that a Walnut Creek religious school branded her with "The Scarlet Letter" when it allegedly fired her for being pregnant out of wedlock.

Now Martin, an Antioch resident, has sued the Walnut Creek Christian School for pregnancy discrimination and violation of state and federal fair employment laws.

"She has been devastated by this," her attorney, Daniel Feder, said yesterday. "She feels like she has been tarnished with the Scarlet Letter."

Hired in 1996 as a teacher's aide in the school's kindergarten classes, Martin was fired on Aug. 5, 1997, two days before she was supposed to apologize to the school board for her conduct, according to the suit filed in Contra Costa Superior Court.

“She wasn't just terminated for being pregnant,” Feder said. “They viewed her pregnancy as a significant breach of faith.”

When school officials found out in July 1997 she was pregnant, she told them she planned to marry her fiancé eventually. But the school's superintendent, Bob Illman, “informed (Martin) that he could not employ a pregnant teacher,” court papers show.

The Walnut Creek Christian School, now known as Contra Costa Christian High School, was founded in 1982 and has about 500 students in kindergarten through 12th grade taught by a staff of 40, Illman said yesterday.

The school requires its students and their families to be regular churchgoers. Parents and teachers are asked to sign a statement of faith, which Illman described as “broad” and evangelical. Illman, a Presbyterian minister, said he could not comment directly on Martin's lawsuit or why she left the school. But he admitted first talking to her about her pregnancy in a “pastoral” setting. Of the alleged August 1997 discussion, Illman said, “This is not the way I would describe the meeting.

“We would not dismiss someone for being pregnant out of wedlock,” he added. “We had a female student here at the same time who was pregnant and she continued in her classes up until she had the baby.”

But Feder said, “We stand by all the allegations. Jessica Martin is young, highly motivated and very credible. They had no problems with her before this, in fact they renewed her contract. If they didn't dismiss her for the pregnancy then why did they dismiss her?”

Martin, who is in her early 20s and has since given birth to a daughter, has sued the school for unspecified financial damages, saying her termination caused her embarrassment, difficulty

in finding another job and emotional distress. She filed the lawsuit after lodging complaints in May with the U.S. Equal Employment Opportunity Commission and the state's Fair Employment and Housing Administration which gave her clearance to file the suit.

School officials allegedly wanted Martin to promise not to engage in further premarital sex with her fiancé. And the school denied her six weeks of paid leave when she first went on pregnancy disability, according to the lawsuit. The suit also seeks a court order to prevent the school from destroying any notes or documents relating to her employment.

Illman denied that the school had acted inappropriately, saying, "We had nothing but care and concern for her situation.

"We're not that kind of place where we're looking around to get rid of people," he said. "I

was very surprised by this."

Publication#W\ PP# 46. Denver Post"Publication" #:\ PP#September 18, 1998

Headline#\ PP# CU spends \$350,000 to improve campus safetyHeadline #:\ PP#

By Geoffrey Koss

Special to The Denver Post

Sept. 18 - The University of Colorado at Boulder is spending more than \$350,000 on safety programs this year following a string of killings and violent sexual assaults around Boulder.

"Boulder has experienced a number of well-publicized incidents over the last several years, and public awareness has increased. We're responding to people's needs and concerns," said Lt. John Kish of the CU-Boulder police department.

Among those incidents: last year's off-campus killing of student Susannah Chase; the on-campus discovery of a homeless man beaten to death; and a series of winter assaults that left some students afraid to walk alone on campus.

"I'm very happy to see them be so responsive. Right from the beginning they've been very concerned and helpful with everything," Susannah Chase's mother, Julie Chase, said Thursday in a telephone interview from her Connecticut home.

Members of Chase's family will be in Boulder next week to dedicate a safety campaign in her memory. Several hundred posters and about 15,000 bookmarks have been printed with a sunflower on them to spread the safety message, said Ron Stump, associate vice chancellor for student affairs. The sunflower logo was suggested by the Chase family.

Strategy developed

Violent crime is down so far this semester compared with the same time last year, Kish said.

Numerous meetings between CU-Boulder students and officials and city of Boulder administrators have resulted in strategies to make the campus and surrounding areas safer.

Chase's parents will appear at a press conference in Boulder on Monday to introduce the new campaign.

Already, the school has spent more than \$150,000 to improve lighting on campus, including in parking lots and the section of the Boulder Creek bike path that passes the campus from 17th Street to Folsom Avenue.

The body of David Simpson was found along that section of the path last September. That case remains unsolved. Eighteen additional emergency call-boxes will be installed at various campus locations by December, at a cost of \$263,000. The additions will bring the total number of emergency call-boxes to 46, including 16 that exist in campus parking structures.

CU's facilities management department and transportation center have begun an "Eyes and

Ears" program to provide readily identifiable people on campus that students can go to for help, or to report unusual incidents. The program, which began in August, identifies campus vehicles with radios or cellular phones with a sticker bearing an eye-and-ear logo. "We're hoping to train every person on campus with a radio or cell phone to participate in the program," said Bryan F lansburg, director of transportation services and head of the program.

The Boulder campus administration has also provided additional funding to the student government to expand Nightride/Nightwalk, a student-run service that provides escorts after dark.

The money for the projects has come from a number of campus sources, said CU spokeswoman Jeannine Malmsbury. Money for future projects and initiatives will be found as needs arise, said Malmsbury.

Chase, a 23-year-old senior from Connecticut, was found brutally beaten last December in an alley near her home at 18th and Spruce streets. She died a short time later. The investigation is continuing, said city spokeswoman Leslie Aaholm

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Publication#W\ PP# 47. San Diego Union Tribune"Publication" #: \ PP#September 18, 1998

Headline#\ PP# UC to spend \$40 million to help recruit disadvantaged students
Headline #:\ PP#

SAN FRANCISCO " University of California regents yesterday adopted a budget that pumps nearly \$40 million into outreach efforts aimed at shoring up enrollment of disadvantaged students in the post-affirmative action era.

"This is not a marginal activity for the University of California," said Karl Pister, the former UC Santa Cruz chancellor who is overseeing the program. "It has to be considered part of our mission."

UC's emphasis on outreach stems from the regents' controversial 1995 vote to stop considering race and gender in admissions. At the time, regents said race-based admissions were unfair, but they agreed to increase outreach to students hampered by individual disadvantage, such as poverty.

The affirmative action repeal took effect for undergraduates this fall, resulting in about a 9.5 percent drop in enrollment of blacks, Hispanics and American Indians "the three groups UC considers "underrepresented minorities" " at UC's eight general-admissions campuses.

The decline was much sharper at UC's most competitive campuses, Berkeley and UCLA.

In his presentation to regents, Pister said it's imperative that UC take action.

If trends continue, he said, by 2006, blacks would comprise 8 percent of California high school graduates and 3 percent of the UC eligibility pool. Hispanics, meanwhile, would make up 37 percent of graduates and 12 percent of the UC pool, he said.

The new funding, \$33.5 million from the Legislature and \$5 million from reallocated UC funds, is expected to be matched by an additional \$31 million from participating schools, for a total of \$135 million.

That is more than double the amount spent last year and about how much UC officials had estimated would be needed to mount a successful race-blind outreach program, said Margaret Heisel, director of UC outreach. UC had been spending about \$60 million a year on its old affirmative action programs.

Kami Chisholm, chair of the UC Students Association, told regents they're wasting money as long as they handicap admissions officers by refusing to acknowledge race as a disadvantage.

Regent Ward Connerly, who led the repeal of race-based admissions, reminded his colleagues that race should not be part of the new outreach.

"What we're doing here is not a surrogate for race and ethnicity."

Publication#W\ PP# 48. Sacramento Bee"Publication" #:\ PP#September 18, 1998

Headline#\ PP# Supporters of bilingual education lose
rulingHeadline #:\ PP#
By Janie Har Bee Correspondent

OAKLAND " Supporters of bilingual education suffered a setback Thursday when a
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Alameda County judge ruled that the state Board of Education was not in contempt in ignoring
requests for districtwide waivers from Proposition 227 pending
an appeal.

Superior Court Judge Henry E. Needham Jr. ordered the state board in August to consider
such waivers, but had not issued a formal written judgment. On Thursday, he ordered that it be
issued.

With the judgment, the board can now appeal Needham's decision, said Rae Belisle, counsel
for the Board of Education.

Proposition 227, passed by 61 percent of the voters in June, effectively eliminates bilingual
education and requires teachers to conduct their lessons "overwhelmingly" in English. Parents
are allowed to request waivers for individual children after a 30-day period.

Last Friday, the board voted unanimously to postpone action on requests from five school districts, pending an appeal.

Needham also denied motions that would have compelled the board to accept, consider and
vote on bilingual education waivers until the appellate court reviews his earlier ruling.

Lawyers for the Oakland, Berkeley and Hayward school districts sued the board in August over the waivers and said the board was violating Needham's ruling.

"They are not defying the court order. They are waiting for the court's order," said Angela Botelho, representing the state board in court Thursday.

Gov. Pete Wilson issued a statement Thursday praising the court "for rejecting this frivolous effort by these scofflaw school districts to seek a temporary restraining order against any efforts by the state to enforce Proposition 227."

"I also applaud the court's rejection of their efforts to hold the Board of Education in contempt simply because it has chosen to seek appellate guidance before it considers granting any . . . waiver," the governor said.

Publication#W\ PP# 49. Milwaukee Journal Sentinel"Publication" #:\ PP#September 18, 1998

Headline#\ PP# State's third-graders read better Headline #:\ PP#Subhead#[\ PP# Most districts score well; Milwaukee cuts gap Subhead#:\ PP# By Alan J. Borsuk of the Journal Sentinel staff

The reading ability of third-graders across Wisconsin has moved up a few notches and is strong to very strong in most school districts, a mass of test data released by state officials Thursday shows.

The performance of students in Milwaukee Public Schools overall was up. Milwaukee scores were, by some measures, about the same as those of several other cities in the state. For example, the data show that Milwaukee had a higher percentage of third-graders testing as at least basically proficient readers than did Wausau or Green Bay.

The gap between Milwaukee schools and schools statewide as a whole narrowed from 16.7 percentage points in 1997 to 10.6 percentage points in 1998, based on the proportion of third-graders who got what could be considered at least minimal

passing scores each year.

The results of the reading proficiency test taken by 57,811 students in March show that almost one in five third-graders statewide was rated as showing "advanced proficiency" in reading. Just under half were rated "proficient." Another one in five showed "basic" proficiency.

That left 5% "one in 20" showing "minimal" proficiency, which was the lowest level, while 9% of students in the state did not take the test, generally because they have exceptional educational needs or are not proficient in English. The average student statewide got 52.1 out of 63 possible points, which would rate that student in what was established as the "proficient" category.

"We have reason both to celebrate and to look for improvement in the future," said John Benson, state superintendent of public instruction.

The third-grade scores have received increasing scrutiny in recent years at every level of interest, from parents and school boards up to the governor and state Legislature.

"By the end of third grade, reading is the foundation for much of the rest of a student's learning," Benson said. "It is imperative that children who didn't do well on this test be evaluated and receive whatever services they need so they can achieve reading proficiency."

State officials said scoring at the basic level or higher was acceptable as a definition of "doing well," but that the real goal is to get students to at least the "proficiency" level.

The need for improvement remained most noticeable in schools with high numbers of students who are from minority groups or low-income households.

Only nine of more than 1,100 public elementary schools in the state had 30% or more of

their students score in the bottom rung of results. Eight of the nine are Milwaukee schools, several with long records of poor performance on academic tests. The ninth is a school in Antigo that had only nine students in third grade, three of whom were in the lowest bracket.

This was the first year the state used proficiency ratings to describe the results. Previously, students were rated as having met or not met a performance standard or fallen in an "inconclusive" range.

State Department of Public Instruction officials said it was inappropriate to make comparisons of the new results with previous years because of the different ways of categorizing the results.

However, the test itself was structured the same as in previous years. Students read three selections. Last year, they were scored on their answers to 60 multiple-choice comprehension questions; this year they were scored on 61 multiple-choice questions and one short-answer question worth two points, for a maximum possible score of 63.

In 1997, those who scored 31 or less were considered below the performance standard. This year, those who scored 33 or less were rated as showing minimal proficiency.

Statewide, 5.5% of students were in the lowest category in 1997; 5.1% were this year. For Milwaukee schools, 17% were in the bottom group in 1997 and 13.1% were in 1998.

On the other end, 381 schools in the state had no students scoring in the minimal range, and 11 schools had all their students scoring at proficient or advanced levels, Benson said.

An analysis of the results for Wisconsin cities with populations of at least 25,000 in 1996 put five Milwaukee-area communities in the spotlight for outstanding scores.

In West Bend, 84.6% of students got either advanced or proficient ratings. Greenfield had 82.7% at those two levels, with New Berlin at 80.3%, Elmbrook at 79.9% and Franklin at 79.5%.

Also standing out among larger districts were West Allis and Waukesha, which each had 72.4% in the top two rungs, and Wauwatosa at 70%.

On the other end of the range for larger cities, Milwaukee had 49.7% of students in the advanced or proficient categories and Racine had 51.6%.

MPS Superintendent Alan Brown listed steps that have been taken since the tests were given in March that he expected would lead to better results when this year's third-graders take the test in March 1999. Included were the reinstitution of summer school, expansion of after-school academic programs, and the expansion of the state SAGE program under which 14 schools in Milwaukee have reduced class sizes and increased their emphasis on phonics in reading instruction.

Last January, Gov. Tommy G. Thompson proposed a bill " which later died in the Legislature " that would have called for the state to take over Milwaukee schools unless several specific performance goals were met within two years. One of the standards was that the overall MPS score on the third-grade reading tests reach at least 90% of the state average. By the calculation of MPS officials, the figure for this year is 87.6%, up from previous years.

In Waukesha County, all 18 districts had a higher percentage of pupils score at the proficient or advanced levels than was the state average. The scores ranged from a low of 67.3% of third-graders who scored at the proficient or advanced levels in the Muskego-Norway School District to a high of 93.1% at those levels in the Swallow School District in the Town of Merton.