

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME: 2-JUN-1997 12:35:00.00

SUBJECT: Clips

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

READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

To repeat the search, click somewhere on the screen to deselect
the

text. Then press F3. That will search for the same text again.

To print a single story:

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

item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

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

Jim Bradshaw

OPA===== ATTACHMENT 1 =====

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

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDf V5.0-4 #6879)
id <01IJLNAFJOTC000090@PMDf.EOP.GOV>; Mon, 02 Jun 1997 14:54:11 -0500 (EST)

Received: from storm.eop.gov (storm.eop.gov)
by PMDF.EOP.GOV (PMDf V5.0-4 #6879) id <01IJLN9NQ5N400009H@PMDf.EOP.GOV>; Mon,

02 Jun 1997 14:53:30 -0500 (EST)

Received: from vader.ed.gov ([165.224.217.43])
by STORM.EOP.GOV (PMDf V5.1-7 #6879)
with ESMTP id <01IJLKXLJHNG001Z4I@STORM.EOP.GOV>; Mon,
02 Jun 1997 13:47:10 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.217.37])
by vader.ed.gov (8.8.5/8.8.4) with SMTP id NAA08757; Mon,
02 Jun 1997 13:44:35 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)
id 39306820; Mon, 02 Jun 1997 13:44:34 -0400

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

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

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 #*0 x7##What Follows
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NATIONAL

1. Associated Press
Education secretary urges equal opportunities for all
2. The Wall Street Journal
Free for All: Georgia's Scholarships Are Open to
Everyone, And That's a Problem " The State Picks
Up Tuition, Regardless of Income; Is That Fair to the
Poor? " Even 'Bill Gates Can Qualify'
3. The New York Times
Special Education Practices In New York Faulted by
U.S.
4. Los Angeles Times
Powell Wades Into Nation's Racial Divide Ceremony: Retired general's speech at
Civil War
monument hints at desire to become healing influence.
But some blacks
decry ties to establishment.
5. The New York Times
From School to Church, Volunteers Help Out
6. The Washington Post
Child Tax Credit Plan Creates Unusual Alliances
7. The Tampa Tribune
U.S. government may revise its system of racial
8. Business Week
GRADUATING MAGNA CUM MONEY
9. The New York Times
ForProfit Education Venture to Expand
10. USA Today
More take GED to finish high school
11. Christian Science Monitor
Howard University Becomes 'Hot Pick'
12. U.S. News & World Report
In debt all the way up to their nose rings

TRADE

13. CongressDaily/A.M.
Livingston: No Approps Wars In '97
14. Chronicle of Higher Education
System for Delivering Student Aid Is Flawed, Many Agree
15. Chronicle of Higher Education
Education Dept. Cries Foul Over Key Congressman's Criticism
16. Education Daily
LEGISLATIVE UPDATE
17. Education Daily
TECHNOLOGY SNAGS BIGGER ROLE UNDER HOUSE DRAFT
18. Education Daily
HOUSE VOC ED DRAFT BILL WOULD BOOST LOCAL SHARE

LOCAL

19. Chicago Tribune
COLLEGE TO SHOW WORKING WOMEN'S SUMMIT
20. Los Angeles Times
Schools Score Better Grades in the South Than the North
21. Chicago Tribune
TEACHER MASTERS READING HER PUPILS
22. Los Angeles Times
Mississippi Student Challenges BlackWhite Divide Education: A desegreg

ated

school's practice of separate class presidents for each race is questioned.

The effort has gained little support, however.

23. Los Angeles Times
40 Attend Schools Breakup Hearing Education: Emotions run high on both

sides of

debate as state board holds last meeting in L.A. on proposed regulatio

ns for splitting

district

24. Chicago Tribune
SENATE GOP BACKS OWN SCHOOL FUNDING PLAN
25. The New York Times
School Districts Try to Attract TuitionPaying Students
26. The New York Times
Hartford Schools: A New Beginning
27. The Washington Post
Six P.G. Schools Face Purge; Staffs Must Resign, Reapply as Superinten

dent Seeks

Improvement

28. The New York Times
Private School Plans New High School
29. Los Angeles Times
State School Board's Breakup Rules Assailed * Education: Speakers tell

hearing that

proposed guidelines would destroy efforts to dismantle L.A. syste

m.

30. The New York Times
Question of an English Test for a Diploma Bounces From Campus to the C

courts

- 31. The New York Times
Top Student Has to Share Top Honors
- 32. Seattle Times
A lesson in inequality: Districts in wealthy areas have better schools

- 33. San Diego UnionTribune
Math game proves real plus for student from National City
- 34. San Diego UnionTribune
Detective's inquiry into school district's finances causes stir
- 35. San Diego UnionTribune
Boarding school graduation to be bittersweet conclusion
- 36. San Diego UnionTribune
Student lives also were bound up in academy businesses
- 37. Richmond TimesDispatch
Mentoring a hit with kids, adults
- 38. The Washington Post
Becton Advances Plan for Disruptive Students; D.C. Schools Chief Taps T

op Aide to

Design and Implement an Alternative Program

- 39. Los Angeles Times
Moorpark and School Officials Still at Odds Over Real Estate Deals Finan

ces:

Longtime adversaries try to work together. District needs city's cooperation to sell

property, build homes and fund a new campus.

- 40. Asbury Park Press
Manchester students put their books on 'stand by'
- 41. The Washington Post
Pr. George's Parents Face Tough Academic Choice; Lacking Confidence in

Public

Schools, Some MiddleClass Blacks Are Looking Elsewhere

- 42. San Francisco Chronicle
Parish, School Make Pact
- 43. Los Angeles Times
A Great Graduate : At 14, Mary Fasano had to leave school"but she vowed

to go back

oneday. Now a greatgrandmother at 89, she's done that and much more

: She's earned a

diploma from Harvard.

- 44. The New York Times
Hostos Students Hear an Unusual Sound: Praise
- 45. Baltimore Sun
Principal's pursuit of Powell pays off
- 46. Dallas Morning News
Legislature OKs schoolchoice bill, sends it to Bush
- 47. Dallas Morning News
Housebacked bill would ban athletes' special college entry
- 48. Baltimore Sun
Novice school board faces 'daunting' deadlines

COMMENTARY

- 49. Chicago Tribune
REPUBLICANS SAW A GHOST IN EDGAR'S SCHOOL TAX PLAN

- 50. The New York Times
A New Kind of School for Connecticut
- 51. The New York Times
Our Schools
- 52. The Washington Post
The Kind of Teachers We Need
- 53. The New York Times
Professor Knowledge Is Not an Oxymoron
- 54. Charleston (WV) Gazette
Julie Pratt:
- 55. The Boston Globe
Umass policy makes educational sense
- 56. The Washington Post
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ion" #:\ P P#05-31 2:52p

Headline#u\ P!P# Education secretary urges equal opportunities for allHeadline
#:\ P"P# with AP Photo

ddTURLOCK, Calif. (AP) - U.S. Education Secretary Richard W. Riley challenged g
raduates at California State University-Stanislaus
on Saturday to help insure e
qual opportunities for future students.

ddRiley said he fears what he termed "affirmative inaction" will replace affirm
ative action in providing education opportunities for
minorities.

ddThen, Riley gave this charge to nearly 1,700 bachelors' and masters' degree c
andidates at the Cal State-Stanislaus commencement:

dd"You should work to ensure that those who come after you will have the same or better opportunities for an education and all that goes with it."

ddHe urged the new graduates to help provide "the same kind of chance you had, and took advantage of, often through sacrifices of your own."

ddRiley encouraged the graduates to volunteer as tutors, either in schools or for youngsters in their own family.

dd"Nothing prevents you from helping students learn how to prepare for college preparatory tests or from starting a class to develop good study habits or write college application essays," he said. "These are actions that make a difference."

ddGraduates can "serve your own heritage by helping others," Riley said. "You see, that is what really matters; that is what a real education means."

ddRiley deplored the trend toward banning affirmative action and cited an 80 percent decline in the number of blacks admitted to University of California law schools.

dd"These are just the first signs of what happens when you don't encourage educational opportunity," Riley said. "Unfortunately, they will not be the last. Policies that perpetuate an unfair disadvantage on those who have not had educational opportunities in the past are unacceptable, and we must strive to correct them."

ddHowever, Riley said affirmative action alone is not enough to guarantee equal educational opportunity.

ddBesides volunteer help, he encouraged recruitment and outreach programs for minorities such as UC is trying in lower grades in hopes more minorities will meet entrance standards when they graduate from high school.nyxddd

Publication#W\ P#P# 2. The Wall Street Journal"Publication" #:\ P\$P# 06/02/97
Page A1 Category: Local

Headline#u\ P%P# Free for All: Georgia's Scholarships Are Open to Everyone,

And That's a Problem "- The State Picks Up Tuition,
Regardless of Income;

Is That Fair to the Poor? "- Even

'Bill Gates Can Qualify'Headline #:\ P&P#

By Greg Jaffe

Staff Reporter of The Wall Street Journal

ATLANTA " Maria Weddige and Kijua Sanders will both graduate in June from state colleges in Georgia. Ms. Weddige, 22 years old, comes from a family whose

earnings exceed \$50,000. She never had to interrupt her studies to take a job.

Ms. Sanders, 26, regularly

worked two jobs to help pay for school, and her family

income is less than \$25,000.

ddThe two women have good academic records. So which one receives more financial

l aid from government programs?

ddThey both get about the same amount, because of the generosity of Georgia's Legislature and a gradual change in government thinking.

After years in which on

ly the poor were considered needy, that term " especially when applied to higher education " increasingly

embraces the middle class.

ddMs. Weddige and Ms. Sanders are beneficiaries, to very different degrees, of a Georgia scholarship program called HOPE, or Helping

Outstanding Pupils Educate

ionally. Funded with money from the state's lottery, HOPE pays 100% of tuition at state schools for all Georgia

students " regardless of income " who maintain

a B average and aren't already receiving federal financial aid. It also provides free tuition

to all state students who attend vocational or technical school

s in Georgia.

ddBy many measures, HOPE has been a success. Nearly 118,000 students are enrolled, receiving scholarships totaling \$125 million. More

than 97% of all in-state

freshmen at the University of Georgia have been HOPE recipients this year. At least a dozen states are weighing

similar programs. And President Clinton is pu

shing a national program to give tax breaks to parents whose children maintain

a B average

in college.

ddCritics, though, say HOPE isn't shining brightly enough on those who need help the most. Ms. Weddige gets about \$3,000 from HOPE,

while the lower-income Ms.

Sanders receives almost no assistance from the program. That is because Georgia officials subtract the value

of her federal grants from her HOPE scholarship.

In the current school year, Ms. Sanders's only benefit from HOPE has been a book

allowance of about \$100 a quarter.

ddMs. Sanders also is affected by cuts the state made in a program that provides low-income students with money for living expenses. In 1997, Georgia will put \$2.2 million into its Student Incentive Grants, down from \$5.2 million in 1995.

For Ms. Sanders, that means

she received a \$300 grant this year, down from \$1,

500 last year. Georgia's contribution is the lowest, per student, in the nation

. Asked why

the state gives relatively little, Gov. Zell Miller says, "Other states don't have HOPE."

ddBut the cuts have made college less affordable for many low-income Georgians.

Ms. Sanders's total aid package dropped from about

\$4,000 in 1995 to \$3,000 in

1996. To compensate, she switched apartments, moving farther from campus and into a less safe

neighborhood.

ddThat seems wrong to some educators who believe that the primary goal of financial aid should be to make college available to the poor.

"If you're Bill Gates

, you can qualify for HOPE and get free tuition," says Thomas G. Mortenson, a s

senior scholar at the National Council of Educational Opportunity Associations, a federally funded think tank based in Washington. "In an area of deteriorating investment in public schools . . . it's more important than ever to target aid to those who need it the most."

ddSuch criticism speaks to fundamental questions about entitlement programs: What resources should governments make available for citizens? Who should benefit?

? Increasingly, legislators are drawing the line well above the poverty level.

dd"Who says every aid and scholarship program should be limited to poor people?" says David Longanecker, an assistant secretary at the U.S. Department of Education. "The middle class deserves some relief."

ddIn a sense, the HOPE program calls to mind an earlier era when many state schools were tuition-free for residents, and many poorer students also received grants to pay for room, board and books. The idea was to make college widely available, and to encourage a student body representative of society as a whole.

ddThat changed in the 1970s, when states from California to New York started charging for tuition. At first the amounts were minimal, but between 1980 and 1995, the cost of an education at a four-year public university soared 235%, while the median household income rose 82%, according to a General Accounting Office report.

ddAs tuition at private schools also soared, the middle class demanded help, and the government responded. In 1993, Congress removed home equity from the need-based analysis calculation for federally subsidized student loans. That opened the program to thousands more middle-class families.

ddBut there was less support for boosting aid to the poorest students. Today, the largest Pell grant covers about 33% of the average cost of tuition, books and board at a public university, down from 80% in 1981.

dd"The saying at the Department of Education was that the war on poverty was over," recalls Tom Wolanin, a deputy secretary for legislative and congressional affairs at the department from 1993 to 1996. "We all realized that any program that serves poor people [alone] was not politically feasible."

ddAbout the same time, Gov. Miller was trying to build support for an ambitious scholarship program in Georgia. "I always wanted to do something big in education," the former college history professor says. His plans would eventually become the HOPE program.

ddLawmakers opened the program in 1993 to students from families making less than \$66,000 a year "with an exception. Worried that lottery money would run out if too many families took part, they turned their attention toward poorer students, whose federal Pell grants can be used for any education-related expenses,

not just tuition. The state decided that those students would get HOPE scholarships worth only that portion of their tuition that the federal aid didn't cover.

Ms. Sanders, for example, got a \$2,400 Pell grant this year. That amount was subtracted from the value of her HOPE scholarship, leaving her a \$100-a-quarter book allowance from HOPE.

Despite officials' early worries, the lottery well didn't run dry. Just the opposite: It has generated far more sales "about \$5 billion in four years" than

the state expected. So the legislature, flush with the windfall, soon faced another decision. Should it give poor students the full HOPE tuition award so that

they could use the Pell grants for living expenses, or should it expand HOPE to include wealthier students?

Legislators chose the latter course and raised the income cap to \$100,000. Then, last year, Georgia opened the program to everyone, regardless of wealth.

Since HOPE has no income cap, the students don't have to disclose what they or their parents earn. Thus, the state doesn't have data on how much of its largess goes to wealthy families.

Most Georgia lawmakers say they are satisfied with their decision to include students with higher incomes. If the state had instead given full scholarships

to those already getting Pell grants, about 19,000 higher-income students would have been knocked off the rolls, Gov.

Miller says. HOPE's goal, he says, is to help "as many kids as we can."

In the process, HOPE may also help the state keep its best students at home. Between 1992 and 1996, the average combined SAT score for new freshmen at the U

niversity of Georgia rose 20 points. Nationally, the average rose 12 points.

"Before the HOPE program, our honors students would have laughed at the idea of going to the University of Georgia," says Steve Pearson, a counselor at Decatur

High School in Atlanta's suburbs. "Today, it is a serious choice."

It isn't just the public universities that benefit. HOPE also provides \$3,000 annual tuition rebates to state students who maintain a B average at private c

olleges in Georgia. That has produced an unusual response from Furman University, a private college in Greenville,

S.C., that depends on the Atlanta suburbs for

or students. Furman recently began offering \$3,000 rebates to students from Georgia to bolster enrollment.

HOPE's generosity was the deciding factor for Ms. Weddige. As a high-school senior, she says, she was "in love" with Carleton College, an exclusive liberal-

arts school in Minnesota. Her parents, however, helped persuade her to attend Georgia Institute of Technology in Atlanta.

Six years earlier, when Ms. Weddige's sister attended Berry College, a private

e school in Rome, Ga., the family was turned down for financial aid. "We basically had to struggle through," says Peter Weddige, Maria's father. HOPE, by contrast, has allowed the Weddiges to put money in their retirement savings.

And it has enabled Ms. Weddige to graduate debt-free. "Without HOPE I would have graduated with between \$10,000 and \$20,000 in loans," she says.

Still, as HOPE's popularity has surged, the program has come under fire. Some critics say it could prompt professors to inflate grades or cause students to shun tough courses for fear that their grades will plummet and they will lose their financial aid.

"If that's the case, you end up shooting yourself in the foot, especially if your goal is to encourage academic excellence," says Tom Kane, a professor at Harvard University.

But HOPE's most persistent critics are from financial-aid groups who say it doesn't do enough to open the doors of college to poorer students.

"HOPE tips the balance of aid too much in favor of the privileged," says Larry Gladieux, executive director of the College Board, a Washington-based association that administers college-entrance exams. He sees the same problems in Mr. Clinton's proposal, which would offer a \$1,500 tax credit or a \$10,000 tax deduction to lower- and middle-income families with students in college. The deduction would be worth about \$2,700 to families making \$70,000 to \$80,000 a year.

Ms. Sanders echoes those concerns. When she graduates, she will have accumulated about \$8,000 in debt. Eventually, she says, she would like to get a doctoral degree in education. But her immediate goal will be to find a job that will pay off her loans.

Gwyn Francis, director of financial aid at Georgia State, says she worries that the needs of students like Ms. Sanders are being lost in the clamor over HOPE.

"My concern is that in our push to help a very vocal middle class and encourage academic excellence, we're going to forget about the students who simply can't attend college without help," she says. "That would be a big loss."

Publication#W\ P# 3. The New York Times"Publication" #: \ P(P# 05/31/97; Edition: Late Edition - Final; Section: Section 1; Metropolitan Desk; Page 1, Column 1

Headline#u\ P# Special Education Practices In New York Faulted by U.S. Headline #: \ P*P#By JACQUES STEINBERG

The Federal Government last night warned New York City school officials that they must reduce the disproportionately high numbers of black and Hispanic students in special-education programs or face a lawsuit and ultimately the revocation of tens of millions of dollars in Federal aid.

The admonition by the United States Department of Education's Office of Civil Rights, in a memorandum of agreement with the Board of Education, marked the first time that Federal officials have waded into the problem, which has long troubled high-level school officials but has been difficult to correct in a vast system of 1,100 schools.

TD After a two-year study of special-education referrals in New York City, Federal officials concluded that the long-held perception of such programs as warehouses for minority children "some with behavior and learning problems, and some not" was rooted in fact.

ddIndeed, officials examining schools throughout the city found that the higher the percentage of white students schoolwide, the greater the likelihood of a black or Hispanic child being referred to special education.

dd"The hope is that over time, as schools and districts are held accountable, whether through gentle prodding or stern enforcement, a different mentality will

take hold," said a lawyer familiar with the agreement, who insisted on anonymity. "The hope is that they will become more sensitive to the intersection of race and special education, in terms of educational decision-making."

ddA Board of Education lawyer, Robin Greenfield, said last night that city school officials had cooperated in the drafting of the agreement and would comply with

its terms, in instances where referrals of children to special education are deemed inappropriate and unwarranted.

ddShe added, however: "There is no finding of wrongdoing. And there never was one."

ddBut others familiar with the agreement said the board had had little choice but to participate in order to avoid a more formal investigation and potential sanctions.

ddUnder the terms of the agreement, Schools Chancellor Rudy Crew will implement a series of corrective measures. An intensive training program will be established

to give parents a better understanding of their rights and of the instructional options available to their children.

ddPrincipals will be instructed to include more special-education students in citywide standardized testing to determine whether the programs are doing such

students any good, and perhaps to return those who are improving to general classrooms. In the past,

administrators were loath to test such students, fearing that their performance would bring down the average scores of their schools.

Par
ents and politicians often view the tests as a barometer of a school's effectiveness.

ddThe Chancellor, underscoring an overhaul of special education that he started last fall, also agreed to intervene earlier in the educational lives of students

who have fallen behind, so that their problems can be corrected without their

never entering a special-education classroom. And the board said it would do a better job of gathering statistics illustrating referral patterns in individual schools, so that problem schools can be flagged more easily. Phil Coltoff, who, as executive director of the Children's Aid Society, has been tracking the system's shortcomings for years, said he was hopeful that the Federal intervention would spur improvement. "Everyone knew this wasn't right," Mr. Coltoff said. "But they almost needed an outside force, an authority, to say, 'You've got to do it differently.'"

The city's special-education system has grown unchecked in the two decades since Congress passed a law in 1975 guaranteeing educational equality for the handicapped. The enrollment was 30,000 students in 1974, but has quadrupled since and now represents about 13 percent of the city's 1.1 million students.

Nearly three-quarters of the students in the city's special education system are labeled either "learning disabled" or "emotionally handicapped," broad classifications that critics say have been used to include some students who present little more than a disciplinary nuisance.

Of the students in special-education programs in New York City's elementary schools, about 60 percent are segregated in separate classrooms or separate schools, and few return to regular classrooms or receive diplomas.

In New York City, Federal officials made clear, too many of those referrals are for students who are black and Hispanic, and of limited English proficiency, although the documents released last evening provide no supporting statistics. A spokesman for the Education Department, Rodger D. Murphey, did not immediately return a call seeking clarification.

Invoking the Civil Rights Act of 1964, Federal education officials said they would closely monitor New York's efforts over the next three years. If, after that time, Federal officials find the board has not made sufficient progress, the Education Department has the option to join the Justice Department in suing the board to force it to act.

If the board is still found to be out of compliance with the law, it could lose its Federal aid "about 10 percent of its \$8 billion budget."

The effort to rein in special-education referrals in New York is the latest in a series of similar steps that Federal education officials have taken in districts across the country over the last two years. Many of those districts have been smaller, suburban districts where the proportion of minority students is smaller "and easier to track. In New York City, more than 80 percent of students system wide are members of minority groups.

"The reason this case is important," the lawyer familiar with the agreement

said, "is that it sends a message out to school districts throughout the Unit ed States that the issue of minority students in special education is not one t he Federal government is ignoring." nyxddd

Publication#W\ P+P# 4. Los Angeles Times"Publication" #:\ P,P#* 06/01/97; Edi tion: Home Edition; Section: National Desk; Page A-16

Headline#u\ P-P# Powell Wades Into Nation's Racial Divide Ceremony: Retired general's speech at Civil War monument hints at desire to bec

ome healing influence. But some blacks decry ties to establishment.Headline #:\

P.P#By ROBERT SHOGAN TIMES POLITICAL WRITER

ddBOSTON " Colin L. Powell, who has been seeking a new public identity since he left the military a hero, sought to take a major step toward that goal here Sa

turday by confronting America's touchiest issue"race.

ddSpeaking at ceremonies marking the centennial of a monument to the black Civi l War regiment whose bravery was celebrated by the Oscar-winning motion picture

"Glory," Powell declared: "This memorial speaks to us of our past, speaks to u s of our present and reminds us of the continuing challenge that we face in the future."

ddIn a reference to his own achievements that stirred applause from the crowd o f about 2,000, Powell said: "To my dying day I will never forget that I became

chairman" of the Joint Chiefs of Staff because other black Americans "were will ing to serve and shed their blood for their country knowing full well that thei r country would not serve them."

ddAs he worked on the speech earlier in the week, Powell told an aide, "I want this to be a speech about how far African Americans have come"and how far they have to go."

dd*

ddThat's a towering task, but admirers and critics agree that it's a challenge Powell must face if he is to fulfill his unique potential for influencing the c

ountry he has devoted his life to serving. Powell's opportunity, as many see it , is broader than politics, where his ambitions have been sidetracked at least

for the moment, and broader than his current chores as an advocate for voluntee rism.

dd"I think he can be one of the most powerful cultural figures in the country i f he wants to be," said Republican political consultant Mike

Murphy. A presiden

tial campaign veteran, Murphy said he believes that cultural heroes such as Pow ell, who can inspire by their rhetoric

and example, have more power to change n

ational life for the better than "the people we elect, who ultimately pander to us anyway."

ddBut Murphy argues that for Powell to be effective, he needs to be willing to pick a fight. "He has operated in a generally positive but somewhat timid way,"

Murphy said. "He could scold blacks about junk rap culture and whites about racism and have an impact on both communities."

ddIn some ways though, Powell's role is easier among whites, who polls show hold him in higher esteem than any other African American because of his achievements

in the military. In introducing him Saturday, Massachusetts Gov. William F.

Weld said Powell had assumed

"iconic significance in our nation's understanding of itself as a free society."

ddAmong blacks, however, the perspective on Powell is far more complex and is complicated by his renown. "Some people see his celebrity as a sign that things

are going to change in a good way and take comfort," said Randall Kennedy, a Harvard University law

professor and black social critic. "On the other hand, some

people will call Powell an exception who is being used as a way of putting a nice coating over a society that is tremendously flawed."

ddFor his part, Powell left little doubt Saturday that he feels more must be done to erase the impact of racism.

dd*

ddHe acknowledged that opportunities for African Americans have increased dramatically since the 54th Massachusetts Volunteer Infantry went into battle in 186

3 and also since the Rev. Martin Luther King Jr. launched the civil rights revolution a century later.

dd"But we dare not believe that our work is done and that there are not still barriers to the dreams that these men . . . marched for and died for," he warned

. "Let us not pretend otherwise. Let us keep faith with them."

ddPowell boosters are not hard to find here, as elsewhere in the country, including many youngsters in the crowd gathered in the midday sun in front of the Massachusetts Statehouse.

dd"He represents a tremendous role model," said Sylvia McKinney, executive director of the Boston Museum of Afro-American History, which hosted a reception for Powell before his speech.

ddShe conceded that Powell "is not standing on picket lines" championing controversial causes. But she said his influence greatly benefits African American children, particularly in the inner city, where some of them "as Powell remarked at an earlier event" "come to school

on Monday weighing less than they did on Friday."

dd"So if they have somebody they can look up to and it gives them spirit and hope, you can't kick that away," McKinney said.

ddBut for some African Americans, the prestige Powell has gained in white society presents a problem. "In this polarized era, if you get somebody who is black

and whom whites overwhelmingly support, it draws suspicion from blacks," said University of Maryland political

scientist Ron Walters.

ddTo his critics, Powell seems too eager to gain the favor of the white establishment. And that impression is not likely to be altered by

Powell's leadership

of "America's Promise: Alliance for Youth," the follow-up organization to the recent summit on volunteerism. In that

capacity, Powell needs the goodwill of bi

g corporations in order to get pledges of money and services to bolster the efforts of volunteers.

dd*

ddTo win over his doubters in the black community, Powell "has to identify himself with black concerns and has to take positions that

are strongly felt in the

black community," Walters said.

ddAs an example, he cited Powell's forceful talk to the 1996 Republican National Convention, in which the retired general spoke out for

affirmative action. It

was a stand distinctly not popular at that convention, yet it won the cheers of

the delegates.nyxddd

Publication#W\ P/P# 5. The New York Times"Publication" #:\ P0P# 06/01/97; Edition: Late Edition - Final; Section: Section 13WC; Westchester Weekly Desk; Page 6, Column 5

Headline#u\ PIP# From School to Church, Volunteers Help OutHeadline #:\ P2P#By DARICE BAILER

AT the President's Summit for America's Future in Philadelphia in April, Gen.

Colin L. Powell urged Americans at the volunteer

conference to look into their

hearts and communities and "find someone who is in need."

ddBeth Sinatro of Harrison looked and found quite a few. She is one of thousands of Westchester volunteers heeding the call.

TD When the 1997-98 Harrison Central School District's \$42 million budget was defeated by 139 votes on May 7, Mrs. Sinatro decided

some of the neediest p

eople in her community were the children. If a reduced \$37 million school district budget is not approved on

Thursday, students may find programs eliminated a

nd class sizes increased.

dd"You see these little faces looking up at you, and you know what they should have," Mrs. Sinatro said. "Children just want to learn. So

let them have the

best that they can."

ddFor months before the budget vote in May, as chairwoman of the Harrison Elementary School budget committee, Mrs. Sinatro often

made phone calls from morning

into the night. She left for meetings after reading a bedtime story to her chi

ldren, Darren, 8, and Alec, 4.

She installed three more phone lines in her hous

e so that she and other volunteers could work in shifts, calling Harrison residents and

encouraging them to vote. She and her husband, Tim, drove around two n

ights before the vote with a Board of Education candidate,

Debbie Imperia, and

her husband, Joe, putting up campaign signs for Mrs. Imperia and Natalie Fulwider.

ddAnd Mrs. Sinatro continued to raise money for school programs for the Harrison Educational Foundation beyond the \$250,000 already

raised in the last two years

for enrichment programs and the Harrison High School library as well as computers and software in all the

schools. She also sought community support as a

member of the Friends of Harrison Schools.

ddShe worked longer hours than she had in her former career as an interior designer, and she has not stopped. Mrs. Sinatro is preparing

fliers and calling lists

for the vote on Thursday.

dd"I would wish one Beth Sinatro on every school district in Westchester," said

Dr. Ronald D. Valenti, the Superintendent of Schools.

ddA few things have fallen by the wayside. Mrs. Sinatro's Jeep is a mess.

dd"It looks like a cross between a grocery store, a garbage Dumpster and a preschool classroom," Mrs. Sinatro said. "You can't put your

feet on the floor.'

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ddYet Mrs. Sinatro's help, like that of other volunteers, is invaluable. Dr. Valenti described his district's volunteers as "bright, articulate

and savvy."

If they are stay-at-home mothers, they bring skills learned during their former careers as lawyers, accountants, business women

and teachers.

ddMrs. Imperia is a former elementary school teacher. Despite being a busy mother of five (Joey, 16; Dana, 14; Megan, 11; Lindsay, 9,

and Kevin, 3), Mrs. Imperia,

along with Mrs. Fulwider, ran for the Harrison school board and both won.

"I feel like I know the school

district very, very well and I know what they have

to offer," Mrs. Imperia said. "The more you know, the more you want to fix what isn't

right."

ddShe said she wanted to restore school board credibility in Harrison. "I want to build up trust," she said.

ddFor four weeks before the May 7 election, Mrs. Imperia fit school district committee meetings in between driving her children to lacrosse

practice and piano

lessons. She continued working as co-president of the Harrison High School Parent-Teacher Association and

co-president of the Special Education P.T.A. (Her daughter Megan is a special education student.)

ddLike Mrs. Sinatro and Mrs. Imperia, Alexis Weiss, 44, of Hartsdale, is committed to public education. "People give a tremendous amount

of time to what they

believe in," she said. "I see people's trust in public education eroding, and their commitment to finance public

education." She is an officer on two P.T.A.

boards and delivers food from her Sacred Heart Parish in Hartsdale to a local food pantry. She

also volunteers at Woodlands Community Temple in White Plains, where her husband is a member.

ddJackie Hilly, 45, of Mamaroneck, is president of the board of directors of Westchester Children's Association, a children's advocacy organization. Three years ago, she helped start an early childhood center at Westchester County Family Court in Yonkers where litigants could leave their children while they were in court. Ms. Hilly, a former Manhattan assistant district attorney, is also proposing a childhood center for the Westchester County Family Court in White Plains.

ddAmy R. Paulin, 41, of Scarsdale, is vice president of the Westchester Children's Association. She estimated that she spends 60 hours a week volunteering for the Scarsdale Middle School P.T.A., the League of Women Voters of New York State, the Westchester Women's Agenda and Camp Viva, a camp in Pawling for children with AIDS.

ddIn 1995 Ms. Paulin received the Westchester County Woman of the Year award. She is proudest of the supervised visitation program she helped start a year ago at the Y.W.C.A. in White Plains and Yonkers. The program prevents formerly abused divorced women from having to supervise their children's visits with their former mates.

ddCamille Lane of Ossining tries to give children in her small Briarcliff school district the same kinds of activities that larger school districts provide. Ms.

rs. Lane, 51, has two children, Alex, 15, and Roxanne, 13. She combines part-time insurance work with two P.T.A. board positions and her work on special education school committees.

ddMrs. Lane says her former full-time career as a product planner at International Business Machines was a breeze compared with the hours she puts in now. "That was leisure time compared to now," she said, laughing. nyxddd

Publication#W\ P3P# 6. The Washington Post"Publication" #: \ P4P# 05/31/97; Edition: FINAL; Section: Financial; Page D01

Headline#u\ P5P# Child Tax Credit Plan Creates Unusual AlliancesHeadline #:\ P6P#By Clay Chandler
Washington Post Staff Writer

A proposal to grant a \$500 per child tax credit to middle-income families is pitting the Clinton administration and pro-business Republicans against an unusual

coalition of organized labor and Christian conservatives.

ddPresident Clinton and Republican congressional leaders have endorsed the idea of a \$500 a year tax credit for children as part of the five-year balanced budget deal they worked out earlier this month.

ddBut Clinton and the GOP's pro-business wing, in another unusual alliance, are seeking to hold down the cost of the child credit to make room for other tax cuts they regard as more important.

ddClinton wants to leave room for education tax breaks that mostly would benefit

t middle- and upper-income college students. The
 pro-business Republicans, incl
 uding the chairmen of the House and Senate tax-writing panels, want substantial
 tax reductions for heirs
 of large estates, households saving through individua
 l retirement accounts and investors selling stock, property or other assets.
 ddBut organizations such as the Christian Coalition and the Family Research Cou
 ncil, which have championed the child credit as a
 "pro-family" measure since it
 first appeared as part of House Republicans' "Contract With America" in 1994,
 want to make the credit more
 generous.
 dd"We feel it's important to keep up the pressure" for an expansive child tax c
 redit, said Marty Dannenfelser, director of government
 affairs at the Family Re
 search Council. "We've tried to make the case that [Clinton and Congress] can d
 o the whole thing in a way that
 accommodates the child credit and other interes
 ts at the same time."
 ddUnion groups, similarly, see the child tax credit as just about the only tax-
 cut proposal in the budget agreement that would benefit the
 working class.
 ddLabor leaders oppose the budget plan overall, but support the child credit be
 cause it is hugely popular with their members.
 dd"Our position is that there's no excuse for a budget deal that widens income
 inequality," AFL-CIO President John Sweeney said in a
 recent interview.
 dd"Between the child tax credit and [the debate over extending trade privileges
 to] China, we have more in common with [Family
 Research Council president] Gar
 y Bauer than Bill Clinton," said another AFL-CIO official, who requested anonym
 ity.
 ddThe fight over the child credit highlights difficulties faced by congressiona
 l tax writers as they begin to translate the budget deal's vague
 language on ta
 x policy into detailed legislation.
 ddThe bipartisan agreement calls for as much as \$135 billion in tax cuts over t
 he next five years, to be partially offset by tax increases of
 up to \$50 billio
 n " for a total net tax reduction of \$85 billion. The GOP leadership has pledge
 d that total will include "roughly" \$35 billion
 in tax credits and deductions f
 or higher education similar to the proposals favored by the White House.
 ddProviding a full \$500 tax credit for all of the 81 million children classifie
 d as dependents for tax purposes would gobble up more than
 \$120 billion over th
 e next five years " and leave little for the other tax breaks.
 ddFor that reason, some liberal Democrats are lobbying for a generous child tax
 credit to crowd out other tax breaks tilted more in favor
 of upper-income taxp
 ayers.
 ddOthers in the Democratic Party's left wing, however, argue that a budget load
 ed with tax breaks for the well-to-do would prove easier
 to campaign against in

1998.

ddEconomists generally take a dim view of the child credit, arguing that it would do nothing to boost U.S. productivity and would only stimulate consumption at

at a time when the Federal Reserve "concerned that the already robust economy could spur inflation" stands

ready to raise interest rates to slow growth.

ddUnder orders from House Ways and Means Committee Chairman Bill Archer (R-Tex.)

and Senate Finance Committee Chairman

William V. Roth Jr. (R-Del.) experts at

Congress's Joint Committee on Taxation are examining a range of options to shrink the child credit,

including:

ddLimiting the credit to younger children.

ddOffering it temporarily.

ddDelaying or phasing it in.

ddExcluding families with higher incomes.

ddDenying the credit to working poor families that already claim an earned-income credit.

ddExcluding families that claim deductions for day care or some other tax benefits for children.

ddClinton's latest budget proposal relies on several of those cost-cutting strategies to shave the five-year revenue loss from the child credit to \$47 billion.

The Clinton plan would limit the full credit to families with children up to 12 years old and annual incomes below \$60,000.

It also would grant just a \$300 credit

per child to eligible families in the first three years.

ddAt a White House news conference yesterday, Treasury Secretary Robert E. Rubin speculated that Clinton and Congress would settle

on a child credit that cost

more than the White House plan but "substantially less" than a Senate Republican proposal that would lose an

estimated \$109 billion in federal revenue. "Pick

60, just to use a number," he suggested.

ddA House Republican aide involved in tax discussions at Ways and Means predicted

that Archer will propose a tax package that includes

"a child credit that is

more generous than the president's proposal" and offers more tax relief to families with teens than preteens.

ddDannenfelser said the Family Research Council expects Clinton and Congress to approve a child tax cut that returns a minimum of

\$90 billion to families with

children.

ddIt's unclear how many Republicans would back that level. House Speaker Newt Gingrich

(R-Ga.) and Senate Majority Leader Trent

Lott (R-Miss.) insist that this

year's budget must include a substantial child credit if the overall package

is to win support from voters.

ddBut the child credit has limited support among Republicans on tax committees in the House and Senate.

dd"This started as a sop to the religious right, now the party can't get beyond

it," said Stephen Moore, a fiscal policy analyst at the

conservative Cato Institute.

"It has become part of Republican dogma even though no one really believes

es that it's good tax policy.

ddChairmen of both panels say they hope to finish their work on the tax legisla
tion by June 13.

ddStaff writer Frank Swoboda contributed to this report.nyxddd

Publication#W\ P7P# 7. The Tampa Tribune"Publication" #:\ P8P#June 2, 1997

Headline#u\ P9P# U.S. government may revise its system of racial Headline #:\
P:P# By DOUG STANLEY of The Tampa Tribune

ddTAMPA - Darryl and Denise Simpson got a glimpse of what life would be like fo
r their mixed- race newborn son before ever leaving
the hospital.

dd"What do you want to call it?" asked a nurse with a birth certificate. "Is
it black? Is it white? Or is it Spanish?"

ddSo it goes for millions of multiracial Americans in a society that often forc
es them to choose one identity - or have one imposed on them.

ddThat could be about to change.

ddSpurred by critics who say existing federal race and ethnic labels are obsole
te, the government has spent four years studying whether
to revise them.

ddCongress has been holding hearings on the issue. A proposal is to be publishe
d in July, with a decision expected in October.

ddWith the process winding down, supporters of adding a multiracial category to
census and other government forms got some
high-profile help recently.

ddGolf sensation Tiger Woods, hailed as the first black to win the Masters, def
iantly rejects the label. He prefers "cablinasian," a term
he coined to repre

sent his mixed heritage: Caucasian, black, American Indian and Asian.

dd"There are a number of people who feel very deeply and very personally that
they don't want to be denied part of their heritage," says

Sally Katzen of the

Office of Management and Budget, which is overseeing the process.

ddBut old perceptions die hard. Most Americans look at Tiger Woods and see a ma
n who does not look white, or American Indian or
Asian. Therefore, they conclud
e, he is black.

ddNo one knows for sure how many Americans consider themselves multiracial. Cen
sus data show there were 2 million children in

interracial families in 1990, qu
adruple the number 20 years earlier.

ddMany multiracial Americans don't recognize themselves in the government's nar
row race and ethnic categories.

ddFor instance, when the Census Bureau takes a statistical snapshot of the nati
on, it lists only four race categories: white, black, American
Indian or Alaska

n native, and Asian or Pacific Islander. Only one box can be checked.

ddEthnicity is measured only as Hispanic or not Hispanic.

ddDenise Simpson counts herself among those who find the labels too limiting.

dd"I'd really like to see a 'real' white person, a 'real' black person, a 'rea
l' whatever," says the 31-year-old Seffner woman, who describes

herself as "p

art Spanish, part American Indian and part white."

dd``If the government questionnaires want us to specify what we are, then let us. If we want to express three different races - because that's what we are - let us."

ddWhen filling out forms that ask the race of son Dohnovan, 10, and daughter Danya, 2, Simpson says she checks both the black and white boxes. Almost always, the children are later classified only as black because of their skin.

ddNot all mixed-race Americans - or their parents - favor broadening the categories.

ddSome see the desire of part-black, part-white Americans to be considered multiracial as rejecting their black ancestors.

dd``They don't want to have the stigma of being black," says Darryl Simpson, himself black. ``They come off looking like - I wouldn't want to say 'traitor' -

but a lot of people get the impression they're turning their back on their heritage."

ddFor that reason, and because society still regards people who are half-black simply as black, Darryl Simpson's message to his children is clear.

dd``They're black," he says. ``That's what I tell them. It's on their birth certificates. I don't ever tell them they're not mixed. I tell them they're deemed

black. That's something they have to be dealing with."

ddRather than revise the government's categories, Simpson is among those who favor abolishing them. He refuses to mark his race on forms that ask for it.dd``I

if we are looking toward equality, then why do those types of statistics matter?" says the 35-year-old financial consultant. ``They help cause the problem. They

don't help solve it."

ddWhile acknowledging that many Americans share that opinion, Katzen says the information helps protect people of color.

dd``If it were a perfect world, one need not have categories," she says. ``But so long as there remains discrimination, it is important that the laws prohibiting

discrimination be enforced. To do that, one has to have categories."

ddA question dealing with race has appeared on every census since 1790.

ddSince the 1960s, the data has been used extensively in civil rights monitoring and enforcement. Affected areas include employment, voting rights, housing, health

care services and educational opportunities.nyxddd

Publication#W\ P;P#8. Business Week"Publication"#:\ P<P# 06/02/97Section: U
p Front: B-SCHOOL BUCKS; Page 8

Headline#u\ P=P#GRADUATING MAGNA CUM MONEYHeadline#:\ P>P#
BY PAT WECHSLER Lisa Sanders

THE CLASS OF 1997 MBAS WILL vouch that more is better. Corporate recruiters snapped up graduates at a record pace this year and paid them record salaries

That's according to an informal survey of 8 of the top 10 graduate programs i

n

BUSINESS WEEK's 1996 ranking.

In pay, consulting jobs led the pack: Wharton reported starting salaries of \$90,000. But finance came on strong. Wharton salary offers for finance job

s

jumped from \$65,000 to \$75,000 in the past year alone. Because the competitio

n

was so fierce, manufacturers used enticements more common to big Wall Street spenders, such as signing bonuses and college tuition reimbursement.

TD

Telecom, software, and new media companies were particularly active on campus. But several West Coast companies arrived too late. At Dartmouth's Amos

s

Tuck School, high-tech companies found many grads were already hooked during the first semester. Seeking entrepreneurial experience, 60 Michigan students hit Silicon Valley this spring. The result: Only three took jobs.yxddd

Publication#W\ P?P# 9. The New York Times"Publication" #:\ P@P# 06/02/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 12, Column

4

Headline#u\ PAP# For-Profit Education Venture to ExpandHeadline #:\ PBP#By PE
TER APPLEBOME

All but given up for dead three years ago, the Edison Project, the ambitious national venture into for-profit schools, will announce this week that it will d

ouble in size next year, to 25 schools in eight states with about \$70 million in revenue.

ddThe growth of Edison, a company begun with great fanfare in 1991 by the media entrepreneur Christopher Whittle, is a dramatic sign of the fundamental change

s beginning to shape American education as the traditional model " public schools operated by a monolithic school district " slowly gives way to a far more varied landscape of autonomous charter schools and schools operated by for-profit and nonprofit organizations.

dd"I think there is every reason to believe we are witnessing a fundamental transformation of American education in which Edison is playing a big part, at le

ast symbolically," said Denis Doyle, a senior fellow at the Hudson Institute.

"They're certainly a significant entering wedge in a new way of thinking about schools."

ddOf the 500 charter schools " public schools operated autonomously " that have been created in the last few years, 10 percent are run by private companies li

ke Edison, Advantage Schools Inc., Sabis Educational Systems, Education Alternatives Inc. and Alternative Public

Schools, according to a survey in the coming issue of the Education Industry Report, a newsletter that rates the performance of 25 publicly

traded education companies.

ddEdison will announce new sites in Chula Vista, Calif.; Detroit; Duluth, Minn.

; Flint, Mich., and San Antonio, as well as expansions in some of the cities where it already does business. The company will also announce test scores indicating that it has had some striking success in improving educational performance

ddYet the signals remain mixed and murky on the company's ability to operate profitably over time.

ddMr. Whittle, who originally promised a grandiose network of for-profit private schools, said all 12 of Edison's schools were operating profitably at the site

level "that is, factoring out corporate and start-up costs. And some analysts say the company's growth and performance provide considerable evidence that a private company can operate schools better and more cheaply than school districts do.

dd"What's impressive is that Edison at this point is doing exactly what they said they'd do," said Michael Moe, who specializes in following education-related

companies for Montgomery Securities. "It's too early to say this is a slam dunk, but there's a lot of evidence this is going to be a big, significant company

any that will be significant not just in terms of what it does, but in terms of the impact it has on American education. This could be a billion-dollar company in 10 years."

ddBut some school officials and even some people within the company are far more cautious in assessing the company's chances to be profitable in the long run.

ddBob Finzi, a general partner of the Sprout Group, a venture capital company that is a major Edison investor, said that although he was pleased with Edison's

progress, particularly in terms of test scores, he would not agree with the characterization that all schools operate profitably now.

dd"What's the saying: Liars figure and figures lie?" said Mr. Finzi, a member of Edison's board. "You can cut things a lot of ways, but I wouldn't characterize

it that way. Right now, we're falsely characterized as a for-profit. We're as much of a not-for-profit as anyone."

ddSimilarly, Phillip Garrett, assistant superintendent for instruction at the Sherman Independent School District in Texas, where Edison opened one of its first

four schools in the 1995-96 school year, said that test results thus far had been disappointing and that Edison had struggled to operate its schools with the same per-pupil allocation that is available to school districts.

dd"I'd be very surprised if they were making a profit in Sherman," Mr. Garrett said.

ddStill, for a company that seemed in jeopardy of being dragged down as Mr. Whittle's media ventures collapsed or were sold off a few years back, Edison's resurgence is remarkable and revealing about the hunger for new approaches to running schools.

The company, headed by Mr. Whittle and Benno C. Schmidt Jr., the former Yale University president, will announce this week that by next fall it will have grown in three years from 4 schools to 12 to 25, which will enroll 13,000 students. Officials say Edison is likely to add even more schools in the 1998-99 school year than it will in 1997-98.

"We could have done a lot more if we wanted to," Mr. Whittle said. "The growth is more a function of logistics than demand."

The company has yet to lose a client. All but one of its eight current cities have expanded their Edison schools since beginning the relationship. And Edison this week will announce test scores showing significant gains at many of its schools.

At Dodge-Edison Elementary School in Wichita, Kan., for example, fifth graders went to the 59th national percentile from the 46th in reading and to 64th from 35th in math on a standardized test taken by all public school students in Wichita. On tests conducted by the Educational Testing Service, gains by Edison kindergartners and first graders substantially exceeded students in a control group at the two sites where matched control groups exist, Edison the company said.

Increasingly, many skeptical educators are deciding that Edison has put together an educational plan "including a longer school day and year, computers for all families and state-of-the-art reading and math curriculums" that educates children better than conventional schools do.

"We had 40 inquiries nationwide for our charter school, which we pared down to a half dozen, and the parents, teachers, principals and school board members who evaluated them unanimously decided Edison was the best," said Mark Myles, superintendent of the Duluth School District in Minnesota, where Edison will operate a new charter school this fall. "They've really done their homework."

But Edison's educational program has come at a cost of \$105 million raised thus far, with more needed to finance future expansion.

Mr. Whittle and Mr. Schmidt said that financial results were encouraging and that Edison as a system could be profitable with 50 to 70 schools, a size it could reach in two years.

Mr. Finzi, however, described financial results thus far as "significantly less" than had been hoped for, as a result of factors including contracting costs

that had not been anticipated and the enormous technology costs associated with Edison's much-touted guarantee of a computer for every family in the school.

Perhaps Edison's biggest setback came in its Renaissance School in Boston, which shocked parents in January by saying that, because of financial reasons, it

would not offer a ninth-grade class next year as promised, forcing parents to make new high school plans for their eighth graders.

ddMr. Finzi said the technology program was so expensive, and its payoff, particularly at the lower levels, so uncertain, that it was likely that Edison would

need to rethink it, either offering computers to fewer students or offering less expensive and ambitious technology.

dd04:38 EDT June 2, 1997nyxddd

Publication#W\ PCP# 10. USA Today"Publication" #:\ PDP#June 2, 1997

Headline#u\ PEP# More take GED to finish high schoolHeadline #:\ PFP#
ddMore high school dropouts are earning their general equivalency diploma (GED) than ever before, and most of them are doing it to qualify for additional education, says a report released Monday.

ddBut the 524,482 such diplomas awarded last year to U.S. or Canadian adults - while a 16% increase over 10 years ago and 1,019 more than in 1995 - represents

only 1% of out-of-school adults without a high school diploma. That's "a drop in the bucket," says Janet Baldwin, editor of Who Took the GED? Diploma-less adults comprise 44 million people in the USA, 1 million in the U.S. territories and 5 million in Canada.

ddThe report was prepared by the American Council on Education in Washington, D.C. It operates the GED Testing Service, which gives adults who did not graduate from high school the opportunity to earn a diploma. To do so, they must pass five tests, meeting certain standards in their state or jurisdiction.

ddBaldwin says the GED, developed in 1942 for World War II veterans, "increasingly is being used as a steppingstone to further advancement." Nearly 65% (547,096) of those who took at least one test in 1996 said they wanted the GED so they could further their education, compared with 30%-40% in the early years, the report shows.

ddToday, "you almost have to get more training and education in order to get jobs that in the past you could get with a high school diploma," she says, adding, "there is a lot of work to be done" to reach those who could benefit from the GED.

ddThe report also says the mean income of men 25 and older who had not completed high school was \$19,150 in 1995, compared with \$27,952 for those with diplomas or GED credentials.

ddThe report did not break down test-takers by gender.

ddOther findings:

ddStates with the largest increases of people completing the GED tests were Mississippi, 31%; District of Columbia, 27%; Vermont, 25%; Illinois, 24%; and Idaho,

23%. Even higher were the Virgin Islands, 48%; and Micronesia, 34%. Two states reported decreases of 15%

or more: Alaska, 16%; and Virginia, 20%. 78% of credentials were earned by people under 29. 67% of test takers had completed grade 10 or higher before leaving school. Most of those in the USA completing the battery of tests in the past two years lived in the South.
ddBy Mary Beth Marklein, USA TODAYnyxddd

Publication#W\ PGP# 11. Christian Science Monitor"Publication" #:\ PHP#June 2, 1997

Headline#u\ PIP# Howard University Becomes 'Hot Pick' Headline #:\ PJP# Jonathan P. Decker, Special to The Christian Science Monitor
ddWASHINGTON " If you walk across the campus of Howard University, there's a sense among students that something special is happening. Some call it a rejuvenation. Others see it as proof-positive that black colleges and universities are again a "hot" choice among African-American students.
ddAt Howard, north of downtown Washington, much of the renewed interest can be traced to H. Patrick Swygert, a graduate of the college and the law school, who was named president of the university two years ago.
ddDr. Swygert immediately set out on a mission to attract top students to the campus. He continued streamlining Howard's budget, cutting the number of employees by about one-third. He persuaded Congress to reinstate its annual \$200 million subsidy - 40 percent of the operating budget - which the House Budget Committee had voted to cut.
ddSwygert also drew up a strategic plan to improve buildings and services, install all campus computer links, and bring in additional private money to help attract nationally known academics. His plan also calls for consolidating Howard's 16 schools into 11 by the fall, as well as substantially increasing donations from the university's 70,000 alumni.
ddStrong leadership
dd"Pat's leadership was invaluable in creating this new sense of optimism at Howard," says William H. Gray III, president of the United Negro College Fund. "The alumni feel good about the university and so do the students."
ddTrista Carter, a freshman from Minnesota, is the kind of student that Howard even recently failed to enroll. As the Ivy League and other prestigious colleges opened their doors wider, Howard and other historically black colleges saw many potential recruits enroll elsewhere.
But with this major push by Swygert, Howard is once again attracting the nation's best black students.
dd"I think that a lot of students that had considered the Ivy Leagues visited those schools and didn't feel real comfortable, and then you come to Howard and everything feels so right," says Ms. Carter. "People want the black college experience and they know that Howard is comparable to Ivy League schools."

ddHoward, the only comprehensive black research university in the United States, enrolls about 11,000 students.

ddProfessional degrees are conferred in dentistry, divinity, law, medicine, and pharmacy. It was founded in 1867, primarily to educate freed slaves. Along with Gallaudet University in Washington, it is one of only two federally chartered universities.

ddPerception is everything when it comes to creating a top pick and Swygert - the former president of the State University of New York at Albany - was well aware of this.

His effort to improve recruiting appears to have paid off. Earlier this year he announced that Howard

had attracted 79 National Achievement Scholarship

recipients, more than any other college in the country. The National Merit Scholarship Corp. runs

the program for outstanding black students parallel to its regular merit programs.

ddThis year it named 850 scholars. Harvard University, which does not offer automatic scholarships to these students as Howard does, was second with 69.

dd"We really went after these students with the same intensity that some schools would appear to go after top athletes," says Swygert.

"The National Achievement

Scholarship recipients are going to be leaders and we want to make sure that a fair number of them continue to come here."

ddWhat's happening at Howard is not an aberration. Florida A&M in Tallahassee, and Spelman College and Morehouse College in Atlanta,

all report an increase in

applications. Overall, enrollment at black colleges and universities is at its highest point ever. A recent study

produced by the College Fund/UNCF found that

black enrollment at such schools increased by 21 percent between 1976 and 199

4. The

schools now award 28 percent of all bachelor's degrees to African-Americans.

ddThis revitalization can be traced not only to efforts by educators like Swygert, but also to pragmatism. With costs soaring at many elite colleges, black co

lleges have kept their costs relatively low. Howard was ranked by Money Magazine this year as among the top 25 schools

in the nation its annual "Best College

Buy" issue.

ddTuition at Howard runs about \$8,700 per year compared with more than \$21,000 at an Ivy League school like Columbia University in New York.

dd"Black students are now saying, 'I can get an excellent education at an extremely low-cost,' Mr. Gray explains. "What's more, I can learn in an environment

where I'm nurtured, where I'm supported, where it's not hostile, and where faculty look like me and believe in my abilities."

ddPerhaps that's why the large "Welcome Home" sign on campus has taken on a deep meaning for so many students.

dd"From the minute that you walk on campus during freshman orientation, you feel

I like you finally got to the right place," says graduate student John Cash, who also attended Howard as an undergraduate.

ddIntense competition

ddIndeed, many students say that a major selling point is the promise that once on campus, they will be judged on merit rather than their skin color.

ddBlack colleges have become so sought after that in many cases the competition for students is not between Howard and Harvard, but Howard and Morehouse.

dd"As a result, we're all recruiting with greater intensity," says Swygert. "A number of students who really do have lots of options are opting for some of the historically black schools."

dd"The success of Howard and other historically black schools is impressive, and considerable progress has been made in educating African-Americans," says Gray.

dd"But many hurdles remain. There are lots of people who want to go to these colleges but can't."nyxddd

Publication#W\ PKP# 12. U.S. News & World Report"Publication" #:\ PLP#June 9, 1997

Headline#u\ PMP# In debt all the way up to their nose rings Headline #:\ PNP# Subhead#[\ POP# Between credit cards and student loans, gen X-ers find debt a major life force

Learn all about financing a college educationSubhead#:\ PPP#

BY JOSHUA WOLF SHENK

ddIt's not just a figure of speech to say credit cards these days are being passed out on college campuses like candy. Monet Martin discovered this her freshman year at the University of Texas "Austin when someone offered her a pack of Twizzlers and a Discover card application. Soon, she was \$2,800 in the hole.

ddMartin hasn't yet tried the debt-management technique of her friend Yashika Gomes, another student at UT. After charging her way through Europe last summer "and doubling her credit card balances to \$4,500 "Gomes immersed her three cards in a mug of water and put it in the freezer, a trick learned from Oprah. It actually worked, until a fire ripped through her room and she had to thaw the cards to buy new clothes and furniture. Now she owes \$7,000. Both Martin and Gomes are also borrowing their way through college "they owe about \$17,000 and \$22,000, respectively.

ddGeneration X may be best known for political disaffection and a tiny attention span, but its most defining characteristic may be debt.

Two trends "the growth in student loan volume and the proliferation of credit cards "have combined to profoundly alter the behavior of young adults. Required to borrow in order to finance their education, members of this generation have no qualms about using credit

to pay for comfort or even luxury. The moral imperative of living within one's means seems as distant as the Great Depression.

ddConsider that between 1990 and 1995, the average outstanding credit card balance of households headed by someone under 25 grew from \$885 to \$1,721. Carrying plastic is the norm for young people "65 percent of college students have cards, for example "and they are more prone than those in other age groups to get in over their heads. Of the debtors seeking professional help at the National Consumer Counseling Service, more than half are between 18 and 32.

ddThe bucks start here. Meanwhile, the past two decades have seen not only explosive growth in the cost of college but a dramatic change in who pays. From 1974 to 1994, the average cost of four years of tuition, room, board, and fees at public universities rose from \$11,032 to \$25,785. Private school costs went from \$25,514 to \$64,410.

ddReacting to growing costs, Congress through the '80s and '90s expanded the student loan program, while scrimping on no-strings-attached grants. Undergraduates can now borrow up to \$46,000 and graduate students, \$138,500, in federally guaranteed loans "and many approach these high limits. So far this decade, students have borrowed at least \$140 billion "more than total student borrowing over the past three decades combined. Since 1977, median student loan debt has leapt from \$2,000 to about \$15,000.

ddAt the same time, parents have been bearing less of the burden. In interviews with U.S. News, financial aid administrators at a dozen different schools agreed that parents' contributions haven't nearly kept up with college costs. "Rather than pay out of their pocket," many parents expect their children to borrow, says Lawrence Burt, director of UT-Austin's financial aid office "even if they can afford to pay tuition." In the only national survey on this question, taken in 1991, just 26 percent of student borrowers said their parents paid for more than one fifth of college costs. Studies have shown that typical parents pick up about 10 percent of their kids' student loans.

ddConsider Jenn Sanchez and Leslie Garza, roommates and sophomores at Texas A&M campus. According to the federal financial aid guidelines, Sanchez's parents are supposed to contribute \$5,000 a year. "I'm lucky if they give me \$5 to go to McDonald's," she says. Garza receives \$3,800 in loans and grants per semester, about half of which she sends to her mother who, Garza says, "is in extreme debt herself." Despite working between 25 and 30 hours a week, both Sanchez and Garza expect to owe more than \$20,000 in student loans by graduation.

ddBut if college costs put Sanchez and Garza in a bind, so does their own behavior. Though they could eat more cheaply at home, they

often dine out. They could resist the lure of Austin's many clubs and bars, but they don't. "I guess I use cards to get stuff I want but don't need "or can't afford," Sanchez says. She has 18 credit cards and a balance of \$12,000. For many students, it starts in their freshman year. "You've got all this freedom," says Tara Copp, editor of the school newspaper, the Daily Texan. "And then you have all these credit card companies saying, 'Look, we're going to extend you a thousand dollars in credit.'

" Her freshman year, Copp charged about \$2,000 on six credit cards even though her father gave her tuition money plus \$600 a month for expenses. Spending the \$2,000 was easy, Copp says: two trips to New Orleans, new outfits for sorority parties, and a good many pitchers of beer.

Lawrence Burt, UT's financial aid chief, remembers an even more vivid example of lifestyle debt: He once saw a student in the financial aid line talking on a cellular phone.

Keeping up with the Coxes. One explanation for such debt, argues economist Juliet Schor, is the widening gap between the wealthy

"who dominate popular culture" and the rest of the country. More image conscious than other age groups, young people are especially prone to thinking they need to emulate the "normal" lifestyle of, say, Courteney Cox's character on TV's Friends. But this fictional world

is pretty cushy. For many, the only way to afford to live so well is through the magic of plastic.

Basic ignorance exacerbates the problem. In a recent survey by the Consumer Federation of America, 78 percent of college juniors and seniors didn't know that

the best way to figure out the cost of a loan was to look at the interest rate. Card companies take advantage of the confusion. "Congratulations!" one company informed a debtor. "You have qualified to skip this month's [minimum] payment." But skipped

payments benefit only the lenders, who are charging sky-high interest.

Debt is shaping the career aspirations of a generation. Desiree Saylor, a senior at the University of Texas, says she had hoped to work in academia as a physical anthropologist. "If I didn't have this debt, I'd go for it," she says. But

she has \$16,000 in debt and has decided on the higher-paying career of occupational therapy. Even the children of the wealthy find career options affected by their debt. The two

sons of Joseph Biden, who makes six figures as a U.S. senator, have amassed \$196,000 in student debt between them. The younger worked at

a homeless shelter between college and graduate school, Sen. Biden says, but "with his debt, there's no possibility he could take a job there." With a third

of all medical school graduates owing more than \$75,000, few can work in low-pay

ying health clinics.

Of course, given the long-term benefits, the vast majority of college students are investing very wisely. And young Austinites know well the inspiring story of Richard Linklater, who filmed the acclaimed movie *Slacker* there by charging \$23,000 on credit cards.

On the other hand, many incur college debt and never get a degree. Among the quarter of students with the least money, only about

1 in 5 will get a bachelor

's degree within six years of entering. And Linklater's success is hardly the norm. Linklater says aspiring

filmmakers regularly approach him, stacks of credit

cards in hand, with "nothing now, or probably ever, to show for it."

Publication#W\ PQP# 13. CongressDaily/A.M."Publication" #:\ PRP# 06/02/97Section: APPROPRIATIONS; Category: Trade

Headline#\ PSP# Livingston: No Approps Wars In '97Headline #:\ PTP# Even though the still-pending disaster relief supplemental appropriations bill quickly

bogged down over extraneous issues, House

Appropriations Chairman Livingston is

s predicting the upcoming appropriations season will be much easier to manage than in 1995 and

1996. "The pressure is off us," Livingston said in an interview

late last week. "We just have to pass the bills. We don't have to jockey for

position."

Livingston said the balanced budget deal with the Clinton administration, which set the broad parameters for discretionary

spending over the next five

years, has created an expectation among appropriators that they can avoid long, messy battles over the 13 FY98

spending bills. "The process should work more

smoothly unless the whole budget process breaks down," he said, adding: "I don't expect

that to happen."

During the 104th Congress, the appropriations process did not work, forcing Congress to fund programs through a series of continuing

resolutions and resulting

in politically damaging government shutdowns. While Livingston does not expect those problems to be repeated,

the ranking Democrat on the Appropriations Committee

is not as optimistic. "I would think we would have an easier time than

last year

if we don't see a lot of legislative riders attached to appropriation

s bills," Appropriations ranking member David Obey, D-Wis., told

CongressDaily.

Obey acknowledged that some Republicans this year have promised to produce clean

appropriations bills free of legislative

riders. However, Obey said that since

the supplemental spending bill bogged down over side issues, "I'm more discouraged than I would

have been earlier."

Livingston said, however, that Republicans have learned lessons from the appropriations fights of the 104th Congress.

"We are more cognizant of what we can get through the system and get the pres

ident to sign," he said.

ddLivingston said he hopes to finish work on the supplemental this week or next week, and that Appropriations subcommittees will begin marking up FY98 spending bills soon after that.

ddBut because the budget process is still unfinished, appropriators have not yet received their overall allocation, which would allow Livingston to divide up funds among the 13 subcommittees.

ddThe chairman said he would like the first appropriations bill on the floor the last week in June, but acknowledged House Speaker Gingrich has said he wants

the House to pass budget reconciliation bills before the funding measures.

ddLivingston admitted that could make the schedule tight.

ddObey was even more skeptical, saying he expects a battle over the tax cut measure.

ddThe ranking member asserted that if Gingrich is determined to pass that bill before taking up funding measures, Congress is heading toward a "miserable or potentially disastrous September. It's the appropriations bills that have to be passed."

ddBut Livingston said he expects to finish the 13 bills this year, although he conceded that one or two bills could be vetoed by the president.

ddA House Democratic aide said Livingston would be able to finish the bills on time if he were "able to proceed as a normal" chairman would, passing spending bills without legislative riders attached.

dd"I'm not sure that's going to happen," the aide said.

ddLivingston and Obey agreed that the budget resolution contains sufficient funds for discretionary spending in FY98, but Obey warned that the funding levels drop in future years, foretelling future battles over appropriations.

dd"We will have haggling, but I don't expect to see major crises develop over funding levels," Livingston said. "We're going to have our differences over programs."

ddHe specifically mentioned education priorities, the Clinton administration national service initiative, the National Endowment for the Arts and the Ounce of

Prevention Council as potential battlegrounds.

ddLivingston said that if the budget deal calls for level funding for defense, "we're going to do that."

ddHowever, he added that he expects appropriators will warn that the low level of defense spending would hurt the Pentagon.

ddDiscussing discretionary funding levels, Obey said the budget deal "punts for the first year or so to get past the next election."

ddObey and the House Democratic aide said the ease in passing the spending bills will depend on how the subcommittee allocations are made and whether subcommittee

chairmen target specific programs for big cuts. ddThe aide said, for example, that if the Agriculture Appropriations Subcommittee tries to cut the Women, Infants and Children program, the panel will face opposition from Republicans a

s well as Democrats.

ddThe aide said that a key to an easy year at the Appropriations Committee may be the Labor-HHS bill, which contains many of the administration's spending priorities.

ddObey said it is still unclear how the budget resolution will handle transportation issues or firewalls between defense and non-defense discretionary spending.

ddAfter that, the battles will depend on the subcommittee allocations.

dd"There will still be some tough fights" on specific bills, Obey predicted, adding that he could not yet identify where they will be. "I can't answer that until they allocate the money," he said.

ddLivingston said he expects the committee to continue to try to eliminate federal programs, although he warned that "the further you go down the road, the more difficult it becomes."

ddSome conservatives have become frustrated that the committee cannot eliminate programs faster, according to Livingston.

dd"They have to realize you dismantle by the same process you mantled," he said, contending that Democrats had 60 years to build up the federal government.

ddIndeed, some House GOP sophomores are planning once again to form an appropriations watchdog group that will warn members of possible problems with funding bills, as well as provide factual information about the bills.

ddAsked about the watchdogs, many of whom tried to cut appropriations bills last year, Livingston said, "Tell them to spend their time on entitlements." He later added, "These guys can sit around and play with the appropriations process until the cows come home and they're not going to solve the problem."

ddA new wrinkle in the appropriations process is the replacement of mild-mannered former Senate Appropriations Chairman Hatfield with the more intense Senate Appropriations Chairman Stevens as head of the panel.

ddLivingston said that while Stevens has been known to express anger during committee meetings in the Senate, "he hasn't directed any of that at me. I have every reason to expect that we're going to get along fine. We look at the world with a similar vision."nyxddd

Publication#W\ PUP# 14. Chronicle of Higher Education"Publication" #:\ PVP#June 2, 1997 Category: Trade

Headline#u\ PWP# System for Delivering Student Aid Is Flawed, Many AgreeHeadline #:\ PXP#

Subhead#[\ PYP# Critics searching for solution say any overhaul must tackle such problems as outdated computers and vulnerability to fraud Subhead#:\ PZP#

By Stephen Burd

ddWashington " Education Department officials and student-aid experts agree th

at the system by which the government delivers federal financial-aid funds to colleges is outdated, inefficient, and vulnerable to fraud. They also agree that efforts must be made to modernize the system, by combining all data on student grants and loans into one computer network that is readily accessible to students, parents, and colleges. Students would be able to apply for financial aid on the World-Wide Web and would, after receiving it, be able to monitor their accounts in real time, on the Internet. Federal officials would be better able to keep track of student-aid funds and therefore improve their ability to protect financial-aid programs from abuse.

So with all this agreement, why are student-aid experts and department officials at each other's throats? Fundamentally, they disagree on just how bad the current problems are " and whether the department is up to the task of fixing them.

"It is not that we believe that the Department of Education is incapable of managing the programs, but that the Office of Postsecondary Education, in its current structure, cannot do so," says Brian K. Fitzgerald, staff director of the Advisory Committee on Student Financial Assistance, a group of college leaders and loan-industry officials that was assigned by Congress to monitor the student-aid system. "Indeed, there is a strong feeling among our members that senior managers in that office have largely ignored the need to make changes and appear unlikely to make changes anytime soon."

Mr. Fitzgerald's group has proposed that someone with business experience be brought into the department to run the large computer systems that process financial-aid information. But several groups that lobby for colleges favor putting the delivery system in the hands of an outside group.

Such revolutionary changes are unnecessary, says David A. Longanecker, Assistant Secretary for postsecondary education. "We've got the right 'people stuff,' " he says. "What we need is a stronger computer system." He notes that the department is already taking steps toward modernizing: It will soon unveil a version of the student financial-aid application on the Web, allowing students to apply for aid electronically. College leaders approve, saying this will make it easier for students to apply for admission and financial aid at the same time.

Just who will be in charge of modernizing the Education Department, however, is quickly becoming one of the most contentious issues facing Congress as it begins to consider reauthorizing the Higher Education Act, which is set to expire in September.

Already, a key Republican Senator has signaled to Education Department officials that he is taking the ideas of the outside student-aid experts seriously. At a hearing of the Senate Committee on Labor and Human Resources last month, Se

nator James M. Jeffords of Vermont, the panel's chairman, said the department's mishandling of recent problems with its data systems has caused him to doubt its ability to run the systems effectively.

ddLast year, computer glitches and problems with data-processing contractors led to serious delays for students in receiving financial-aid offers from college.

s. This year, problems with the transition to a new contractor in the department's direct-lending program may hamper colleges in providing loan funds to students on time when the academic year starts in the fall.

ddThe government is obligated to insure that federal financial aid gets into the hands of students, Mr. Jeffords said, but "warning signs are on the horizon" that the current process isn't completely reliable. Department officials' response to the recent problems, he added, "has yet to convince the community that they can manage student-aid delivery in a manner that will eliminate the instability and burden caused by recurring system and contract problems."

ddEducation Department officials and student-aid experts have not always been so far apart on this issue. In fact, many of today's critics of the department began as advocates of its efforts to update its computer systems.

ddIn 1995, Leo Kornfeld, then special assistant to the Education Secretary for direct loans, introduced a program known as Easy Access for Students and Institutions, or Project EASI, that aimed to integrate all federal grant and loan programs into one system. As it is, 13 computer contractors are needed to run all of the student-aid programs, at a cost of about \$320-million a year, according to the General Accounting Office.

ddProject EASI held out the promise that the government could save tens of millions of dollars a year, make it easier for students to apply for student aid and determine how to repay their loans, and improve the department's ability to prevent fraud in the student-aid system.

ddThe project was designed to involve student-aid experts in helping the department figure out what colleges and students needed, and lenders in recommending the sorts of technology that could be used to meet those needs.

dd"The idea behind Project EASI was that once you give an institution repeated chances to improve itself and it fails, then you must bring in experts from the outside to help you," says Barmak Nassirian, director of policy analysis at the American Association of State Colleges and Universities.

ddIn July 1996, Education Secretary Richard W. Riley removed Mr. Kornfeld as head of Project EASI and moved it into the department's student-aid office as part of a broader attempt to better integrate the department's programs.

ddSince then, student-aid experts say, they have largely been shut out of the department's deliberations on the project. Progress on the

initiative has been so slow, they say, that they question whether the department is paying it more than lip service.

dd"The chances of success, of real innovation being implemented, have substantially diminished," Mr. Nassirian says.

ddAt the same time, the Education Department's problems with computers and contractors have led to major snafus, which have increased the skepticism of student-aid experts that the department is capable of managing massive aid programs.

ddConcerns grew greater last year, when the contractors allowed a backlog of about 900,000 financial-aid applications to develop. The resulting delay forced some students to make decisions about college without access to all of the financial-aid data they needed.

ddInstitutions in the direct-lending program, too, are experiencing disruptions, which began when the department brought a new contractor on board this year.

Since March, Electronic Data Systems Inc. has been responsible for insuring that applicants are eligible for direct loans, and for passing the information along to the Treasury Department, which issues the loans.

ddAccording to Education Department documents obtained by The Chronicle, some colleges have not received any direct-lending funds; some received the funds but

were not told to whom they were to go; and others received more or less money than they were supposed to receive.

ddThe department says the problems are mostly resolved now, but college leaders disagree. They say that if the problems persist through the summer, students in

colleges in the direct-loan program might face long delays before receiving their loans for the next term. In addition, the government might be hamstrung in its ability to keep track of student borrowers.

ddAt the Senate hearing last month, Judith N. Flink, director of student financial services at the University of Illinois at Chicago, said the problems in the

process of originating loans could "jeopardize the significant benefits the program has provided students."

ddMr. Fitzgerald, of the Advisory Committee on Student Financial Assistance, agreed. At the hearing, he said the direct-lending program's problems could occur

in all federal student-aid programs unless major changes are made soon. "The problems we now face in student-aid delivery have escalated to the point where dramatic action is required to prevent complete system breakdown," he said. "And

rosy assessments and empty promises aside, there is broad consensus that action is needed very soon."

ddThe advisory committee has proposed that Congress require the Education Department to hire a chief executive officer, with professional management expertise, to run the department's delivery systems. The manager would be a non-political

l appointee who could not be removed by the President, as Education Department leaders can be. The officer would be able to hire staff members to run the program and would be able to fire them if they did not do a good job. A chief advantage of this proposal, Mr. Fitzgerald said, is that the C.E.O. would provide stability to the leadership of the programs, because he or she would remain in his or her position no matter who is President. The American Association of State Colleges and Universities is promoting another proposal, which would turn the department's system for delivering aid over to an independent, non-profit company. It would be run largely by a board of directors that would include college leaders, student-aid experts, banking officials, and Education Department administrators. "An appropriate model is the efficient, cost-effective, consumer-oriented system available through Visa and MasterCard, where a single financial-servicing business works with thousands of lenders, hundreds of thousands of vendors, and millions of customers. Tens of millions of transactions a day are monitored and approved within seconds," the association said in its plan for reauthorizing the Higher Education Act.

Education Department officials say such changes are not needed, arguing that putting the financial-aid application on the Web, among other steps, shows that the department is serious about improving its programs. "The student-aid system must be modernized," Mr. Longanecker says, "and the department is committed to doing so."

Publication#W\ P[P# 15. Chronicle of Higher Education"Publication" #:\ P\P#June 2, 1997 Category: Trade

Headline#u\ PJP# Education Dept. Cries Foul Over Key Congressman's Criticism

Headline #:\ P^P#

By Stephen Burd

No one in Congress has been tougher on the Education Department than Representative Peter Hoekstra.

As head of the House of Representatives subcommittee that oversees the Education Department, the Michigan Republican has, over the past six months, written department officials week after week to accuse them of mismanagement.

But one letter that he sent last month to David A. Longanecker, Assistant Secretary for postsecondary education, has the department crying foul.

In the letter, Mr. Hoekstra questioned whether Dr. Longanecker had "hindered the Department in its gate-keeping function to the detriment of the taxpayer supported student aid programs" in 1994, when he allowed Jordan College to continue receiving student-aid funds despite evidence that it had misused the money.

Jordan, a Michigan institution, closed its doors in 1995.

ddMr. Hoekstra's charges echo a May 1995 report by the Education Department's Inspector General, which concluded that Dr.

Longanecker had allowed Jordan to re

main in the student-aid programs under political pressure from Democratic Sena or Carl Levin of

Michigan (The Chronicle, May 9).

ddDepartment officials deny those charges and say Mr. Hoekstra should have look ed in a mirror before he sent that letter. He was one

of several lawmakers who,

in two letters in 1994, urged the department to relax its oversight of Jordan when the college appeared near collapse, they say.

dd"It is difficult to understand how, in light of your strong recommendations a t the time that we not take these enforcement actions against

Jordan College, y

ou can now, after the fact, criticize us for not doing enough in this regard,"

wrote Marshall S. Smith, the department's

Acting Deputy Secretary, in a letter

responding to Mr. Hoekstra.

ddMr. Hoekstra does not deny that he and other Michigan lawmakers had urged the department to keep Jordan alive. But, he says, the

department is focusing on h

im to deflect attention from what was the central point of his letter " that D

r. Longanecker may have violated

the Whistleblower Protection Act when he demot

ed a 22-year civil employee of the department.

ddThe Office of Special Counsel, a government agency charged with protecting fe deral employees from reprisal for whistle blowing, is

investigating whether Dr.

Longanecker removed Arthur L. Hardwick from his position because Mr. Hardwick had complained to the

department's Inspector General about the Assistant Secret

ary's failure to punish Jordan College.

dd"I am sure you would agree that the Subcommittee would not be fulfilling its necessary oversight role if it failed to review the possible

retaliation by Dr.

Longanecker against a whistle blower," the Congressman wrote last week in resp onse to Mr. Smith's letter.

ddMr. Hoekstra added that the letters sent by Michigan lawmakers on behalf of J ordan in 1994 asked the department to do what it could

"within the bounds of ap

propriate management" to aid the college.

ddEducation Department officials disagree. They say that they are being critici

zed for taking actions less extreme than those proposed

in the letters that Mr.

Hoekstra signed.

ddIn summer 1994, Jordan was in dire straits. A year earlier, Education Departm ent officials had determined that continuing to give Jordan

federal student-aid

funds was a major risk because the college was in danger of bankruptcy, which would jeopardize taxpayer dollars and

leave needy students in the lurch.

ddAs a result, the department said, before it would provide federal student-aid

funds to Jordan, college officials would have to submit documents showing exactly

which students were to receive the funds.

In a letter dated June 9, 1994, eight Michigan Representatives, including Mr. Hoekstra, thanked the department for "releasing over \$170,000" to the college.

They urged, however, that the department return Jordan to "advance-pay status," allowing it, along with most

other colleges, to receive the funds it believed it would need for the coming term.

But, that same month, the Education Department fined the college \$3-million for repeatedly requesting more Pell Grant funds than its students needed and for

not returning the extra funds to the government. Jordan officials said such a fine would shut down the college,

and in a letter dated August 12, 1994, Senator

Levin, Mr. Hoekstra, and four other lawmakers urged the department to prevent its closing.

They once again urged the department to remove the restrictions it had placed on the supply of student-aid funds to the college.

The Inspector General's report says that Dr. Longanecker compromised. He agreed to give Jordan 25 per cent of its student-aid funds in advance, as long as the

college agreed to a plan to pay its \$3-million liability. In September, the department released \$118,000 to the college.

But Jordan never made the required payments to the department, and in March 1995, the government cut off all funds to the college.

Days later, Jordan said it

would close.

Department officials say that despite the pressure they faced from Representative Hoekstra and others, they exercised their oversight powers responsibly. In

his letter to Mr. Hoekstra, Mr. Smith said the department "ultimately did not follow your recommendations" but

instead "attempted to protect the interests of students, the Department and the taxpayer."

Publication#W\ P_P# 16. Education Daily"Publication" #: \ P_P#June 2, 1997 Category: Trade

Headline#u\ PaP# LEGISLATIVE UPDATEHeadline #: \ PbP#

\$d\$ Awaiting the President's Signature .. HH\$* IDEA Reauthorization H.R. 5: Would allot state special education grants

exceeding \$4.92 billion according to a

new census-and- poverty formula; cap the

state set aside at fiscal 1997 levels,

plus an adjustment for inflation or an increase in the state grant; and allow schools to place disabled

students in alternative settings for 45 days for weapon

and drug offenses. The bill also would allow hearing officers to order changes in

placements of dangerous students, but would specifically bar stopping services to disabled students (ED, April 25).

Last action: The House passed H.R. 5 May 13, 420-3, and the Senate passed it

May 14, 98-1.

ddNext action: The president plans to sign the bill Wednesday.

dd* Volunteer Protection H.R. 911, S. 543: Would grant immunity from personal injury lawsuits for volunteers, such as school chaperones, working for nonprofit organizations and government entities.

ddLast action: The House passed H.R. 911, 390-35, and substituted it into S. 543 on May 21, and the Senate passed S. 543 by voice vote the same day.

ddNext action: The president has not indicated whether he will sign the bill, which Congress has not officially sent to him yet.

ddRecent or Upcoming Action ...

dd* Budget Resolution H.Con.Res. 84: The negotiators' nonbinding plan to balance the federal budget by 2002 leaves room for most of

President Clinton's education

initiatives, but not his \$5 billion school construction proposal. The maximum Pell Grant could increase from

\$2,700 to \$3,000, and the Education Department

could get a \$3.2 billion overall increase in discretionary spending for fiscal 1998,

including \$260 million for Clinton's childhood literacy initiative. Republican leaders pledged to include roughly \$35 billion over five years in higher

education tax credits and deductions the president wants (ED, May 6).

ddLast action: The House passed H.Con. Res. 84 May 20, 333-99. The Senate passed its version of the resolution May 23, 78-22.

ddNext action: A quick House-Senate conference to negotiate a final resolution may allow a House vote as early as tomorrow. The measure, which does not require the president's signature, will be used as a blueprint for congressional tax-writers and appropriators this summer.

ddThe House Ways and Means Committee must pass a tax bill by June 14.

dd* Fiscal 1998 Emergency Funding, Title I Supplement H.R. 1469: Both House and Senate disaster relief bills would keep federal agencies operating at 100 percent of their fiscal 1997 level until appropriations are complete.

ddA pending House-Senate agreement on the bills also would provide an extra \$101 million for Title I this year, encompass several technical education amendments and would establish a commission to report within four months on the rise in college tuition (ED, May 23).

ddLast action: A House-Senate conference committee could not work out differences between the bills before leaving for the congressional break.

ddNext action: Conferees will continue to meet this week, probably beginning Wednesday. President Clinton vowed to veto any bill to extend funding because it would block his spending priorities.

dd* Fiscal 1998 Appropriations President Clinton's proposal would raise Education Department discretionary spending 11 percent above the fiscal 1997 level, with Title I, special education and vocational education getting only moderate in

creases and Title VI block grants slated for elimination. But Goals 2000 funding would rise 26 percent, to \$620 million; charter school funding would almost double, to \$100 million; and the maximum Pell Grant would rise from \$2,700 to \$3,000.

ddClinton also wants mandatory funding of \$5 billion to help pay interest on school construction and \$260 million to help children read independently by fourth grade (ED, Feb. 7).

ddLast action: House appropriators heard testimony from other members of Congress May 21 and May 22.

ddNext action: House appropriators plan to hear from the National Education Goals Panel June 11 and could start writing their education bill this month. Their

Senate colleagues will follow later.

dd* Omnibus Education S. 1: The GOP bill would allow states to use existing Title VI block grant funds for public and private school

choice, raise special edu

cation funding starting with a \$1 billion hike next year, and authorize a school choice demonstration program for

low-income families. The bill's student aid

provisions include a tax exemption for \$1,000 per child annually in savings for postsecondary

education (ED, Jan 23). S. 12: The Democrats' bill would require

the federal government to pay up to half of the interest on school construction

bonds and authorize \$1.75 billion for reading programs and \$1.8 billion for school technology over the next five years. The bill

also would provide famil

ies earning less than \$100,000 a year a \$10,000 tax deduction for college tuition.

ddLast action: The House Oversight and Investigations Subcommittee held hearings last week in Cincinnati.

ddLouisville, Ky.; and Little Rock, Ark., on allegedly wasteful Education Department programs.

ddNext action: The Senate Children and Families Subcommittee plans a hearing Thursday on policy implications of child brain

development (ED, April 18).

dd* Vocational Education A draft House plan to reauthorize the Carl D. Perkins Vocational and Applied Technology Education Act would

trim the state setaside f

rom federal grants, driving more money to school-level programs. It also would aim to toughen academic standards

for students in vocational programs.

ddLast action: House staffers circulated the draft bill among lobbyists late last week.

ddNext action: The House Early Childhood, Youth and Families Subcommittee plans a hearing Thursday on its as-yet-unintroduced bill.

The Senate education panel

plans to introduce a bill this month that would merge vocational, adult and job training programs into state blockgrants (ED, May 28).

dd* HEA Reauthorization H. R. 6: The bill would reauthorize funds for all existing Higher Education Act (HEA) programs, which expire

Sept. 30.

ddAfter the House writes new legislation for student aid and other programs under HEA, it will be substituted into H.R. 6.

ddLast action: The Senate Labor and Human Resources Committee held a hearing in Mahwah, N.J., May 19. The House Postsecondary Education, Training and Life-Learning Subcommittee held a hearing May 22.

ddNext action: The House subcommittee plans a hearing Thursday on Pell Grants and campus-based student aid programs. The Senate plans a hearing June 12 on the growing cost of higher education.

dd* Juvenile Justice H.R. 3, S. 10, S. 718: Would allow school officials access to FBI juvenile felony records as part of an omnibus GOP juvenile justice bill

. H.R. 3 also would require states to come up with plans for schools to notify parents if juvenile sex offenders are enrolled in their children's school or lose 20 percent of their federal crime control funding.

ddLast action: The House passed H.R. 3 May 8. The House Early Childhood, Youth and Families Subcommittee held a hearing May 20 on a plan by Chairman Frank Rogers, R-Calif., to reward coordination of education and other anti-delinquency services and leverage scholarship funds for low-income youths.

ddNext action: The Senate Judiciary Committee could take up S. 10 as early as Thursday.

dd* Miscellaneous Education Amendments H.R. 914: The version the House passed in March would require postsecondary institutions to calculate graduation rates for student athletes and the general student body at the same time, overriding a provision in P.L. 104-134.

The Senate added impact aid technical amendments that would extend the application deadline for Kansas and New Mexico and extend guaranteed minimum payments for federal property until fiscal 2000. Also included in that Senate amendment was an extension to January 1999 for a study on Title I's effectiveness (ED, Feb. 21, 1996). The House then added provisions from H.R. 1511 to establish a commission to report within four months on the rise in college tuition (ED, May 23).

ddLast action: Parts of H.R. 914 are likely to be included in a compromise disaster-relief bill, H.R. 1469, that House and Senate conferees began working on before the Memorial Day break.

ddNext action: Conferees on the disaster relief bill may resume their negotiations Wednesday. Because the House changed H.R. 914 after the Senate passed it, the Senate has to approve it again if the legislation is to move forward.

dd* Workplace Flexibility H.R. 1, S. 4: Both would allow employers to give workers the choice of taking time-and-a-half compensatory time as payment for overtime, but neither would specifically allow time for school involvement.

ddLast action: During Senate floor debate on S. 4 May 13, Sen. Patty Murray, D-Wash., introduced an amendment that would allow

parents 24 hours of unpaid leave each year to attend their children's school activities and family literacy training; the Senate did not vote on the amendment.

ddThe House passed H.R. 1, 222-210, on March 19.

ddNext action: The Senate plans to continue debate on S. 4 today. No date for a vote has been set.

dd* School Meals Commodities Lawmakers are investigating why strawberries distributed to schools in six states in March caused 187 cases of Hepatitis A (ED, April 3).

ddLast action: An Agriculture Department official told the House Early Childhood, Youth and Families Subcommittee in April that the agency is stepping up its oversight of school commodities (ED, April 21).

ddNext action: The Senate Agriculture, Nutrition and Forestry Committee plans to hold a hearing Thursday on the contaminated strawberries. There is no action planned in the House.

Just Introduced.. dd* Immigrant Education H.R. 1723: Would give school districts the option of waiving the new one-year limit on K-12 and adult education

school attendance for foreign students in the United States when the law took effect last year. H.R. 1724: Would entirely repeal the school attendance restrictions on foreign K-12 students under P.L.104-208, which requires foreign students to reimburse local education agencies for the cost of their attendance.

ddLast action: Both bills were introduced by Rep. Barney Frank, D-Mass.; referred to the House Judiciary Committee.

ddNext action: No action is scheduled.

dd* Technology Worker Shortage S. 798: Would set up a 21-member commission, including Education and Labor department representatives, educators and technology business officials, to study the shortage of technology workers and issue a report by July 1998.

ddLast action: Introduced May 22 by Sen. John Warner, R-Va.. referred to the Senate Labor and Human Resources Committee.

ddNext action: No action is scheduled. "Laureen Lazarovicinyxddd

Publication#W\ PcP# 17. Education Daily"Publication" #:\ PdP#June 2, 1997 C
 ategory: Trade

Headline#u\ PeP# TECHNOLOGY SNAGS BIGGER ROLE UNDER HOUSE
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\$d\$Technology and upgrading teachers' skills would share the spotlight under a draft House bill to rework federal vocational education programs.

The bill crafted by staffers on the House Early Childhood, Youth and Families Subcommittee would create a new state-level setaside for technology enhancement and professional development.

ddIt would allow states to spend up to 5 percent of their federal funds for the

new grants, and the funds would be competitively distributed to local consortia. Those consortia would include at least one representative from the local education agency, and also include members of higher education institutions, businesses, software designers, libraries and other groups deemed appropriate to carry out the grants. In awarding the grants, each state would award five grants to rural areas and five to urban areas. School would use the grants to:

- * Develop, adapt or expand new technologies in vocational education.
- * Buy new computer hardware and software to improve student learning and teacher instruction; and
- * Network education programs with postsecondary schools and libraries.

"You'll have a lot of people buying computers with that, as they did with Goals 2000 dollars," said Michael Brustein, a lawyer in Washington, D.C., who specializes in vocational training issues. Vocational education advocates at a House subcommittee hearing this month called on lawmakers to improve professional development programs, toughen academics in vocational education and create stronger links with technology (ED, May 23). "Matthew Dembicki

Publication#W\ PgP# 18. Education Daily"Publication" #:\ PhP#June 2, 1997 Category: Trade C

Headline#u\ PiP# HOUSE VOC ED DRAFT BILL WOULD BOOST LOCAL SHAREHeadline #:\ PjP#

A draft House bill aims to drive more federal vocational education money directly to local school districts at the expense of state-level initiatives, and would strip numerous stand-alone programs such as tech prep. The 54-page "rough staff discussion draft," floated Thursday by the House Early Childhood, Youth and Families Subcommittee to lobbyists, pitches for a higher ratio of federal funds to localities: They would get 90 percent of the federal vocational education pie, up from 75 percent under current law. The draft, however, doesn't outline how funds under the Carl D. Perkins Vocational and Applied Technology Education Act would be distributed within the states, noting that will be determined later. But it would let more local education agencies get vocational education funds by lowering the minimum grant amount from \$15,000 to \$2,500. That provision directly contrasts with 1990 amendments that raised the minimum grant to eliminate small grants that federal officials said were almost meaningless. While Senate education policymakers plan to merge vocational education and job training programs into state block grants, the House draft would perform a more straightforward reauthorization of the vocational education law, which expired last year.

Stripping Setasides The House draft calls for repealing all state setasides u

nder Perkins, including those for programs that target single parents, displaced homemakers and gender equity efforts.

ddIt also would repeal the popular tech prep program that integrates secondary and postsecondary vocational curricula.

ddStates could use their state leadership money for tech prep, and localities still could tap their basic vocational grant for the initiative.

ddBut the draft also would create new programs to better integrate technology into vocational learning, and to update teachers' skills.

State Director Losing Battle Still, one of the biggest changes would likely be the House effort to push more money to local-level efforts, and cut from the state pot.

ddThe plan suggests cutting state leadership funds from 8.5 percent to 3.5 percent, and snipping state administration funds from 5 percent

to 1.5 percent of the federal grant.

ddState vocational directors, who are lobbying to boost state leadership funds to 10 percent while freezing state administration at 5 percent,

say the cuts would

result in states reducing their efforts to assess and improve programs (ED, May 28).

dd"There doesn't seem to be an appreciation [in the House] that the funds have been used well," Jay Cummings, Texas's vocational director,

who is president of the

National Association of State Directors of Vocational Technical Education, said Friday.

ddThe funds are critical in Texas, where the state serves as a "mass resource" for its 1,045 school districts to develop and disseminate

information on curricu-

lum and staff development and program assessment, said Cummings.

ddThe draft would authorize \$1.3 billion for vocational for the period starting July 1, 1998 "when the bill would kick in" and "such sums

as necessary" for the fol-

lowing fiscal years.

ddThe 1990 amendments authorized \$1.6 billion a year, but funding has never surpassed \$1.2 billion.

ddThe draft tries to appease a conservative group's concerns that the federal government aims to prepare students for specific jobs (ED,

May 20).

ddThe Eagle Forum unsuccessfully tried to kill H.R. 1385, a House job training bill, and will likely turn up the heat to derail the Senate

education committee

's effort to again try to merge vocational and job training.

ddThe House draft says federal vocational funds couldn't be used to require or compel youths to pursue a specific career or to attain a skill

certificate. And stu-

dents participating in vocational also could change their course of study and training.

ddThe House panel plans to hold a vocational hearing Thursday.

ddThe Senate hasn't scheduled further hearings on vocational, but education policy leaders likely will introduce their drastically different vocational reauthoriza-

tion

plan this month. "Matthew Dembickinyxddd

Publication#W\ PkP#19. Chicago Tribune"Publication"#:\ PIP# 06/01/97; Editi
on: NORTHWEST FINAL; NW; Section: METRO NORTHWEST; Page 2 Category: Local

Headline#u\ PmP#COLLEGE TO SHOW WORKING WOMEN'S SUMMITHeadline#:\ PnP# Har
per College will show a satellite broadcast of the National Working Women's Sum
mit from Washington.

ddParticipants in the panel discussions will include First Lady Hillary Rodham
Clinton; Alexis Herman, secretary of labor; Ida Castro,
director of the Labor
Department's Women's Bureau; Donna Shalala, secretary of health and human serv
ices, and Carole Simpson of ABC
News.

dd"*****"
ddNoon to 2 p.m. Thursday, Building A, Room 315, Harper College, 1200 W. Algonq
uin Rd. Free.nyxddd

Publication#W\ PoP#20. Los Angeles Times"Publication"#:\ PpP#* 06/01/97; Ed
ition: Orange County Edition; Section: Metro Desk; Page A-28 Category: Local

Headline#u\ PqP#
Schools Score Better Grades in the South Than the NorthHeadline #:\ PrP#By NIC
K ANDERSON

TIMES STAFF WRITER

ddIn Orange County, the line separating people who are happy with their public
schools and those who are merely satisfied might be the
Costa Mesa Freeway.

ddThe Times Orange County Poll found that more than three of five residents who
live in mostly middle-class areas from Irvine and
Newport Beach to the souther

n county line gave A's and Bs to their public schools.

ddBy contrast, about half of those polled who live north and west of the freewa
y"which includes some of the county's poorest
areas"gave their schools the two
top grades.

ddThe poll also found the regions split on the problems perceived in schools. P
eople in the north tended to worry more about crowded
classes, school safety an

d, especially, run-down school buildings. Northerners also are slightly more in
clined to push for more emphasis
on basic skills.

ddThere are plenty of practical reasons why people in the south might be happie
r with their schools. On the whole, northern schools are
older and have less ro
om for an expanding student population. Southern schools are newer and often eq
uipped with better technology.

ddMore schools in the north have been forced into year-round schedules because
of crowding. Schools in the south have, with some
exceptions, done more to cut
class size this year in primary grades.

ddJoyce Gage of Buena Park said she worries about safety and discipline at her
daughters' school, John F. Kennedy High in La Palma.

"I feel like I'm throwing
them into a den of wolves when I drop them off. By the time they get out of hig
h school, they're hardened," said
Gage, who gave her public schools a C-minus.

In San Clemente, JoAnn Work gives her children's school, Las Palmas Elementary, a B-plus. She sees little crowding, gangs or violence and plenty of strengths with high-quality teachers, computer labs and an unusual bilingual program that immerses English-speaking students in Spanish. "When they grow up and go into the work force, that will come in handy," Work said.nyxddd

Publication#W\ PsP# 21. Chicago Tribune"Publication" #:\ PtP# 06/01/97; Editi on: CHICAGOLAND FINAL; C; Section: METRO CHICAGO; Page 3 Category: Local

Headline#u\ PuP# TEACHER MASTERS READING HER PUPILSHeadline #:\ PvP#By Janita Poe, Tribune Staff Writer.

Leah Radinsky, a kindergarten teacher at the Inter-American Magnet School on the North Side, doesn't always meet the school's goal of getting every child to speak Spanish. But she is so skilled in early childhood instruction that she usually finds other lessons to share. Recently, while orchestrating a maskmaking project, Radinsky approached 5-year-old Neil Batten, who was shouting for classmate Armani Joyner, 6, to hand him a spool of string. Kneeling down to his level, Radinsky encouraged Neil to use Spanish and ask, politely, for the spool.

"Come here and ask Armani if he has finished using the string," said Radinsky, one of five winners this year of the Kohl/McCormick Early Childhood Teaching

Awards, said in Spanish. "Ask him, 'Have you finished?' "

Actually, Radinsky, who teaches 80 percent of her class in Spanish and has a class that is about two-thirds bilingual, wasn't able to get Neil to use the language that day, but she did accomplish some rather important early-childhood education goals. By having Neil walk over to his friend's table and ask if he could share the string, Radinsky was able to help the boy with his social skills and resolve a tiny conflict, without any tears or fighting.

"Several things were going on," said Radinsky, 31, an accomplished flutist who attended 10 different schools as a child in the Hyde Park and Austin neighbo

hoods of Chicago, as well as in Virginia and North Carolina. "Even though I was speaking to him in Spanish,

I really just wanted to encourage Neil to slow down and ask Armani for the string."

The people who know Radinsky's work in her classroom at Inter-American, 919 W. Barry Ave., say the Chicago native is a master at focusing on the individual

development needs of her pupils. She also is among a growing number of talented bilingual teachers who are

finding creative ways to use both Spanish and English in the classroom, education leaders say.

"She has a unique ability to reach each individual at exactly the right level," said Lana Weiner, executive director of the

Kohl/McCormick awards. "Her reference letters repeatedly said that s
 he was excellent at unlocking the interest of each child."
 ddThe Kohl/McCormick awards were established last year to recognize outstanding
 teachers working with children between birth and
 8 years old. A collaboration
 between the Robert R. McCormick Foundation's Focus on Quality Initiative and th
 e Dolores Kohl Education
 Foundation, the awards were open to full-time teachers
 from public, private and parochial schools and early-childhood programs. This
 year,
 1,000 nominations were submitted.
 ddThe other honorees are Cathy Maria Foote, a pre-kindergarten teacher at Ariel
 Community Academy in the Kenwood-Oakland
 community on the South Side; Marilyn
 Lindeman, a pre-kindergarten teacher at St. Andrew's Lutheran School in Park Ri
 dge; Katherine
 McLellan, a pre-kindergarten teacher at Baker Demonstration Sch
 ool in Evanston; and Bonnie Rodin-Kling, a teacher of deaf and
 hearing-impaired
 pupils at Park School in Evanston.
 ddThe winners receive a \$5,000 cash award, one year of interactive programming
 by educational experts at the Kohl Children's Museum
 and induction into the Koh
 l Academy of Outstanding Educators.nyxddd

Publication#W\ PwP# 22. Los Angeles Times"Publication" #:\ PxP#* 06/01/97; Ed
 ition: Bulldog Edition; Section: Advance Desk; Page A-4 Category: Local

Headline#u\ PyP# Mississippi Student Challenges Black-White Divide
 Education
 : A desegregated school's practice of separate class
 presidents for each race i
 s questioned. The effort has gained
 little support, however.Headline #:\ PzP#
 By GINA HOLLAND
 ASSOCIATED PRESS
 ddHERNANDO, Miss. "Hernando High has two principals"one white, one black. Ther
 e are two homecoming queens and two class
 presidents, one of each race. The yea
 rbook features a black Mr. and Miss Hernando High School next to their white co
 unterparts. The
 students even choose class clowns and biggest flirts of each ra
 ce.
 ddNow, one and only one student"the new president of the Student Council"is cha
 llenging the practice, instituted when the school
 was desegregated in 1970.
 ddAlison Williams, 17, said living around the country and overseas with her Air
 Force family has given her a different perspective from
 that of her classmates
 .
 dd"I know that's not how it is anywhere else and that's not how it should be,"
 said the honor roll student who is Latin Club president and
 plays on the tennis
 team. "It's time to grow up."

ddA junior, Alison first questioned the policy last year when she wasn't allowed to run for a student office because she is white and the rotating post was designated for a black that year.

dd"They said that's the way it's always been, that's the way it's always going to be," said Alison, who was chosen this month by the entire 750-student body to

run for the council presidency, which isn't selected by race.

ddHer mother, Beverly Williams, has protested the policy in letters to local leaders and wants school board members to reverse the practice.

dd"I thought that was the whole reason we integrated so everybody would be treated equal," said Beverly Williams, a homemaker who

also has two sons. "They've moved everybody into one building, but we still have black and white."

ddAlison and her mother have few vocal supporters among her classmates or the 3,000 residents of this Memphis, Tenn., suburb.

dd"This is just a big hype. There's nothing wrong with the system," said 18-year-old senior Keith Dockery, who is black.

ddScott St. Aubin, 15, who is white, said: "They don't have anything else to complain about. It's not outdated. It's what's best here."

ddTheron E. Long, Hernando's white principal, contends the practice teaches tolerance, and "students learn a great lesson by working together." Long helped develop

the plan to pacify blacks and whites when the all-white school was integrated in 1970 the same year

court-ordered desegregation was implemented around the state.

ddLong noted that other public schools in Mississippi have lost students to private schools. After integration, Hernando High became mostly black; it is now about 70% white.

dd"You can see in some schools where people felt left out. You can see some of the results," he said.

ddLong also said the practice ensures fair representation because people have a tendency to vote according to race.

ddHarold Kinchelow, Hernando's black principal, said the policy worked so smoothly in the early days that "we just never thought about it" again.

dd"I guess it's time to do away with it because all these kids know each other and have no problem with each other," he said.

ddHernando High is not the only Mississippi school with dual offices, but how many isn't known because the state doesn't keep track.

ddIn Hernando, the topic has come up at school board meetings in recent months, but no decisions have been made. Alison and her mother

are not contemplating legal action.

dd"Any challenge would probably face a difficult time in the courts simply because the courts have allowed schools a great deal of leeway in promoting the pro-

per atmosphere," said David Ingebretsen, executive director of the state American Civil Liberties Union.

Publication#W\ P{P# 23. Los Angeles Times"Publication" #:\ P|P#* 06/01/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3 Category: Local

Headline#u\ P}P# 40 Attend Schools Breakup Hearing Education: Emotions
run hi

gh on both sides of debate as state board holds last
meeting in L.A. on propose

d regulations for splitting districtHeadline #:\ P~P#By PETER Y. HONG
TIMES STAFF WRITER

ddTurnout was low but emotions ran high Saturday at a State Board of Education
hearing on proposed regulations for breaking up the

Los Angeles Unified School
District.

ddThe proposed regulations would require those trying to secede to analyze issu
es of race and class segregation as well as labor agreements
in their breakup p
etitions.

ddAbout 40 people attended the session at Los Angeles Trade-Technical College,
the last of two hearings held by the board in Los

Angeles. A Friday hearing at

Valley College drew about 100, some of whom also attended the Trade-Tech hearin
g.

ddMost of those testifying ignored the panel's instructions to stick to discuss
ing the proposed regulations and spoke passionately for and
against breaking up
the school district.

ddSome, however, said the proposed rules are meant to thwart secession efforts.

ddRuth Perez, a member of a group trying to split Gardena schools from the dist
rict, called the proposed regulations "a delaying tactic
to slow it down until
we all go away."

ddSylvester T. Hinton Jr. of the Inner City School District Assn. said the boar
d "is trying to ensure they can do what they can to get in
our way."

ddGabriel Madel of Parents for Unity said turnout was low partly because the bo
ard did not publicize the hearing well among
Spanish-speaking parents and did n
ot provide a Spanish translation of the proposed rules.nyxddd

Publication#W\ PP# 24. Chicago Tribune"Publication" #:\ PP# 06/01/97; Edition
: CHICAGOLAND; C; Section: NEWS; Page 18 Category: Local

Headline#u\ PP# SENATE GOP BACKS OWN SCHOOL FUNDING PLANHeadline #:\ PP#By Ri
ck Pearson ; Courtney Challos, Tribune Staff Writers. Tribune political writer
John Kass contributed to this article.

Senate Republicans delivered a political rebuke Friday night to GOP Gov. Jim
Edgar's attempt to reform school funding, scuttling his

25 percent income-tax h

ike proposal and approving their own scaled-down alternative that would boost t
axes on telephone calls and
cigarettes.

ddThe decision by Senate Republicans to muscle through to the House their own b
ill came in spite of repeated pleas by Edgar and
Democrats to let the full Sena

te vote on the governor's \$1.6 billion tax-swapping plan. Edgar believes it can

pass there if it gets the chance.

ddThe \$455 million Senate GOP alternative, approved on a 30-28 party-line vote, was viewed as unsatisfying by even some Republicans because it lacked strong t

eacher-accountability reforms and property-tax relief.

ddBut Republicans nevertheless supported the bill, largely to try and prod Edgar and Democratic House Speaker Michael Madigan of

Chicago into negotiations to w

ork a compromise school-funding plan.

dd"I have talked to the speaker and he said, 'I'm always open to negotiate.' So we're going to try to negotiate," Senate President James

"Pate" Philip of Wood

Dale said after the vote.

ddBut Madigan spokesman Steve Brown called the measure "Pate's pathetic charade" and said nobody was interested in more

school-funding talks.

ddAnd with lawmakers being pushed toward a midnight Saturday adjournment deadline and the tougher rules to pass a bill that take place

when they exceed that t

ime, aides indicated Edgar was in no mood to reopen talks on a subject that has dominated the legislature all session

long.

dd"The time for posturing is over. The hour for real reform has arrived. The governor believes the Senate should be given the opportunity

to vote for real ref

orm," Edgar spokesman Mike Lawrence said of the governor's plan.

ddBefore the Senate's vote, Edgar said that if lawmakers don't fundamentally change the state's property-tax-dependent system of school

funding by their adjou

rnment deadline, it probably wouldn't happen in "this millennium."

ddAnd he lambasted the Senate GOP alternative, which would boost the tax on a pack of cigarettes from 44 to 54 cents and increase the

existing 5 percent telep

hone messages tax to 6 percent. Those taxes would raise \$150 million.

ddIt also would count on revenue growth and changes in the governor's proposed budget totaling another \$305 million to be earmarked

for schools, with money di

rected especially at poorer school districts.

dd"It falls far short of providing the necessary dollars for the poor schools i

n this state," Edgar said. "And there's absolutely no property-tax

relief in th

is bill. So, again, this is not the meaningful reforms of how we fund our schools that I think people have talked about."

ddThe Republican governor was clearly unhappy with the sharp turn of events from the day before, when House Democrats led the

narrow approval of his plan to r

aise personal income taxes by 25 percent to provide \$900 million in property-tax relief and give schools

an extra \$614 million.ddEdgar just as clearly pinned

the blame on Philip for refusing to allow his bill to escape from a GOP-dominated committee and advance

to the full Senate for a vote.

dd"I'm not asking Sen. Philip to even vote for the bill," Edgar said. "I'm not even talking about twisting arms or anything. The votes are

there (in the Senat

e). Just give the Senate an opportunity. One person should not just stand in the way of that."

ddPhilip instead sent Edgar's plan to the Senate Revenue Committee, where it lost on a 6-4 party-line vote. Hours later, the committee advanced the Senate GOP

alternative to the full Senate by the same margin.

dd"I don't know why anybody ought to have their nose out of joint," Philip said of sending Edgar's bill to the committee for its demise.

"We did the exact same

thing the House did, with different results."

ddAs the tension over school reform heated up, so has talk among proponents of expanded casino gambling in the state who see it as a potential education revenue

source. In Chicago, Mayor Richard Daley said a gambling package involving at least three riverboats for the

city and another for Rosemont Mayor Don Stephen

s could raise funds for education without requiring a major increase in state taxes.

dd"It's something we're discussing with people, right now," Daley said during a taping of "At Issue," to air at 9:30 a.m. Sunday on

WBBM-AM 780.

ddOther efforts in Springfield among legislators and their gaming-lobby allies also would include allowing existing riverboats to move,

operate dockside, create

a new gaming license and add slots to horse-racing tracks.

ddBesides the casino issue, Daley and Republicans were engaged in another battle.

ddPhilip, saying he remained dissatisfied with a lack of progress in planned improvements at Meigs Field, said he would not push a total

repeal of a state law

turning the tiny lakefront landing strip over to the state.

ddPhilip, however, said he has offered a compromise to Madigan that would put off a state takeover of the airport for a year. Madigan

aides said they would wait

it to see if Senate Republicans move such a plan.nyxddd

Publication#W\ PP# 25. The New York Times"Publication" #:\ PP# 06/01/97; Edition: Late Edition - Final; Section: Section 13WC; Westchester Weekly Desk; Page 19, Column 1 Category: Local

Headline#u\ PP# School Districts Try to Attract Tuition-Paying StudentsHeadline #:\ PP#

By MERRI ROSENBERG

TARRYTOWN " WHILE location may be everything, as real estate agents say, there are those who contend that in many Westchester communities "school district"

" can be substituted for "location."

ddSome districts capitalize on their reputations for excellence to attract tuition-paying, nonresident students. Hastings-on-Hudson, for

example, has appealed

to students from Yonkers and the Bronx, and Edgemont has developed a packet of information to sell itself.

TD In some cases, students are drawn to special education programs not offered in their home district or offered at a lower cost than a comparable Board of Cooperative Educational Services program. In other cases, parents believe that at a certain district can offer better training than their own district.

ddWith most districts confronting increased certioraris and decreased state support, tuition-paying students are a way for districts to balance their budgets.

dd"One of the things a superintendent has to do is look for ways to increase revenues without increasing taxes," said Dr. Donald Kusel, Superintendent of the public schools in the Tarrytowns. Tarrytown, along with Pleasantville and Briarcliff, is one of three districts that students from Pocantico Hills, which has no high school of its own, can select. The Pocantico district pays Tarrytown \$11,500 a year for each student who goes to Tarrytown High School. The rate at Pleasantville High is \$11,450, and at Briarcliff High it is \$13,800.

Tarrytown, Briarcliff and Pleasantville schedule meetings to help Pocantico eighth graders and their parents decide which high school to attend.

dd"We really believe that recruiting has no place in the public school system," Dr. Kusel said. "Communicating is one thing, but we would never say Tarrytown is better than Briarcliff or Pleasantville. It can be very positive in terms of our budget, but we don't put pressure on our budget."

ddNevertheless, marketing the strengths and resources of a district is a shrewd response to current financial pressures.

dd"We're facing diminishing resources and increased certioraris," said Dr. Donald Antonecchia, Superintendent of the Pleasantville School District. "This is

a way to offset those losses of revenues and a way to generate revenues. We like to spread the good news about our school district."

ddIn Pleasantville's current graduating class of 120 seniors, 20 are tuition-paying from Pocantico. Pleasantville, which has an \$18 million budget, has been a

ble to use the \$1.4 million in revenues from tuition-paying students to enhance course offerings and improve the physical plant.

ddThe educational benefits for small school districts that can add other students to their mix is another advantage, said Dr. Fran Wills, Superintendent of the Briarcliff School District.

dd"We're interested in enhancing the student body and its diversity," said Dr. Wills, whose district receives about \$450,000 in tuition revenues. "This is

also providing an opportunity for diversity for our students."

ddThose districts that have developed special education programs with countywide reputations also cite the financial and educational

benefits for the district and its students. In Ardsley, which has been running enhanced special education classes for the last five years, students from Bronxville, Hastings-on-Hudson, Edgemont, Blind Brook, Irvington, Greenburgh Central Seven, Dobbs Ferry, Scarsdale, Elmsford and Bedford are among those that take part in special education classes.

"We don't advertise," said Dr. Stanley Toll, Superintendent of the Ardsley school district. The 30 to 40 additional students each year generate about \$1 million in additional revenue.

Dr. Toll continued: "It's all word of mouth. We determined a few years ago to educate our own kids, because it's better for the youngsters and better for the district. It's the least restrictive environment, with kids they know. When we find we can form a group of students with comparable needs and can do so at a comparable cost, we have formed our own classes. Our costs are lower than Boces, because Boces has to rent space and has an extra layer of administration. I'm not underselling anybody."

Ardsley charges about \$25,000 for out-of-district students in special education programs, while the tuition rate at comparable Boces programs ranges from about \$27,000 to about \$42,000, depending on the program.

"When Boces develops the costs for a program, we include all the costs " not only the teachers, aides, supplies, but all overhead and expenses " which a school district usually doesn't," said Dr. Gilbert Jacobson, assistant superintendent for business and administrative services at the Southern Westchester Board of Cooperative Educational Services.

Similarly, Dr. Kusel in Tarrytown said: "We also have a sizable number of special education students from out of the district. We can charge significantly less than Boces, so we can fill our classes and defray the costs."

Publication#W\ PP# 26. The New York Times"Publication" #:\ PP# 06/01/97; Edition: Late Edition - Final; Section: Section 13CN; Connecticut Weekly Desk; Page 1, Column 5 Category: Local

Headline#u\ PP# Hartford Schools: A New BeginningHeadline #:\ PP# By RICHARD WEIZEL

THE state takeover today of Hartford's public schools, which dissolved the city's elected Board of Education and replaces it with a seven-member state-appointed Board of Trustees, is a first for Connecticut " the first time that a public school system is not under local control.

Control was taken away by the General Assembly because of a litany of problems in the Hartford system, including poor management, crumbling buildings and dismal test scores. The low point may have been in April when a committee recommended taking away Hartford

High School's accreditation, which would make it only the second unaccredited high school in New England. The takeover, which was overwhelmingly approved in April, dissolved the Hartford school board, and created a new board appointed by Gov. John G. Rowland and legislative leaders.

The seven new trustees face the task of turning around a \$240 million school system, with nearly 25,000 students in 38 schools. The system has a drop-out rate of 43 percent and for years has had the lowest test scores in the state.

"We're not going to look back to focus on how things got this way " we're going to look ahead to focus on how we can make the system better . . . much better," said the new board chairman, Robert M. Furek, 54, of West Hartford, a retired chief executive of Heublein

Inc., a Hartford-based spirits company. "Clearly the system is broken and we've got to fix it, there just isn't room any longer for failure," Mr. Furek said. "This is a group of people who have all been in leadership roles in their respective fields of endeavor and who all have a strong sense of what it takes to get the job done," he said of the new trustees. "But they are also people who understand how to work together, and who recognize the need for compromise."

Compromise is something that previous Hartford school boards did not always do. Partisan political battles, and at times even among members of the same parties, often overshadowed education issues. Some people in the education community said that the local board's last major decision " particularly the way the decision was made " characterized the panel's tenure.

That decision involved the 11th-hour hiring in February of Patricia A. Daniel, the East Providence, R.I., School Superintendent, as the new Hartford school chief during an unruly public meeting just hours after the board announced the hiring of Edwin Duroy, the Hoboken School Superintendent. At the meeting there were outbursts from city residents angered by the apparent selection of Mr. Duroy, with one person even pouring a pitcher of water over a board member's head.

The new trustees say they are intent on establishing a sense of order and control. The trustees say that without political motivation, they will be able to focus entirely on education.

"For too long now the adults have been playing politics while the children have been losing valuable time in a system that has been failing them," said Diane Alverio of New Britain, a trustee as well as vice president and general manager of WLAT-AM in Hartford and a former television reporter. "We weren't elected, so we don't owe anybody anything," Ms. Alverio said, "

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"For too long now the adults have been playing politics while the children have been losing valuable time in a system that has been failing them," said Diane Alverio of New Britain, a trustee as well as vice president and general manager of WLAT-AM in Hartford and a former television reporter. "We weren't elected, so we don't owe anybody anything," Ms. Alverio said, "

'other than the children of Hartford, who we are obligated to provide the best possible education. Every special interest group has a political mandate, and I have already been approached by those who think the old political rules still apply."

ddBut some parents and teachers say they have heard it all before, and wonder if a board so heavily weighted with members of the business community and without much experience in public education will be up to the task.

dd"No, I don't believe anything is really going to change, I don't see this board as having the skills or sensitivity needed to truly understand the problems these urban children are facing," said the Rev. Michael C. Williams, a parent who says he is planning to take his three children out of the Hartford school system in September.

dd"We're either moving out of the city or putting them in private school, I don't want them subjected to any more educational experiments," Mr. Williams. He was alluding to the failed privatization effort undertaken by the board several years ago when it hired Educational Alternatives Inc. to run the system. Mr. Williams added that he has watched the system rapidly decline over the past decade as politics, patronage and incompetence have overshadowed education. "We've suffered enough in this school system, it's time to get out," he said.

ddEven so, some Hartford residents said they were encouraged by the new board's stated determination to make drastic changes to improve the quality of education for the city's students, 95 percent of whom are black and Hispanic. dd"The y are a good group of people, and they certainly don't seem to carry with them the kind of political baggage as the previous board, so that makes us very hopeful," said David MacDonald, president of the Hartford Parents Network, a citywide organization of parents' groups. "But if they don't act boldly and quickly, they're going to lose some of the positive feeling the community now feels towards them."

ddShirley West, president of another citywide parents' group, Educate Our Children Now, said, "I've been fighting for a long time and every time someone new comes in they say they're motivated only by what is best for the children. We just want to see results, we want to see real action, real reform that will mean quality education for our children. We don't need any more studies, focus groups or talking about what needs to be done."

ddCheryl Daniels, president of the Hartford teachers' union, said that after meeting and talking with the new trustees she was "cautiously optimistic" that the new panel will find a way to succeed.

dd"These are all quality people who seem to have their hearts in the right place," Ms. Daniels said. "But they have to understand that what

we need in Hart

ford is real educational reform, not just cosmetic changes to make things look like they're better."

ddMr. Furek says he understands why some people are skeptical. But he said that the new panel is "tough and savvy enough to get the job done," despite all t

he failures. He noted that the trustees include a priest who has spent his life working in education, a former State

Education Department employee now working

in higher education, and members of the business, real estate, health care, co mmunity

relations and social-services fields.

ddMr. Furek says his panel will meet this week to begin to decide which problem s to tackle first although planning a new budget, addressing the issues of Hart

ford High School's accreditation and Bulkeley High School's pending probation a re likely to be of immediate concern.

dd"The only goal we have is to make the Hartford schools better for the childr en of the city, that's it, that's why we're here," said Mr. Furek.

"I know it

's one of the biggest challenges I've ever faced."

ddAnother trustee, Lorraine M. Aronson of Manchester, assistant to the chancell or at the University of Connecticut at Storrs and a former State Deputy Educati

on Commissioner, said, "Sure it's a big challenge, maybe the biggest any of us have ever faced, but if we don't believe we can do this . . . we might as well all go home right now."

ddThose sentiments were also echoed by another trustee, Ana-Maria Garcia of Har tford, chief executive officer of the Greater Hartford Y.W.C.A., who perhaps ha

s even more at stake than other board members because she is the only one with a child in the Hartford school system. Her daughter is a sophomore honor studen t at Hartford High School.

ddMs. Garcia, who formerly held various city posts, including assistant to the City Manager and director of Hartford's Social Services Department, views work

as affecting not only Hartford but also other urban areas.

dd"While our focus is, of course, going to be on the education of the system i n Hartford," Ms. Garcia said, if we come up with something that is successful

. . . it might be an approach that can be replicated in other cities."

ddAnother trustee, Marie Spivey, vice president of community relations at Hartf ord Hospital, says a key to transforming the failing system is to focus on "th

e richness of Hartford's diversity."

ddThe new board, Ms. Spivey said, is made up of people with diverse backgrounds and different areas of expertise. "I think when you

put all of our collective

experience together," she said, "it's going to lead to real change, to an im proved school system and real change."

ddThe new trustees also said that real educational reform in Hartford is going

to take time because much of the problem is rooted in poverty, for which there are no easy solutions.
dd"It's a tangled web and it has to be undone very carefully," said the Rev. Henry C. Frascadore, another trustee. Father Frascadore, a former principal of South Catholic School in Hartford, was assistant superintendent of schools for the Hartford Archdiocese from 1974 through 1985 and was president of Northwest Catholic School in Hartford until last year. "Sometimes quick decisions without proper thought and planning only make things worse," he said. "I think that's how Hartford's schools deteriorated in the first place."
ddThe seventh trustee is Richard Weaver-Bey, a Hartford real estate investor, a department manager and radio station owner.
dd09:24 EDT June 1, 1997nyxddd

Publication#W\ PP# 27. The Washington Post"Publication" #:\ PP# 05/31/97; Edition: FINAL; Section: A Section; Page A01 Category: Local

Headline#u\ PP# Six P.G. Schools Face Purge; Staffs Must Resign, Reapply as Superintendent Seeks ImprovementHeadline #:\ PP#By Lisa Frazier
Washington Post Staff Writer

ddPrince George's County School Superintendent Jerome Clark will strip six schools of their principals, teachers and staffs and reorganize the instructional programs this summer in an effort to improve their poor academic performance.

ddClark's action is the most extensive measure he has taken in two years as superintendent to boost achievement in the 125,000-student Prince George's school system, the largest in Maryland. All staff members "from principals to janitors" at two middle schools and four elementary schools must reapply for their positions by June 20 and go through an interview process if they want to return to those schools in September.

ddThe schools, all inside the Capital Beltway, have consistently performed poorly on the state's annual assessment tests that school officials feared the state might intervene and order its own changes. The state has ordered such "reconstitution" at 50 Baltimore schools and two schools, in Anne Arundel and Somerset counties.

dd"This is in hope of improving test scores at those schools," Prince George's Deputy Superintendent Robert E. Slade said yesterday. "[Clark] believes we should not wait for the state to come in and tell us to do something."
ddOnly Baltimore schools had lower scores last year than Prince George's on the Maryland School Performance Assessment Program, the annual series of tests given to third-, fifth-, and eighth-graders.

ddParents and county leaders have complained about the performance of the school system, which they say influences the county's ability to attract middle-class residents and business investment.

ddThen-Superintendent John A. Murphy used a similar strategy 12 years ago when magnet programs were developed to promote desegregation. Schools with magnet programs, most of which are inside the Capital Beltway, now are the top-performing schools in the

county. Many of them have long waiting lists.

ddCharles Herndon, spokesman for the Maryland Department of Education, said Clark's initiative is in line with state programs that

emphasize "making the changes necessary to bring about effective learning and teaching."

ddWhen the state orders a reconstitution, school officials must submit short-term and long-term plans to reorganize and boost performance.

Before the state steps

in, the schools must be performing "far from standard," Herndon said. The schools also must be showing little or

no sign of improvement.

ddPrince George's school officials will call their reorganized schools "21st Century Schools" for what they hope will be a movement that

generates excitement

and attracts dedicated staff and creative academic programming designed to prepare students for the next century.

An "instructional content team" of administrators

and other educators will be assigned to devise special programs for the schools.

ddThe schools that will be reorganized are Benjamin Stoddert Middle School in Temple Hills, Drew Freeman Middle School in Suitland,

Glassmanor Elementary in O

xon Hill, Riverdale Elementary in Riverdale, Thomas Stone Elementary in Mount Rainier and Ridgecrest

Elementary in Hyattsville.

ddAll of the schools have high percentages of poor children and uncertified teachers and low percentages of teachers with advanced

degrees.

ddRecent studies conducted by researchers in the school system showed that schools with high poverty rates tend to score lower on the

state assessment tests.

The study also showed that schools with higher percentages of teachers with advanced degrees tend to perform

better on the tests.

dd"I think it's very clear the schools are not performing at the level the community, the board and the superintendent want them to," said

school board member

Alvin Thornton (District 7), whose district includes one of the schools. "I'm wholeheartedly supportive of the

concept. I'm happy the superintendent is taking action before the state steps in and takes action."

ddStaff members at the six schools will be notified by June 30 whether they will be allowed to stay, Slade said. Clark will ask all of the

employees to make a

commitment of at least a three years to the schools.

dd"Individuals not selected for placement will not be professionally disadvantaged in any way," Slade said. "They are guaranteed positions"

in the school system.

em.

ddJanette Bell, president of the Prince George's County Educators' Association, said the union has not taken a position on the change because the organization

's leaders are waiting for more information. But she said the union will ensure that the transitions occur smoothly.

dd"As far as who will stay and who will go at the schools, that is not a forgone conclusion," she said.

ddSchool board member Doyle Niemann (District 3), whose district includes two of the schools, said the entire school system will benefit.

The schools in his area have large numbers of immigrants who speak English as a second language and special education students.

dd"I think it's great," Niemann said. "It's a very positive, proactive step to address the challenges we're facing in those schools. . . . What we're trying to

do is take the lowest-performing schools and find out what it takes to improve performance."

ddThe key to making the changes work is a collaborative effort between the administration, staffs and parents, Thornton said.

Administrators say they plan to meet with the staffs and parents at the six affected schools to explain the changes and elicit support.

dd"In the process, there needs to be a timely advisory to the community, a clearer understanding as to what's being done and sufficient opportunity for the community to be involved," Thornton said. "If you don't have the community's backing, it's not going to be successful."

ddPOOR PERFORMERS

ddThese six schools will be reorganized because of low test scores on the Maryland School Performance Assessment Program. The principal and entire staff of each

school will have to reapply if they want to continue working in the schools, which next year will be called

"21st Century Schools."

ddPct. meeting Pct. of

ddSchool state standard poor students**

ddBenjamin Stoddert Middle 18.9% 60.9%

ddDrew Freeman Middle 15.8 57.2

ddGlassmanor Elementary 11.1 72.9

ddRidgecrest Elementary 12.2 70.5

ddRiverdale Elementary 13.8 67.2

ddThomas Stone Elementary 12.3 63.2

dd*The average of the percentage of students who met the state standard on the Maryland School Performance Assessment Program in reading, writing, language use

age, mathematics, science and social studies. The test is given to third-, fifth- and eighth-graders.

dd**The percentage of poor children is defined by the number of students who qualify for free or reduced-price lunches based on their families' incomes.

ddSource: Maryland Department of Educationnnyxdddy

Publication#W\ PP# 28. The New York Times"Publication" #: \ PP# 06/01/97; Edition:

Late Edition - Final; Section: Section 13WC; Westchester Weekly Desk; Page

1, Column 5 Category: Local

Headline#\ PP# Private School Plans New High SchoolHeadline #:\ PP#

By KATE STONE LOMBARDI

BEDFORD " ON a recent spring afternoon, several ninth graders stood in the dappled sunshine at Rippowam Cisqua School here

discussing their plans for next year.

Tristan Perich, 14, will be leaving his family in Katonah to attend the Andover School in

Massachusetts. Justine Landegger, 14, of Ridgefield, will attend

the Taft School in Waterbury. Elyssa Rosenberg, 15, will commute from

Somers to

Tarrytown to attend the Hackley School.

If administrators and parents at Rippowam Cisqua have their way, by 1999 ninth

graders like these will have another option for

continuing their private school

education: they could remain at the school to complete their high school years.

Rippowam Cisqua, a private day school for prekindergarteners through ninth graders, has proposed building a new high school

on a 113-acre site here, an

ambitious project, which it estimates will cost \$25 million for site development and construction and one in

which the school aspires to have 400 children enrolled by 2001.

School officials hope to begin construction by this fall, but the proposal is going through a lengthy review process and requires the

approval of Bedford's

Zoning Board, Planning Commission and Wetlands Commission. To build a school in an area zoned for residential

housing, the school needs a special permit. Additionally, it must comply with the State Environmental Quality Review Act.

Among the main concerns about the environmental impact of the proposed building are the increased traffic it would bring here and

the construction's effects

on wetlands. The site, along Route 22 in the village, borders the Mianus River, which provides drinking water

for 160,000 residents of Port Chester and Connecticut.

"We are at the beginning of a long process," Donald J. Coe, chairman of Bedford's Planning Commission, said. "Our board is very

thorough, and we take our

S.E.Q.R.A. responsibilities very, very seriously. It isn't fast, but it gives the town a chance to make good

decisions with good information."

Rippowam Cisqua officials say they are eager to comply with the requests of the various boards so they can realize their ambition to

build as soon as possible.

The school, which has 600 students, currently has two campuses. The lower school, known as the Cisqua

Campus for prekindergarten through fourth grade, is

in Mount Kisco. The upper school, called the Rippowam Campus, is here.

The proposed site for the new school, which is primarily a wooded area dotted

with man-made ponds, was originally a quarry. It had

most recently been zoned

for 59 houses. Last July, before construction began, the president of the board of trustees of Rippowam Cissqua, Dort A. Cameron, bought the land from the developer with the intention of donating the property to the school. Building a high school, which Rippowam Cissqua officials call a college preparatory school because all their students continue their education, has been discussed for 20 years, said Nancy Joyce, vice president of the board of trustees.

But she added that several factors converged recently, convincing parents and administrators that the time was right to embark on the project. First, Mrs. Joyce said, the demographic studies reveal that there is a need for a new high school. "The schools are all very busy and full, both public schools and independent ones," Mrs. Joyce said. "We have waiting lists in all grades through seven, and Bedford, just as an example, had a recent bond issue for facilities, because of their expanding student population." Currently, about half the children who graduate from Rippowam Cissqua go on to boarding school. The other half are split between those who attend public schools in their hometowns and those who continue at other private day schools in the area, including the Brunswick School in Greenwich, Greenwich Academy, Rye Country Day and Hackley.

Mrs. Joyce also said that many parents, including herself, were uncomfortable with the idea of sending their children to a boarding school at 14.

"Many of our students go on to wonderful places and get great educations, but personally, I wasn't ready to let go," she said. "I have a child ready to graduate from ninth grade. He said to me, 'You don't want me to go to boarding school, do you?' And I said to him: 'Jimmy, you've got a 5-year-old brother. If you go now, he's not going to know you. You're gone.' So I think the answer is to have an option in the community."

Mrs. Joyce said there was a core group of parents that had the interest and resources to raise the kind of money needed for such a major expansion. Optimally, she said the school hopes to raise \$15 million for the project and borrow the rest.

Tuition for the upper school at Rippowam for this academic year was \$12,400, with roughly \$1,700 in additional fees for supplies and activities. This revenue covers only 82 percent of the cost of education, school officials say, and has no bearing on the capital needed for the new project.

Rippowam Cissqua recently hired a new headmaster, David Blanchard, to oversee the expansion. In Mr. Blanchard's previous job, as headmaster of the Wellington

School in Ohio, he completed a similar project, extending a kindergarten-through-ninth-grade program to the 12th grade. As is planned at Rippowam, one grade

level was added each year.

Mr. Blanchard said that while there were similarities in the job he undertook in Ohio and the one he hopes to oversee here, there are also differences. The

Wellington School was established in 1982, whereas Rippowam, he said, "has 75 years of very powerful history behind it and very strong traditions of excellence."

He said his challenge would be to extend the successful approaches and the philosophy of the existing school into the high school. "One of the advantages of

prekindergarten through 12th-grade schools, in general, is that there is a common philosophy," Mr. Blanchard said.

"You treat upper schoolers very differently from lower schoolers, but there is a common approach to kids. We encourage them to develop

their potential, to be independent learners, to collaborate. Those kinds of concepts start in kindergarten. It's like a farm team, and it keeps

feeding up so you can build all that into the high school."

One concern that parents have about establishing a high school is that the institution will not have any experience in obtaining college admission for its

graduating seniors. Mr. Blanchard said he planned to recruit an experienced college counselor as soon as the 10th grade opened, a person who would not only get to know the children but would also familiarize the colleges with Rippowam's new program.

He said the first few graduating classes would have the distinction of being pioneers, which would make them stand out in the college-admissions process.

The ambitious design for the new school includes not only an academic building but also a field house, a double hockey rink, a performing arts center and 12

athletic fields. The original plan called for 14 fields, but 2 were dropped because of their proximity to

wetlands. In contrast, at the shared campus of Fox

Lane High School and Fox Lane Middle School "the public schools here, which have

about 1,500 students between them " there are three athletic fields, though students also use fields at the elementary schools and town recreation fields.

The new school would be nonprofit, so it would not produce any tax revenue for the town, as the housing development would have.

Mr. Coe said each house would

have been assessed at somewhere between \$500,000 to \$750,000. At the same time, the housing proposal

would have brought more children into Bedford, most of

whom would have been educated at public expense. Rippowam currently draws children

from 30 school districts in Westchester and Fairfield. Dr. Bruce Dennis, Superintendent of Bedford Schools, said that he believed

a new high school would

have little effect on the public schools here.
ddCurrently, the proposal for the new school is before the Zoning Board, where negotiations are under way to define the scope of the subjects to be addressed in the environmental impact statement. Still at issue, among other things, is whether the school ultimately plans to move the lower and middle schools to the new site and concerns about underground water quality. By law this phase must be followed by a draft environmental impact statement, which precedes the final environmental impact statement, at which time public hearings will be held.
dd"We hope the issues can be settled, and we wish them well," Mr. Coe said. 'This is very typical of the way Bedford goes at things, thoroughly but hopefully, with good grace.'" nyxddd

Publication#W\ PP# 29. Los Angeles Times"Publication" #:\ PP#* 05/31/97; Edition: Valley Edition; Section: Zones Desk; Page A-1 Category: Local

Headline#u\ PP# State School Board's Breakup Rules Assailed * Education: Spe

akers tell hearing that proposed guidelines would destroy efforts to dismantle

L.A. system.Headline #:\ PP#By DUKE HELFAND
TIMES STAFF WRITER

ddVAN NUYS " Politicians, parents and civic leaders lambasted the State Board of Education on Friday over proposed regulations for breaking up the Los Angeles

Unified School District, contending that the rules would destroy efforts to dismantle the sprawling school system.

ddThe board opened two days of public hearings over new guidelines that would require breakup petitions to include an analysis of the effects on school desegregation, equitable distribution of district resources, the federal Voting Rights Act and other protections against discrimination.

ddCritics complained that the complex and potentially costly undertaking would unfairly fall on the shoulders of parents seeking more responsive schools.

dd"The residents of the San Fernando Valley know what they want for their children," parent and PTA activist Lisa Keating told the state panel. "Putting up road

blocks of red tape in our way is not reasonable, nor practical."

ddThe hearing is to continue today at Los Angeles Trade-Technical College in downtown Los Angeles, although the board is not expected to make a decision on the

proposed rules until at least the fall. Breakup proponents from the various secession drives across the district are expected to show up at today's hearing.

ddAbout 100 people attended Friday's hearing at Valley College"some angry about a process they say could further disenfranchise

parents, prompting more to move out of the district or send their children to private schools.

Speaker after speaker also sought to broaden the hearing beyond the proposed regulations, in an effort to persuade the board that locally controlled schools would be more accountable than the district's giant bureaucracy. The state board is crucial to the breakup process because it must agree to place the issue before voters.

"These districts would be much smaller than the Los Angeles Unified School District and allow greater parental involvement, which I find throughout the country is the key to a successful educational environment," Rep. Buck McKeon (R-Santa Clarita) told the panel.

McKeon also criticized the board, saying it "appears ready to subvert the will of the people by adopting regulations that will make it impossible for San Fernando Valley parents to pursue their hopes."

But a board spokesman said the proposed regulations "which have been sought by school district officials" are designed to help interpret the 1995 legislation sponsored by state Sen. Tom Hayden (D-Los Angeles).

Hayden's bill requires that any petition to break up the Los Angeles school system evaluate 10 conditions intended to protect the labor rights of district employees and preserve socioeconomic and racial diversity among students.

Hayden said through a spokeswoman that he deliberately crafted his legislation with general guidelines rather than "regulatory detail," so it would not interfere with breakup proposals.

"The law simply seeks to create reasonable parameters for a fair process leading to citizen initiatives on [school district] reorganizations," Hayden staffer Connie Brown told the panel.

But district officials, arguing that Hayden's legislation is too vague to accurately evaluate breakup proposals, have been lobbying the state board to adopt a strict set of regulations. Under the proposed regulations, breakup proponents "most of them parents volunteering their time" would have to either hire professional consultants to prepare acceptable studies and maps of their proposed new school systems, or perform the time-consuming job themselves.

"The definitions of the terms should not be like a mystery novel," school district attorney Michael Johnson told the panel Friday. "It is only fair to define these terms now."

The district's teachers union, meanwhile, has said the state regulations are a sound attempt to ensure that any breakup plan treats students across the district fairly.

Rep. Tom McClintock (R-Northridge), who is closely allied with Valley breakup advocates, has sought to bridge the two sides in the debate with a compromise set of regulations that would require far less analysis and place the burden of

the work on the state rather than on secession leaders. A McClintock spokesman said the proposal more closely follows the spirit of the Hayden legislation. ddThe San Fernando Valley school secession group "known as Finally Restoring Excellence in Education" is one of five organizations seeking to carve up the school district. Groups from South-Central Los Angeles and the South Bay city of Lomita are among others who want to run their own schools. ddRepresentatives from those two secession movements also addressed the panel. ddRobert Hargrave, Lomita's mayor pro tem, said his city of 20,000 opposes any regulations that would slow the process. The Lomita group is the first to have filed its breakup petition with the state, and Hargrave said the breakup forces are frustrated with the delays. dd"We are in opposition to any further rules or regulations so that we can have a hearing before" the board, he told the panel. ddFormer Assemblywoman Paula Boland, whose 1995 legislation made an LAUSD breakup politically feasible, echoed Hargrave's frustrations. dd"If the process isn't simple, then it's no process at all," she told the panel. l. "I believe the purpose of these regulations is to . . . kill the entire [school breakup] movement."nyxddd

Publication#W\ PP# 30. The New York Times"Publication" #:\ PP# 05/31/97; Edition: Late Edition - Final; Section: Section 1; Metropolitan Desk; Page 23, Column 1 Category: Local

Headline#u\ PP# Question of an English Test for a Diploma Bounces From Campus to the CourtsHeadline #:\ PP#By KAREN W. ARENSON ddThe battle over whether more than 125 Hostos Community College students can graduate went from the campus to the courts yesterday as first the students and then the school administrators won court victories. ddWhen the day started, it appeared that students would have to pass an English writing exam if they wanted to graduate on Sunday. By late afternoon, it appeared that they had won a reprieve when a Bronx Supreme Court judge blocked that requirement temporarily. ddBy late evening, however, an appeal by the City University of New York had succeeded and that requirement had been reinstated, Jay Hershenson, a CUNY vice chancellor, said. ddIn the later ruling, Judge Israel Rubin of the Appellate Division of the New York State Supreme Court scheduled a hearing on Tuesday on whether the students can be given their diplomas without having passed the tests, Mr. Hershenson said. Judge Rubin could not be reached for comment. ddIn tomorrow's ceremony, students who have not passed their tests will be allowed to participate but will not receive their diplomas. ddThe confusion started on Tuesday, after most students had already finished th

their finals, when the university's trustees ordered Hostos, a bilingual college in the South Bronx, to require all students to pass the writing test before they could graduate. Hostos, which is part of the university, had stopped using the exam last year.

Students were scrambling yesterday to take the 50-minute test. The students' reprieve had been granted by Judge Kenneth L. Thompson Jr. late in the afternoon. "I felt there would be irreparable harm if they were not allowed to graduate," he said in a telephone interview. "To pull the rug out now might cause them to maybe give up faith entirely on higher education."

But CUNY officials said they felt greater damage would occur if the students were allowed to graduate without passing the exam. Students had said earlier that they would fight any appeal. "These students must be allowed to graduate," said Yamile Mendez, president of the Hostos student government, which originated the students' lawsuit.

The trustees' last-minute requirement was partly a response to criticism by Mayor Rudolph W. Giuliani and Gov. George E. Pataki that the university lacks high enough standards.

Led by the Giuliani- and Pataki-appointed majority, the university trustees voted on Tuesday evening to require that all community college students "specifically including those set to graduate next week" first pass the writing test.

On Thursday, the university identified 137 of the 400 prospective graduates at Hostos as ineligible for diplomas because of the new requirement. Hostos officials called them all and told them they could take the exam yesterday or today.

The test, which asks students to write a persuasive essay, is actually part of the placement exam that all university students must take after they are admitted. Students who fail some portion of that test, which also covers reading comprehension and mathematics, must take remedial classes and retake the part they fail.

Although it is board policy that all students graduating from the university's four-year programs pass the placement exams, there appears to have been no comparable formal policy for the community colleges. But CUNY officials and college professors say students must pass the writing test to get into core English classes they need for graduation.

Last year, Hostos, which offers about 20 percent of its courses in Spanish, developed its own writing test, a descriptive essay that it said would be a better measure of students' writing aptitude.

Some English teachers said that the Hostos version was easier than the university version, but that passing rates for students of English as a second language were less than 20 percent.

ddEarlier this month, Hostos students protested the difficulty of the test, and the college decided that it would not be the sole determinant of whether they could move beyond remedial courses and that course work would also be considered.

ddIt was those changes that caught the attention of university trustees, who said Tuesday night that the college should have sought permission from CUNY before changing the testing process.

ddThe student lawsuit, filed by Ronald B. McGuire on behalf of Yamile Mendez, the president of the student government, and Miguel Castillo, a graduating student who has not yet been told whether he passed the test, argues that the students have met the requirements set by the Hostos faculty and should be allowed to graduate.

dd"When I started, there was no requirement to pass the CUNY writing test," said Mr. Castillo, 25.

ddMr. Castillo, who hopes to join the Army after graduation, said he was not sure whether he would pass. "You can write a lot and not pass," said Mr. Castillo.

lo. "That does not mean you don't know how to write or talk English." nyxddd y

Publication#W\ PP# 31. The New York Times"Publication" #:\ PP# 06/01/97; Edition: Late Edition - Final; Section: Section 1; Metropolitan Desk; Page 31, Column 1 Category: Local

#i2PP# #:\ PP#
Headline#u\ PP# Top Student Has to Share Top HonorsHeadline #:\ PP#By EVELYN NIEVES

NEWBURGH, N.Y. "FROM the beginning, Debra Polera has fought the Newburgh school district. When her daughter Santina, who is legally blind, was 5, the district was going to put her in a program for retarded children. "I said how could this be? She's a brilliant little girl," Ms. Polera recalls. "That started it all."

ddMs. Polera hired a certified teacher and had a classroom built for Santina in the basement of her modified ranch. The room is a high-tech wonder, with a 33-inch computer screen and lights angled at different degrees so that Santina can make the most of the tunnel vision she has in her left eye.

TD By law, school districts are supposed to provide students with disabilities an education equal to that of other students. But the Newburgh district never paid for Santina's materials and did not begin paying for Santina's teacher until four years ago, when, Ms. Polera says, she screamed and yelled bloody murder.

ddIn January, the Poleras sued the district for what they say is a pattern of hounding and discrediting Santina's education. They say Santina was denied membership

ership in the local chapter of the National Honor Society, even though she had an A average. Ms. Polera was also upset that Santina was not named valedictorian at the Junior High School level, even though she had the highest grade point average in the district.

ddNOW Santina is finishing the 12th grade with a 100 average. Since she has never attended classes at the big brick building where she was ranked first among 550 seniors, when she was named valedictorian, people said this could not be.

ddThe other day, the Board of Education scheduled a discussion on the valedictorian issue. And, as a result, Santina is now co-valedictorian with the student at Newburgh Free Academy who is ranked No. 2.

ddMs. Polera says she didn't even know about the board meeting until a reporter called to tell her about it. But people who wanted the change knew. Students and

parents showed up wearing stickers that said, "We support co-valedictorians." They said it wasn't right that

someone who had never attended Newburgh Free

Academy, whom no one knew, who didn't compete with the other students and who wasn't getting a Regents diploma, should get the valedictorian honors all by herself.

ddMany see their point. How could someone who never attended a school become its valedictorian? But to Santina and her mother, this is a cruel Catch-22. First

the school district refuses to do anything to accommodate Santina. Then it penalizes her for not attending the schools that would not permit her to reach her potential.

ddAT home, Santina has used textbooks with pages magnified over 150 times. She has mastered French and Italian and the piano. She paints.

ddShe took the Scholastic Assessment Test by giving oral answers to tape-recorded questions, a laborious process that prevented her from finishing the exam in

time. Still, she scored over 1,400. In the fall, she heads to Vassar, her first choice.

ddRalph Pizzo, the acting superintendent, said school officials couldn't comment on Santina because of the suit. "That puts us at a disadvantage," he said.

"But I can say that the change in the board's policy had nothing to do with any student. It was a generic change they decided to implement."

ddHe said Newburgh has decided that if one student is ranked first who has a non-Regents diploma and another is ranked second with a Regents diploma, which demonstrates that that student has taken academically rigorous courses, the Regents diploma should be given weight in deciding class rank.

ddThis is not the first time this issue has been raised, in Newburgh and in districts all over the country. But in Santina's case, she and her mother are convinced

inced she is being penalized because she is blind.
ddMs. Polera says the district has questioned the rigorousness of Santana's home study, even though it approved all her exams. And Santana says she is not getting a Regents diploma because her disability prevented her from taking Regents biology. "You see," she said, her pale baby face glum, her voice tiny, "you have to be able to look through a microscope." nyxddd
Publication#W\ PP# 32. Seattle Times"Publication" #:\ PP#June 1, 1997 Category: Local

Headline#u\ PP# A lesson in inequality: Districts in wealthy areas have better

schools Headline #:\ PP#
by Barbara A. Serrano Seattle Times staff reporter
ddGRANGER, Yakima County - In a town where paychecks are rooted in cherries and asparagus, the people at Roosevelt Elementary School worry most about paper and magic markers.
ddSo, you might forgive math teacher Claudia Rohlf for cornering the superintendent in the hallway, waving a new workbook she wants to buy: "Can we afford these math books? They're really the best ones for the children."
ddAcross the Cascade Mountains, in the suburbs of Issaquah, it would seem a silly question. High-school students equipped with a new fleet of Power Macintosh computers are creating Web pages on Croatia. The auto-body teacher nearly blushes at the \$30,000 machine his students use to detect problems in a car engine.

ddNot so long ago, the biggest problem for school people in Issaquah was how to spend a big pot of new money for computers.
ddToday, with a new state-of-the-art high school going up on the Sammamish Plateau and local voters agreeing to chip in an extra \$34 million, students and teachers are looking forward to next fall with a sense of opportunity.
ddOther schools haven't fared so well financially. They're handing out pink slips or nudging teachers to leave voluntarily.
ddIn 1977, a Thurston County Superior Court judge struck down the state's public-school funding system as unconstitutional because it allowed huge funding gaps between districts that could tap extra money from local taxpayers and those that couldn't. The Legislature took steps to end the inequity, as the judge had ordered.
ddBut two decades later, disparity is re-emerging among Washington's 296 districts.
ddUrban and suburban districts are becoming more dependent upon local school levies to help pay bills and invest in new programs. Rural communities that can't raise more money fear they are falling farther behind.
ddOf the 88 school districts receiving the maximum levy money legally permitted, the vast majority are in the cities and suburbs of Puget Sound and the I-5 corridor.

ridor. Most of the 55 districts collecting little or no extra money serve rural areas and some of the most impoverished communities of the state.

Washington doesn't display differences as stark as those in states like New Jersey and Ohio, where governors are under judicial pressure to overhaul school

funding. Washington, in fact, gives more general support for schools than many other states, providing 80 percent of the cost of "basic education."

Still, educators here warn of a growing funding gap.

It is as subtle as paint chipping off a sun-washed building: gradual, persistent and more apparent with the passage of time.

It also holds profound ramifications for students.

With school levies come money for better books, better equipment and, in some parts of the state, better teachers.

The differences can be measured in hundreds of ways: from the rain that was dripping onto computers from a leaky ceiling in Oak

Harbor, which gets no levy support;

to the sixth-period classes for high school students (the state requires only five) in the levy-rich

Eastside suburbs of King County.

Most strikingly, the breadth and sophistication of computers in the classroom are increasingly tied to the willingness - or ability - of local

voters to provide

extra money.

"Rural people are paying more than their fair share of taxes and yet they're not receiving equity in service," says Neal Kirby, a Centralia school principal

. "It's not jealousy. It's not charity. We're just asking for a little fairness in the system."

Students in Port Orchard, Kitsap County, are tired of asking.

The South Kitsap School District just lost its bid to get \$16.3 million for maintenance and operations, the fourth levy loss in the past

six elections. It means

not buying new science textbooks, raising the price of after-school sports

, reducing services for gifted students and

asking 70 teachers and support staff

to leave.

South Kitsap High School, with 2,300 students, is the largest in the state, a distinction resulting from voters' recent rejection of a bond

proposal to build

a new high school.

Angered by overcrowded classrooms and the loss of five teachers, a student group there has vowed to sue the state for failing to provide

an adequate "basic

education."

The Seattle School District also is organizing support for a similar lawsuit.

As rich as Seattle is in levy dollars, school board members

say, there isn't enough

to adequately serve thousands of poor, non-English-speaking students.

Situated on the geographical flatbed of Eastern Washington, on the edge of the Yakama Indian Reservation, Granger is the smallest

in a string of farm towns

that dot Interstate 82. Acres of cherries and apples and asparagus spread out

like patchwork between low-rolling hills the color of hay. Laced in between is the Yakima River.

Many of the 2,100 residents here, three-quarters of them Mexican Americans and recent immigrants from Mexico, make their living off the land. The Yakima Valley produces an agricultural bounty but not much in the way of property-tax revenue for schools - or wages for people.

Jerry House, superintendent of the Granger School District, sees the financial shortcomings every day in the hallways of Roosevelt Elementary.

The 1959 concrete-block building is brimming with students, many of them Spanish-speaking and poor. Portable A, a hand-me-down structure from the Hanford nuclear reservation, sits on the basketball court. It has been carved up so many times to make classrooms that

one wall collapsed when a boy ran into it. With 90 percent of students receiving free or reduced-price lunches, teachers are leading rows of children into the gym for meals in shifts. Colorful banners offer messages of hope across walls that are otherwise as stark as hospital corridors: "We can all learn from each other; Nosotros podemos aprender algo de todos."

"Sometimes we're retooling the kids with simple, basic skills and then getting them ready to learn," House says. "A lot of kids are dropped by their parents

on the way to the fields, so this becomes sort of their home base."

Granger students turn in some of the lowest reading scores in the state. For teachers, the push to succeed often means helping families overcome basic challenges.

Getting a meal on the table. Finding a job. Or just finding a place to sleep.

State and federal agencies give extra money to help. But Granger runs out of the money long before it runs out of students who need it.

Granger uses its levy money - \$172,000 a year - to help pay for bilingual aides, books and supplies. Under state rules, House could request much more from local voters.

But, he says, "I have to ask myself: 'What can I ask for and what can the community afford?'"

Taxpayers in school districts containing valuable properties - office buildings, retail stores or factories, for example - pay relatively low property-tax rates for schools.

On paper, the cherry orchards and mom-and-pop businesses of the Yakima Valley aren't nearly as valuable, requiring higher property-tax rates to produce sufficient money for schools. Granger's property base consists of little more than a mini mart/gas station, a grocery store, a few hundred clapboard homes and two companies that make stained-glass lamps and fishing lures.

ddTo compound the problem, 87 percent of the land in the district is nontaxable Indian land.

ddIn 1987, the Legislature began giving "Local Equalization Assistance," money to help poorer districts offset the disparity by reducing property-tax rates.

ddBut such help is limited.

ddTo get any extra state money, the district first must pass a levy. And for any levy money above 10 percent of most of what they receive from state and federal

state governments, the district must persuade local residents to pay regular tax rates. In places like Granger, such propositions do not go over well.

ddThis year, the state Legislature and Gov. Gary Locke boosted the amount of levy-equalization money.

ddCritics, though, say the state is still fostering an uneven playing field. Districts such as Issaquah and Seattle are already tapping local taxpayers for millions

of dollars, enough money to comprise 24 percent and 33 percent above most of their state and federal funds.

dd"Parents in rural areas support their school as much as anyone else," said Kirby, the Centralia principal, "But if you're having a tough time getting clothes

for your kid or getting a job, you're less likely to vote for a levy."

ddGranger officials don't view the state levy-equalization funds as an equalizer so much as a safety net.

ddOne elementary math teacher is seeing 194 different students a day. Nearly all the teachers are buying classroom materials from dime stores with their own money.

The library has no librarian, and classrooms are filled with plastic-laminated desks and tape recorders dating back to the 1970s.

ddOne room holds 27 outdated Apple computers. But with 700 students on campus, keyboard time is limited to 20 minutes every two weeks for each student, plus a

long sign-ups squeezed in. Three years ago, the computer lab was shut down for a year when a grant expired.

ddRoosevelt teacher Virginia Thompson, 58, is taking a break between classes in what passes for the teachers' lounge - the girl's locker room. Strewn in front

of her are a globe with the countries peeling off and boxes of old workbooks.

Off in the corner, teaching manuals and state guidelines fill up a bookcase that's tucked in a shower stall.

ddThompson entered teaching late in life. After eight years on the job, she's angry. Angry because she just wrote a check for \$32 to buy her students two reference

books on endangered species. Angry because the governor and Legislature were squabbling in Olympia over

an issue that she figures should have been a no-brainer: spending more money on schools.

dd"The governor needs to come and take a look at the situation here," she said, her voice rising. "We work our tails off everyday to provide the best education

to our kids, and it's getting harder every year." Under the funding formula for

or "basic education," the state pays districts what it would cost to provide at least one teacher for every 20 students. The state also pays for transportation, bilingual education, disabled students and those who need learning assistance as well as the cost of administrators, aides and utilities.

Lawmakers haven't substantially altered the definition of "basic education" in years.

But you don't have to look any farther than Issaquah to see that wealthier districts are changing that definition for themselves.

Albert Einstein, his gray hair frayed, looks out wistfully from a black-and-white poster at Issaquah High School's computer lab that reads, "Imagination is more important than knowledge." Classes ended more than two hours ago, but a half dozen seniors from a World Cultures seminar are cruising the World Wide Web and downloading information about countries all over the world. Their teacher has requested multimedia presentations, rather than written reports.

In 1989, Issaquah School District was one of the first in the state to ask voters for extra money to invest in technology. Voters have since approved \$9.4 million.

The district now boasts 2,900 computers in its classrooms and a staff of high school students that can build and maintain computer networks. Teachers are using programs on CD-ROMs to teach human anatomy or how to replace spark plugs.

Guided by an Issaquah parent who was a computer guru for companies like US West, Issaquah became the state's first district to connect campuses and administrative services on a computer network. With Internet connections now available in every classroom, parents and students often communicate with teachers and school offices by e-mail.

Under state rules such technical advancements are considered frills or extras, not part of basic education. But with a district located in the back yard of Microsoft and Nintendo, Issaquah leaders say they're using levy money to teach basic skills students will need in the job market.

"The kids are just taking it and running with it," said Issaquah High School technology teacher Dave Edfeldt. "This isn't some little frou-frou thing we do here; it's become an integral part of who we are."

Dressed in khakis and open-collared shirt, he rushes from the computer lab to classrooms all day, answering requests for service and overseeing efforts to make teachers more comfortable with scanners and the Internet.

Edfeldt and an advisory committee are planning to ask for another technology levy next year. It will likely be used for more staff training on how to integrate technology and curriculum.

Like many suburban communities, Issaquah has relied on school levies for a long time. Today the district counts on local property owners to kick in nearly a

quarter of its \$50 million annual budget. It would, if it legally could, raise more.

Grandfather clauses permit extra levy money

Article IX of the state constitution says Washington is obligated to "make ample provision for the education of all children residing within its borders, without

distinction or preference on account of race, color, caste, or sex." From

what Thurston County Judge Robert

Doran could see 20 years ago, the state wasn't doing it.

He ordered the state to come up with a new school-funding plan.

Issaquah, Bellevue and Seattle were piling up levies that accounted for well over 50 percent of all their money. But several other districts

couldn't get voter

approval.

The Legislature complied with Doran's order at first, giving schools more money and promising to pay 100 percent of education costs.

It also limited the amount of money a district could raise from local levies

to 10 percent of most of what it receives in state and federal

funds. The idea

was to let districts buy some "frills" but minimize sizable gaps between rich and poor communities.

But as the new rules were being phased in, property-rich districts went to Olympia to change them. They resisted giving up money that

they had grown accustomed to.

Bellevue, for example, would have had to forgo \$15 million a year.

With Bellevue's assistant superintendent rewriting the rules and Seattle and other districts adding political pressure, the state's 10 percent

cap on special

levies was loosened to let districts raise more.

Today 91 of the state's 296 school districts, including Seattle and Bellevue, have grandfather clauses that allow them to collect even

more than the current

state cap of 24 percent.

The higher cap had been set to expire in 1998. But school officials, warning

they would have to impose deep cuts if forced to roll back

their levies, successfully

lobbied the Legislature and Locke to make the 24 percent limit permanent.

Faced with growing class sizes and expenses, Issaquah says it needs every cent.

Situated on the hem of the Cascade Mountains, it's a community where many pay checks are rooted in laser discs, CD-ROMs and management-information networks.

New homes on the Sammamish Plateau are being wired for fiber optics and high-powered

computers.

It's not uncommon to see students toting PowerBooks in their backpacks.

When it comes to standards for quality education, Issaquah views nearby communities like Bellevue, Mercer Island and Lake

Washington as competitors. A rural

town like Granger is hardly in the race.

"We've got people who say, 'Bellevue's got this program. Why don't you?' " said school board member Mike Bernard.

ddThe question, he says, is often a veiled reference to the fact that some Issaquah families will switch school districts or place their children in private schools to get the highest-quality classes and teachers.

ddMany parents and teachers see valuable benefits from their investments. This year, they lured away a nationally-recognized superintendent from a Kitsap County school district that has had trouble raising levies.

ddAnd Edfeldt ticks off the names of graduates who have gone on to work at Microsoft and local software companies, without even needing to stop in college along the way. One student enrolled in junior college but found he knew more than his instructors. So the school

district hired him as a network technician. Later, they lost him to a private company where he's earning \$45,000 a year.

ddAlison Crum, a graduating senior, is convinced her training in Issaquah's Technology Information Program helped her get accepted at Stanford University. She

's one of the student staffers who troubleshoot computer glitches and install software at an elementary school.

ddShe's become so savvy on computers that her father, a research scientist at the University of Washington, "comes home and says, 'Oh, what did you learn today?' And then I show him.'"

ddIn other states, disparity prompts lawsuits

ddTwenty-five states have been sued since 1989 over inadequate or inequitable school funding. In most cases, plaintiffs win court rulings or force legislative action.

ddAlaska was hit with a lawsuit 12 days ago from rural communities that say they aren't getting their fair share of construction money.

ddIn Ohio, 500 out of 600 districts successfully sued, forcing the state to provide more money for poorer schools. The judge there cited the inability of rural

schools to attract the same level of quality teachers, buy computers, upgrade buildings and develop curriculum comparable to that of their urban counterparts.

dd"Nobody expects everyone to spend the same thing. Some of it is local choice. Some of it is dependent on the needs of students, and that's all fairly accepted by the courts," said Mary Fulton, a policy analyst for the Education Commission of the States, a nonprofit research organization in Denver.

dd"If there's a wide variation in the wealth of the districts, then there's a problem," she said.

ddThe majority of Washington's 296 districts spend a dollar amount close to the \$6,200-per-student average allocated by the state every

year. And since most state funding is based on student/teacher ratios and teacher-salary formulas, objectivity is built into the system, state

officials say.

ddSenate Majority Leader Dan McDonald, R-Bellevue, says the current school-funding system works well because taxpayers prefer to

approve money for schools they can see down the street, rather than have taxes raised by legislators they don't know in Olympia.

dd"Having people decide whether they're going to tax themselves is as fundamental as you get with Republican philosophy," he said. "You want to put decisions down to the people as close as possible."

ddBut Democrats say the 1997 legislation giving school districts the green light to raise as much as one-quarter of their money from levies is proof that the state is shortchanging them on funds for basic education. Permission to raise more school levies also won't mean much for poorer districts that have higher-than-average tax rates.

ddStill, school advocates say winning approval to raise more levy money is the best compromise they can get.

ddWith Initiative 601 in place - a voter-approved law that limits state spending - they aren't optimistic about winning more state money for schools. Even before those limits went into effect two years ago, state support had barely kept up with inflation during the past two decades. It is now falling behind it.

ddFrustrated by legislative inaction, Linda Harris, president of the Seattle School Board, said her district is researching the possibility of a lawsuit that would demand the state spend more on schools. The district is talking with the Washington Education Association, which represents teachers, and the state PTA, and will probably make a decision by the end of the year, Harris said.

ddSeattle is, on paper, one of the richest districts in the state, raising more than a third of its funds from levies, enough to generate \$7,300 a year per student. But, Harris said, numbers are deceiving. The district deals with many of the same poverty issues faced by Granger. She favors a funding system based less on teacher/student ratios and more on the learning needs of students.

dd"We need to work for children and not pit urban vs. suburban vs. rural, and that's where we've been for the last 20 years," Harris said.

ddBack in Granger, principals and teachers say they hold no grudge against Issaquah or other well-heeled districts.

ddThey are celebrating voter approval of a \$2.7 million school-bond election. With the new millennium, the community will get a rebuilt elementary school and the town's first middle school.

dd"We're looking forward to having some elbow room," said teacher Virginia Thompson. "We're hoping this will improve our student morale and we're real sure it's going to improve staff morale. We can kind of buckle ourselves up and say, 'Well, all right we'll get by, we'll survive.' But you know it grinds away at your self-image."nyxddd

Headline#u\ PP# Math game proves real plus for student from National City Head
line #:\ PP#

By Mindy Stack

ddTeacher Patricia Hamaguchi feared that Lupe Arrendondo would end up in a gang
if she didn't change her ways.

ddLupe's brother, a gang member, was killed in a drive-by shooting in 1992, and
Hamaguchi said the fifth-grader had been getting into
trouble at school. Lupe

said she thought about joining a gang but something stopped her: a math game ca
lled "24."

ddThe premise was easy and Lupe got hooked.

dd"The first time I played it was cool," said Lupe, 10, who along with 80 other
students began an after-school math club at El Toyon

Elementary School in Nati

onal City. It was led by Hamaguchi, who introduced her to the game.

dd"I didn't know nothing then," said Lupe. "Now I'm getting better and math is
getting easier for me. It kept me from being in a gang."

Lupe began practicing

every afternoon, and Hamaguchi said the game helped keep her busy and out of tr
ouble.

dd"She still has problems, but I have hope for her now," she said. "She needed
to be turned on to something other than boys or she was
going to be in big trou
ble."

ddYesterday, Lupe joined 200 fourth-through eighth-graders from around the coun
ty at the Balboa Park Club to compete in the fourth

annual Greater San Diego-Ar

ea Advanta 24 Challenge Championship Finals.

ddThe game is simple. A "proctor" at each table of four students throws down a
card with four numbers on each corner. The students

must add, subtract, multipl

y or divide the numbers only once to get an answer of 24. The student who taps
on the table first must spit out

the answer within 15 seconds.

ddFor example, one card at the event had the numbers 1, 2, 10 and 12 in the cor
ners. The answer the student gave was: $2+10=12$,

$12+12=24$, $24 \times 1=24$.

ddAs the rounds proceed, the numbers get higher and the game gets tougher.

ddDaniel Gutierrez from Encanto Elementary School in San Diego, who has been pl
aying for two years, practiced a half-hour a day to

get ready for yesterday's c

ompetition.

dd"It is fun to play and to compete," said Daniel, who didn't make it to the se
mifinals. "I like to find out who is better."

ddThe game was introduced in 1988 by inventor Robert Sun, who says it has grown
to reach more than 5 million children worldwide.

There are now nine editions o

f the game including a platinum edition which includes fractions and algebra.

dd"San Diego has demonstrated that they have a high level of support for kids a
nd mathematics. The kids are very sharp," said Sun, who

is president and CEO of

Suntex International Inc. and was at the championships encouraging the student
s.

ddThe Greater San Diego-Area Advanta 24 Challenge Math Program can be found in

more than 3,500 classrooms throughout the county.

Rep. Randy "Duke" Cunningham,

who helped bring the program here four years ago, and San Diego Charger Isaac Davis encouraged

the students and helped pass out awards yesterday.

Only 48 students made it to the semifinal round. The cards were harder but the kids seemed even quicker. Lupe made it to the semifinals, and she couldn't believe she had made it that far.

Louise Vandling, the math specialist for Casitas Center for Technology, Science & Math in Vista, is a real fan of "24."

"The challenge is a fun game that makes students enjoy doing math," said Vandling. "It enforces the basic math skills, helps the children

learn problem-solv

ing skills and to look at patterns " something that we've been investigating lately."

At the final round only four students in each of the three categories were left. Everyone gathered around cheering the players on. Lupe watched from the side

lines with a sad look in her eyes, having been cut from the final round.

The round finished and the crowd applauded as the winners were announced; Brett Moodie from Carmel Del Mar Elementary School

in San Diego in the fourth-and

fifth-grade category, Barry Leung from Mesa Verde Middle School in San Diego for sixth grade, and Miller

Tran from Mesa Verde won for seventh and eighth grade

Lupe cheered the students as they received their trophies. Touching the medal around her neck for reaching the semifinals, she said

she was going to practic

e and get ready for next year's championships. Lupe said she was sure she would win.

Mindy Stack is a Union-Tribune student intern.
San Diego Union-Tribune "Publication" #:\ PP#June 1, 1997 Category: Local

Headline#\ PP# Detective's inquiry into school district's finances causes stir
r Headline #:\ PP#

By Emmet Pierce STAFF WRITER

Grossmont Union High School District Superintendent Thomas Godley is using a detective agency to help conduct an extended audit

of district finances, offici

als confirmed yesterday.

News of the agency's involvement, apparently initiated without the knowledge of some of the district's trustees, sent a wave of surprise and uneasiness thro

ugh many at East County's largest school district.

In a memo to educational services managers Friday, Assistant Superintendent Carl Wong said he had no knowledge of the Maydeck

Detective Agency's presence at

district headquarters before Dan Kitchen, the director of curriculum, was questioned about the purchase

of TVs and VCRs. Wong's memo reportedly received wide circulation in district offices.

In his memo, Wong apologized for not being able to inform his staff about the

investigators in a more timely and professional manner.

He urged staffers to f

ully cooperate with the investigation.

ddKitchen yesterday said he was working at district headquarters Friday morning

when he received a telephone call from investigator

Marshall Maydeck.

dd"He was at the time working down in the business services office and he asked

if he could spend a few minutes with me and ask me

some questions," Kitchen re

called. "He came upstairs and we talked."

ddAlthough it was well known that a detailed audit was under way, Kitchen was s

urprised to be contacted by a private detective.

dd"I can't remember ever being asked questions by a detective," the veteran adm

inistrator said. "Normally those conversations are held

with auditors."

ddSchool board member June Mott yesterday said she should have been told about

the decision to bring in private investigators.

dd"I wonder why (Godley) didn't tell the board about it," Mott said. "He should

have gotten permission from the board. I am a little

concerned about the direc

tion he is taking. He is doing a lot of things on his own. I'm disturbed."

ddSchool board member Michael Harrelson was equally surprised.

dd"This is the first I have heard of it," he said. "I was completely unaware. I

haven't been informed by anyone that this was even a

possibility. I'm at a los

s for words. I'll reserve any comment until I can speak to the superintendent.

I hope there will be an explanation."

ddTrustee Kevin LaChapelle, however, said he was aware of the detective's parti

cipation in the detailed audit. The consultants who are

conducting the audit br

ought in Maydeck because they were receiving evasive answers to questions about

district finances, LaChapelle

said.

dd"I knew auditors were utilizing an investigator," he said. "From what I under

stood it was someone assisting the auditing team because

some people they were

talking to weren't being up front with them . . . When they talk to people thei

r impression is something is not quite

right."

ddSchool board members Nadia Q. Davies and Maynard Olsen couldn't be reached fo

r comment.

ddGodley yesterday acknowledged authorizing the use of private investigators by

the district's auditing consultants.

ddGodley characterized the decision as a routine matter that required no approv

al from the school board. No one should have been

surprised or disturbed by an

investigator's presence, he added.

dd"When you are doing an extended investigative audit it is quite common," Godl

ey said. "I am doing exactly what I said I would do. It

is a staff function."

ddGodley said he agreed with Wong's assessment that the district staff should h

ave been told about Maydeck's presence, however.

Although Wong's memo was writt

en at his request, the tone that Wong took may have unnecessarily alarmed the d

istrict staff, Godley said.

ddPrivate investigators "are just part of the team," Godley said. "It doesn't necessarily mean something is wrong. We're just trying to make sure."

ddLoretta Purdy, a classified employee and president of the local chapter of the California School Employees Association, said the matter left her feeling uneasy.

dd"The problem I have with this is why didn't the full board know, not just one or two of the board members?" she asked. "I'm sure no one in our district has anything to hide, but they should have been informed. Communication is always good."

ddLinda Pierce, a high school librarian and president of the Grossmont Education Association, noted that LaChapelle has been raising questions about the district's financial practices for more than a year. So far, she said, there has been no proof of wrongdoing.

dd"I wonder how far they will go and how much money it's going to cost the district?" she asked. "This takes money from the classroom."

nyxddd
Publication#W\ PP# 35. San Diego UnionTribune"Publication" #:\ PP#June 2, 1997
Category: Local

Headline#u\ PP# Boarding school graduation to be bittersweet conclusion
ne #:\ PP#

By Susan Gembrowski STAFF WRITER

ddRegina Stewart lounges in a light-gray sweat shirt on the single bed in her dormitory room at San Pasqual Adventist Academy.

ddSunlight shines through the windows, allowing spectacular glimpses of the mountains, home to coyotes and bobcats, but few people.

ddBooks and class notes surround her, and the 18-year-old high school senior from Upland interrupts studying for final exams to talk.

dd"Everything we do this year is the last " the last graduation, the last alumni, the last everything," she says of her remaining days at the private co-educational boarding school.

ddFor the past two years, Stewart has attended the rural San Pasqual Valley campus four miles east of the San Diego Wild Animal Park, past the roadside stands

selling fresh produce and dairy farms with cows grazing in the open fields.

ddBut as she looks to her graduation Sunday, Stewart laments the academy's closing after nearly a half-century of educating students.

ddIn January, the superintendent and 20-member executive board decided to close the academy's doors, citing dwindling enrollment.

ddFor Principal Frank Jones, it's like being the mayor of a town that's closing down. Faculty and staff also live on the property in houses, duplexes, apartme

nts and trailers, and the school has its own water and sewer systems. Three businesses thrive on campus.

ddOn June 30, Jones will shut the doors on the family oriented and cloistered lifestyle he has enjoyed since high school. He's been hired as principal of Asse

mbly Adventist Day School in Fresno, a K-8 school where students go home at the

end of each class day.

ddThe closing signals the end of an era for the oldest Seventh-day Adventist Church school in continuous operation in the state. Alumni are trying to raise enough money to reopen the school, but the soonest that could happen would be September 1998.

ddCarolyn Trace, a 1966 graduate and Northern California resident, is hopeful. But she knows raising the money, at least \$1.2 million, won't be easy. Nearly 2,000 graduates of the academy turned out for an alumni weekend in April, and Trace said they all want to help rescue the school.

ddThe board recently turned down a buyer who offered to pay more than \$10 million for the property. School officials estimate the value is between \$12 million and \$17 million, and maybe more.

ddSan Pasqual Adventist Academy opened in 1949 as a boarding school for high school students, although elementary students began attending a one-room schoolhouse on the property in 1898.

ddSan Diego County has one other boarding school, the Army and Navy Academy in Carlsbad. There are more than 300 boarding schools nationwide, although many already have begun accepting day students.

ddPeter Pelham, associate director of the national Association of Boarding Schools, said that far from losing their popularity, only about one or two boarding schools close each year.

dd"What the boarding schools have been doing is that there are fewer and fewer pure boarding schools and the trend we're seeing more is that the boarding school will begin to grow its day school population," Pelham said.

dd"You now have dual community within a school, where part of the school goes home at the end of day or on weekends." That's exactly what happened at San Pasqual.

ddIn the halcyon days of the 1970s and early 1980s, 300 to 350 students annually attended the academy. Students were packed two and three to a room in the 72-room girls' dorm.

ddBut by 1987, the school was losing nearly 30 students each year, said Charles McKinstry, schools superintendent for the Southeastern California Conference of

Seventh-day Adventists. About 75 boarders are enrolled now. The other 25 are students who go home at the end of classes each day.

ddThe Southeastern California Conference has been subsidizing the school's \$2 million annual operating budget by about \$400,000 each year. The tuition for boarders, at \$9,985 each year, doesn't cover the costs. Day students pay \$5,700 in annual fees.

ddMany of the day students are children of faculty or staff members at the academy. Seventh-day Adventists, who were early settlers in the San Pasqual Valley,

also have the option of sending their youngsters to Escondido Adventist Academy, a day school in Escondido.

Tuition there was \$4,700 annually this school year.

"We tried and tried and tried to get things turned around here," McKinstry said. "You could make a list of the things we should have done differently or sooner or better."

One of the mistakes, in hindsight, was granting a 30-year lease on 60 acres in the school's front yard, McKinstry said. The acreage has been transformed into

an orange grove, and the grower gives the school one-third of the profits, about \$50,000 this year.

But the long lease could make the sale of the property more difficult, the superintendent said.

A \$750,000 renovation of the boys' dorm about seven or eight years ago didn't help the school's money problems, he said.

For now, "we're going to mothball the dorm rooms and the classrooms," McKinstry said. "The alumni have until Sept. 1 to submit a viable plan to operate the school the following year in '98-99. There's a good chance we'll probably sell the property, but not before (September)."

Jones and McKinstry have the dual task of closing the school.

One decision involves safeguarding items of historic interest now housed on the academy grounds, including the 1898 one-room schoolhouse. Three organizations want the old building, including an Adventist historical village in Battle Creek, Mich.

Private owners will buy the academy's poultry and packaging businesses for undisclosed amounts, McKinstry said. But the church conference organization will continue to operate a third business on the campus, the Golden Rule Bindery. The operation rebinds as many as 18,000 textbooks for California schools during the summer months.

For Jones and the San Pasqual students, the last few weeks on campus have been bittersweet.

The principal laments the loss of the family atmosphere at the academy that he says is different from the Seventh-day Adventist boarding schools he attended in high school and college in Florida and Michigan.

"When students come here, they don't have to fight to be accepted," Jones said. "This campus doesn't break down according to economics or race. I was worried

about some kids. Some had problems physically. Others were just odd. But they all were embraced."

The entrance to the academy, designated by a plain brown wooden sign, leads visitors through the citrus groves up an asphalt road.

Buildings are tan with blue trim and mostly single story. They are set neatly on manicured lawns and surrounded by colorful flower beds and well-tended rose

s.

Jones, also the basketball coach, wandered the campus one recent day, as students sat in classes or clustered in groups on the hilly lawns signing yearbooks

ddHe spoke with 17-year-old Carmen Nydegger, a school boarder for three years. The junior only gets home to Maine once or twice a year, and in the summertime.

She spends weekends with her grandmother in Solana Beach.
dd"My family wanted me to get a private, Christian education," Carmen said. "I'm way more appreciative of my mom, and I get along with my family even better."

ddShe credits her academy education with teaching her discipline, better study habits and getting along with others.

dd"You have access to the teachers at all times," Carmen said. "We all live here together."

ddEvery student is required to work, and most use the money to help defray tuition and room-and-board costs, Jones said.

ddStudents work three to five hours weekly at jobs in the three on-campus businesses and in housekeeping, landscaping, cafeteria food service and school office work.

Some students also serve as tutors or teachers' assistants.

ddA short walk from the girls' dorm is the bindery operation that began in 1957. Jerry Kiley is the manager. He'll stay on to operate the business after the school closes.

dd"The main reason for the industries is to have work experience for the students," Jones said. "They learn to be on time and work with difficult peers."

ddStudents also get school credit for their work.

ddSophomore Andrea Thrash from Escondido talked about the sadness she felt as she punched her timecard after working at binding books that morning.

dd"I wish I could graduate from here," the 17-year-old said. "This is just such a friendly atmosphere."

ddAs she headed for classes, Andrea said she probably will go to an independent study program in Escondido next year.

ddSophomores and seniors work in the mornings and go to classes in the afternoons. Freshmen and juniors have the opposite schedule.

ddThey take English, mathematics, history, science and religion. Some study Spanish.

ddStudents can take part in varsity basketball and volleyball. They don't have regular weekly competition with other schools, but do test their skills in tournament competitions against teams statewide.

Extracurricular activities include choir, gymnastics and yearbook.

ddThe school colors are red and white. The mascot is the coyote.

dd"We teach them first how to do the best you can; then we give them skills to be successful in life," Jones said. "The first thing is to be a Christian."

ddStudents are drawn to the school for its academic excellence, he said, but also for its spiritual guidance.

ddMost of the students are Seventh-day Adventists, but many are not.

dd"I came here not knowing what a Seventh-day Adventist was," Carmen Nydegger said. "But it changed me. I'm more open to new stuff now. I'm not at all nervous about going to a new school next year."

Church rules dictate no drinking, smoking or drugs, and practitioners have a vegetarian diet. Students also attend worship services daily and on the church Sabbath, sunset Friday to sunset Saturday.

It's an oasis in an otherwise unruly world, said Gloria Selby, head women's dean.

"I feel safe at night going for walks around campus," she said.

Not all the students are perfect, by any means, and some have been disciplined for smoking or leaving the campus without permission.

Most, though, say the strict rules are what is expected of teen-agers living in a family. And a family is what San Pasqual provides.

It's like having tons of parents and a built-in group of brothers and sisters, students said.

During a co-ed physical education class one Friday morning, a group of screaming students cheered on a classmate who was trying to reach home plate before a outfielder retrieved the ball.

"Teachers here give you individual help that at public schools you don't always get," said Silvia Castro, a 15-year-old freshman from Chula Vista, who sat in

the stands with friends signing yearbooks.

"It makes me sad that this school is closing. My cousin graduated from here in 1986. I wanted to graduate here, too."

Around 11:45, students began filing into the cafeteria for lunch. Many said that the imminent closing has been a depressing experience.

"It ruined the end of this year," said sophomore Joe Stacy from Lake Elsinore.

For 17-year-old Jimmy Dorcheck, whose parents work on the campus, it's the end of a family tradition. His father graduated from San Pasqual Academy in 1965,

and all his uncles and aunts went there, as did his older brother.

His grandfather was the principal for a time.

Recently, parents came for the final parents' weekend at the school. Activities included a gymnastics team demonstration, a potluck lunch in the cafeteria and a student art show.

"It was tough on me to come up with the money, but I do not regret one penny that I paid," said Lydia Grozdich of Palm Springs, whose daughter, Michelle, graduates Sunday.

"If you are not well-structured, you struggle through life. By experiencing being on her own, her real learning was starting then."

After a Saturday church service, the parents gathered in clusters with their children, with some reflecting on the academy experience.

"My wife graduated from this academy. We're really going to miss it," said Gabriel Riojas of Murrieta, whose daughter, Ruth, is a sophomore. "For us it's a sad situation."

Publication#W\ PP# 36. San Diego UnionTribune"Publication" #:\ PP#June 2, 1997 Category: Local

Headline#u\ PP# Student lives also were bound up in academy businesses Headline #:\ PP#
By Susan Gembrowski STAFF WRITER

ddWithin home-run distance from the softball field on the San Pasqual Adventist Academy campus, student Ricky Ramos works in a warehouse packing fishing rods and reels.

ddHe labors in Spackers Packaging and Assembly Industries, one of three businesses on the pastoral campus where students earn school credits and wages that help defray tuition and expenses.

ddWhen the boarding school closes June 30, new owners will take over two of the businesses, the packaging plant and San Pasqual Academy Egg Ranch, said Charles McKinstry, schools superintendent for the Southeastern California Conference of Seventh-day Adventists, which oversees the academy.

ddThe businesses were sold for an undisclosed amount.

ddThe third, the Golden Rule Bindery, will continue to be operated by the Seventh-day Adventists.

ddJerry Kiley manages the book bindery, where 15 adults and seven students work. It began in 1957, and is one of only three or four small operations like it in Southern California.

ddGolden Rule, with \$60,000 in annual sales, is known as a "library binder," where used materials are rebound.

ddHardback books are re sewn individually on the bindery's sewing machines. It can take from 1-1/2 to 2 hours to rebind a single copy.

ddMuch of the work is for the medical industry, including most San Diego County hospitals. They also rebind used books for the Poway, Grossmont, Sweetwater, Escondido and Vista school districts as well as other public schools statewide.

dd"We can do 18,000 textbooks in the summertime," Kiley said.

ddSome of the work for legal firms and other companies and individuals is to bind trade journals into hardbound books. Bibles or family heirlooms also find their way into the plant, Kiley said.

dd"Our newest product is for teachers in third to sixth grade to save students' homework," the manager said. "At the end of the school year, the homework is bound into a book. Then we give students a tour and show them how the book will look."

ddAt Spackers packaging plant, about 80 percent of the business comes from Irvine-based Shimano American, the U.S. subsidiary of Shimano Inc., the Japanese manufacturer of fishing and tackle gear, and bicycle components.

ddFred Wegand, Spackers plant manager for the past 13 years, said workers package about 120,000 pieces of equipment monthly. The plant does between \$30,000 and \$40,000 in sales each month.

ddStudents earn \$5 an hour, but can make extra money if they are fast. They are expected to box 120 fishing reels an hour, or seal 50 reels in plastic, using a packaging machine.

ddIf they exceed that output, they can earn an extra 4 cents a package, for example, depending on the packaging operation. Some students have been paid as much

h as \$11 an hour, Wegand said.

dd"The piece rate is to encourage them to work harder," the manager said. "But we do have hourly wage jobs where students pick up trash and boxes, if they're not good with their hands."

ddSpackers also does business with other companies besides Shimano. Workers package candles for Misty Mountain in Escondido, a seasonal business that operates during the Christmas holidays.

ddThey also have worked for Coast Research in Leucadia, a flower nursery, where they put plastic sleeves on Styrofoam poles used for growing vines.

ddSpackers, most likely, will hire additional workers now that the student labor won't be available, McKinstry said.

ddThe poultry operation, with 40,000 laying hens, is across from the academy's main campus on San Pasqual Valley Road.

ddEight adults and three students operate the egg ranch from 6 a.m. to 5 p.m. daily except Saturday. The first truck loaded with fresh eggs leaves the grounds

at 6:30 each morning.

ddDeliveries are made throughout San Diego County, and as far away as Banning.

ddHenry's, formerly known as Boney's Marketplace, is the largest buyer. But the ranch also sells to Sun Valley Market in Ramona, and Daniel's Market and Alber

tson's in Del Mar. Individual buyers can buy fresh eggs at the ranch.

dd"The uniqueness to our product is that we give vegetarian feed for the chickens," said schools superintendent McKinstry.

ddSome 13,500-dozen eggs are produced weekly, said egg ranch manager Paul Nygaard.

ddThe operation began shortly after San Pasqual Adventist Academy opened in 1949. The school also operated a dairy farm with about 300 cows until 1989.

ddWork experience is an integral part of the educational training at the academy.

dd"It makes students feel good about themselves," Wegand said. "It gives them self-worth, initiative, self-direction."

Publication#W\ PP# 37. Richmond TimesDispatch"Publication" #:\ PP#June 2, 1997 Category: Local

Headline#u\ PP# Mentoring a hit with kids, adultsHeadline #:\ PP# Subhead#[\ PP# Total Vision's male role models help boys become successful menSubhead#:\ PP#

ddBY STACY HAWKINS ADAMS Times-Dispatch Staff Writer

ddFYI: For more information about Total Vision, call 648-1769.

ddAs a single mother working three jobs and attending college two decades ago, Juliana Turner knew giving her son a bright future would mean surrounding him with positive male role models.

ddSo when he was 6, Turner enrolled him in the Big Brothers program.

ddShe involved him in church and community organizations led by males.

ddThen she stepped back and let the mentors do what only they could: teach her son how to be a man.

ddNow that her son, Bobby Scott Jr., 25, is a graduate of Morehouse College in

Atlanta and a bank employee there, Turner's goal is to help other young boys at

risk of becoming teen-age fathers, school dropouts or juvenile delinquents.
ddThrough a mentoring program called Total Vision, Turner has paired 19 fifth-grade boys from the Whitcomb Court and Blackwell areas of Richmond with African-American men.

dd"Most of (the boys) come from single-parent homes," said Turner, director of Total Vision. "In their communities, there's a lot of violence, drugs and premature parenting. If they see successful African-American males, hopefully they will realize there are other choices."

ddOnce a month, usually between 11 a.m. and 1 p.m., the boys leave school, with their parents' permission, for a Total Vision session.

ddThe boys, ages 9 to 14, have toured The L. Douglas Wilder Library and Learning Resource Center at Virginia Union University and visited their mentors' workplaces.

ddMentors include police officers, ministers and college students.

ddThey, Turner and other volunteers have led the boys in discussions on peer pressure, self-esteem and values, goal-setting, and black culture.

ddThe youngsters sometimes learn simply from male presence.

ddThe Rev. John Kinney, dean of VUU's School of Theology, joined boys from Whitcomb Court Model Elementary School for lunch at Dabney's Restaurant in April after their visit to VUU.

ddSeveral of them questioned why Kinney would spend time with a group of boys he didn't know.

dd"He came all the way back from (visiting) North Carolina to meet us," said Jamaal Blue, 11.

dd"It made me feel good, like we were his children," said Yahsunn Brown, 13.

ddSuch responses prove why mentors are vital, said Turner, who also has a 26-year-old daughter, Shonelle Scott.

ddMarvin Taylor, a Richmonder who owns a financial consulting firm and mentors several boys in the program, also is convinced.

dd"A lot of times we get caught up in our own situations," said Taylor, 32.

'But if we look outside (ourselves), we can see there is someone needier than we are.

dd"These kids are dealing with drugs and worry about getting caught in crossfire. Some of them . . . are having to fend for themselves for food and clothing.

"
ddDominic Spurlock, 11, appreciates having someone older to turn to for support

dd"I'm the oldest in my family," said Dominic, a pupil at Blackwell Elementary School. "I think of (Taylor) as my big brother. He told me to stop fighting and show respect to others."

ddSchool officials helped Turner select boys for the program and sought consent from their parents.

dd"It's a wonderful program (that) builds character and gives them a chance to

see things outside their neighborhood and to have a strong person interested in what they're doing," said Mary Brown, a counselor at Blackwell Elementary. The schools have asked to include more boys, Turner said, but she needs more mentors. Men who agree to participate must attend a three-hour orientation session led by Richmond One to One, a mentor training program. They must be at least 18 and commit one year to the program. They also must undergo criminal background checks, Turner said. VUU seminary students who become mentors soon will be able to receive credit toward their theology degrees, Kinney said. Turner is one of his students. As part of her seminary training, she is serving an internship at the Gilpin-Jackson Ward Family Life Skills Center at Sixth Mount Zion Baptist Church. Many Total Vision sessions are held there. Total Vision is operated through donations of transportation, supplies and meals, Turner said. She initially worked with many of the boys through Special Friends, a similar program operated by The Virginia League For Planned Parenthood and the Richmond Police Department. She left that position in early April and founded Total Vision in the hope of working not only with boys, but also with at-risk girls and eventually with the mothers of the children. "I would like to get to the point where we mentor a family," she said. For now, she is focused on encouraging more men to serve as role models for Richmond's young boys. "It takes all kinds of people to have an impression on a (child)," said Taylor, one of the mentors. "It takes the blue-collar workers and the white-collar workers."

ddnyxddd
Publication#W\ PP# 38. The Washington Post"Publication" #:\ PP# 06/02/97; Edition: FINAL; Section: Metro; Page B03 Category: Local

Headline#u\ PP# Becton Advances Plan for Disruptive Students; D.C. Schools Chief Taps Top Aide to Design and Implement an Alternative Program
Headline #:\ P
P#
By Debbi Wilgoren
Washington Post Staff Writer
D.C. schools Chief Executive Julius W. Becton Jr. has tapped a top aide and former Army colleague to create a highly structured alternative program for disruptive students that could begin as soon as September. Bill Parnell, a retired colonel whom Becton hired in April as his director of policy, planning and management accountability, has been charged with designing and implementing the program, which teachers and principals say is sorely needed but so far has been outlined only in vague terms.

dd"We've got a concept. We're looking at all possible avenues," Becton said yesterday, adding that he does not know where an alternative school would be located, how it would be staffed or structured, which grades it would serve or how students would be placed in it.

dd"I recognize that there are some youngsters who just flat disrupt the class," said Becton, a retired Army lieutenant general. "If the kid is disruptive, we've got to get him or her out of the classroom and afford them a chance to get educated themselves."

ddUnlike existing D.C. programs that serve students who have been incarcerated or have dropped out, Becton said the alternative school would be designed for children who are enrolled in school but causing serious problems "from talking all the time, to throwing chairs, to cursing at their teachers."

ddBecton said staff members have talked to people who run similar schools or programs in other cities.

ddThree weeks after joining Becton's team, Parnell wrote a harshly worded critique of a proposed academic plan for the 78,000-student system, which is six months into a 3 1/2-year emergency overhaul ordered by the D.C. financial control board.

ddIn an interview about that memo, Parnell acknowledged that he is not well versed in academic issues or research about how young people learn.

dd"I'm not an educator. I was a professional soldier all of my adult life," Parnell said. "But I dealt with thousands of young people, and I know how to motivate them."

ddBecton has talked about setting up an alternative school ever since he was hired by the control board in November. He has said he is open to the idea of a residential school for chronic misbehavers if a daytime program does not prove effective.nyxddd

Publication#W\ PP# 39. Los Angeles Times"Publication" #:\ PP#* 06/02/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1 Category: Local

Headline#u\ PP# Moorpark and School Officials Still at Odds Over Real Estate Deal

Deals Finances: Longtime adversaries try to work together.

District needs city's

cooperation to sell property, build homes

and fund a new campus.Headline #:\

PP#

By DAVID R. BAKER

SPECIAL TO THE TIMES

ddMOORPARK "Short on cash, the school district has choreographed a creative series of steps to raise money"everything from building homes downtown to selling the district headquarters.

ddBut this fancy financial footwork requires a partner"namely, City Hall. And t

he two bodies have never had what you would call an amicable relationship.

ddThey've squabbled over land, fought each other in court and more often than not, maintained a frosty silence between them.

ddNow trying to work together, the two entities still find themselves at odds over details of some of the Moorpark Unified School District's key projects. District

officials worry that numerous city fees could squeeze the profitability out of a proposal to build homes on land next to the former high school. City officials say the district should pay the same fees and follow the same rules as any developer.

ddDistrict Supt. Tom Duffy recently stopped payment on a \$3,200 check to the city, which would have paid for development-related services he considers unnecessary. After discussing the issue with City Manager Steve Kueny, Duffy later paid the fee.

ddSome district trustees say such disagreements and miscommunications are inevitable when two governmental bodies first attempt to work together.

dd"We just haven't had a working relationship, and I guess that's a criticism of both sides," said school Trustee Greg Barker. "We're in the baby steps."

ddAnd yet, any strain in the relationship can be a cause for worry. The district will finish the current fiscal year \$409,429 in the red on its \$32.6-million budget, and needs income from several proposed projects that will require the city's help.

dd"Right now, if you only look at finances, the cooperation of the city is very important," Trustee Clint Harper said. "Why pick a fight?"

ddTo get an idea of how much hinges on that cooperation, consider a brief outline of the 6,875-student district's money-making proposals.

ddDistrict officials hope to sell and develop about 15 acres of land next to the former high school on Casey Road. Under the proposal, 97 homes would be built

, if the city approves. Profit to the district: probably about \$2 million.

dd* The school district headquarters property, at Los Angeles and Flory avenues, may also be sold, possibly after being rezoned by the city to allow residence

s. Profit to the district has not yet been determined and could vary substantially, depending on the zoning.

ddDistrict officials have asked for \$750,000 from the city's Redevelopment Agency, money the agency has agreed to pay once the district sells a portion of the

Casey Road property. The district wants the money sooner.

ddThese steps won't simply add money to the district's general fund. They are needed to help pay for other, expensive projects already underway.

ddFor example, money from the proposed housing development would help fund construction of a \$6-million Walnut Canyon elementary school, which will soon be built

on the grounds of the old high school. The district is paying for the project with a loan taken out last year, and will also receive about \$3 million from the state.

ddSimilarly, district officials wanted to use the Redevelopment Agency's \$750,000 for a down payment on a larger building that will one day serve as the district's administrative headquarters. School board members voted in April to buy the building on Maureen Lane for \$3.4 million and will now probably spend part of the elementary school loan on the down payment.

ddIn each of these financial maneuvers, the city plays a role. Perhaps nowhere is that more evident than in the housing project. The plan, drafted with the Braemar development company, would create a new neighborhood downtown at the western end of High Street and close to City Hall.

ddThe homes would be built on the same piece of land that, years ago, prompted the most bruising fight yet between the school district and the city. Moorpark

city officials sued the district for the right to buy the property at a discount and use it for a park. The case eventually went before the state Supreme Court in 1991, with justices ruling in the district's favor.

ddTo develop that land, however, the district must now seek the city's approval. And approval of any housing project comes only after a rigorous, long and frequently expensive process.

ddDistrict officials had hoped to trim some of the time and cost by sidestepping certain requirements and fees. But so far, Kueny, the city manager, has stood

firm on most issues, saying that the district should face the same requirements as any developer.

ddEach fee, however, eats away at the district's profits from the project. Harper said that if that profit margin falls too low, say, to \$1 million or less, the district may have to postpone or abandon the effort.

dd"If it's just \$1 million [profit], then we'd have to look really hard at holding on to the property, realizing that in the future, it'll probably be worth a

lot more," he said. ddAlthough several City Council members have expressed interest in the district's plan, saying it could help revitalize the city's struggling downtown, Councilman

Chris Evans said the city cannot set aside its requirements.

dd"Our job as a city is to make sure the school district maximizes its profit potential from this project, but the city can't absorb all the costs and waive a

lot of the fees," he said.

ddThe district and city have also clashed over parts of the Walnut Canyon School construction project. School construction generally falls outside a city's jurisdiction, with building plans approved by the state, not a local city council.

But Kueny insists that state law requires city review and approval of grading plans at a school construction site.

ddIn April, the city asked the district for \$3,200 to pay an independent consultant to review the geological studies already performed on the project. Duffy

ent the check, then stopped payment on it, arguing that the review was unnecessary and redundant.

ddThat struck Trustee Harper as a needless provocation. Worse, he felt it would antagonize someone whose cooperation the district badly needed.

dd"Tom Duffy is an extremely competent superintendent"one of the best in the state, particularly on school-site construction"but he doesn't know which fights to pick," Harper said.

dd"I wasn't attempting to antagonize," Duffy said. "We had already had a [state] review done. . . . Why do we have to have two agencies review the same thing on a project?"

ddAfter a series of memos and conversations with Kueny, Duffy agreed to pay the fee.

ddIn spite of such occasional skirmishes, both district and city officials say the relationship between the two entities is improving. They note that recent talks over the housing project have led to some progress, with each side finally getting a clear indication of what the other wants.

dd"We may not like the parameters they put on it, but as long as we know what those are, we will work within those parameters," said Barker.nyxddd

Publication#W\ PP# 40. Asbury Park Press"Publication" #:\ PP#6197 Category: Local

Headline#u\ PP# Manchester students put their books on 'stand by'Headline #:\ PP#

ddBy ALISON CLARK CORRESPONDENT

ddMANCHESTER TOWNSHIP Middle School students left their books at home Friday, but still learned a few things.

ddInstead of sitting in class all day, the students went to workshops, danced and attended a concert.

ddIt was called Stand By Me Day and it was designed to show the students that they are supported each day by their teachers, parents, school and the community

ddIt's the first time the school has done this but we hope to make it an annual event, said Lee Bruzaitis, school public information officer.

ddShe said all the topics coordinate with the health curriculum.

ddStudents attended programs about drug and alcohol abuse, peer pressure, and the importance of education.

ddThey also met Marvin Frazier, a former professional football player, and Rufus Thorne, who was a member of the singing group Harold Melvin and the Blue Note

s. Both stressed the importance of education.

ddOpportunity knocks every single day but you have to be qualified, Frazier said. Education is the key to unlock the door to all your success.

ddThorne advised the youths not to take education for granted. He said teachers are there to help provide them with the knowledge they need to succeed and to

squeeze them for all the knowledge you can get from them.
ddFrazier invited students to come up to the front and tell the class what they
thought they'd be doing at the age of 21. Responses ranged
from professional athlete to meteorologist.
ddIf you don't start dreaming, you'll never get anywhere and a good education can
make your dreams come true, Frazier said.
ddAfter their talk, Frazier and Thorne joined band director David Nunez and his
band on stage for a concert, which concluded with all
joining in on Stand By Me.
e.nyxddd

Publication#W\ PP#41. The Washington Post"Publication"#:\ PP# 06/02/97; Edition: FINAL; Section: A Section; Page A01 Category: Local

Headline#u\ PP#Pr. George's Parents Face Tough Academic Choice; Lacking
Confidence in Public Schools, Some Middle-Class Blacks Are
Looking ElsewhereHeadline#e#\ PP#
By Lisa Frazier

Otho and Candis Milbourne moved to Prince George's County seven years ago for a practical reason: They could buy a three-bedroom house with a two-car garage on a quiet cul-de-sac in Fort Washington for the price of their cramped condominium in Alexandria.
ddThat was what mattered most then. But that was before they had children.
ddNow the parents of two boys, ages 4 and 11 months, the Milbournes are worried about the quality of Prince George's schools, so worried that they are planning another move. This time, to Howard County. This time, for the children.
dd"The difference is like night and day," said Otho Milbourne, 37, comparing the school districts in Prince George's and Howard counties.
"You can go to any school in Howard County and know that it's going to be better than the schools around here."
ddThe decision has been difficult for many middle-class families who have so little confidence in the school system that they have chosen either to move out of the county or to stay and finance a private school education. But for many African American parents, such as the Milbournes, the choice has been especially tough.
ddThey say they are proud of the cultural and social changes shaping the "new Prince George's," the country's wealthiest and best-educated majority-black county. And they want the county to succeed as an interracial democracy, where African Americans share in the power and wealth.
ddThe county made strides in that direction three years ago when voters elected Wayne K. Curry (D) as the first African American county executive in the Washington area and a wave of new African American leaders rose to top posts in county

ty government and the school

system, the parents say. But change on other front
s has been slower.

ddThe county's schools continue to perform below expectations. Without a school
system considered to be top-notch, county leaders say,
they have had trouble l

uring the kinds of businesses and upper-middle-class families more abundant in
Fairfax, Montgomery and Howard
counties. The county's fate, they say, is intert
wined with the quality of schools.

ddUnderscoring that concern, School Superintendent Jerome Clark took a dramatic
step last week to improve academic performance at
six underachieving schools.

Clark announced Friday that he would strip the six schools of their principals,
teachers and staffs and
reorganize their instructional programs. Staff members
can reapply for their jobs.

ddMany educators and residents agree that the Prince George's school system, th
e largest in Maryland, needs the black middle class if it
is to rebound. White

middle-class parents pulled their children out of Prince George's public school
s by the hundreds in the 1970s and early
1980s after a federal court mandated b

using to promote desegregation. Before 1973, when the order was implemented, th
e school system was about 80 percent white. Now, it is about 73 percent black.

ddBut many middle-class African American parents say they have no time to wait
for the schools to improve.

dd"When we had one child, we probably were willing to stay in the county and le
t him stay in private school," said Otho Milbourne, who
works as the benefits a

dministrator for a pension plan. "But having two in private school is just not
affordable. The only other option is
to put them in a public school system that
's top rate. And this is not the one."

ddCandis Milbourne, 35, a contract administrator, said the money they save now
will come in handy later. "If we get them in a really good
public school, we ca
n save for their college education," she said.

ddPrince George's school officials say the perception of the school system is w
orse than the reality. Although the school system as a whole
is ranked second t

o last of all 24 Maryland school districts, test scores are not the only measur
e of success, school officials say. Prince

George's students win millions in co
llege scholarships each year, and many of them go on to prestigious colleges an
d universities.

dd"The biggest part of what people are concerned about is there's a false perce
ption about the quality of the education our school system
offers," said school

board Chairman Kenneth E. Johnson (District 6). "But I challenge those parents
to match the education we are
providing with the education they are paying for
in those private schools."

ddJohnson said the school system recently began a "full-disclosure" campaign to

release statistical data showing the challenges the system faces but also presenting its successes.

dd"We're reaching out to every segment of the community we can to change that perception," Johnson said.

ddLast school year, 1,035 students withdrew from Prince George's schools to enroll in private schools, according to school officials. That was 2 1/2 times as

many as withdrew from the school system for private schools the year before. A total of 2,188 students also transferred last year from Prince George's schools to other public schools in Maryland, an increase of about 5 percent from the 1994-95 school year.

ddStill, student enrollment in Prince George's public schools increased by 3 percent during the same time. Enrollment has grown steadily each year since the m

id-1980s, to about 125,000 students. But it is difficult to determine how many parents bypassed the Prince George's school system by choosing private schools or moving out of the county before their children reached school age.

ddPrince George's, with a population of about 767,000, according to U.S. Census estimates, is among those inner suburbs of Washington that have lost more U.S.

citizens than they gained since 1990. The county's population is growing because of births and foreign immigrants.

The primary destinations for Prince Georgians moving out are Anne Arundel, Howard, Charles and Montgomery counties, according to migration data assembled by the Internal Revenue Service.

ddThe Milbournes said their decision to move to Howard, the top-ranked school district in Maryland based on state test scores, was sealed when Otho Milbourne

conducted an impromptu experiment. Using test scores from the Maryland School Performance Assessment

Program, the state's annual series of reading, writing, language usage, math, science and social studies tests, he compared two schools

a Prince George's school with a good reputation and a low-performing school in Howard County. The scores of the Howard County school were higher.

dd"I can't risk putting my children's education in jeopardy," he said.

ddIn February 1995, seven months before their daughter was to begin kindergarten, Kelvin and Rosalynn Lawson, both African

Americans and federal government employees, sold their house in Temple Hills, near Fort Washington in southern Prince George's, and moved to Howard County. The low performance of Prince George's schools on the state test was their main concern.

dd"I just knew I didn't want my daughter there," said Rosalynn Lawson, a personnel management specialist. She and her husband, an engineer, now live in Ellicott

City, and their daughter, now 6, is in the first grade at a Howard County public school.

ddSchool officials in Howard, Montgomery and Fairfax counties said they have no

idea how many students they are attracting from Prince George's.

ddKay Armstrong Baker, president-elect of the Howard County Association of Realtors, said the good reputation of the county's school system attracts families

from throughout the region. Families with school-age children usually ask about the schools when they call seeking information about housing, she said.

dd"It's probably their top priority, along with price," she said.

ddClark said Prince George's schools can't afford to lose more middle-class families.

dd"I think the quality of education is in the proportion of the middle-class people who stay to support public education," Clark said. "Any time you siphon off

your talent, the school system is going to suffer."

ddOne of the biggest challenges facing Prince George's schools is educating a large and growing number of economically disadvantaged children, who often require

greater resources to achieve at the same level as their wealthier peers.

Providing those resources, such as early reading programs, often requires more staff and money.

ddAlthough the number of poor children is growing in school districts throughout Maryland, the problem is more acute in Prince George's, where about 41.2 percent,

or 50,421 students, qualify for the free or reduced-price lunch program based on their families' low incomes.

Only Baltimore has more children from low-income families than Prince George's; only Baltimore scored lower last year on the Maryland test.

ddIn Howard County, 9.1 percent of the students, about 3,405, qualified for the free or reduced-price lunch program last year.

ddThe IRS migration study shows that families moving out of Washington choose Prince George's more frequently than other suburbs.

From 1994 to 1995, 16,169 people

moved to Prince George's from Washington. During the same time, 18,291 people moved from Prince

George's to Anne Arundel, Howard, Montgomery and Charles counties. The families moving to Prince George's tend to have lower incomes than

those who are leaving.

ddAlison LaVigne, 35, a physician, and her husband, Rene, 35, vice president of a high-technology company in Lanham, moved to their two-acre plot in Upper Marlboro

five years ago. The African American couple say they believe strongly that their decision to enroll their

4-year-old son in a private school in Bowie next

year is the right one. Still, Alison LaVigne feels a bit uneasy.

dd"I do feel a little guilty somewhat, in principle," she said. "I felt more guilty when I left Washington, being a native Washingtonian.

There are some parallels there."

ddBut Rene LaVigne had this to say: "I won't say there's guilt. We've thought a

bout it a lot. It's just a rational decision."ddThree things attracted the LaVignes to Prince George's: its real estate value, its diversity and its proximity to Washington. They say they likely would send their children to private schools, regardless of where they live.

ddBut the couple, who both attended Catholic schools, said they heard so often about the low test scores, safety issues and crowding in Prince George's public

schools that they didn't even consider them.

dd"I think public education everywhere has its challenges," Rene LaVigne said.

"We're just not willing to sacrifice our kids as participants

in a social exper

iment, with respect to education."

ddMany parents complain that education does not seem to be a priority among county leaders and that it does not receive adequate

financing. But Rene LaVigne s

aid he does not blame county and school leaders. Voters had a chance in November to approve a tax

measure that would have funneled millions into the school system, and they rejected it overwhelmingly.

dd"I don't think the education system is any more than the people have made it to be," he said.

ddAnother black couple, Bernadette Martin, 33, a business development specialist, and her husband, Zachary Fowler, 35, have three

children, ages 6, 3 and 3 mo

nths. The oldest one attends kindergarten at a public school in Fort Washington

. Martin said she is mostly

pleased with the school but worries about the class

size: 29 students.

dd"I'm doing everything I can to keep my child in public school because I feel if the middle class abandons public schools, there's no hope

for them," Martin

said. "But I'm wavering on whether to keep her there."

ddEven before they had children, Franklin Jackson, 36, a lawyer, and his wife, Shelia, 35, a school system employee, decided they would

enroll their children

in public schools and work to make them better.

ddThe Jacksons, African Americans whose children range in age from 9 to 14, are active in the parent teacher associations at their

children's schools. They vo

lunteer in the schools as mentors, and they serve on various community boards and associations. All of their

children have been identified as "talented and gifted."

ddShelia Jackson's school volunteerism landed her a job as a facilitator of the Comer school reform model, named after Yale University

child psychiatrist Jame

s Comer, who stresses education as a partnership among parents, teachers, students and administrators.

dd"We really believe that public education is a good education, as good as we make it," Shelia Jackson said. "We believe parents make

the difference. If all o

f the educated, highly motivated parents leave the public school system, there will not be any advocacy for the kids

who remain. We believe that to our core."
nyxddd

Publication#W\ PP# 42. San Francisco Chronicle"Publication" #:\ PP#June 2, 19
97 Category: Local

Headline#u\ PP# Parish, School Make PactHeadline #:\ PP#Subhead#[\ PP# Conco
rd neighbors agree to get alongSubhead#:\ PP#

Suzanne Espinosa Solis, Chronicle East Bay Bureau, page A11

ddWhen one of Concord's oldest private institutions decided to take on the toughest of social problems, it turned to a neighboring school reflecting some of the

region's most dramatic racial changes.

ddThe Queen of All Saints Church joined forces with Mount Diablo High, once an early all-white school that fell out of harmony with its neighborhood as its percentage of poor and minority students increased.

dd"``There was a lot of concern about Mount Diablo High School and its reputation," said the Rev. Michael Cunningham, pastor of the 3,500-member Roman Catholic parish. "It had a poor public image."

ddBy urban standards the problems were tame "loitering on the church grounds, blaring music and burning rubber, and an occasional fistfight. But many in Concord,

already rattled by an increase in Latino gang violence in recent years, feared worse things might follow

"even though the school had few incidents of gang problems.

dd"``Thirty years ago public schools weren't like this," said Cunningham, whose parish runs a private elementary school next door to the high school.

ddConditions were ripe for tension. The church is almost all-white and serves the surrounding working-class community, while the high school is increasingly minority

and serves a large population of students bused in from Bay Point, a low-income unincorporated area northeast of Concord.

ddInstead, after a year and a half of community meetings, the parish and the school united last month in signing a "community covenant"

"a document amounting to a peace agreement that listed goals to ward off further discord.

dd"``We did not want to be the grumpy little church that said, 'Get off my lawn and leave me alone,'" pastoral associate Ellen Midgley said.

"We want to be a good neighbor to the high school next door."

ddThe church pledged to help the high school improve its image by promoting academic programs and by soliciting parental involvement, largely by encouraging parents via religious institutions of all faiths.

ddIn return, the school agreed to take steps to reduce student speeding, smoking and loitering on church property, and to seek increased police patrols before and after school.

ddBut for all its good intentions, the covenant "and the spotlight it's put on

n Mount Diablo High " has raised some eyebrows.

ddWhile Mount Diablo students and administrators say they welcome improvements for their school, some suggest that the school's problems are being overblown b

y a parish and community still adjusting to the cultural and economic changes r eflected in their school.

dd"Our school is a typical California high school," said Lou Suarez, principa l at Mount Diablo for the past eight years. Yet he adds that the ethnic and rac

ial changes taking place throughout the state have been slower to come to centr al Contra Costa County, noting, "We are the only minority majority high school in the district."

ddAlonzo Talton, a junior at Mount Diablo, said increasing parental involvement was a good idea. But he said the public may have am misconception that Mount Dia blo parents are "lazy and just watching TV at home."

dd"Maybe mom or dad is working or mom and dad has to stay home to watch the li ttle ones," he said.

ddPhil Johnson, a Concord police officer who is assigned to the school four day s a week, said the students are often wrongly perceived as causing trouble arou

nd the neighborhood when, in fact, much of the trouble is caused by nonstudents

ddEven Mary McGinn, principal of Queen of All Saints Catholic Elementary School and a former high school teacher, said neighbors' wariness might not be warra nted.

dd"Most people get nervous when they see a group of teens," she said. "But t hey're just typical teenagers."

ddStill, others say the school needs stricter guidelines.

dd"I have seen kids hanging around the corners during school hours and I'm won dering why they're there," said Frank Ascagnino, a

40-year Concord resident an

d parishioner at Queen of All Saints. "I wonder why there isn't more disciplin e."

ddQueen of All Saints and Mount Diablo High have been neighbors for 44 years, b ut the only recent involvement between the two was

a continuing program in whic

h honor students from the high school would work on science projects with the s choolchildren.

ddThe agreement was the result of more than 150 meetings over the past 1 1/2 ye ars with parishioners such as Ascagnino, neighborhood residents, and parents of

students from both Mount Diablo and Queen of All Saints Elementary.

dd"There are no crises here," Cunningham said. "It's not like we have shooti ngs out on the corner. We just don't ever want to have them."

ddThe most dramatic cultural changes at the school began in 1978, when the clos ure of Pacifica High School in West Pittsburg, later renamed Bay Point, forced

students from that community to be bused to Concord.

ddToday, the school is 60 percent minority and serves students from the poorest areas of the Mount Diablo Unified School District. The

district includes Conco

rd, Pleasant Hill and Clayton plus portions of Walnut Creek, Martinez, Pittsbur

g, Lafayette, Pacheco and Bay Point.

ddCunningham, who has been pastor at Queen of All Saints for three years, describes Mount Diablo as a "United Nations."

dd" Their diversity could be a real asset if you capitalize on it," he said.

ddCunningham says he reached out to the school with the help of the Contra Costa Interfaith Sponsoring Committee, a group of religious

leaders who in 1994 began

helping poor and working-class families organize against crime, violence, poverty or education, unemployment and other problems.

dd" There were many laborious meetings," Cunningham said. "But by bringing all these good people and all this good will together, we

will start solving problems

and it will eventually pay off."nyxddd

Publication#W\ PP# 43. Los Angeles Times"Publication" #:\ PP#* 06/02/97; Edition: Home Edition; Section: Life & Style; View Desk; Page E-1 Category: Local

Headline#u\ PP# A Great Graduate : At 14, Mary Fasano had to leave school"but

she vowed to go back one day. Now a great-grandmother at 89, she's done that and much more:

She's earned a diploma from Harvard.Headline #:\ PP#

By ELIZABETH MEHREN

TIMES STAFF WRITER

dd

BRAINTREE, Mass. "As sure as there is college graduation, there is the annual raft of tales of heroic graduates. These seasonal sagas of plucky undergraduates

who have triumphed over adversity are all well and good, Mary Fasano believes. It simply never would occur to her to include herself among them.

ddNever mind that this 4-foot-10-inch great-grandmother of 18 is claiming her bachelor's degree at 89 years of age. Or that the institution granting Fasano her

diploma happens to be Harvard University. Or that the sheepskin bearing her name as well as Harvard's legendary

"Veritas" logo was 17 years in the making.

ddThis is no poster person for geriatric accomplishment, Mary Fasano wanted to make perfectly clear. This is a woman who promised

herself she would get an education

when her parents pulled her out of eighth grade and sent her to work in a Rhode Island cotton mill.

And this is a woman who made good on that vow.

dd"I did this for me," said Fasano, who still lives behind the diner here that she managed with her late husband, Arcangelo, for the better part of five decades.

"You see, I had a terrible inferiority complex. I didn't think I was equal to other people because I didn't have an education. Then I went to high school"

"at 69" and I felt much better."

ddHigh school was so rewarding that Fasano decided to try college. She chose Harvard because it was right up the road, an easy commute

aboard the "T," this ar
ea's rapid transit system. She enrolled in Harvard's extension school, starting
with a class in Italian culture" a way
to learn about her heritage" and taking a
ll her classes at night.

ddVery often, her 33-year-old advisor, Suzanne Spreadbury, said, Fasano rode th
e train home at 11 o'clock at night, "in January, in
subfreezing weather. I was
scared to death." Fasano, however, was unfazed. She had endured worse indignit
ies. When her parents made
her leave school at 14, her favorite teacher came to
her house and begged her mother and father to rethink their decision. They ref
used.

dd"I come from the Italian culture, and girls weren't supposed to go to school
at that time," Fasano explained. Nevertheless, "I was very
bitter about what ha
ppened."

ddMill work had its own humiliations. "I hated it," she recalled. As if the phy
sical demands of the job were not enough, Fasano and the
other young female emp
loyees had to put up with male mill workers "who grabbed at us every time we wa
lked by." ddBut not for long. Fasano went after one groping male with a shuttle,
and no one ever touched her again.

ddShe married at 21 and spent most of her married life working the grill at Fas
ano's, the family diner. Four of her five children have college
degrees, "not a
bad average." To pay for their tuitions, she worked the 4:30 a.m. to 2 p.m. sh
ift at the diner, then worked nights in a dress
factory. After her husband died
20 years ago, the family sold the diner and opened a catering business. Fasano
still works part time, making
and wrapping sandwiches.

dd*

ddCollege offered its own challenges. She concentrated in liberal arts and will
graduate with a B average, her advisor said. Fasano aced
math and foreign lang
uages, Spreadbury added. But writing taxed her.

dd"In a diner, you speak. You don't write," Fasano said. Besides, "at the diner
I was humble-like. I knew I didn't have an education, and
I never felt like I
was the equal even of my own customers." As a result, "It really was hard for m
e to learn about writing." Still, she insisted,
"I loved every minute of colleg
e, even the hard parts."

ddShe especially loved the satisfaction of traveling to Italy and realizing tha
t because of her art history courses, she could identify the works
of famous pa
inters simply by looking at them. She turned the cathedrals into extensions of
her college classrooms, applying what she had
learned in architectural history
to each basilica tour.

dd"You have no idea how satisfying that was," Fasano said.

ddFasano said she never stopped to notice the fact that she was so much older t
han her classmates. "In high school, some girls would look

at me like, 'Who is that old hag and why is she in school with us?' I just ignored it. I was there to learn," she said. "I have a mind of my own, and I have to do what I have to do. In this case, what I had to do was go to school."

ddAs for Harvard, where Spreadbury said the average extension student is about 32 years old, "We never spoke about age. I was there to learn. And boy, did I learn."

ddSpreadbury said Fasano was more interested in improving her mind than in offering her tenacity as an inspiration to others. "Something was taken away from her when she was very young, and she was determined to get it back," Spreadbury said. "She did want to overcome those feelings that she wasn't smart enough. Going to college was her way of liberating herself. It had nothing to do with anybody else."

ddWearing her cap and gown, Fasano will address the Harvard Extension School's June 5 graduation ceremony. The theme of her talk could also be the title of her life's story: "Knowledge is power."

ddThen it will be back to school. Fasano is planning a trip to Spain. "I think I'd better learn Spanish before I go, don't you?"nyxddd

Publication#W\ PP# 44. The New York Times"Publication" #: \ PP# 06/02/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 6, Column 3 Category: Local

#i2PP# #: \ PP#
Headline#u\ PP# Hostos Students Hear an Unusual Sound: PraiseHeadline #: \ PP#
By KAREN W. ARENSON

After a week of being criticized by politicians and university trustees, students at Hostos Community College of the City University of New York were praised yesterday at a commencement ceremony that at times resembled a political rally

ddThree Bronx politicians "a Congressman, an Assemblyman and the Borough President" all hailed the students for overcoming poverty and language barriers to pursue their education.

ddReferring to the dispute over academic standards that threatened to keep some students from graduating, the Bronx Borough President, Fernando Ferrer, said,

"There are those who want to politicize this argument about standards," and he told the students that their class had become "a political Ping Pong ball."

dd"I believe in high standards," he said, adding that there was no higher standard than when a mother on welfare or a young immigrant enrolls in college.

ddHostos, a bilingual college in the South Bronx where more than three-fourths of the students are Hispanic, draws many single mothers on welfare and many immigrants who speak little or no English. Because so many of its students had dif