

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:10-JUN-1998 12:12:00.00

SUBJECT: Clips

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

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

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

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

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

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

1. Double-click the attachment.

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

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

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

To print a single story:

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

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

Carlin Hertz

OPA

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TEXT:

RFC-822-headers:

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

id <01IY2P06DG28003WBN@PMDf.EOP.GOV>; Wed, 10 Jun 1998 14:26:10 EDT

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

with ESMTP id <01IY2OYQW87K004EH9@PMDf.EOP.GOV>; Wed,

10 Jun 1998 14:25:06 -0400 (EDT)

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

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

with ESMTP id <01IY2OT5HOAU000F5W@STORM.EOP.GOV>; Wed,

10 Jun 1998 14:23:44 -0400 (EDT)

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

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10 Jun 1998 12:23:36 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov

(IMA Internet Exchange 2.12 Enterprise) id 0019071C; Wed,

10 Jun 1998 12:20:53 -0400

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

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

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

TEXT:

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Online clips cover page

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NATIONAL

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Riley says Clinton agenda will help schools fight crime
3. Associated Press
\$200 million fund created for privateschool vouchers
4. Boston Globe
\$100m donated to promote school choice
5. Catholic World News
Congress Finishing TaxFree Education Savings Bill
6. Morning News (CNN)
Do SchoolChoice Programs Work?
7. Family News in Focus
Students Challenge Prayer Policy in DeKalb County
8. CNN Today
Does Huge InnerCity Scholarship Donation Create 'Lifeboat Scenario'?
9. CNN Today
Philanthropist Explains Huge InnerCity Scholarship Donation
10. World View (CNN)
Wealthy Supporters of Private Schools Extend a Helping Hand to Poor Families
11. Investors Business Daily
School Voucher Advocates Offering \$200 Mil In Grants
12. Christian Science Monitor
Bad Scores? Sure, but No Flunking
13. CyberTimes (New York Times online) BitsperGallon: Bookmobiles
Now Offer Internet Access
14. The Washington Post
Schools Chief Challenges NRA to Disarm Children
15. The Washington Post
Taking a Leap Into College
16. The Washington Post
Two Philanthropists to Expand Private School Grants in Cities
17. The New York Times

- Voucher Program for InnerCity Children
- 18. The New York Times
In BilingualSchooling Setback, Educators See Another Swing of Pendulum
- 19. The Wall Street Journal
Hot Job Market May Melt Teens' Plans for College
- 20. The Wall Street Journal
Teachers Convey Safety Concerns In Design Survey
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ERate Plan Continues To Spur Debate As FCC Mulls Changes
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- 25. Education Daily
GOP Pushes 'Voucher' Plan As Tobacco Tax Bill Lingers
- 26. Education Daily
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- 39. Los Angeles Times
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- 41. The New York Times
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LULAC reverses original view of school vouchers
- 48. Omaha WorldHerald
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- 50. The Hartford Courant
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Parents, educators must watch for 'little time bombs,' mayor says
- 54. Associated Press
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Giuliani Wants to Privatize SpecialEducation Screening

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- 57. Hindustan Times (India)
Girls shine in class XII exams

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- 58. Washington Post
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- 62. The Wall Street Journal
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- 63. The Wall Street Journal
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- 64. Dallas Morning News
KEEPING IMMIGRANT PUPILS AT A DISADVANTAGE
- 65. The Kansas City Star
Good and bad in KC schools budget plans
- 66. Worcester(Mass.)Telegram & Gazette

ddMADISON, Wis. (AP) - The Wisconsin Supreme Court ruled today that poor children in Milwaukee can attend religious schools at taxpayer expense.

ddThe 4-2 ruling allows the expansion of a landmark program already in place that, until now, restricted participation to non-religious private schools.

ddThe court majority said that the amended Milwaukee Parental Choice Program, "like the original program, is experimental legislation intended to address a perceived problem in the quality of education and educational opportunities in Wisconsin."

ddThe expansion would allow as many as 15,000 students - about 10 times the current number of participants - to go to religious schools or other private schools under the same tax-funded program.

ddThe amended program "places on equal footing options of public and private school choice and vests power in the hands of parents to choose where to direct the funds allocated for their children's benefit," Justice Donald Steinmetz wrote in the majority opinion.

ddDissenting justices said the program violated the state constitutional provision prohibiting state expenditures for religious societies or seminaries.

ddA lower court ruled in January 1997 that the religious section of the program was unconstitutional and barred the program's expansion.

ddAn appeals court later upheld that decision.

ddOpponents say the expansion of the program to parochial schools violates the constitutional separation of church and state and will siphon state aid away from public schools.

ddSupporters contend the expansion will broaden educational opportunities for poor children. They argue that it is constitutional because it does not favor any one religion over another.

ddClint Bolick, litigation director for Institute for Justice, which represented Milwaukee families defending the program, described the ruling as stupendous.

dd"This is a decision with seismic impact for school choice everywhere," he said.

ddBarry Lynn, executive director for the Americans United for Separation of Church and State, which helped bring the lawsuit, said the decision would be appealed to the U.S. Supreme Court.

dd"When you give tax dollars to a parent to pass it on to a school, it's still tax dollars flowing directly to a religious ministry," Lynn said.

ddWisconsin was one of five states with school choice lawsuits pending in state courts. Others are Ohio, Arizona, Vermont and Maine.

ddJames Hall, attorney for the National Association for the Advancement of Colored People, had told the Supreme Court in March that the program may be discriminatory.

inatory because many religious schools are all-black or all-white.
ddThe ruling today said the state did not act with an intent to discriminate and
d that the amended program is "race neutral."
ddThe amended program "allows a group of students, chosen without regard to race,
e, to attend schools of their choice," the decision
said.n

Publication#W\ P&P# 2. Associated Press"Publication" #:\ P'P#06-09 4:43p

Headline#\ P(P# Riley says Clinton agenda will help schools fight crimeHeadline
e #:\ P)P#

By ROBERT GREENE

AP Education Writer

ddWASHINGTON (AP) - With jabs at the National Rifle Association and Congress,
Education Secretary Richard Riley said

Tuesday that President Clinton's education agenda would help curb school violence. He also outlined efforts by the Education and

Justice departments to deal with the problem.

ddIn a speech, Riley urged lawmakers to pass spending increases for drug and violence prevention coordinators, delinquency and truancy prevention and after-school programs. He urged Congress to pass bills to improve literacy, build schools and hire more teachers.

dd"Schools are being asked to pick up the pieces" from a society that glorifies violence, accepts drugs and makes it easy for young people to get guns, Riley told a departmental conference on the federal Safe and Drug-Free Schools program. Although schools are generally safe, Riley said, a number of fatal shootings by youngsters have raised concern.ddThe issue has reached the upper levels of politics this congressional and gubernatorial election year. Clinton's pollster, Mark Penn, said last week that Democrats are perceived as strong on education but weak on crime, making school safety a "key battleground."

The Republican Party, meanwhile, is planning to announce a schools agenda June 19 that stresses codes of behavior, witness protection and giving teachers more power to remove dangerous students from the classroom.

dd"Students can't learn when they're afraid and teachers can't teach when they're afraid," said party spokesman Mike Collins, who cited government statistics to show violence and threats are a daily fact of school life, not random occurrences.

ddRiley also struck back at actor Charlton Heston, newly elected president of the NRA, for his assaults on Clinton's character and record.

dd"If Charlton Heston and the NRA want to come into the 'mainstream of American political debate,' then they need to stop defining themselves as 'victims of media manipulation' and help keep our children from becoming victims of gun violence."

ence in our schools, in our homes and in our streets," he said. "I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children."

Prisons are full of high school dropouts who cannot read, Riley said, yet Congress "continues to dilly dally and dawdle" rather than enact a 2-year old, \$2.4 billion proposal by Clinton to build a corps of reading tutors.

Riley said he and Attorney General Janet Reno would begin meeting this summer with young people to talk about violence and drugs. The two departments will develop a model for schools in small communities to deal with crises, such as shootings, after they occur. And the departments will create a guide, to be ready this fall, to help teachers and principals identify troubled children.

However, Riley warned, "we need to be very cautious about the idea of sorting our children and labeling them," saying that approach has hurt minority youth.

The department will look, with the surgeon general's help, for ways to improve links between schools and mental health facilities and see that schools hire more counselors.

Publication#W\ P*P# 3. Associated Press"Publication" #:\ P+P#June 10, 1998

Headline#\ P,P# \$200 million fund created for private-school vouchers Headline #:\ P-P#Subhead#[\ P.P# Two businessmen are providing half of the money. They expect the rest to be matching dollars. Subhead#:\ P/P#

By Timothy Williams
ASSOCIATED PRESS

NEW YORK "A wealthy venture capitalist and an heir to the Wal-Mart fortune announced a \$200 million scholarship fund yesterday to allow poor children to attend private schools.

The Children's Scholarship Fund is to help at least 50,000 children now enrolled in public schools to attend private schools by fall 1999. Organizers said their intent was not to undermine public education but to strengthen it by providing competition.

"We are not opposed to public education. What we are in favor of is good public education," said Theodore J. Forstmann, senior partner of Forstmann Little &

Co., a pioneer of the leveraged buyout. "What we are in favor of is competition. It is very hard to compete with a monopoly; that's why we don't have them in business."

Forstmann and John T. Walton, a director of Wal-Mart, announced the creation of the fund at a news conference. The two have pledged to personally put up a combined \$100 million of their fortunes for the fund. The other \$100 million is to be matched by individuals in participating cities nationwide. The children w

ill be selected by lottery.

ddThe fund's contributions have been matched in New York, Los Angeles, Chicago, Washington, and Jersey City, N.J. The group hopes eventually to expand to as many as 50 other cities.

ddParticipating families are expected to be asked to contribute between \$300 and \$1,000 toward the private-school tuition, depending on their income and the cost of the school. Typically, the families must be eligible for the federal reduced-price lunch program.

ddSandra Feldman, president of the American Federation of Teachers, which represents one million teachers nationwide, said the union would rather have the money spent to shore up public education.

dd"We have no argument with it, but we think the focus should be on public schools," she said. "We are making great progress in some of the problem schools in

the inner cities, and the majority of public schools are doing a good job."

ddSimilar privately funded voucher programs around the nation have proven wildly popular with parents. In New York, for example, about 22,000 applications for

the Choice Scholarship Program are received each year for 1,000 slots.

ddFormer Disney president Michael Ovitz, who heads the fund's effort in Los Angeles and whose three children attend private schools, said the necessity of such private ventures was borne by the quality of public education.

dd"I got a really terrific public education," said Ovitz, who also attended the news conference. "I am a strong believer in public education, and I am also a strong believer in options."

ddNew York Mayor Rudolph Giuliani, a vocal supporter of private initiatives in public education, lauded the investors.

dd"I believe it's a major breakthrough," said Giuliani. "I think people will look back on what you've done and say you've created a revolution in public education."

ddBarbara Davis, a mother who said she planned to take advantage of the scholarship program, said at the news conference that she would otherwise be forced to

send her 5-year-old daughter to a local New York public school that had a bad reputation.dd"Without this scholarship, I'd worry about my daughter's future," said Davis. "She'll be starting first grade, so it's a relief to think she'll s

tart with a quality education."

ddThe Children's Scholarship Fund will be similar to the Washington Scholarship Fund, a program Forstmann and Walton set up last year. That program received 7

,500 applications for about 1,000 scholarships this year.

ddThe new fund has sent 300 applications to cities nationwide to gauge interest. It will announce the winning cities in September.n

Publication#W\ P0P# 4. Boston Globe"Publication" #:\ P1P#June 10, 1998

Headline#\ P2P# \$100m donated to promote school choice Headline #:\ P3P#

By Fred Kaplan, Globe Staff

NEW YORK - Two wealthy businessmen put up \$100 million yesterday for a scholarship fund to let poor children attend private and parochial schools, and called on corporate executives across the country to match their donation. If their gift is fully matched, the sum could aid 50,000 pupils over the next four years, and would be the largest amount of private money ever donated to students in kindergarten through high school. "We're giving poor children the same choice as children with money," said Theodore J. Forstmann, head of a multibillion-dollar investment company, Forstmann Little & Co., and now also the director of the Children's Scholarship Fund.

The huge donation was viewed by some as a breakthrough in educational philanthropy, by others as a pointed challenge to public education - especially after Forstmann, at a news conference yesterday, said many public schools have taken on "the traits of a monopoly. ... Monopolies don't work very well. They produce bad products at high prices. Education isn't any different in this regard."

Forstmann and the fund's codirector, John Walton, an heir to the Wal-Mart fortune, have committed \$20 million to pupils in five cities - New York, Los Angeles, Chicago, Jersey City, and Washington, D.C. The money has been matched by local executives, including the Hollywood mogul Michael Ovitz, who also spoke at yesterday's news conference.

Forstmann and Walton have also sent out letters to the mayors of 300 cities, including Boston, inviting them to bid for and match the other \$80 million. As

yesterday afternoon, such a letter had not yet arrived on the desk of Boston Mayor Thomas M. Menino, according to his spokeswoman, Jacque Goddard.

James O'Gara, editor of Philanthropy magazine, said in a telephone interview from his Washington office that the fund represents a "breakthrough" - not on

ly in the amount of money put on the table but in the degree to which the donors control its use.

The stock-market boom has created \$4 trillion in new wealth over the past three years, and many of its beneficiaries have found themselves with literally more money than they know what to do with.

"They're giving away money in the style of a venture capitalist," O'Gara said. "They're used to being personally involved in their business dealings. So

they want to bring this same involvement to their philanthropic dealings."

O'Gara said some of these new-style philanthropists have been influenced by financier George Soros, who has given hundreds of millions of dollars to Russia

and Eastern Europe, and by media magnate Ted Turner, who challenged his corporate brethren a

couple of years ago to give more to charity - then set an example

by donating \$1 billion to the United Nations.

ddForstmann has been another of these activist donors, as director of the International Rescue Committee, which created a medical program for war-wounded chil-

dren in Bosnia, and director of the Nelson Mandela Children's Fund.

ddHe emphasized yesterday that the Children's Scholarship Fund is nonpartisan, citing letters of support from President Bill Clinton

and House Speaker Newt Gi-

ngrich.

ddHowever, some education specialists predicted the fund will stir a controvers-

y - and wondered if it might be motivated, in part,

by a political agenda.

ddWalton is on the board of CEO America, an Arkansas-based group that advocates

a voucher system, which would let parents pay

for private schools with public

dollars.

ddProponents of vouchers argue, as Forstmann did yesterday, that all parents, n-

ot just the well-off, should be able to choose their

children's schools. Critic

s argue that vouchers could destroy public education by luring the strongest pu-

pils from the weakest schools.

ddSeymour Fliegel, director of the Center for Educational Innovations, which ha-

s helped create alternative public schools in New

York City, said in a telephon-

e interview that he hopes the Forstmann-Walton fund will not become "a forerun-

ner to vouchers."

ddHowever, he added, "I think what they're doing is fine. Guys with \$200 milli-

on - they could be sitting on the French Riviera.

They're going to give it to k-

ids? Fine!"

ddFliegel also noted that public schools could use the competition: "It's a ch-

allenge to public education. Challenges are good for us.

It's a good tap on the

shoulder."

ddSandra Feldman, the president of the American Federation of Teachers, which r-

epresents 1 million teachers nationwide, said the

union would rather have seen

the money spent to shore up public education.

dd"We have no argument with it," she said of the donation, "but we think the

focus should be on public schools."

ddWalton said he first became interested in the issue when his own son started

going to school. "It was very obvious," he said, "that

the vast majority of

children don't have access to the same options that mine did."

ddThree years ago, he and Forstmann put up \$3 million for a similar scholarship

fund in Washington, D.C. With virtually no

advertising, 7,500 parents applied

for the first 1,000 available slots.

ddTwo years ago, in New York City, Mayor Rudolph W. Giuliani and the Roman Cath-

olic archdiocese started a program to add 1,000 seats a year in parochial school

s for low-income children. More than 20,000 parents applied two years in a row.

dd"This is called 'demand,'" Walton said of these experiments, which inspired

him and Forstmann to take the idea nationwide.

ddForstmann said he hopes to have the program running in 30 to 50 large and medium-sized cities by 1999. The fund's directors will pick the winning cities this fall. Local leaders in each city, who applied for the grant over the summer and agree to match it with private funds, will announce the availability of scholarships and take applications. The parents who qualify, on the basis of financial need, will be entered into a lottery. The scholarship winners will be chosen by random.

ddIn the Washington, D.C., program, the average scholarship winner's family had an annual income of \$18,000 a year, and was awarded a \$1,000 grant to attend one of the participating schools, where the average tuition was \$1,955.

ddOther philanthropists have chosen schools as the object of their largesse in recent years. J. Walter Annenberg has given \$100 million to hundreds of public schools for various material improvements. Leonard Riggio, chairman of Barnes & Noble, recently spearheaded a drive to give \$10 million to his alma mater, Brooklyn Technical, a public magnet school.

ddHowever, O'Gara said the Forstmann-Walton fund is "the largest amount given to a school choice program."

Publication#W\ P4P# 5. Catholic World News"Publication" #:\ P5P#June 9, 1998

Headline#\ P6P# Congress Finishing Tax-Free Education Savings BillHeadline #:\ P7P#

ddWASHINGTON, DC (CWNews.com) - A congressional conference committee is almost finished with legislation that would create tax-free education savings accounts giving parents the choice to send their children to private schools, sources said on Monday.

ddThe bill sponsored by Sen. Paul Coverdell, R-Georgia, and Sen. Robert Torricelli, D-New Jersey, would allow tax-free savings accounts to be created for children, starting at birth. Up to \$2,000 a year could be contributed, with money coming from relatives, employers, foundations, or other sources. The accounts would permit tax-free withdrawals and the money could be used for a range of expenses from kindergarten through college, including tuition at private or religious schools.

ddPresident Clinton has threatened to veto the bill, saying it would only benefit the wealthy while siphoning money away from public schools. Supporters of the bill said it is intended to give greater choice to all parents, and give them the same opportunities as more privileged people, like Clinton himself, who sent their children to private schools. Clinton's daughter, Chelsea, attended the elite Sidwell Friends School after her father became president in 1992 until last year when she graduated.

Headline#\ P:P# Do School-Choice Programs Work?Headline #:\ P:P#
BILL HEMMER, CNN ANCHOR: The controversial question of school choice takes center stage today. In about an hour from now,

some private investors are expected to announce a twenty " or rather \$200 million scholarship fund to help public school children

attend private schools.

ddThey say they've received bipartisan backing, including support from the president, but critics call the plan a lifeboat strategy to save a few students and abandon the rest.

ddMeanwhile, some school-choice programs are already in place around the country.

ddCNN's Jonathan Karl takes a look at the affect on one student's education.

dd(BEGIN VIDEOTAPE)

ddJONATHAN KARL, CNN CORRESPONDENT (voice-over): Danielle Flythe is a 12 year old who takes her education seriously.

ddDANIELLE FLYTHE, ST. PETER'S INTERFAITH SCHOOL: As China grew, internal transportation and communication became a challenge.

ddKARL: Since kindergarten she has attended St. Peter's Interfaith School in Washington, D.C. Most of her tuition is paid for by a pilot program of the Children's Scholarship Fund.

ddFLYTHE: I really like St. Peter's, and I really wouldn't want to go to a public school because I want, like, the best education and get, like, the best of everything.

ddKARL: Danielle's eighth grade classes have only 18 people. With those small classes, and an emphasis on discipline, St. Peter's is a Catholic school that has avoided most of the chronic problems that plague that D.C. public schools.

ddFLYTHE: It's like sad how, like, you hear all these bad things about public school. And how they had to start school late and that, like, here we started on time and everything is fine.

ddKARL: In fact, for Danielle's public school peers, school started three weeks late last fall because of delays in repairing the city's crumbling school buildings.

ddLYNN RONEY, DANIELLE'S GRANDMOTHER: We've even, you know, talked about another public high school here, and we took her by there even, and she said, Well, it's time to go now, let's go. Because she has closed it off in her mind.

ddKARL: But Danielle does think D.C. can improve its public schools.

ddFLYTHE: If maybe, like, they raise standards and, like, give them more homework, and make sure that the kids really understand it.

ddKARL: If only fixing D.C.'s public schools were so easy. But Danielle is one eighth-grader lucky enough to win a scholarship to go to a school that works

s.
ddJonathan Karl, CNN, Washington.n

Publication#W\ P<P# 7. Family News in Focus"Publication" #:\ P=P#June 10, 1998

Headline#\ P>P# Students Challenge Prayer Policy in DeKalb CountyHeadline #:\ P?P#

By Pete Winn, staff writer

ddAlabama congressman Robert Aderholt says he is proud of a Valedictorian and Salutatorian at DeKalb County schools. At their graduation ceremony they gave thanks to Jesus, even though a court-appointed prayer monitor took down notes on their speeches.

dd(Robert Aderholt) There was no way [those speeches] could have been construed as unconstitutional.

ddAderholt sponsored a bill to limit the way federal judges can impose sanctions on school systems. He also talked about his own faith in Jesus Christ.n

Publication#W\ P@P# 8. CNN Today"Publication" #:\ PAP#June 9, 1998

Headline#\ PBP# Does Huge Inner-City Scholarship Donation Create 'Lifeboat Scenario'?Headline #:\ PCP#

NATALIE ALLEN, CNN ANCHOR: Some critics of private school scholarships say they create a lifeboat scenario in which some students get saved, and the rest get abandoned. Joining us now from Washington is Sandra Feldman, president of the American Federation of Teachers. Sandra, what do you think about Mr. Fortsman's program?

ddSANDRA FELDMAN, AMERICAN FEDERATION OF TEACHERS: I have no problem with Mr. Fortsman's program. This is an act of philanthropy and charity. And one can't argue with that. This is his money and the money of other people who have it to give away. I have no problem with that.

ddI just want to say that 90 percent of America's school children are in the public schools and will continue to be in the public schools. And I agree with Danielle that the Washington, D.C. schools, as the schools in lots of other cities, can be fixed and must be fixed.

ddThe fact of the matter is that schools in New York and Chicago and other big cities across the nation are improving. And ultimately, what I am concerned about and I think what people who care about public schools have to be concerned about is making sure that the public schools do what Danielle wants them to do "have higher standards.

ddI'd like to see them have classes of 18, like the Catholic school that she goes to. Pay careful attention to every child, make sure that they do their homework

ork and that they understand what they're being taught. And we are seeing that happening more and more.

And I have been a big critic of schools that have lower standards.

And I believe that we've got to make sure that the public schools work for all the children. And that's simply got to be a priority.

ALLEN: But couldn't you have used Mr. Fortson's money if he had put it directly into the public schools to achieve some of those goals?

FELDMAN: Well, yes. And a lot of philanthropists have. We have wonderful contributions from Walter Annenberg and his foundation, for example. We have arts coming back into the public schools of New York City, and many other places because of the

Annenberg contributions. But, I can't argue with a particular philanthropist's decision as to how he wants to spend his own money.

I just want to make it very clear that public school children in large cities are not getting the kind of education that they need and deserve very often because

they don't have smaller class sizes. They don't have school buildings that are in good shape. They need

better trained teachers. They need proven programs

and they need to be kept to higher standards. And that is happening in schools in

districts all across the country.

Chicago, which was once labeled by a secretary of education as being the worst school district in the country is now a school

district in transition. It is

making wonderful headway. Its children are doing better. In New York City, the children just showed

continuing improvement in reading and math scores. And I

think the issue for me and I think for the public should be not whether or not

a particular act of philanthropy is good or bad. What could be wrong with that?

The issue should be are we doing what we should do for all of the children who are in public schools. Ninety percent of our

children are in public schools,

and are we making sure that they're getting the proper education. And that's my concern.

ALLEN: So, you would disagree with another member of your group who said this gift is saying, we don't believe in public schools.

FELDMAN: Well, I think that if that's what they're saying, then I would have to disagree with them. If they're saying we don't believe in public schools and

we wanted to take a few children out, I think that's a wrong attitude. If they're saying, we have some money to give away and we want to give scholarships to some children, that's hard to argue with.

But the fact of the matter is that 90 percent of America's children, 50 million children, over three million children in the cities in which these private

scholarships are being given, are in the public schools. And if we really care about the children of America, then

we'd better see to it that all of the public schools are good. Because there are not going to be seats for 50 million children in the private schools. We have to make sure that the public schools are good schools and that we have the kind of school system that will enable us to compete in a global marketplace. And I think that we're on our way to making that happen, even in places where the schools have been very troubled.

ddALLEN: Sandra Feldman, we thank you for joining us.

ddFELDMAN: You're very welcome.

ddALLEN: And we'll talk with the creator of this program in just a moment.

Publication#W\ PDP# 9. CNN Today"Publication" #:\ PEP#June 9, 1998

Headline#\ PFP# Philanthropist Explains Huge Inner-City Scholarship Donation

Headline #:\ PGP#

NATALIE ALLEN, CNN ANCHOR: And joining us now from New York is investment banker and the scholarship fund co-creator that we've been telling you about, Ted Forstman, whose program will spend \$200 million in partial scholarships to help more than

65,000 public school children go to private schools. Mr. Forstman, thanks for being with us. This is a big day for you. You just had your news conference this morning. It must be exciting.

ddTED FORSTMAN, CHILDREN'S SCHOLARSHIP FUND: Very exciting.

ddALLEN: How did you come up with this idea?

ddFORSTMAN: Oh, well, I've been involved with various children's causes around the world for some time and with trying to get a better education for poor inner city kids for over 10 years here in New York.

ddSo it's kind of a long story for me and you know, I've over the years, come to realize that it's not really fair that, and it is not equal opportunity if you

you're " the sole reason that you can't pick a school on your own is because you're poor.

ddALLEN: And you've been working with students and working in a philanthropy like this like you say for sometime. Do you have a story to share about someone that

that you have seen change given opportunity?

ddFORSTMAN: Well, I been working with the inner city scholarship fund in New York for, as I say, over 10 years and John and

I started something in Washington

just last fall called the Washington Scholarship Fund which is going to get folded into this national effort.

ddAnd there are a lot of stories. I couldn't tell you one in particular, but there are " you know when a mother gets one of these scholarships for her child, you have a happy mother.

ddI think maybe the most interesting thing of all is the demand that I " I think what has pushed me forward to do this on a national

basis is the unbelievably
demand that these inner city families have for a decent, a better education.

ddIn New York City, the ratio of available scholarships " the organization that does this in New York has offered 2,200 I think
and I think they've had over
40,000 applications.

ddIn Washington, we offered 1,000 and we had over 8,000 applications in three months with no advertising or anything. So, you
know, I think the families are the
best judge of whether this should be or not.

ddThere's an enormous demand for this and I think, if you watch this over the course of the summer, we're going to take applications
from a whole lot of cities

and we're going to pick 30 to 40 to join New York, L.A., Chicago, Washington and Jersey City, which were
our first five and you're going to see a huge demand.

ddALLEN: And you said this isn't part of any ideology. This isn't a push to support, say the school voucher program that's being
debated in Washington that would
give poor students money to go to private schools, nothing like that?

ddFORSTMAN: No, it's not political at all. In fact, at the press conference today, we handed out letters from all the mayors, you
know, Mayor Daley is Democratic

and Mayor Riordan (ph) and Mayor Giuliani are Republican.

ddWe have letters from Speaker Gingrich and I have a letter that I read " that
I did read at the press conference from President
Clinton very supportive of
this.

ddThey realize " I think the bottom line really is that they realize " that competition, as Americans, I think we all realize
competition is not bad. It can't
be bad.

ddYou know, monopolies have been thought not to be a great idea for a long time
and monopolies in any area, whether it's education
or business or whatever, are
not a great idea.

ddIncreased competition is a good idea. I was listening to what the...

ddALLEN: Can I just interrupt. We only have time for just one more question. So
to the folks that criticize the program, that say
it's a life boat for some and

abandons the rest, you would say what?

ddFORSTMAN: Well, I guess I'd start by saying, I never said the ship was sinking
to begin with. So the premise is kind of
interesting. But in the event that the
" it's really kind of irrelevant to what we're doing.

ddWhat we're doing is trying to offer an equal opportunity to poor children. If
you get to a certain level of income, you can go to
whatever school you want

to. ddAnd in fact, as you probably know, many public school teachers send their kids to private schools because they're in an income
bracket that allows them

em to do it.

ddWhat we're saying is that, you know, poorer children ought to have the same opportunity and we're going to try to " this is the beginning. I think a lot of

people are going to join us. I hope so.

ddALLEN: We wish you well. Ted Forstman, thanks for being with us.

ddFORSTMAN: Thank you.

ddALLEN: All right.n

Publication#W\ PHP# 10. World View (CNN)"Publication" #:\ PIP#June 9, 1998

Headline#\ PJP# Wealthy Supporters of Private Schools Extend a Helping Hand to

Poor FamiliesHeadline #:\ PKP#

JEANNE MESERVE, CNN ANCHOR: Some wealthy supporters of private schools say they are ready to extend a helping hand to

poor families in the form of \$200 millio

n worth of scholarships. The Children's Scholarship Fund was started by investm ent banker

Ted Forstmann and Walmart heir, John Walton. It's intended to allow

50 thousand children to receive partial scholarships to private

or parochial sc

hools. But some inner city kids and their parents say that their public school suits them just fine.

ddCNN's Gary Tuchman reports.

dd(BEGIN VIDEOTAPE)

ddGARY TUCHMAN, CNN CORRESPONDENT (voice-over): They come from around the globe

. Four hundred fifty students from

60 countries go to the International High Sc

hool in Queens, New York. It's a school for students who are not able to pass a

n English

proficiency exam. So one might assume it's just another public school

with substantial problems. But:

ddERIC NADELSTERN, INTERNATIONAL HIGH SCHOOL PRINCIPAL: We have an attendance,

retention, course pass rate,

graduation rate and college acceptance rate, all a

t or above 90 percent.

ddTUCHMAN: The horror stories of life in many public schools are legendary. Cla

sses that are over crowded and buildings that

are falling apart. Classes held i

n stairwells because there are not enough classrooms for everybody. But the Int

ernational School's

fortunate enough to have a bit more room and lucky enough t

o be one of 1,000 public schools nationwide to receive funding from

a foundatio

n of philanthropist Walter Annenburg. But this school says the biggest differen

ce is it's philosophy. The teacher should

develop their own curriculum.

ddJANET PRICE, INTERNATIONAL HIGH SCHOOL TEACHER: That's very important because

we know our students best. We

know what they need.

ddTUCHMAN: This class brought in a Russian immigrant to talk to students about

how he has progressed from a dishwasher to a successful consultant.

ddUNIDENTIFIED STUDENT #1: So did you have more fun when you were a dishwasher or...

dd (LAUGHTER)

ddUNIDENTIFIED MALE #1: Let me assure you, I never had fun as a dishwasher.

ddTUCHMAN: The International School say many of the students here is proof that America's public schools can work and work well.

ddNATALIA SAENZ, STUDENT: You feel like the people here are your parents. Teachers are always there for you. The students are very friendly. It's very comfortable environment.

ddTUCHMAN: But that doesn't make mothers like Gloria Figueroa feel any better. Her two children go to a public school she feels is unacceptable. And she was r

ecently turned down for the new scholarship program that will send 50 thousand public school students

to private schools.

ddGLORIA FIGUEROA, PUBLIC HIGH SCHOOL PARENT: I want them to have a better education. You know, not just enough,

but more than enough.

ddTUCHMAN: She'll apply again for the private school scholarship. But Gloria Figueroa would gladly accept a public school with reputation like the International High School.

dd(on camera): There are many public schools that are inadequate. No one denies that. But it's schools like this one that provide a reminder that a quality ed

ucation doesn't have to go hand in hand with a tuition bill.

ddGary Tuchman, CNN, New York.n

Publication#W\ PLP# 11. Investors Business Daily"Publication" #:\ PMP#June 10, 1998

Headline#\ PNP# School Voucher Advocates Offering \$200 Mil In Grants

Headline

#:\ POP#

Supporters of private school vouchers, including former Disney President Michael

I Ovitz and Wal-Mart heir John Walton, created

a \$200 million scholarship fund

for poor families in big cities. The fund, started by venture capitalist Ted Forstmann and Walton,

plans to send 50,000 children to private or parochial schools

by the 1999-2000 school year.n

Publication#W\ PPP# 12. Christian Science Monitor"Publication" #:\ PQP#June 10, 1998

Headline#\ PRP# Bad Scores? Sure, but No Flunking Headline #:\ PSP#

Scott Baldauf,

Staff writer

of The Christian Science Monitor

ddWACO, TEXAS " For years, the Waco school system has had a problem at graduation time. Following the unspoken, and

illegal, policy of social promotion, teachers were inflating the grades of poorly performing students and passing them on to the next grade.

This year, for the first time, Waco school officials decided to crack down. They required children from third through eighth grade to pass a state achievement test in order to advance, and the results were grim: More than 20 percent of the student body failed.

Now Waco school officials are facing a parental revolt and a handful of lawsuits. They are also having trouble finding enough qualified teachers to handle the largest summer school program in city history to deal with students held back.

"I think it's totally unacceptable to have that percentage of students not having mastered the correct level of curriculum," says

Rosanne Stripling, Waco's

school superintendent. For years, she adds, Waco was far below the state average in achievement scores

and nothing seemed to boost the numbers. "But when we established this policy, we really got some folks attention."

The problem of social promotion is faced by nearly every school district in the country, and while it has few defenders in principle, it is difficult to eradicate in practice. Some educators and parents argue that holding students back to repeat a year only ends up

discouraging students and encouraging them to drop out. Others say schools must return to the tough standards of yesteryear, when the only way to advance was to know the material.

"The most important effect of getting tough is that in the students' minds, they now know what they need to know," says Kathy

Christie of the Education Comm

ission of the States, a Denver think tank. "We should be more proactive - tell students, 'This is what

we expect. We're not going to allow you to fail, period

' "

Good politics

The common-sense appeal of ending social promotion also makes good politics.

During a campaign visit, Gov. George W. Bush

(R) said Waco was doing exactly what

he envisions of Texas schools, and he unveiled plans for the next legislative session to require

all Texas students to pass the state achievement test to advance to the next grade.

"The practice of passing students to the next grade without having grasped the basic building blocks of knowledge subjects those students to failure," says

Linda Edwards, Governor Bush's spokeswoman on education issues.

Of course, Waco has made provisions for handling the excess number of students piling into this year's summer school, and plans

to spend \$1 million to get a

many of them as possible to pass to the next grade. That said, schools officials only expect one-quarter

of the students to pass the test on the second try.

For Lester Gibson, however, using achievement tests to halt social promotion is misguided and illegal. He is filing one of a handful of lawsuits against the

district to stop it. The problem, he says, is that the state achievement test - the Texas Assessment of Academic

Skills (TAAS) - was intended to assess whether schools were teaching the proper curriculum. Test results were never meant to

measure individual achievement, he says, and releasing confidential scores to parents and teachers violates state law.

"It's a public accountability measure, and TAAS is the instrument that measures whether the 1,044 school districts in the great state of Texas are doing the

ir job and teaching the skills," says Mr. Gibson, who likes to illustrate his points by writing on a

chalkboard in his office. In his view, teachers who give out inflated grades should be fired, and school officials who know about social

promotion are ultimately culpable.

"If they were teaching the required curriculum and skills, then any kid could pass the test," he says, noting that many schools in

Waco's poorer neighborhood

still don't have enough textbooks for students to take home. "Who is accountable for that?"

Divided town

Out on the streets of Waco, social promotion is the biggest topic in town. Few people think children should be passed to the next grade without having basic

math and reading skills, but some worry about a single test having so much importance. "It's unfair to

a kid, after he's worked so hard for a year, to fail

him just because of one test," says T.J. Haliburton, assistant sales manager at The

Hub, a downtown haberdashery. His co-worker, Allen Dixon, agrees that the pressure of a pass-or-fail test is harmful. "My son did pretty well," he says.

"He was

pretty happy about it, but some of his friends weren't happy at all."

Across the street, a hulking but affable juvenile-detention officer named James says Waco school officials should modify their

policy to be tougher on the older

kids and more lenient on the younger ones. But overall, he agrees with Waco's tougher stand. "Life

is a level," he says, "and if you're not able to pass

a test, you should be held back."

Publication#W\ PTP#13. CyberTimes (New York Times online)"Publication"#:\ P
UP#June 10, 1998

Headline#\ PVP#Bits-per-Gallon: Bookmobiles Now Offer Internet
AccessHeadline

#:\ PWP#

By PAMELA MENDELS

ddThe bookmobile for the Burlington County Library in southern New Jersey offers patrons an ever-changing collection of about 4,500 books, videocassettes and other materials.

ddThis month, assuming all goes according to plan, the big white vehicle with royal blue trim and a wheelchair lift will also be offering access to the Internet.

ddAnd in doing so, it will join a small but growing number of those venerable, lumbering, libraries-on-wheels that have either already gone cyber or expect to do so soon.

dd"Essentially the same sort of services provided in the library, bookmobiles are trying to provide on the road," said Bernard F.

Vavrek, a professor of library science at Clarion University in Clarion, Pa., and director of the Center for the Study of Rural Librarianship.

ddMany of the bookmobiles that have gone online have done so primarily to make operations run more efficiently for the peripatetic librarians and their patrons,

by connecting them electronically to the innards of the stationary library's computer systems. Others also hope to allow patrons who depend exclusively on the bookmobile (and therefore might not be able to use a conventional library's

online resources) to get a chance to see what the Internet is like.

ddVavrek could not say exactly how many bookmobiles have gone online. Of the roughly 900 library systems in the country that have bookmobiles, he estimated that

at "less than 100" have some sort of electronic connection so far.

ddBut, he added, he believes that number is growing, as evidenced by much active interest in the subject recently on a bookmobile listserv maintained at Clarion.

ddAmong the institutions with plans to put their bookmobiles online shortly are libraries in Montgomery County and Chester County, both outside Philadelphia.

ddOne of the old-timers in the field is the bookmobile operated by the Newark Public Library in Ohio which has been online using cellular telephone technology

for almost two years. The system, which displays text only, is used mainly by librarians for electronic checking in and checking out, said Wilma J. Lepore, director of the Newark Public Library, which serves an area about 45 miles east of Columbus.

ddAmong the bookmobiles that have gone digital and offer graphics as well as text are two "one for children, one for senior citizens" run by the San Francisco Public Library. Last month, the vehicles, each equipped with a laptop computer and wireless

technology, launched their online services. Librarians in the vehicles now can connect to the library's internal computer system and

do such

things as put books on reserve for bookmobile patrons.

ddThey also can conduct Web searches for patrons and, if time permits, allow visitors to do some surfing themselves, said Karen

S. Buntin, children's bookmobi

le librarian. Buntin recently performed a bookmobile Web search for a teacher looking for magazines

about pre-school education.

ddIn Burlington County, the bookmobile is expected to be equipped with two laptops and a personal computer, according to Sarah

C. Thompson, bookmobile supervi

sing librarian. She is hoping that will mean equipment enough for patrons to do their own Web

searches. There will be one big constraint, however: time. The b

ookmobile visits 53 different stops over a two-week period, so there

will be li

ttle opportunity for patrons at any stop along the way to spend hours surfing.

ddBut Thompson is hoping the Internet access, which is being paid for by a \$15,

000 grant from Bell Atlantic New Jersey, will prove

especially helpful to the 4

0 percent of Burlington County bookmobile patrons who live in the retirement communities of southern

New Jersey. "We plan to go to these places and do introdu

ctory demos on computer systems," she said.n

Publication#W\ PXP# 14. The Washington Post"Publication" #:\ PYP# 06/10/98; Edition: FINAL; Section: A Section; Page A02

Headline#\ PZP# Schools Chief Challenges NRA to Disarm ChildrenHeadline #:\ P

[P#Subhead#[\ P\# 'Love Affair With Violence' Blamed in Shootings

Subhead#:\ P]P# By William Branigin

Washington Post Staff Writer

Education Secretary Richard W. Riley , expressing alarm about a spate of school shootings, yesterday challenged the National

Rifle Association and its new p

resident, actor Charlton Heston, to stop complaining about their media image and

start working to

keep guns from unsupervised children.

ddIn a speech to school officials from around the country, Riley attributed recent

school shootings in Springfield, Ore., Jonesboro,

Ark., and other towns to

a national "love affair with violence" and urged parents to "reconnect" with their children to head off trouble.

ddHe also called on Congress to pass administration-backed programs aimed at improving the nation's schools and reducing drug

use and violence.

ddBut he reserved his sharpest comments for the NRA, whose newly elected president lashed out at the Clinton administration and

the news media on Monday, even

as he pledged to steer the 2.8-million-member organization back to the U.S. political mainstream.

dd"Unsupervised gun use and children do not mix," Riley told 450 school officials

involved in the federal Safe and Drug-Free

Schools program. "If Charlton Heston

ton and the NRA want to come into the 'mainstream of American political debate,
' then they need
to stop defining themselves as 'victims of media manipulation'
and help keep our children from becoming the victims of gun violence
in our sc

hools, in our homes and in our streets. I challenge the NRA to direct its atten
tion to getting guns out of the hands of
unsupervised children."

ddBill Powers, a spokesman for the NRA, said instead of criticizing Heston, Ril
ey would do better to reduce violence in schools
through policies that deal mor
e effectively with troubled children.

ddThe NRA is not opposed to such safety devices as trigger locks, but opposes "
one-size-fits-all federal mandates," Powers said.

"You can't legislate responsi
bility. The key is education."

ddWhile 90 percent of U.S. schools "are free of serious violent crime," Riley s
aid, the recent killings at several schools have "sent
a shudder of doubt" thro
ughout the country.

dd"As long as this society continues to glorify violence, continues to make it
easy for young people to get guns " and as long as
we continue to hide our head

s in the sand or fail to reach out when a young person is truly troubled " we w
ill have to confront

tragedies like Springfield and Jonesboro," Riley said.

ddSaying that "6,000 young people are killed every year with a gun," Riley desc
ribed what he said was a growing sense of urgency
during visits to schools arou
nd the country.

ddOne of the school officials attending the conference, Gus T. Dalis of the Los
Angeles County Office of Education, said the nation
needs to "denormalize" vio

lence much as it has done with smoking on TV and in movies. "We need a social m
arketing approach,"
he said.

ddBarbara Morningstar, a coordinator of the Safe and Drug-Free Schools program
in Fort Lauderdale, Fla., said schools there are
taking many more precautions b
ut that it isn't always enough to stop violence from spilling over into the sch
ools.

ddShe cited a recent incident in which a Fort Lauderdale teacher was killed by
her boyfriend in a school parking lot. "What's
happening out there is coming in
, and we don't have any control over it," she said.n

Publication#W\ P^P# 15. The Washington Post"Publication" #:\ P_P# 06/10/98; E
dition: FINAL; Section: A Section; Page A01

Headline#\ P^P# Taking a Leap Into CollegeHeadline #:\ PaP#Subhead#[\ PbP#
14-Year-Old to Follow Sisters, Skip High School
Subhead#:\ PcP# By Ellen Nakashima
Washington Post Staff Writer
Cambria Watson is 14, a slip of an eighth-grader moving from one group of pals

to another, their cafeteria tables at Takoma Park Middle School cluttered with book bags, juice boxes and Winnie the Pooh note pads. This fall, she'll be a college freshman, taking English 101 and living in a dorm 160 miles from her Silver Spring home.

It shocks her buddies to hear that she's skipping high school. "Cambria's going to college!" they exclaim. But Cambria is following in the footsteps of her older sisters, both of whom graduated from middle school to enter a special program for young achievers at Mary Baldwin College in Staunton, Va.

Tenea, 17, just got her bachelor's degree in chemistry from Mary Baldwin and is headed for the University of Rochester to pursue a doctorate. And Noshua, 20, will receive her master's degree in economics from Stanford University on Sunday.

Despite the sisters' academic success, everyone from the grandparents to the girls plays down the notion that intellectual supergenes vaulted them past their peers. In fact, although Cambria is in a magnet program with bright students, there are others in her class who have higher grades but who would never consider skipping high school.

The Watson girls got where they are because their parents pushed them to maximize their abilities. As African American females, the parents felt, their daughters faced a host of challenges: discrimination, pressures to conform and lowered expectations. Because their parents believe education is the key to success, they leapt at the Mary Baldwin program as a way to give their girls a head start.

"You're talking to someone who believes that giftedness isn't rare," Aremita Watson says. "What's missing is the environment and the motivation to bring out these gifts in children. That's what I work real hard to give my girls."

Cambria resisted the idea at first. She knew she would miss her dance lessons, where she's learning jazz, tap and ballet. She did not want to be a carbon copy of her sisters. She discussed her concerns with her parents.

"I'd give them my reasons for not wanting to go, and they'd talk about all the benefits I'd get at Mary Baldwin and how it kind of overruled high school," she says.

Her sisters tried to persuade her, too, talking about how great it was and how she'd do things she couldn't do in high school.

Finally, she came around.

And so, for Cambria there will be no senior prom, no football pep rallies, no homecoming dance. Instead, there will be tea with the college president, late-night pizza at the dorm, campus mixers with guys from neighboring schools.

The Watsons know that some experts would say they have pushed their daughters too far, too fast. But they believe that not helping their children reach their fullest potential is a greater disservice.

dd"If you can play minor league baseball or you can play major league baseball, why do you want to play in the minor league?" asks Rudy Watson, 44, a project manager for IBM in Bethesda.

dd"You have to teach them to be self-motivated," says Aremita Watson, 44, a former statistician and entrepreneur who now volunteers with the Maryland Information Technology Center. " . . . They're doing this for themselves, not for you."

ddThirteen years ago, Mary Baldwin became the nation's first all-female residential college to offer a program specifically targeting young, bright students after it admitted an eighth-grader who commuted to campus and wound up graduating at the top of her class.

dd"The idea was there may be a new population out here that the college could tap into," said Celeste Rhodes, executive director of the college's Program for the Exceptionally Gifted.

ddCambria will be one of about 65 girls in the program, which houses girls on campus for their first two years along with staff. Of those who enroll in the program, about one-third graduate from Mary Baldwin; the rest transfer to other universities, often seeking a coed campus or a different college environment.

ddAdministrators screen carefully not only for intellectual ability but emotional maturity. "We look for the student who loves to learn, is open to criticism and grows from it . . . who has a sense of herself," Rhodes said. "A common theme we hear is the need for challenge, a frustration with where she is at the moment."

ddSome experts frown on sending 13- and 14-year-olds to college, saying their social and emotional development will be hindered.

"It can be done by a few people, but it's not for most people," said Julian Stanley, of Johns Hopkins University, a pioneer in researching gifted children. He said students that young and bright would do better to take advanced-placement or honors courses for a couple

of years before deciding to go to college.

ddNoshua was the first Watson girl to go to Mary Baldwin, seven years ago. Tene'a followed after graduating from Earle B. Wood

Middle School in Rockville four years ago. Both have full scholarships at their respective universities, while Cambria's \$20,000

annual college tuition will be covered by a loan.

ddThe three sisters attended public schools in Montgomery County: Rockville, Gaithersburg, Silver Spring. Their family life reflected suburban normalcy. They

ate dinner together, their parents read to them, they went to church, they had sleepovers. Dad

listened to Prince while Mom put on blues and gospel.

ddTheir recollections of growing up reveal a driven but supportive family, one that isn't too achievement-oriented to watch cheesy

movies and kid each other about how Tenea is "boy crazy" or Rudy likes to point himself out in photos. They celebrated their accomplishments, lamented what they might have missed out on and fretted at times at how hard they had to work.

ddRudy and Aremita were always looking for ways to break learning down into small, simple steps. When Noshua was a toddler, Rudy would cut out logos from store bags and tape them to the wall. Show me the Giant sign, he'd say. Which one is Kmart? That helped lay the foundation for the girls' reading by the age of 3 or 4, he says.

ddComics, the backs of cereal boxes, novels "it didn't matter what they read," says Aremita, who, Cambria blurts out, has 16 books checked out from the library. "I told them I learned to read reading True Confessions!" Aremita says, laughing.

ddTheir motivation to push their daughters is rooted in their family histories. They saw parents and grandparents with college degrees struggle to advance. Still, they realized that education is the door to opportunity.

ddRaised in Canton, Ohio, Rudy was the only one of seven siblings to go to college, receiving a bachelor's in information processing and a master's in information systems technology from George Washington University. What struck him was how powerless his father, who never finished high school and rode a garbage truck, felt about affecting his own life.

ddAremita received a bachelor's degree in epidemiology and environmental health from GWU, later getting a master's degree in occupational health and systems safety engineering from West Virginia University. Growing up in West Virginia, she learned that the antidote to discrimination is schooling.

dd"If you had an education, that's something they'd never take away from you," says Aremita, who got her master's degree after her first two daughters were born.

ddStill, she resented that both of her grandparents had college degrees but ended up scrubbing floors and working in coal mines.

dd"Coming from families of highly intelligent beings and seeing them struggle, it's so disheartening," she says. "I knew I was discriminated against because I was black and female. And then because I was married. And then because I had kids. It was always just one thing after another."

ddShe says she wants her daughters to benefit from her experience, "so that they're not like me at 27, trying to get a master's degree, with two small kids, running back and forth and working full time."

ddNow Aremita's youngest daughter is going to take that long leap toward her mother's dream.

ddCambria scored 1020 on her SATs at age 12 "higher than the average for college-bound seniors. She says her magnet program for math, science and computer science

udies is "not that difficult at all." But the desire to leave home isn't as urgent as it was for her sisters.

ddShe doesn't talk about her decision with classmates. Though they're awed by her feat, they say they wouldn't want it for themselves. "She'll miss out on some of the social aspects," says a friend and classmate in the magnet program, Julia Kay, 13. "I'm looking forward to the high school experience."

ddCambria now says she is happy with her decision, as surreal as it seems. "I am glad I'm going, but I can't picture myself there at all." In fact, when she looks back on the arguments her sisters gave, it was "kind of hard to believe," she says. "I mean, I still remember them calling home and crying."

ddNoshua acknowledges that Mary Baldwin was not easy. She does recall phoning home once at 3 in the morning in tears. "I was studying calculus, taking 23 credits that semester. I was a wreck."

ddThe root of her trauma, though, was the "incredible social pressure" of being judged by a conventional standard, she says, by friends, neighbors and strangers at home and sometimes even by other Mary Baldwin students who weren't in her program.

ddPeople constantly told her, "What you're doing is not normal. It's going to damage you. It's going to make you dysfunctional. Your parents are abusing you!" says Noshua, who is now a Stanford teaching assistant and PhD student.

ddTenea, who left Saturday for Connecticut, where she's interning at the drug firm Pfizer for the summer, got a lot of that, too. And it irked her. "I turned out okay," she says. "If I had gone to high school, I would not be in a PhD program now, where they're paying my way for five years. I probably wouldn't have some of the confidence I have in my science skills."

ddCambria knows that she'll have to work hard. But she also knows Mary Baldwin is a friendly place. She knows the campus from having visited her sisters. Even so, Cambria says, it was her parents' wishes that influenced her decision.

dd"I know I have a choice," she says. "But I know it would be really hard to back up my choice with reasons, and I don't feel like doing that. And so, after a while, I didn't care."

ddCambria says she's ready to chuck some of her stuffed animals in her bedroom "an aquamarine and lavender sponge-painted gallery of mementos. She's hung on the walls pompons, a maraca, a plastic guitar, a ballet tutu, a Pizza Hut box and a yarmulke.

ddShe figures she'll see her friends enough "during the weekends and stuff," she said. "When we get together, we'll have fun."

ddAremita knows her daughter is setting off on a difficult path, but one she feels is worthwhile. "We strongly believe that trying new things, and not being afraid to fail, is very important in the learning process. How do you know if you can do it, unless you

try?"n

Publication#W\ PdP# 16. The Washington Post"Publication" #:\ PeP# 06/10/98; E
dition: FINAL; Section: A Section; Page A02

Headline#\ PFP# Two Philanthropists to Expand Private School Grants in
CitiesH

eadline #:\ PgP#

By Linda Perlstein

Washington Post Staff Writer

Two wealthy industrialists announced plans yesterday to give 50,000 needy chil
dren scholarships that would allow them to abandon
public schools in favor of p

ivate ones. The \$200 million initiative, which would be the largest of its kin
d, is the latest in a series of

efforts by private philanthropists frustrated w

ith the performance of public education.

ddWall Street financier Theodore J. Forstmann and Wal-Mart heir John Walton wil

l put up \$100 million of the money and will raise

the rest from other philanthr

opists and community groups around the country. The two men say they have lined
up \$19.4 million

in pledges in five cities, including Washington, and are seek

ing \$80 million more by summer's end.

TD Public schools are a monopoly, Forstmann said, "monopolies produce bad pr
oducts at high prices. Eventually, if there's no

competition, nothing works ver

y well."

ddAttempts to use taxpayer dollars to send children to private schools have hit

roadblocks both in Congress and in the courts. Last

month, President Clinton,

who opposes publicly funded vouchers, vetoed a bill that would have given Distr

ict students \$7 million

to attend private schools.

ddAs a result, donors are moving forward with projects. Last year, philanthropi

st Virginia Gilder offered \$2,000 each for students

at an Albany, N.Y., primary

school to attend private school. In April, a group of San Antonio business lea

ders put up \$50 million

to send 13,000 low-income students to private schools.

ddThe plans announced yesterday by Forstmann and Walton would expand a scholars

hip initiative the two contributed to last year

in Washington and New York. Alr

eady, 1,000 District students are offered scholarships through the program. The

new initiative,

called the Children's Scholarship Fund, will finance 400 more.

ddIn Washington and other cities where the two hope to start the program, \$1,00

0 scholarships will be offered to elementary and

high school students whose fam

ily income falls below a certain level " typically \$18,000. They estimate that

the money will cover

about half of the annual tuition costs in most cities, wit

h the children's parents committing to make up the balance. Students will be

se
lected by lotteries in 1999.
ddIn addition to Washington, the fund has lined up partners in Los Angeles, New
York, Chicago and Jersey City, where Mayor Bret
Schundler has chipped in \$25,0
00 of his own money.ddForstmann's supporters include many who oppose publicly f
unded vouchers. A White House spokesman, Barry Toiv, said that
President Clinto
n supports the effort but still firmly opposes using public money for school vo
ucher programs.
dd"They are in a position to help kids, and the president thinks that's great,"
Toiv said. "But the question of how we invest our public
resources is an entir
ely different one. The president thinks that money has to remain in public educ
ation."
ddEven the heads of the two largest teachers unions said they do not object to
private citizens giving scholarships. "I have no
problem with what is basically
a private act of philanthropy," said Sandra Feldman, president of the American
Federation of Teachers.
But "if the idea is that public schools don't work and
children must escape, I would oppose that," she said.n

Publication#W\ PhP# 17. The New York Times"Publication" #:\ PiP# 06/10/98Sect
ion: Metropolitan Desk; Section B; Page 11, Column 1

Headline#\ PjP# Voucher Program for Inner-City ChildrenHeadline #:\ PkP#
By JACQUES STEINBERG

A group of business leaders pledged yesterday to raise \$200 million for a nat
ional voucher program that would permit at least
50,000 inner-city public-schoo
l children to attend parochial and other private schools over the next four yea
rs. The businessmen said
they were trying to prod failing public schools into i
mproving by subjecting them to market forces.
ddImitating similar programs begun last year in New York City and Washington, t
he organizers of the venture, known as the
Children's Scholarship Fund, said th
ey had already secured commitments of \$140 million, including \$50 million each
from two
founding board members. They are Theodore J. Forstmann, a senior partn
er in Forstmann Little & Company, an investment firm,
and the chairman of Gulfs
team Aerospace, and John T. Walton, a director of Wal-Mart Stores Inc. and a s
on of Wal-Mart's founder,
Sam Walton.
ddTheir effort is one of the largest private investments on behalf of schoolchi
ldren, second only to the \$500 million that Walter H.
Annenberg, the philanthro
pist, committed to public-education reform over five years, beginning in 1993.
ddThe program announced yesterday, if fully financed, would also dwarf all of t
he private voucher programs that have sprouted in
more than three dozen cities
and towns in recent years, most of them in response to long-smoldering disconte

nt among parents and businesses with the quality of public education.
ddThe most comprehensive of those efforts is in San Antonio, Tex., where a local physician and a foundation that endorses vouchers have committed to sending a very interested public-school student living below the poverty level to private or parochial school, beginning next fall, through the end of high school. The cost of that program, which is being offered to more than 13,000 schoolchildren, is estimated at \$50 million over 10 years.

ddIn announcing the voucher program yesterday in the New York Public Library, Mr. Forstmann and Mr. Walton were joined by Michael Ovitz, a major investor in Live Entertainment, an entertainment company, and the former president of Walt Disney Company, and Mayor Rudolph W. Giuliani, a graduate of the city's Catholic schools. The Mayor inspired a group of Wall Street executives to create the New York program last year.

ddMr. Forstmann said that the extraordinary demand for the New York program "more than 40,000 applications for just 2,200 scholarships for the current school year and the next one" was all the evidence necessary to convince him that inner-city students craved alternatives to public schools.

ddMoreover, he said, the national voucher program would provide an outlet for businesses that are searching for new ways to invest in education and are frustrated that their financial commitments to many public schools have had little effect.

dd"I believe in public schools," said Mr. Forstmann, who attended only private schools, the Greenwich Country Day School in Greenwich, Conn., and later Phillips Academy in Andover, Mass. "But they're not working right in a lot of places. Money's not going to fix them."

ddThe only way to motivate public schools to improve is to threaten them with the loss of their students, Mr. Forstmann said, echoing the philosophy of the voucher movement.

dd"Competition makes you better," he said. "If you have a totally free marketplace in anything, and you don't compete, you go broke. If you do compete, you prosper."

ddLike the voucher program in New York City, the new foundation expects to award its scholarships to low-income students by lottery, in as many as 50 cities.

But unlike the New York group, which offers scholarships to students entering first through sixth grades, the new foundation will accept applications from low-income students in all grades.

ddWhile the New York organization, known as the School Choice Scholarship Foundation, has provided students with up to \$1,400

annually, in some cases covering
 full tuition, the national foundation will ask parents to cover at least 25 pe
 rcent of tuition and
 sometimes as much as 60 percent, depending on their means,
 Mr. Forstmann said. "They should own this," he said.
 ddThe national organization specified no limit on the amounts of individual awa
 rds, but estimated that the average tuition was \$1,995
 a year at private school
 s participating in existing voucher programs.
 ddMr. Forstmann said that the organization was seeking corporate and individual
 partners in large and small cities to match the \$100
 million that he and Mr. W
 alton had put up. He said the organization had commitments from patrons to rais
 e \$5 million or more in
 Los Angeles, New York, Chicago and Washington.
 ddIn New York, officials at the School Choice Scholarship Foundation, which has
 awarded \$11 million in three-year scholarships
 over the last two years, said y
 esterday that they were considering a partnership with Mr. Forstmann's group. I
 n Jersey City, N.J.,
 Mayor Bret Schundler said he would personally contribute \$
 25,000 in an effort to raise \$400,000.ddThose seeking to gain widespread accept
 ance for both privately and publicly financed vouchers embraced yesterday's
 ann
 ouncement as a validation of their movement.
 dd"This is a huge boost," said Clint Bolick, litigation director of the Insti
 tute for Justice. a public interest law firm that defends school
 voucher progra
 ms nationwide.
 ddBut the response was more measured from those who fear the encroachment of su
 ch efforts on public-education spending.
 dd"These are wealthy people, and if this is where they want to put their money
 , who am I to argue," said Sandra Feldman, the
 president of the American Feder
 ation of Teachers. Like many educators, she opposes vouchers, contending that t
 hey siphon money
 from public schools. "I would much prefer to have seen a cont
 ribution like that made to the public schools, the way Walter Annenberg
 did,"
 she said.n

Publication#W\ PIP# 18. The New York Times"Publication" #:\ PmP# 06/10/98Sect
 ion: National Desk; Section B; Page 11, Column 1

Headline#\ PnP# In Bilingual-Schooling Setback, Educators See Another
 Swing of
 PendulumHeadline #:\ PoP#
 By ETHAN BRONNER

With the defeat of bilingual schooling in California, educators around the co
 untry are examining that program's ill-fated path and
 drawing parallels to the
 outcome of other educational innovations of recent decades.
 ddThey say the story of bilingual education " its rise in the 1960's, preceded
 by little research or experience in it; its mushrooming

bureaucracy; the passion of its ill-prepared implementation, and, in California at least, its sudden abandonment for an equally unproved method " is the story of American education.

Whether the issue is reading or mathematics, outcome-based education or open classrooms, public schooling in this country lurches from one trend to its opposite with alarming speed and little forethought, they say.

"It is the pendulum-swing approach to educational reform," asserted Patricia Albjerg Graham, professor of the history of education at Harvard University.

"Bilingual education exemplifies the American enthusiasm to find a complete solution by going to extremes, when most solutions in fact are in the middle."

Chester E. Finn Jr., a senior fellow at the Hudson Institute, put it this way: "Bilingual education, like every interesting idea, was eventually carried to

a pernicious extreme and created its own backlash. It began for humane and reasonable motives. But it got distorted, twisted and turned into a caricature, with its interest groups and zealots and funding streams. The view was, If one year

of bilingual education is good, two years must be better."

Bilingual education " teaching immigrant children in their native language while they simultaneously learn English for several years " has hardly vanished overnight.

It exists in most states and has many backers and practitioners.

But it was decisively rejected last week by California voters, many of them Hispanic. Barring a successful court challenge, then, bilingual education will end

in the state that is home to 45 percent of the nation's children with limited English skills. And other

challenges to it, in the states and in Congress, suggest that its days as a widely hailed solution to the complex problems of immigrant absorption are numbered.

Yet the program that will replace bilingual education in California " one year of so-called structured English immersion for all limited-English students, with minimal instruction in other subjects during that period, all of it in English " comes equally untested.

That was the main reason many of California's political leaders and editorial pages gave for opposing the anti-bilingual ballot initiative, Proposition 227.

"So much of what we do in education is a reaction to what we just did," said Marc S. Tucker, president of the National Center on Education and the Economy

, in Washington. "A lot of people I know would have supported Proposition 227 if it had included two

to three years of English immersion rather than one, which is seen as draconian and hard to implement."

There has been a similar pattern in reading instruction, which has moved, on and off, from traditional phonics (the sounding out

of words) to so-called whole language (looking for contextual clues to meaning). The same has been true of mathematics, where the tradition of drill and practice yielded to a more conceptually oriented approach of word problems and team solutions before emerging to the fore again.

The reading wars are not new " Jeanne S. Chall, now retired from an education professorship at Harvard, wrote a book on the debate in 1967 " but they have grown so intense that a committee of experts commissioned by the National Research Council sought to put an end to them by studying the issue. In a recent report, the committee said there was merit to both approaches and to a mixture of them.

"So often," Mr. Finn said, "the truth about these things can be summed up with the word 'both.' "

Theodore R.Sizer, chairman of the Coalition of Essential Schools, a group advocating educational innovation, said being a teacher could be frustrating. "They

tell you not to use phonics or whole language," Mr. Sizer said, "when in fact a good teacher uses both

with an eye on who the kid is. We have this habit of giving simple encyclicals to define very complex issues."

That tendency appears to have grown more common in recent decades, with tug-of-war inside the educational system serving increasingly as proxies for battles

over larger societal concerns. (Larry Cuban, education professor at Stanford University, sees an

analogy to the religious wars of earlier societies.)

This has been the case to some extent since public schooling was made compulsory in the last century, but even more so since the 1960's, when education began to be viewed as a means toward national as well as personal well-being. "The answer for all our

national problems comes down to a single word," President Lyndon B. Johnson declared in 1965. "That word is 'education.' "

As a result, the war on poverty, absorption of immigrants and preparation of a new multicultural generation are all viewed as appropriate goals for the educational system. At the same time, parents look to schools as a cornerstone of

their children's credentials and financial future. Each set of forces creates pressures to innovate, but not necessarily in the same direction.

One factor in the failure of some innovations is the unacknowledged difficulty of undertaking them. Since reform often comes in response to a pressing problem " immigration, delinquency, international competition " adjusting the system

to meet the need is like repairing an airplane in midflight.

In "The Right to Learn" (Jossey-Bass, 1997), Linda Darling-Hammond, a professor of education at Columbia University, noted that after the Soviet Union launched Sputnik four decades ago, American policy makers felt an urgent need to

improve teaching. But despite research showing that approaches like "discovery learning" and team teaching prepared students to think more critically than did the rote approach of previous years, efforts to incorporate the new methods largely failed because teachers were not properly instructed in them.

"Perhaps the single biggest obstacle to maintaining progressive reforms is the extensive skill needed to teach both subjects and students well," Dr. Darling-Hammond wrote.

This is evident in the current examinations of what has gone wrong with bilingual education. Finding teachers who were fully bilingual was itself difficult, let alone making sure that they were also skilled and fully trained.

Catherine Snow, a professor of education at Harvard who was chairwoman of the National Research Council committee that examined the teaching of reading, said the trouble with many reforms is that "there is inadequate recognition of how much professional quality it takes to do a good job of them."

Most education research, Professor Snow said, is done by giving bold new ideas to first-rate teachers. Their successes produce "lots of descriptions of extremely wonderful, exciting classrooms and relatively few of average classrooms," she said. Far too little research, she added, takes the somewhat jaundiced but essential perspective: not of how good an approach can be when well done, but of how bad it will be when badly done.

Other experts say methods are less important than the presence of dedicated and thoughtful teachers.

"Many educational practices succeed by dint of our wanting them to succeed," argued Philip W. Jackson, professor of education at the University of Chicago.

Gerald Graff, a colleague of Professor Jackson at Chicago, says the cloistered nature of the classroom lets ignorance, misinformation and paranoia flourish among the general public outside. Educators, Professor Graff says, must acknowledge a growing and legitimate public concern over education and take initiative to explain themselves better, or face ill-informed tinkering by politicians and voters.

"The main experience of education historically is that of failed efforts," he said. "The more we fail, the more we try new things, and so you get these desperate swings."

"We fail partly because democratic education is such a tough challenge. It is a relatively new idea in the world to educate anything more than the elite. But the more people see they have a stake in it, the more fighting over it there will be. Something this valuable

and expensive is going to be fought over politically, and we educators have to be prepared to take part in that fight."

Publication#W\ PpP# 19. The Wall Street Journal"Publication" #:\ PqP# 06/10/98Section: Economy;

Headline#\ PrP# Hot Job Market May Melt Teens' Plans for CollegeHeadline #:\ PsP#

By Lucinda Harper

Staff Reporter of The Wall Street Journal

In March, Jessica Volness, a high-school senior in Fargo, N.D., told her grocery-store supervisors that she was thinking about taking a job elsewhere.

The supermarket, in a town with an unemployment rate of just 1.4%, promptly boosted her pay to \$6.10 an hour and promoted her to the courtesy counter from a cashier job to get her to stay.

It worked for a while. But come July, the 18-year-old will begin working full-time at a local hospital making \$6.85 an hour and receiving full medical benefits.

"I have the chance to move on to bigger and better things," says Ms. Volness, who graduated from Fargo North High School last week with no immediate plans for college.

Such is the life of teens this summer. In a strong economy, with a drum-tight labor market, many teens have more job options than they have had since any of her time in recent memory. High-schoolers are taking on the air of more experienced job seekers "playing one offer off against the next and boosting their pay in the process.

For teenagers, whose jobless rates have fallen from a high of 23% in June 1992 to just 14.2% in May, the abundance of good jobs is great news. But to some

educators, who want more high-school graduates to go on to college so they can fuel the sophisticated work force of the future, the phenomenon has a potential

negative side-effect: Fewer kids may choose to attend college.

"In bad times, people stay in school because they know they won't be able to find work," says a top economist for the Clinton administration. "Boom times of

fewer job opportunities they wouldn't have had before, so they join the work force." In May, the jobless

rate for high-school graduates who have no college education declined to 3.7%, the lowest since the Labor Department began tracking this data in 1992.

Peter Cappelli, director of the Center for Human Resources at the Wharton School of the University of Pennsylvania, says teens who are college-bound tend to

stay college-bound in good economic times. They just may opt to delay their entrance into school for

a while as they work. "The teens who are pulled more easily into full-time jobs are the ones who were already working part-time

during
high school," he says.

ddSo far, the government statistics don't show a shift. In 1996, the latest year for which numbers are available, 65% of high-school graduates enrolled in college in the fall immediately following their graduation, according to the Department of Education.

ddIf kids do start bucking college for a buck it will force employers to make some changes in order to keep pace with a high-tech economy, says Nevzer Stacey, senior research analyst for the Department of Education. "Employers are not going to get away with

just giving out jobs," Ms. Stacey says. "There will have to be a serious discussion in ways to get schools into the workplace."

ddIn the meantime, however, the trend has put teens in a tug-of-war between companies that really need low-skilled help right now and educators who worry about a looming shortage of high-skilled workers.

dd"Students are brainwashed that they have to go on to college in order to get anywhere," says Sharon Holzer, human-resources director for Grants Mechanical, which is in desperate need of young trainees to work at the Fargo mechanical contractor as

sheet-metal workers, pipe fitters, welders and plumbers. She says the company is having a difficult time getting young workers because many are heading off to get advanced degrees.

ddComparing a college-educated job applicant with one that isn't, Ms. Holzer quips: "At the end of four years, one will be \$40,000 in debt and looking for a \$10-an-hour job and the other will have no debt and already have a \$20-an-hour job. One will be in a suit going to work, and the other will be in blue jeans."

ddSuch remarks draw the ire of those who note that education is the way to effectively compete in the global economy. "Any

employer who says that it is better to go to work than to go on to higher education is purely self-serving," says Greg Tarpinian,

executive director of the Labor Research Association in New York.

ddNot only has the labor market for teens tightened, but there are fewer teens to go around than during some previous economic expansions. The result is that employers who had been hoping for a flood of noncollege bound high-school graduates to put a slight ease in their search for workers are turning up frustrated.

ddIn the past, Polymer Group Inc. has had a waiting list of teens wanting to get a job at its non-woven textile plant in Benson, N.C.

Workers make \$13.50 an hour, with full benefits, and there is ample opportunity for advancement. This year, production manager

Robert Dickens only heard from one student who was interested in taking a job: 19-year-old Jesse Zapata, who says he also is

entertain

ing another option of working at a welding shop.

dd"We're the second highest-paying plant in the area," Mr. Dickens says. "But people can find a job if they want a job, and kids haven't been coming here." Mr

. Dickens guesses that teens have been turned off by night-shift work and would rather take a lower

salary and work during the day.

ddAnalysts say teens are more likely to land jobs with benefits, flexible hours and paid training than before. Jason Pothoof of

Norristown, Pa., decided to ta

ke a job at a BMW dealership instead of a Rent-A-Center because he liked the hours better, even though

the pay is 75 cents an hour less. He gets full benefits

, a 401(k) plan and a bonus each month if the store makes its sales quota.

ddMr. Pothoof's job title is "lot attendant" and he gets to drive luxurious BMWs to their owners all over the Philadelphia area. "This

is better than I ever e

xpected," Mr. Pothoof says. He graduates from Norristown's Pathway School on Friday.

ddThe shortage of all types of workers means the Grants Mechanical in Fargo is more willing to give younger workers a shot than

before. "In the past, if they

had told me they needed six pipe fitters, I wouldn't have dared hire six people straight out of high school,"

Ms. Holzer says, adding that it is good to have

more experienced people on the job to help the younger ones.

ddNow, she says, she would hire as many as three high schoolers under the same circumstances. But there is one problem: "If I could

just find three high-schoo

l students, that would be amazing."n

Publication#W\ PtP# 20. The Wall Street Journal"Publication" #:\ PuP# 06/10/98; Edition: Southeast Journal; Section: SOUTHEAST JOURNAL; Page S2

Headline#\ PvP# Teachers Convey Safety Concerns In Design SurveyHeadline #:\ PwP#

By Kelly Greene

Last week, parents yanked 200 children from a suburban Atlanta middle school after word spread that a student had threatened to take a gun there to settle a fight.

ddBut parents aren't the only ones alarmed " and preoccupied " with a nationwide rash of school violence.

When 150 teachers in five Atlanta-area counties were asked to name the most important element to consider when designing a school, 98% gave the same answer: security.

ddThe teachers were interviewed in a telephone survey of 1,050 teachers and administrators in seven cities conducted for

Atlanta-based Heery International Inc

., an architecture and construction firm that has built more than 35,000 classrooms. The

findings, from interviews conducted in January, were consistent in al

l cities, but teachers in Atlanta and Dallas showed the most concern about safety, says Beth Schapiro, whose Atlanta market-research firm conducted the survey

ddIn addition, the firm created two Atlanta focus groups of teachers and administrators, which offered several safety-minded suggestions, such as designing schools with "fewer dead spaces around places like the stairwells and restrooms, where people can hide," says Ms. Schapiro. Another suggestion was placing cameras as throughout the facility to monitor common areas, hallways and even classrooms

ddSafety worries have split teachers' feelings on community use of schools, the survey suggests. Though some favor building schools with health clinics and other social services on campus, others worry that such services could bring in too many outsiders.

ddTeachers in Atlanta offered a range of other design ideas. Many wanted more adaptable classrooms for increasing numbers of computers. But most striking was the emphasis on security.

ddAs Lin Redden, a Heery vice president who handles school construction, observes, "If you think about it, that teacher is basically on an island when she closes that door."

Publication#W\ PxP# 21. All Things Considered (NPR)"Publication" #: \ PyP# 06/09/98Section: News; Domestic;

Headline#\ PzP# Prevention

Headline #:\ P{P#Subhead#\ P|P# Education Secretary Richard Riley spoke at a conference on school safety today in Washington. He emphasized the need for each and every school child to have at least one adult with whom they feel connected, comfortable, and able to talk with.

Subhead#:\ P}P# By Linda Wertheimer
Washington

DC; Robert Siegel, Washington, DC

ddROBERT SIEGEL, HOST: Kids and school violence were the topics today, when Education Secretary Richard Riley spoke at a conference on school safety here in Washington.

ddOne of the major themes: adults need to listen much harder to children than they do now.

RICHARD RILEY, U.S. SECRETARY OF EDUCATION: Violence, you see, is a language itself, a sound that always captures our attention, but always too late.

ddSIEGEL: Secretary Riley cited these statistics: 6,000 young people in this country are killed every year by people using guns; 5,000 commit suicide; more than a million children run away.

ddHe says it's essential for young people, in his words, "to feel connected, at

school and at home."

ddRILEY: We must commit ourselves to one very basic idea: that every single child in America, in a school, has a positive and caring relationship with at least one adult. This simply has to be the new standard that we set for our nation's schools and our communities.

ddSIEGEL: Education Secretary Richard Riley, speaking in Washington today.

dd

ddn

Publication#W\ P~P# 22. Dow Jones News Service"Publication" #:\ PP# 06/09/98

Headline#\ PP# E-Rate Plan Continues To Spur Debate As FCC Mulls ChangesHeadline

ne #:\ PP#

By Scott Ritter

WASHINGTON (Dow Jones)"Debate over a federal program designed to bring the Internet to the nation's classrooms and libraries

continued to burn this week, even

as federal regulators prepared to offer changes to the controversial subsidies.

ddThe Federal Communications Commission is expected as early as Wednesday to weigh in with changes to the so-called "universal

service" programs, which also include

subsidies that help keep basic phone rates affordable for rural and low-income households.

ddAll told, the programs add up to almost \$4 billion a year, according to industry estimates, and are paid for largely through fees

levied on long-distance telephone

carriers. AT&T Corp. (T) and MCI Communications Corp. (MCIC) say they plan to begin passing

those fees on to customers beginning in July.

ddAs much as \$2.65 billion of the subsidies will be used to give classrooms, libraries and rural healthcare providers cut-rate access

to the Internet. Critics

, including some of Capitol Hill's most influential lawmakers, say the FCC created a bloated bureaucracy to

oversee a program that's become far more expensive than envisioned.

ddCongress called for the schools, libraries and rural healthcare programs in the 1996 telecom-reform law, but didn't tell the FCC

how to administer them or how

much to spend.

ddMany lawmakers fear the FCC plan will lead to higher phone rates, a politically unpalatable outcome.

dd"The law calls for discounted services, not another bureaucracy and higher phone rates," House Commerce Committee Chairman

Thomas Bliley said in a speech he

made Tuesday.

ddnPublication#W\ PP# 23. Dow Jones News Service"Publication" #:\ PP# 06/09/98

8

Headline#\ PP# E-Rate Plan -2: Clinton Administration Defends

ProgramHeadline

#:\ PP#

The Virginia Republican was one of four key lawmakers who asked the FCC to suspend collection of the funding for the schools and libraries program and undertake a wholesale overhaul of the universal service system. The lawmakers, in a recent letter, called the FCC's efforts a "spectacular failure" and a "raw deal for consumers."

Besides Rep. Bliley, the letter was signed by Michigan Rep. John Dingell, the committee's ranking Democrat; Senate Commerce Committee Chairman John McCain, R-Ariz.; and South Carolina Sen. Ernest Hollings, the Commerce Committee's top Democrat.

Meantime, several Clinton administration officials defended what's been dubbed the "e-rate." Vice President Al Gore, in a statement Monday, said "cutting off the e-rate would close the door to our children's future."

Education Secretary Richard Riley, Commerce Secretary William Daley, Agriculture Secretary Dan Glickman and Health and Human Services Secretary Donna Shalala urged the FCC Monday not to jeopardize the program. "To claim that America cannot afford to make this investment is absurd," the four told FCC commissioners in a letter.

The FCC says that the cost of the schools and libraries fund has been offset by reductions in fees long-distance carriers pay local phone companies to begin and complete calls. Long-distance carriers have promised to pass those reductions through to consumers, and the FCC says long-distance rates have indeed dropped substantially over the past couple of years.

Still, the commission is looking to change the way the fees are collected. One possibility is to have local carriers like the Baby Bells collect their own portion of the universal service funds. Currently, long-distance companies collect those fees for local carriers.

Another proposal would extend the current fiscal year for the program to June 1999, while increasing funding for that period to \$2.4 billion. By extending the date, the FCC would effectively slow implementation of the program, a move that could ease fears

of lawmakers who say it's too costly. It would also help schools because the program would then match the academic year.

Bell Atlantic Corp. (BEL), for one, said it favors extending the current fiscal year and urged lawmakers and the FCC not to abandon the program "at the moment when it can begin to deliver the promise of the information age to America's students."

The Baby Bell said it also favors a proposal that would redirect a federal tax on telephone service to pay for the program. The 3% excise tax - which has been used to service the budget deficit and for general government spending - raised some \$4.5 billion in 1997.

ddSen. Conrad Burns, R-Mont., was among the first to raise the idea. He's expected to offer more details at a Senate Commerce subcommittee hearing Wednesday during which the FCC's five commissioners are scheduled to testify.
dd-By Scott Ritter; 202-862-6687
dd(END) DOW JONES NEWS 06-09-98
dd05:55 PMn

Publication#W\ PP# 24. Education Daily"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Private Voucher Strategy Expands To Mid-Sized CitiesHeadline #:
\ PP#

by Rebecca S. Weiner

ddA privately funded effort to give low-income students vouchers to attend private K-12 schools is expanding from large urban areas to mid-sized cities around the country.

ddThe Children's Scholarship Fund will award a total of \$200 million. John Walton of Wal-Mart Stores Inc. has put up \$100 million toward the fund, with other

donations expected to round out the remaining \$100 million (ED, June 3).

ddDonations from the scholarship fund totaling \$25.8 million already have been given to New York, Chicago, Los Angeles, Washington, D.C., and Jersey City, N.J

ddOfficials for the scholarship fund will contact mayors to see which cities can raise sufficient matching funds through private donations. Roughly 50 smaller cities are expected to receive funds.

ddScholarships will be awarded through lotteries run by individual cities. About 50,000 children are expected to win private vouchers for the 1999 school year

.n
Publication#W\ PP# 25. Education Daily"Publication" #:\ PP#June 10, 1998

Headline#\ PP# GOP Pushes 'Voucher' Plan As Tobacco Tax Bill LingersHeadline #

:\ PP#

by William J. Cahir

ddCongress may be moving closer to letting families save money tax-free for private school tuition.

ddHouse and Senate negotiators are close to reaching an agreement that would allow families to save up to \$2,000 annually for private school tuition, transportation and computers, sources say.

ddThey would do this by proposing a new, watered-down version of a Senate-passed education savings account bill, H.R. 2646.

ddBut as Education Daily went to press yesterday, no agreement on an education savings plan had been reached. Instead, the Senate was wrenching itself into

partisan knots over tobacco legislation and a voucher plan by Sen. Paul Coverdell, R-Ga., and Sen. Larry Craig, R-Idaho.

ddUsing Tobacco Money

ddCoverdell and Craig yesterday proposed an amendment to S. 1415, a bill to raise tobacco taxes over the next five years.

ddThat change would let local education agencies (LEAs) use "any" federal funds to send students who are the victims of school

violence "including drug-relat

ed crimes "to other schools in the same state, including private and religious

schools chosen by

the child's parents.

ddThe measure would let state education agencies determine what constitutes a

"violent criminal offense," and would let LEAs

use federal funds to pay for

transportation to a new school.

ddThe Coverdell-Craig proposal also would deem federal funds used in this manner

as aid to families, rather than aid to schools.

ddThis technique can be used to diffuse claims of federal religious rights violations,

which could be triggered when federal money

is given to private schools,

not to individuals (ED, Oct. 9, 1997).

ddThe National Education Association (NEA) says it smells a rat.

dd"The amendment's provision to allow federal tax dollars to be used to provide

private school vouchers is a cynical attempt to use

the recent, tragic violence

in our schools to advance a political agenda," wrote Mary Teasley, NEA's director

of government

relations, last week to members of the Senate.

ddA spokesman for Sen. Edward Kennedy, D-Mass., termed the Coverdell-Craig plan

"highly objectionable, another backdoor

attempt to authorize vouchers."

dd"It is more unfortunate that Senator Coverdell is trying to use this to torpedo

the tobacco legislation," said Kennedy's spokesman.

"It's a poison pill. His

amendment includes a number of provisions objectionable to the administration,

much less to Senate

Democrats."

ddIn other action yesterday, the Senate failed, 42-56, to limit debate on the tobacco

bill, meaning that the Coverdell-Craig plan is

pending with no scheduled

vote.

Publication#W\ PP# 26. Education Daily"Publication" #: \ PP#June 10, 1998

Headline#\ PP# Texas Attorney General Okays Private Minority

Scholarships Head

line #: \ PP#

by Rebecca S. Weiner

ddTexas colleges can provide some information to private groups offering college

scholarships to minority students, the state's

attorney general ruled last week.

ddA state lawmaker sought an opinion from the attorney general to clarify whether

private businesses and groups could offer the

scholarships with the assistance

of state colleges and universities. In 1996, the U.S. Fifth Circuit Court of

f Ap-peals ruled in

Hopwood v. Texas (78 F.3d 932) that the state's colleges cannot consider race in their admissions process (ED, July 2, 1996).

Attorney Gen

eral Dan Morales interpreted the ruling to include all postsecondary institutions, public and private.

ddAssistant Attorney General Mary Croutner, writing on behalf of Morales, said Hopwood "does not affect the authority of a private, non-profit organization to

minister a privately funded, race-restricted scholarship program."

ddColleges and universities may provide information to private groups administering the scholarships and they may provide

students information about the

availability of awards, according to Croutner.

ddFinancial aid administrators nationwide have been anxious about Hopwood-type threats to minority scholarship programs. In 1995,

the U.S. Supreme Court upheld

the U.S. Fourth Circuit Court of Appeals ruling in Kirwan v. Podberesky (94-1620), which said a

race-targeted scholarship at the University of Maryland was

not a legally justifiable response to past segregation (ED, May 23, 1995).ddA

ttorneys and Education Department officials have urged colleges outside the Fifth District to narrowly tailor programs targeted toward minority students.

ddSchools also should take steps to avoid administering private scholarship aimed at minority students, officials said at a

conference last year studying

g affirmative action. While they can publicize the availability of awards, they cannot make the awards

on behalf of the outside groups (ED, Oct. 9, 1997).

ddThe University of Texas Board of Regents decided last month to appeal the most recent Hopwood ruling, saying the

court-ordered policy had made it difficult

ult for Texas schools to compete with out-of-state institutions.

ddSince the 1996 court ruling, black enrollment at the University of Texas Law School has dropped 82 percent, while Hispanic

enrollment at the school has dropped

55 percent.

ddThe NAACP Legal Defense Fund and the Mexican-American Legal Defense Educational Fund are filing a motion to intervene

on the regents' appeal because they do

not think university officials will fight hard enough to ensure diversity on its campuses.

ddn

Publication#W\ PP# 27. Education Daily"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Riley: Elementary-Based Violence Prevention NeededHeadline #:\ PP#

by Eli J. Lake

ddResponding to the spate of recent gun tragedies in the nation's schools, Education Secretary Richard Riley has urged school

districts to refocus violence

prevention efforts on elementary school students.

dd"When it comes to preventing violence, we need to shift some of our resources from the back end to the front end," Riley said

at a conference yesterday on d

rugs and violence in schools.

ddRiley announced that the Education Department "in conjunction with the Justice Department and the National Association of

School Psychologists will develop

an "early warning guide" for principals and teachers to help prevent aggressive behavior.

ddThe guide aims to help schools distinguish between students who have manageable behavior problems and students who are truly

disturbed and need professional

help.

ddRiley's emphasis on elementary efforts contrasts with congressional plans to

toughen the criminal code for youngsters (ED

March 23).

ddRiley stressed that violence prevention programs should be based on well-worn models that have proven to be effective. For

instance, schools should look to

a comprehensive school model developed by James Comer that links communities with schools,

or the Life Skills program developed by Gil Botvin of Cornell Un

iversity (ED, March 27), Riley said.

ddBut he also said that several schools have found success in teaching coping and

social skills to students through peer mediation

programs and even student-

run religious clubs.

ddA spokeswoman for the American Federation of Teachers agreed that "there are

a number of early intervention programs which

are effective in helping deter

discipline problems."

ddThe early warning guide will be available this fall, Riley said.

Publication#W\ PP# 28. Education Daily"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Schools Should Drop Texts For Laptops, Gingrich SaysHeadline #:

\ PP#

by Jonathan Fox

ddTaking a cue from a Texas proposal that schools toss out textbooks in favor of

laptops, House Speaker Newt Gingrich has

announced his support for such an ap

proach.

ddSpeaking at a telecommunications trade show in Atlanta on Monday, Gingrich said

technology is quickly making traditional

textbooks obsolete and students should

be given portable PCs as soon as they enter first grade.

dd"One of the goals should be to replace all textbooks with a PC," Gingrich said.

"I would hope within five years [that students]

would have no more textbooks

s," he said.

ddHis proposal drew immediate flak from textbook advocates and traditionalists

, who complained that laptop screens are difficult

to read over long periods of time, learning software is tough, and laptops may not be durable enough for students.

ddTexas Thought Of It First

ddMost of those concerns were addressed recently by Jack Christie, chairman of the Texas State Board of Education, who in May invited state lawmakers to preview his all-laptop curriculum plan.

ddThe Austin session featured one salesman pouring a glass of water on an open laptop as proof of its durability. And Christie said the benefits of switching to laptops are numerous:

dd* Unlike texts, they can be easily updated;

dd* They can serve as a great equalizer, preventing a generation of technology haves and have nots; anddd* They can capture the imagination of students raised in front of flashing screens.

ddIf Christie sways legislators, within three years Texas will use most of its \$1.8 billion textbook budget to buy laptops for its 3.9 million school children.

n. Lower hardware costs, lower storage costs and the possibility that parents pay reasonable "leasing fees" could make the plan a go for Texas, he said.

ddAt the session, Christie dismissed fears that business interests would sell Texas short if such a plan were adopted, and said his state's purchasing power would ensure a good deal.

ddTexas, along with Florida and California, is extremely influential in the textbook publishing market because of its large size.

Publication#W\ PP#29. Chronicle of Higher Education (Academe Today)"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Report Urges Stronger Ties Between State Leaders and Governing

BoardsHeadline #:\ PP#

ddBy DOUGLAS LEDERMAN

ddThe relationship between state-government leaders and boards of trustees of public colleges is "not as strong as it should be"

because of the groups' conflicting

expectations and lack of communication, says a report released Monday by the Association of

Governing Boards of Universities and Colleges.

ddThe association interviewed 250 legislators, trustees, and education officials in 44 states over a year and a half. Among its conclusions:

dd

ddPolitical interference by governors and other state leaders is discouraging top-notch people from seeking to become, or to remain, trustees. "For a variety

of reasons, public trusteeship has become an unrewarding civic activity," the report says.

ddSome boards are such strong advocates that they protect their institutions "sometimes at the expense of their role as guardians of the public trust." For in

stance, the report says, some institutions may cope with rising costs simply by passing them on to students through tuition increases.
ddState leaders must articulate a clear higher-education agenda for trustees to follow, but they also must give boards the flexibility and authority to carry them out.

ddOpen-meeting laws in many states keep boards from performing effectively because they inhibit candid discussions of issues and the recruitment of presidential candidates.

dd
ddCopies of the study, "Bridging the Gap: Between State Government and Public Higher Education," can be obtained by calling Rich Novak at the Association of Governing Boards at (202) 296-8400.n

Publication#W\ PP# 30. CongressDaily/A.M."Publication" #:\ PP# 06/10/98Section: TELECOMMUNICATIONS;

Headline#\ PP# Consensus Elusive On FCC School Internet ProposalHeadline #:\ PP#

Several key players in the battle over the FCC's program to wire schools and libraries for the Internet Tuesday said they are trying to find a solution, but

there was little consensus about exactly what to do.

ddThe program has come under increasing criticism from Congress, while the White House has pledged its support.

ddFCC Commissioner Susan Ness told the Computer and Communications Industry Association that it is time to "let the level of tension quiet down and figure out what makes sense."

ddShe tried to deflect the criticism that the program is being used for other purposes, and said the commission would like to work with Congress to resolve these issues.

ddHowever, House Commerce Telecommunications Subcommittee Chairman W. J. (Billy) Tauzin, R-La., repeated that "they ought to pull the plug on this thing" for now.

ddHe proposed using half of the 3 percent telephone excise tax to create an Education Department grant program for in-school wiring, while leaving the FCC to administer discounted connection rates to schools, libraries and rural health care facilities.

ddTauzin said he "got a lot of head nodding" when he briefed GOP leaders on the plan last week.

dd"I think it makes eminent sense," said House Commerce Chairman Bliley in a later speech.

ddOn Monday, Speaker Gingrich said the House will do something about the situation, but none of the members who spoke Tuesday knew exactly what Gingrich has in mind.

ddTauzin has previously suggested adding a rider to the FCC's appropriations bill. Tauzin and Bliley said the FCC has created an illegal tax that is passed along to consumers through a line item on their phone bill. ddBut Ness said both AT&T and MCI plan to keep the line item even if the schools and libraries program is not funded. ddMeanwhile, Bliley and Tauzin said they expect Tauzin's panel to mark up the World Intellectual Property Organization treaty and the accompanying Internet copyright bill next Wednesday. ddThe bill approved by the Judiciary Committee does not include all of the agreements between Internet service providers and copyright holders that made it in to the Senate-passed bill, so the battle has continued over some provisions. ddTauzin identified language on encryption and access to on-line materials as key issues, but said there is little time to slow down because of the tight schedule. ddIn an earlier speech, Senate Judiciary Chairman Hatch said he plans to hold additional hearings, probably starting in July, on whether Microsoft has violated antitrust laws. ddHe said the committee's two previous hearings have resulted in Microsoft taking positive actions. ddHatch also charged that Microsoft is now "throwing money around" to politicians "and expecting people to roll over."

Publication#W\ PP# 31. The Washington Post"Publication" #:\ PP# 06/10/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# 3 Removed From Fairfax Schools After ThreatsHeadline #:\ PP# Subhead#[\ PP# In One Case, Student Allegedly Posted a 17-Name 'Death List' on the InternetSubhead#:\ PP# By Victoria Benning Washington Post Staff Writer ddThree more students have been removed from Fairfax County schools for threatening violence against classmates or teachers, school officials said yesterday, and some officials suggested that schools are being hit with a wave of copycat behavior. ddAuthorities said the cases, all of which occurred within the past week, involve a Fairfax High School student who drew up a "personal death list" of 17 names and posted it on a Web site; a youth at Herndon High School who wrote a note naming seven students he wanted to see die; and a Key Middle School student who threatened to put a bomb in a teacher's cabinet. ddIn all three instances, school officials said, they have notified all parents, beefed up school security and started investigations to determine how severely the students should be punished. Officials did not release the students' names. Police have decided not to file charges in the incidents at Key and Fairfax High but are still investigating the Herndon case.

ddSimilar cases of students writing alleged "death lists" occurred last month at schools in Fairfax and Loudoun, as well as at many schools nationwide. Those incidents followed a series of deadly shootings by students at various schools over the last year.

ddSome Fairfax school officials said they think there have been more such threats recently because students are copying behavior that has been publicized through media coverage of the earlier cases.

dd"Press coverage of these incidents may be a contributor to some totally unacceptable behaviors among a few of our students,"

Fairfax High Principal Don Weinheimer wrote in a letter to parents.

ddIn the case of the Fairfax High student who allegedly posted a death list on a Web site, police printed out what the youth had written and gave it to the parents of students who were on the list. They also gave the parents the youth's photo, which he allegedly had posted on the Web.

dd"These are the people that I will kill first when I finally snap," the 17-year-old junior wrote, according to the printout that parents received. "If you are on this list and you see me atop a tall building with an assault rifle in my hand, you better start running."

ddPolice said they visited the youth's home on Friday and spoke with him and his parents, and the student told them that the list was a joke.

ddFairfax County prosecutors have determined that the youth cannot be charged with any crime because Virginia law does not cover threats made on the Internet,

said Fairfax City police Sgt. Scott Dulaney.

ddDulaney said most of the names on the youth's list appear to be other students. In some cases, he said, police could not identify the people because the youth used only their first names or their initials.

ddThe parents of one student on the list said that they are worried about their child's safety and that the student who allegedly made the threats should not

be permitted to return to Fairfax High next school year.

dd"What's going to happen in the fall? These same students are still going to be in school together," said one of the parents, who asked not to be identified.

"There is bound to be some animosity. You can tell the kids not to have anything to do with him, but you

know how 15- and 17-year-old minds work. Someone is bound to confront him. Who knows what will set him off?"

ddAlso on the student's "death list," according to police, is Peter Robbins, a Washington area child psychiatrist. Robbins declined to say whether the youth has

been a patient of his, citing confidentiality rules.

ddRobbins said he does not think at this point that the recent incidents are copycat cases, and he said it is unclear what role, if any, the news media have played.

dd"You can't not report it " it's news. On the other hand, if you glorify it, that can be problematic, too," he said. "I applaud the Fairfax County school system for taking a stronger stance on children who make threats."

ddIn another case, almost 200 elementary school students in Stanley, Va., which is near the Blue Ridge Mountains, were picked up before regular dismissal time on Monday by parents worried about an alleged threat by a fifth-grader.

ddThe student allegedly said at a birthday party on Saturday that he planned to go on a shooting spree. He was unarmed when he arrived at school on Monday but is being kept out of school for a few days, officials said.

Publication#W\ PP
32. Richmond TimesDispatch"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Preacher-led class a Constitution test?Headline #:\ PP#Subhead
#\ PP# Civil libertarians decry religion course Subhead#:\ PP#
BY REX BOWMAN

Times-Dispatch Staff Writer

ddBUENA VISTA " Did Noah really cram a pair of all the world's species " more than 2 million " into one boat?

ddWas Mohammed the true prophet of God?

ddDid Jesus rise from the dead?

ddIn Buena Vista's public high school, students who pose those kinds of questions in the new History of Western Religions class will get their answers from Protestant ministers.

ddThe city has turned to clergy to teach the course starting next week, and civil-liberties watchdog groups are decrying the plan as a veiled attempt to sides

step the Constitution's separation of church and state.

dd"It sounds like a setup," said Anne Gaylor, director of the Freedom From Religion Foundation in Madison, Wis. "You can teach about religion in the public sc

hools " the Supreme Court has made that abundantly clear " but it should be taught by a neutral

person."This plan sounds to me like it would be ripe for litigation."

ddKent Willis, director of the Richmond chapter of the American Civil Liberties Union, said: "Now that we seem to have dealt with

the big issues " 'Can you h

ave a preacher say a prayer at a graduation?' for instance " the new strategy seems to be to find the

subtlest way to circumvent the separation of church and state. This appears to be a very dangerous situation."

ddThe new course, which is not mandatory, is to be taught for 2 hours a day beginning with the coming 12-week semester at Parry

McCluer High School. Buena Vis

ta schools are on a year-round schedule.

ddSchool Superintendent James Bradford Jr., a Baptist who labels himself a staunch proponent of keeping government and religion

apart, said critics of the pla

n have no cause for alarm.

ddMembers of the Buena Vista Ministerial Alliance were asked to teach the course, he said, because they have a broad knowledge

of different religions, and some have master's degrees.

ddTheir mandate, he said, is to teach, not preach.

dd"We control the curriculum, and they understand that," he said. "If we find out they were preaching, they're not going to be in the classroom anymore."

ddThe ministerial group is composed of roughly a half-dozen ministers from different Protestant churches, including Baptists, Pentecostals, Methodists and Presbyterians. The group includes no Catholics, Greek Orthodox, Jews, Muslims or Mormons.

ddThe Rev. Billy Griffin, president of the alliance and associate pastor of the Pentecostal Holiness Church, said ministers in the

group "which is open to any area religious leaders to join" will teach objectively.

dd"They'll teach, 'This is what the Bible is, and this is what the Bible says,'

"Griffin said. "They're there to bring the actual, historical facts of the Bi

ble back into the school, not to teach a doctrine or push a denomination."

ddGriffin acknowledged that Islam "considered by most scholars as one of the three great Western religions, along with Judaism and Christianity" will be given little to no attention.

dd"Isn't that an Eastern religion?" he said. "I'll admit, I don't know that much about it. I wouldn't even know where to begin."

ddJudaism, he said, will be discussed because it shares many of Christianity's precepts.

ddBuena Vista's use of preachers as teachers is a new wrinkle in the ongoing culture war over the role of religion in schools.

ddFour years ago, civil-rights groups and conservative Christian organizations declared an unusual truce, issuing a joint statement

recognizing that schools nationwide had overreacted to the 1963 U.S. Supreme Court decision that forbade public school-sanctioned prayer.

ddLooking to avoid lawsuits in the wake of the ruling, many schools excised all religious references from ceremonies and eliminated

courses about religion. In

the past few years, with prodding from religious groups and the blessing of civil-liberties advocates, more

and more schools have reintroduced such classes and

and accepted that "moments of silence," in which students are free to pray or think

about whatever they want, are within the bounds of the law.

ddBut the Buena Vista plan, Willis said, appears to go too far, putting students under the tutelage of pastors who tacitly accept the

historical accuracy of the

Bible, even with its tales of talking animals, dry bones that spring to life

, giants that once walked the Earth

and a virgin birth.

ddSuch accounts, according to civil-liberties groups, are matters of faith best left outside the schoolhouse.

dd"It would appear that, regardless of the verbiage, the clear intent of this course is to impose the Bible on students," Willis said.

"The very setup discriminates on the basis of religion and is intended to promote the teaching of religion in school."

ddBradford disagreed, vehemently: If a student were to ask, "Is Jesus the son of God?" the pastor would be expected to answer not "Yes," but "Some people believe so."

dd"I feel very comfortable that these ministers can teach objectively," Bradford said.

ddOpinion among the ministers is not unanimous on the subject.

dd"I do have a concern about whether all the ministers can teach and stay objective," said the Rev. Jay Smith, pastor of the Buena Vista Baptist Church. "If I were asked to teach, it's something I would really have to pray about."

ddThe Buena Vista School Board unanimously voted to include the religion course in the curriculum in April. So far only two students have signed up for the course, Bradford said, and no parents have complained about it.

ddGaylor, though, said parents are unlikely to protest in a small city like Buena Vista: They don't want to be seen as anti-God by their neighbors.

dd"I don't think this plan will pass constitutional muster, but it's hard to find plaintiffs to take it to court," she said. "If people have businesses to run or children in the schools, they don't want to be the ones to raise their voice."

Publication#W\ PP# 33. Sacramento Bee"Publication" #:\ PP#June 10, 1998

Headline#\ PP# State's education spending rank improvesHeadline #:\ PP#Subhead#\ PP# But schools chief says report is based on faulty assumptionsSubhead#:\ PP#

By Steven A. Capps Bee Capitol Bureau

ddNew computations place California 28th in the nation in education spending, or about \$342 below the national per-pupil average

"not exactly at the head of the class but better than earlier report cards.

ddLegislative Analyst Elizabeth Hill, relying on figures from the U.S. Department of Education, reported the state's new ranking to the Legislature's budget conference committee Tuesday.

ddShe came under immediate attack from state Superintendent of Public Instruction Delaine Eastin, who uses a different method in computing per-pupil spending and ranks California 37th in the nation, or about \$911 below the national per-pupil average.

ddEven if Hill's figures are more accurate, Sen. Mike Thompson, chairman of the budget conference committee, said a jump from the 37th to 28th place was "nothing to celebrate."

dd"I don't care how high the figures show us in education, we need to go higher," said Thompson, D-St. Helena.

ddHill said the state is spending about \$5,789 a year for each of its 5.6 million students, compared with a national average of \$6,131.

ddShe said that while California has been increasing education spending at a rate of about 4 percent a year, the nation's rate of education spending is growing by only about 3.5 percent a year.

dd"With the investment California has made in the last few years, you're starting to close the gap," Hill said.

ddHill provided the new figures at the request of Assemblyman George Runner Jr., R-Lancaster, who directed her 10 days ago to find the most up-to-date ranking possible.

ddThe question is important in the context of this year's budget negotiations as Republicans and Democrats clash over how best to spend a \$4.4 billion surplus projected in the \$75.8 billion budget for the 1998-99 fiscal year.

ddGov. Pete Wilson says the state can afford a 75 percent cut in the vehicle license fee, while Democrats are arguing for at least \$500 million more in education

spending, plus pay raises for state employees, reinstitution of the renters tax credit and cost-of-living increases for welfare recipients.

ddEastin, in a letter to Runner late Tuesday, said, "The years of under-funding education in this state have left a legacy that can only be understood by visiting schools."

ddShe said Hill, in computing the new ranking, relied on "a combination of old information and faulty assumptions."

ddSandra Silva, a budget specialist for Eastin, said Hill unfairly counted students attending preschool and children in educational programs within the California Youth Authority and state hospitals.

ddFor its computations, Eastin's department relies upon the National Education Association, the nation's largest teachers union, which uses more traditional average daily attendance reports.

ddWhile Runner said Hill's new numbers were significant, he and other Republicans questioned whether the discussion should focus so heavily on the amount spent by states.

ddRunner said that while Texas spends about the same per pupil as California does, its students ranked ninth in national math scores in 1996, while California's placed 41st.

dd"We should be looking at the quality of education we're giving and not just the dollars we are spending," said Sen. Cathie Wright, R-Simi Valley, another conference committee member.

ddThe budget conference committee is meeting daily, hoping to draft a compromise spending plan that can win a two-thirds vote in both legislative houses, and the signature of the governor, in time for the beginning of the new fiscal year July 1.

ddIn a painstaking process, the committee is reviewing and voting upon hundreds of individual items in the budget. Among the issues raised Tuesday was a request

st by the Sacramento Sports Commission for \$500,000 to promote the U.S. Olympic Track and Field Trials in Sacramento in 2000.

ddThe committee reduced the appropriation to \$250,000 after Wright argued that Los Angeles staged the 1984 Olympics without relying on any state money.n

Publication#W\ PP# 34. Cincinnati Enquirer"Publication" #:\ PP#June 10, 1998

Headline#\ PP# College costs passed on to students Headline #:\ PP#Subhead#[\

PP# 5%-plus increases in tuition expected locally Subhead#:\ PP#
BY DANA DiFILIPPO

The Cincinnati Enquirer

ddTechnology and teachers' salaries are bumping up tuition at Tristate universities, forcing students to shoulder more of higher education's costs, a national education official said Tuesday.

ddMiami University and the University of Cincinnati are expected to approve tuition increases of more than 5 percent at meetings

later this month, and many ar

ea colleges already have approved increases of up to 6 percent, the state cap i
n Ohio.

dd"All institutions are facing rising costs, and many of those costs, unfortunately, are being shifted to students," said Tim

McDonough, spokesman of the Wash

ington, D.C.-based American Council on Education.

ddCollege administrators often blame tuition increases on shrinking state support as lawmakers shift money to health care, prisons and other growing needs.

ddThat blame is correctly assigned in many cases, said Matthew Filipic, Ohio Board of Regents' vice chancellor for administration.

Two decades ago, state subs

idies covered two thirds of colleges' costs and students paid the rest, he said

. Today, students and states
halve the cost.

ddBut technology is the biggest culprit of soaring tuition as administrators hurry to wire their campuses, replace outdated software and computers and prepare

for the Year 2000, Mr. McDonough said.

dd"Universities' educational mission is to advance knowledge, and that is an expensive enterprise, especially considering the rising cost of technology," Mr.

McDonough said.

ddThe College of Mount St. Joseph and Wilmington College both blame technological initiatives for their increases. At Miami

University, the tuition boost will

help pay for the \$11 million administrative information systems project, or so
lving the Year 2000

computer problem and implementing other computer improvements. Colleges also must keep faculty salaries competitive to retain
quality prof

essors and thereby attract quality students, Mr. Filipic said. Most Tristate colleges include faculty raises in their 1998-99

budgets.

ddFaculty salaries increased an average of 3.4 percent last year, according to the American Association of University Professors.

The consumer price index through April put the annualized inflation rate at 0.9 percent.

ddChanging demographics also affect tuition.

ddToday's college-bound students need more counseling and remediation than past generations, driving up colleges' costs, Mr.

McDonough said. A growing population

of returning adult students also has proven expensive, as they demand weekend and night

courses and more convenient locations.

ddUncertain state finances also have some Ohio administrators playing it safe.

ddMiami University trustees were considering raising tuition about 5 percent for students on the Oxford campus. But spokeswoman

Holly Wissing said last month's

defeat of Issue 2 "a sales tax for primary and secondary education" may mean a bigger increase

when a decision is made June 19.

ddThis year, tuition and general fees for the Oxford campus totaled \$5,406. Campuses at Hamilton and Middletown charged \$3,072

for students enrolled in courses

offered in the first two years of study. Upper-level courses cost more.

ddThe Hamilton and Middletown campuses are considering a 3 percent increase for 1998-99, Ms. Wissing said Tuesday.

ddSome fear higher tuition may scare off students.

ddIn Ohio, only 40 percent of Ohio's adults completed some college, compared with 45 percent nationally, Mr. Filipic said.

dd"Our greatest concern for the future of the state is the people who are not making that investment in their future," Mr. Filipic said.

ddBut statistics show that tuition increases are slowing.

ddTuition climbed between 12 percent and 14 percent annually in the 1980s; it now rises about 5 percent nationally, Mr. McDonough

said. Other nearby national

universities show similarly sized tuition increases: Indiana University tuition will rise 4 percent to \$1,813

annually, and Ohio State University's will rise 6 percent to \$3,879 a year.

ddOhio has the ninth-highest public tuition.

ddThe American Council of Education, plans to launch an awareness campaign this fall to educate the public about financial aid

availability and colleges' efforts

to contain costs.

dd"People tend to overestimate the cost of college and underestimate the aid available," he said. "But there's a market at work here,

and that makes budget decisions

very crucial on campus. If colleges aren't affordable, they lose students. Administrators know that."

Miami President James C. Garland agreed.

dd"Miami is nationally recognized as a best buy, but we want to guarantee that the most talented students continue to enroll here."

Publication#W\ PP# 35. Philadelphia Inquirer"Publication" #: \ PP#June 10, 199

Headline#\ PP# House orders study of city schools' finances Headline #:\ PP#S
ubhead#[\ PP# Lawmakers will look at management and spending. An outside firm
will also
investigate. Subhead#:\ PP#

By Robert Moran

INQUIRER HARRISBURG BUREAU

ddHARRISBURG " The state House yesterday ordered its Appropriations Committee
to undertake a detailed examination this
summer of the management and spending
practices of the fiscally troubled Philadelphia School District.

ddHouse leaders also agreed to make \$500,000 available to hire a major accounti
ng firm to conduct an independent analysis of the
school district's finances.

ddThe Philadelphia school board last month approved a 1998-99 budget with a \$55
.2 million shortfall, but a last-minute lending
commitment from two banks helpe
d the district avert a threatened closure of the schools because of a lack of f
unds.

ddThat was not enough, however, to keep the House at bay, especially Majority L
eader John Perzel (R., Phila.) and Rep. Dwight

Evans (D., Phila.), who have tea
med up to reshape the city's public education system.

ddThe state had positioned itself to take control of the district if schools cl
osed. Though that possibility has greatly diminished for
now, Evans, the rankin

g Democrat on the Appropriations Committee, said that it "still does not mean w
e don't have a fiscal and
educational crisis."

ddIn recent months, Perzel and Evans have sought outside help on the schools is
sue. Perzel retained Irvin Davis, the district's former
chief financial officer

, on a contract basis to review the district's budget. Evans has consulted with
Howard Fuller, the former
superintendent of Milwaukee and an advocate of schoo
l vouchers.

ddThe House yesterday voted unanimously to approve a resolution, cosponsored by
Evans and by committee Chairman John Barley

(R., Lancaster), calling for the e
xamination. The committee is required to: "Determine how taxpayer dollars are s
pent by the

Philadelphia School District in such a manner that comparisons may
be made of costs by school, by program, by grade, and by
spending category." "E

xamine current management and administrative practices and their impact on the
educational and

noneducational activities of the school district." "Identify co
st reduction strategies to minimize future budget deficits and identify
managem

ent strategies that result in the redirection of financial and other resources
to the classroom in a fair and equitable manner."

ddThe resolution called for the "widest distribution possible of the results ob
tained from the committee's analysis to the citizens and
taxpayers of the Commo
nwealth."

ddThe committee's findings and recommendations are to be reported to the full House by Nov. 30.

ddDistrict spokesman William Epstein responded: "Our reaction is, basically, that's fine. Let's do it."

ddBut Epstein also pointed out that the district in recent years has already been thoroughly examined and audited. "We don't want to create the impression that

we haven't traveled far down that road," he said.

ddHe also noted that the district's new budget only postpones a financial reckoning. "All we've done is dodge the bullet," he said.

"It's going to come around

harder and faster the following year."

ddEpstein reiterated Superintendent David Hornbeck's oft-repeated complaint that the state does not adequately fund the district.

Philadelphia receives about

60 percent of its money for city schools from the state but still spends nearly \$2,000 less per student than

the average in the surrounding suburbs. Mayor Ren

dell has said that the city, whose residents have the highest overall tax burden

in the state, cannot afford to invest more money in its schools.

ddThe district has filed two lawsuits alleging that the state's system of funding public education is unfair. The first of those suits was filed last year, when

Hornbeck vowed not to make any more cuts in the district's budget. He said that if the state did not provide the

\$85 million he then estimated was needed to

close a budget shortfall, he would be forced to close schools by next March.

ddState lawmakers responded by passing legislation that would allow the state to seize control of the district if schools were closed.

ddJust before the school board was to adopt a new budget, Mayor Rendell and Hornbeck announced that letters of credit from PNC

Bank and First Union Corp. would

help the district borrow enough cash to keep schools open next year.

Publication#W\ PP# 36. Bergen Record"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Funding lags for first charter schools, survey finds Headline #
:\ PP#

By JEAN RIMBACH Staff Writer

ddTRENTON " Charter school students like the extra attention from teachers and parents are pleased with their children's

enthusiasm. But complaints of inadequate funding and facilities persist at the experimental schools.

ddThose were some of the findings in a study released Tuesday as New Jersey's first 13 charter schools wrap up their initial year.

The report also showed most

schools had attracted a diverse group of students, maintained small class sizes, instituted a longer schoolday or year, and forged partnerships with universities and other organizations.

ddThe four-month study by the the Teacher's College at Columbia University was based on visits to all 13 schools, written surveys,

and 200 interviews " including

some with public school district officials. It was commissioned by the New

Jersey Institute for

School Innovation at a cost of \$20,000.

dd"I think it's useful to know right now how people feel about the schools," said Columbia Professor Pearl Rock Kane, the primary researcher on the project. "

There are things that can be done to help the schools succeed."

ddThe study also found that while leaders of parent-teacher organizations said charter schools in their districts gave families educational choice, they also

felt the schools had created tension in their communities.

ddIn fact, many of the two dozen additional schools due to open this fall face opposition from public school officials and parents who worry the experimental

schools are drawing resources from regular schools.

ddThe study was unveiled at Thomas Edison State College in Trenton.

dd"It was very interesting," said Thomas Howard Jr., recently hired as headmaster of the soon-to-open Englewood on the Palisades Charter School. "This is a be

ginning. There are a lot of unanswered questions."

ddCharter schools are taxpayer-funded schools that operate independently of the local boards of education. They are free to experiment with new teaching techniques and curriculums; many base studies around themes, such as technology or the environment.

ddThough some critics have characterized charter schools as elitist, the study showed they have attracted a diverse clientele. Of the 1,344 youngsters enrolled,

46 percent are black, 28 percent white, 22 percent Hispanic, and the remainder Asian. Meanwhile, 57

percent of charter school students are from low-income families who qualify for free or reduced-price lunches.

ddThe schools are small, and so are class sizes. They average one teacher for every nine students, with class sizes ranging from eight to 20 pupils.

ddThe survey found that teachers put in about 10 hours a day and like the intimacy of the schools and being able to design curriculum. Some 46 percent of charter

school teachers have more than three years' classroom experience and 42 percent of them have master's degrees.

ddOf the 51 parents of charter school students interviewed, 90 percent said the new school was working for their child. More than half the parents reported doing

volunteer work in the school or on related committees. "Every school we went into there were parents somewhere doing something," said Diane Fellows, one of the researchers.

ddAlso interviewed for the survey were 26 students, all fifth-graders or older. They generally felt they got more attention from

teachers than at their previous

schools. Still, several dozen students chose to leave in midyear. Although two schools had no

withdrawals, one had 12 and another had 19.

ddThe study indicated that both charter school and regular public school education

ors have concerns about charter school funding and facilities.

ddMore than a third of the existing schools are in temporary facilities or share space with other organizations. Many charter school educators complained they

lacked adequate space for instruction or libraries or gymnasiums.

ddAs for funding, state aid follows students from the regular public schools to charter schools. Charter school educators, who get

about 90 percent of the per

pupil expenditures of the public school, say they are underfunded. But local school officials object to the

financial drain. The loss of funds was cited by s

ome as causing layoffs.

dd

ddSnapshot of first year

ddA survey of New Jersey's first 13 charter schools found that:

ddForty-six percent of the students are black, 28 percent are white, 22 percent are Hispanic, and 3 percent are Asian.

ddFifty-seven percent of the students are from low-income families eligible for the free and reduced-price federal lunch program.

ddForty-two percent of faculty members have master's degrees; 58 percent have bachelor's degrees.

ddFifty-four percent of faculty members have been classroom teachers for less than three years.

Publication#W\ PP# 37. Navajo Today"Publication" #:\ PP#June 10, 1998

Headline#\ PP# Teacher education program to honor 259 studentsHeadline #:\ PP#

dd WINDOW ROCK - Eight years ago, there were only 1,200 Navajo teachers across the Navajo reservation, recalls Roxanne Gorman, director of the teacher education program for the Navajo Nation. But today, she said there are 30% more Navajo teachers across Navajoland.

ddAccording to a tribal press release, in 1991 Gorman and others seized on the Ford Foundation's Minority Teacher Education initiative to increase the number

of minority teachers across the country. The Nation submitted a proposal and declared the Navajo

Nation Teacher Education Initiative - a bold initiative to graduate 1,000 Navajo teachers over the next five years.

ddThis Friday, almost six years after the first 69 students entered the program, 259 Navajo students who completed the program will be recognized by the Nation

at a recognition ceremony to be held at Holiday Inn in Gallup from 10am to 2pm.

dd"This is an example of what can happen when people work together, and put politics aside," said Navajo Nation President Thomas

Atcitty who will be the keynote

speaker at the banquet.

ddInitiated in 1991, the program has since graduated 259 non-traditional teacher education students said Gorman. "These people just needed a chance. An opport

unity," she said. "And we gave it to them. Now, there are 30% more bilingual Navajo teachers out there."

ddGorman said the reason the program is a success is that it was designed around bilingual teacher assistants who taught at schools across the reservation.

dd"Because of their family situations, they could not leave to complete their degrees. So we designed this program which minimizes disruptions in their family

life," Gorman said.

ddShe explained that the program is tailored for non-traditional, or older, mature students. Courses are either provided on-site or near the Nation's borders,

so that students can commute with little disruption. And finally, the program works closely with

post-secondary institutions to change how they deliver teacher education programs.

ddIn fall of 1992, the first group of students who signed-up for the program began their courses at the University of New Mexico,

Prescott College, and Ft. Le

wis College. A year after the program began, three students graduated in 1993, this was followed by 42

in 1994 then 74 in 1995, 84 in 1996, and finally 56 in 1997.n

Publication#W\ PP# 38. New York Post"Publication" #:\ PP#June 10, 1998

Headline#\ PP# SHOWDOWN LOOMS AS TWO RUDYS VOW
SPECIAL-ED REVAMP Headline #:\

PP#

By SUSAN EDELMAN

ddMayor Giuliani and Schools Chancellor Rudy Crew vowed yesterday to revamp the Board of Education's \$2.5 billion special-ed

system, calling it a bloated bureaucracy that cheats kids.

ddA report from a task force headed by Crew called special ed "a warehousing system" filled with thousands of kids who do not have

true disabilities - and bla

med special-ed staff for keeping them there to justify cushy jobs and fat paychecks.

ddIt proposed moving many special-ed kids back into regular classes.

ddThe head of the teachers union promised to fight a controversial component of the panel's plan - hiring private firms to evaluate

whether kids should be put

in special ed.

dd"We will fight it any way we can - legally, contractually, politically," said Randi Weingarten, president of the powerful United

Federation of Teachers.

dd"It serves the profit motive - and not kids' best interests."

ddThe special-ed system has long been criticized as a dumping ground for kids with mild learning or behavior problems. Most are

blacks, Latinos and immigrant

kids having trouble with English.

ddCalling the system "cruel" and "distorted," Giuliani repeatedly said it will take "courage" to change it.

dd"I know some of the people who are part of this cottage industry will engage in the worst kind of personal vilification in order to stop ^the proposed changes, which is really shame on them," he said.

ddSome teachers and principals have opposed the idea of wholesale mainstreaming of special-ed students, saying they often disrupt classes and make it harder for general-ed kids to learn.

ddCrew said the special-ed students would get extra reading instruction, speech therapy, counseling and other services to lessen possible problems.

ddSince 1975, the number of special-ed kids has risen from 35,000 to 167,000 - nearly 15 percent of all 1.1 million city students.

ddMost never get out. Only about 2 percent are released from special ed each year.

ddThe plan will not affect another 16,000 severely handicapped kids in the Board of Ed's District 75.

ddCity and school officials refused to estimate how many special-ed kids would be "mainstreamed" - insisting there is "no quota" - or how much money the plan might save.

ddThe Board of Ed forks out \$20,767 for each special-ed student - more than three times the \$6,183 it spends on general-ed kids.

ddCrew and Giuliani insisted the savings would be plowed back into the schools and no layoffs would result.

dd"The idea is not to cut the budget, but to redistribute money more fairly," Giuliani said.

ddThe report attacks Board of Ed psychologists and evaluators who refer kids to special ed, blasting their productivity as "disturbingly low."

ddCrew said private firms would bring "fresh eyes" to student evaluations.

ddBut Weingarten said "outsiders" won't understand the kids.

dd"The more evaluations they do - and the faster they do it - the more money they will make," she said.

ddWeingarten also faulted another key part of the plan - set for a Board of Ed vote next week - to have principals and superintendents rather than a central staff oversee special ed.

dd"They're going to be under tremendous political pressure to refer fewer students to special ed, but some of those kids may really need it," she said.

Publication#W\ PP# 39. Los Angeles Times"Publication" #:\ PP#* 06/10/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# Vaughn School Praised in Study

Headline #:\ PP#Subhead#[\ PP# Laudatory independent review comes as the learning center's charter status is up for renewal by the district.

Subhead#:\ PP# By DUKE HELFAND

TIMES STAFF WRITER

ddPACOIMA " As the Vaughn Next Century Learning Center seeks to renew its charter school status, it is enjoying some encouraging news: An independent evaluation on due out this week praises the campus for raising test scores, keeping attend

ance high

and empowering teachers during its initial five years.

ddThe study of Vaughn is included in a broad review of Los Angeles Unified School District charter campuses that is scheduled to

be unveiled Thursday. Charter

schools operate largely independent of district rules.

ddThe report, a copy of which was obtained by The Times, arrives at an opportune moment for the Pacoima school.

ddOn Monday, the Board of Education will decide whether to renew Vaughn's charter and those of three other charter schools,

including Fenton Avenue Charter School in Lake View Terrace.

ddBoard members are expected to rely heavily on the months-long evaluation from a research firm hired by the district. The study

cost nearly \$200,000 and produced

hundreds of pages of documentation about the performance of district charter schools since the

campuses embarked on the radical experiment in 1993.

dd"Vaughn students show gains in both standardized student achievement test scores and in other student outcome measures since

becoming a charter school," the evaluation states.

ddPrincipal Yvonne Chan had not seen a full copy of the report but welcomed its conclusions when told of them.

dd"It has proven the hypothesis that increased flexibility plus increased accountability equals increased student achievement," Chan

said. "I am hoping this report

will give us some really conclusive findings."

ddThe 62-page report produced by the San Francisco-based firm WestEd and researchers from USC compared Vaughn's test

scores to those of 16 other district schools

with similar ethnic breakdowns, enrollments, percentages of students from families on

welfare and other factors.

ddIt found that Vaughn students consistently performed better on standardized tests than their counterparts in the other schools from 1994 to '97.

ddThe evaluation did not examine Vaughn's test performance dating back to 1991, as the school's founders had originally envisioned

in their charter.

ddA Times review of test data dating to 1991 found that scores had risen for two-thirds of Vaughn's classes when compared to the

most recent data available. The

Times review, published June 1, also found that the school did not meet its own goal of raising test

scores by 15 to 20 percentile points, which Vaughn leaders acknowledge.

ddStill, the WestEd evaluation found that the number of students achieving English proficiency has gradually increased and

attendance has remained at about 95

% as originally promised, while suspensions have dropped from 26 in 1991-92 to zero during

the five years under the charter.

ddThe report lists a host of accomplishments for Vaughn, including the addition

of a new school building that allowed the reduction of class sizes and the switch from a year-round calendar to a traditional school year extended 20 days for all pupils. It also says that Vaughn's working climate has become more collegial, empowering teachers and parents to get involved. dd"Teachers feel confident knowing they have the support to make the changes they need to make," the report states. ddBut the report also noted problems the school still must resolve. ddParents, it said, feel left out when it comes to the school's curriculum and instruction. dd"Some parents feel they are not getting all the necessary information about how the school operates and is run," the report states. "They don't feel that the school has enough confidence in them to understand these things." ddThe researchers spent time at Vaughn interviewing teachers, administrators, parents and others. They also reviewed testing data and other documentation. ddThe evaluators note that the Vaughn report is only a draft and that a final version will be released at the end of this month. ddTeachers greeted the report enthusiastically. Publication#W\ PP# 40. The Washington Post"Publication" #: \ PP# 06/10/98; Edition: FINAL; Section: Metro; Page B04

Headline#\ PP# Ackerman Freeing Federal School FundsHeadline #:\ PP#Subhead#[\ PP# District's New Superintendent Trying to Overcome Tangled Controls on

Money
Subhead#:\ PP# By Valerie Strauss and Sari Horwitz
Washington Post Staff Writers
On a chilly evening in March, a bus load of irritated parents, students and teachers from Hine Junior High School in Southeast Washington confronted Arlene Ackerman, the deputy superintendent of D.C. public schools, at a meeting she was holding with parents from across the city.

ddThe Hine contingent had learned recently that the school had been allocated \$81,000 under Title 1, a federal program for underprivileged children, for 1996-97, but had never received it. Efforts to shake the money loose from the school bureaucracy had proved futile, and a meeting to discuss the issue with school officials had been abruptly canceled. ddThe group approached Ackerman at that March meeting in Anacostia and asked her to help. She did. The next day, Hine was contacted by Ackerman's office, and four days later, by her order, the money was finally available. Hine activists were pleased "but knew that dozens of other public schools faced the same problem.

ddThe school system's administration of federal dollars for a variety of programs has long been criticized, and the federal government has asked for the return of millions of dollars during the 1990s. Just this year, a U.S. Department of

f Education audit discovered misuse of money in a \$773,000 Safe Schools grant and asked for a refund of \$211,000, citing "deficient file maintenance, outdated and nonexistent written procedures and management's circumvention of policies and procedures."

ddFor Ackerman, now superintendent for five weeks, the issue is a microcosm of problems she faces in the fractured school system. Her efforts to fix the handling of federal funds illuminates the way she intends to go about repairing other school operations.

ddTitle 1 coordinators credit her with tackling the issue quickly but caution that change is bound to be slow.

dd"I will tell you that the changes we are experiencing with Mrs. Ackerman are good ones," said Margie Ruiz, Title 1 coordinator at Bell Multicultural High School in Northwest Washington. "I sense a more serious movement toward fixing things. On the other hand, I'm not sure how fast this is going to change. [The problems are] very deep-rooted."

ddAckerman said fixing the administration of federal funds has been a top priority since she arrived last fall from Seattle, where she had been deputy superintendent.

dd"I was here just a couple of weeks when I realized this was going to be a major issue," she said.

ddThe biggest portion of federal money for D.C. schools comes from Title 1, which gives needy children resources beyond those provided in a school's regular budget, such as paying for additional teachers, computers or science labs. Schools are eligible for varying amounts of money depending on the percentage of children who receive free and reduced-price lunches.

ddSince 1990, the District has been granted \$229 million in Title 1 funds, about \$24 million this year. But critics say the central administration wastes money "more than \$63,500 was spent for administrators to take a trip to Solomon Island several years ago" and makes it difficult for schools to get their allotments or process paperwork in a timely manner. Critics also complain that schools sometimes don't use all their money when they are supposed to, or don't use it appropriately.

ddThe Department of Education has declared unacceptable the 1995 audits "done by KPMG Peat Marwick" of the school system's use of Title 1 funds. It has not decided yet whether the 1996 audit is acceptable. A separate 1996 review by the department found that policies established by the schools and the D.C. government have "severely impeded [the school system's] ability effectively to coordinate and integrate federal and local resources and ensure high quality services and education for students."

ddWhen Ackerman began revamping the school system, she recruited talent from her

r old school district in Seattle and elsewhere.

She brought in Elois Brooks, a
classmate at Harvard University, who is now her deputy. And to fix the federal
funds operation, she
hired Mitzi Beach, who had been in charge of Title 1 and o
ther federal programs for Washington State.

dd"I certainly found some challenging situations," said Beach, who soon discove
red that none of the 102 eligible schools had
received Title 1 funds that had b
een due in October.

ddOne complication is that while the money is made available by the federal gov
ernment July 1, the District can't give it to schools
until Oct. 1 because the
city operates on Congress's fiscal year, which starts in October. Then, a combi
nation of tardy requests for
funds by schools and unexplained stalling by some
administrators resulted in further delays in distributing the funds.

ddAt Bell, where Title 1 funds are used for an after-school academic program an
d a Saturday academy, Ruiz said she was frustrated
repeatedly by the system's p
ersonnel office, which school officials concede has been a shambles and is slow
ly being rebuilt.

dd"The personnel office is a mess," Ruiz said. She said the office arbitrarily
lowered the salary of Title 1 aides she had hired and
refused for months to exp
lain why. Through Beach's intervention, Ruiz said, she finally found out why. S
he intends to hire new aides
next year " the others left because of the salary
dispute " and to fight against any pay reduction.

ddAt Hine, students had to work for many months on old computers because the mo
ney to buy the newer models they had been
promised arrived so late.

dd"When you look at months and months of delay, think about what it represents
for the kids. You can't make that up," said Janet

Smith, a Hine after-school vo
lunteer and member of the Washington Interfaith Network, a group of 43 congrega
tions that helped
organize the Hine activists.

ddBeach said she has begun to identify problems and is devising a reform plan.
She said that next year, federal funds for students will increase, from \$275 per
eligible student to \$325. Also, the number of schools receiving Title 1 funds
will rise from 102 to 125.

Beach said that the money will arrive on time and th
at local and federal funds will be better coordinated.

dd"There seems to be [a greater willingness by the new D.C. school officials] t
o be less bureaucratic, less defensive, more open,"
said Mary Jean LeTendre, wh

o oversees the federal Education Department 's compensatory programs, includin
g Title 1.

ddStill, as long as operations in the system remain dysfunctional, progress won
't be easy, officials say.

dd"Sometimes I tell myself, 'The heck with this; we don't need the headaches,'
" said Bell's Ruiz. "But we have 100 kids a week in
our after-school and Saturd

ay programs. . . . And ultimately, we know we are helping children. So we have to keep fighting."

Publication#W\ PP# 41. The New York Times"Publication" #:\ PP# 06/10/98Section: Metropolitan Desk; Section B; Page 5, Column 4

Headline#\ PP# Trying to Cut Special Education RollsHeadline #:\ PP# By SOMINI SENGUPTA

In proposing an overhaul of the \$2.5 billion special-education system in the city's schools, the Mayor and the Schools Chancellor said yesterday that they were seeking to reverse what they described as alarming growth in the number of children consigned to expensive, segregated classrooms. Special-education rolls grew by nearly 10,000 children last year, to more than 161,000, or 13.5 percent of the total student body. The jump was the largest in 13 years. "This is a terrible tragedy and a terrible mistake," Mayor Rudolph W. Giuliani said.

The proposals, described yesterday at a news conference at City Hall, call for adding support services in regular classes as well as privatizing the process

of evaluating children referred to special-education classes. They come at a time when the state is under pressure from Washington to reduce the number of children in special-education classrooms. Under current policy, the state offers each district more money for each student referred to a special-education class, a practice that runs counter to new Federal laws requiring districts to push more children into inclusive settings. If the Legislature does

not amend its funding formula by the end of the 1999 session, the state risks losing \$300 million in Federal school aid.

Assemblyman Steven Sanders, a Manhattan Democrat who is chairman of the State Assembly's Education Committee, said of the effort to overhaul special education, "Now, there is a sense of urgency and focus on it."

Yesterday, educators around the city praised the city's goal but questioned the idea of using private evaluators unfamiliar with the children and the schools.

The plan, drawn up by a task force empaneled by the Mayor, focuses on one of the most widely criticized pieces of the special-education pie: the school-based three-member teams, consisting of a psychologist, a social worker and a teacher trained in educational evaluation, that screen every child referred to special education by a teacher.

An independent study conducted in 1995 found that 85 percent of the referred children were placed in special education, even though many were not diagnosed with a learning disability as defined by state law. The city is also under scrutiny by Federal civil rights officials for having a disproportionate number of

black and Hispanic boys in special education.

ddThe task force suggested yesterday that private psychologists be contracted to do the screening. "We are really bringing to this a fresh set of eyes," Sch

ools Chancellor Rudy Crew said. Dr. Crew was a member of the task force.

ddThe task force also called for principals and superintendents to have direct control over the team members, who are now independent of the school districts.

The teams have been criticized as unproductive; the psychologists on the teams, for instance,

conducted 1.4 evaluations a week, according to the task force.

ddThe United Federation of Teachers, which in the past has insisted on shielding the 3,500 evaluators from the control of principals

and district superintende

nts, softened its position on that issue yesterday, but it drew the line on privatizing the jobs of the evaluators.

dd"The one thing we will definitely fight is any attempt toward privatizing," said Randi Weingarten, the union president. "We will fight it any way we can.

" She said that instead, the city should have enforced a provision in the union contract to address productivity

quotas: each school-based evaluation team is

to perform 55 to 80 evaluations a year.

ddNorm Fruchter, a New York University professor who has written extensively on the city's special-education system, said

yesterday that he did not think the

privatization plan would lead to sounder evaluations but that it could be a way to bargain for higher

productivity standards in the next contract. "I suspect

this is a way to introduce competition," he said.

ddGalen D. Kirkland, the executive director of Advocates for Children, a Brooklyn group that represents youngsters with learning

disabilities, said he feared

that private contractors would be under pressure to remove more students from special-education classes,

even some who desperately needed them.

ddThe task force insisted yesterday that the proposals were not intended to save money. Instead, Dr. Crew said, the changes would

continue to offer special-ed

ucation services to students who genuinely needed them.

ddBut the task force, which includes Michael D. Hess of the Corporation Counsel's office and Peter J. Powers, a former Deputy

Mayor, declined to say how many

children they would remove from special education.

ddThe Board of Education is expected to vote, as early as next week, on the proposal to bring the school-based evaluators under the

control of principals and

superintendents.n

Publication#W\ PP# 42. The New York Times"Publication" #:\ PP# 06/10/98Section

n: Metropolitan Desk; Section B; Page 5, Column 1

Headline#\ PP# Special Education Evaluation Teams Have Few BackersHeadline #:\

PP#

By LYNDIA RICHARDSON

Few defenders can be found for the three-member teams " a psychologist, a social worker and educator " who screen children for special education at each school. Some classroom teachers and principals see them as unproductive clock-watchers who play cards all day, perform a few tasks, then go home promptly when the last school bell rings. They average only an evaluation or two a week.

dd Mayor Rudolph W. Giuliani joined this chorus of critics yesterday, urging the Board of Education to turn over the job to private companies in the hope that they could evaluate students and decide on placement more efficiently.

dd The school-based teams have long been criticized for simply rubber-stamping a teacher's referral, and for funneling a disproportionate number of black and Hispanic boys into dead-end, segregated classrooms. Once assigned to special education, students are rarely allowed to return to regular education and few graduate from high school.

dd Most special-education students are not deaf, blind or classified with any other readily defined disability. Instead, 70 percent are labeled "learning disabled" or "emotionally handicapped," terms that are loosely applied and may provide cover for a teacher who wants to get rid of a troublesome student, recent studies of the system have found.

dd For years, schools' chancellors and blue-ribbon commissions have tried to reform the city's special-education system in the hope of shifting large numbers of children back into regular classrooms.

dd Those efforts have singled out the evaluation system, which has developed into a parallel hierarchy within the school system.

dd The city's 1,000 three-member teams are not required to teach any students. They mainly administer psychological and educational assessments. The teams are not under the control of school principals now, although Schools Chancellor Rudy Crew is proposing to change that system by allowing principals to assign the teams to supporting classroom teachers.

dd The school teams are now overseen by an extensive bureaucracy consisting of 32 district outposts, known as the Committees on Special Education. The committees include a core of psychologists and other professionals supported by dozens of file clerks, typists and other workers. Extensive files are kept on each student, often reaching hundreds of pages. The committees report to special-education officials at the Board of Education's central headquarters in Brooklyn.

dd When a teacher refers a student to special education, the clock begins to tick. The school system must evaluate the child within 30 school days and decide on a placement within 60 days. A Federal court decree requires that children suspected of having a disability be processed in a timely fashion.

dd If the school-based team determines that the child is disabled, it writes an

individual education plan " a sort of academic prescription with diagnosis and statement of the kind of services needed. The team also meets with the child's parent, who has a right to refuse the school team's recommendation and demand a hearing from an impartial hearing officer, paid for by the Board of Education.

n

Publication#W\ PP# 43. Chicago Tribune"Publication" #:\ PP# 06/09/98; Edition : NORTH SPORTS FINAL; N; Section: NEWS; Page 1

Headline#\ PP# MORE SCHOOL DAY-CARE SET FOR STUDENTS' KIDSHeadline #:\ PP#

By Melita Marie Garza ; Julie Deardorff, Tribune Staff Writers. Tribune Staff Writer Abdon Pallasch contributed to this report.

The Chicago Public Schools plan announced Monday to open 10 new day-care centers for teen mothers is being touted as a way to lower the dropout rate among female students and ultimately head off the chronic poverty associated with teen motherhood.

But the new centers, which would join the only one currently in operation, at Orr High School, also raise the question of whether such taxpayer-funded programs glamorize or legitimize the idea of having children at an early age. It is similar to the argument some give for opposing distribution of condoms in schools.

"Some people say it's glorifying teen pregnancy to build a day-care center in a school," said schools chief Paul Vallas, speaking at the groundbreaking ceremony of the first of the day-care centers, at Bowen High School on the Southeast Side.

But with some schools already at a 50 percent to 60 percent teen pregnancy rate, Vallas said, "There is not much more encouragement that can be going on."

Mary Jean Schumann, executive director of the Washington, D.C.-based National Organization on Adolescent Pregnancy, Parenting and Prevention, cautions that in-school day-care might provide some of the teen mothers the attention they crave.

"For some students, having something that loves them unconditionally is pretty romantically attractive, and they don't realize what it takes to raise a child," Schumann said. "They want to show these babies off."

The announcement by school officials of the new Infant/Toddler Family Development Center at Bowen High School, scheduled to open in the fall, is part of a growing number of such centers nationwide, especially in large urban school districts, researchers say.

"Legislation around the country provides for more and more assistance directed toward teen parents in public schools," said Fern Marx, a senior research scientist at the Wellesley College Center for Research for Women. "The other piece is welfare reform because

it has the requirement that teens complete education.

"

ddExact figures are unavailable. But according to the Washington, D.C.-based National Campaign to Prevent Teen Pregnancy, roughly 600 schools across the country provide child care.

ddMost are in urban areas like New York, Philadelphia, Los Angeles and Chicago, but rural towns are also offering child care. New Jersey has a strong network of school-based health centers.

ddSome say the issue is one that should be handled at home, not at school. But Tamara Kreinin, director of state and local affairs for the National Campaign to

o Prevent Teen Pregnancy, said the unfortunate truth is there is a huge connection between educational success and teen pregnancy.

dd"Educational failure is a huge predictor for teen pregnancy. We need schools working with us to help keep them in schools and give them some sense of a future," Kreinin said. "We have to do everything we can to support pregnant and parenting teens, but at

the same time, we have to take great care and send messages to teens and their siblings that teenage pregnancy isn't OK."

ddLocally, Vallas said the teen mothers also will be enrolled in the 2-year-old Cradle-to-Classroom initiative, a mentoring program that has successfully prevented repeat pregnancies.

dd"Rather than losing two generations of children, this is an opportunity to save two generations of children," he said.

ddHe did say, however, that Orr's center, which has been criticized as little more than a baby-sitting service, was not the model for the new centers.

ddCynthia Anderson, a spokeswoman for Jane Addams Hull House, which has run the Orr program since it began in 1992, said that an average of 75 percent of the teens who enroll in the program graduate from high school. Roughly 75 percent do not become pregnant while in the program, she said.

ddThe 10 new centers will provide child care for 32 children each, up to 23 months of age. The centers will cost between \$100,000 and \$250,000 to build.

ddIn addition to Bowen, three other high schools, King, Marshall and Westinghouse, will have centers by the fall. By the fall of 1999, six more centers will be opened at Englewood, Phillips, Clemente, Manley, Farragut and Austin High Schools.

ddThe schools were chosen because of the high numbers of teen births in the communities where they are located, Vallas said. In 1996 the last year that figures

were available there were 9,686 births to teen mothers in Chicago.

ddAmong Bowen's 1,500 students, 132 female students have children who are under age 3. An additional 32 are pregnant.

ddTeen mothers interviewed at Bowen thought it unlikely the new day-care center would lead to more teen pregnancies.

dd"School is six hours a day," said Lucero Alvarez, 18, whose daughter, Dulce, is 10 months old. "There's 24 hours in a day. It's not like they are going to watch your child while you are having fun. What it means is a lot of girls will no longer have an excuse for why they can't come to school."

ddYvita Smith, 17, a Bowen junior who is three months' pregnant, will be one of the first students to use the new center. "I'm still going to finish school," Smith said. "No matter what."

ddAs for having other children, Smith said: "No. This is it."

Publication#W\ PP#44. Newsday"Publication" #:\ PP# 06/09/98; Edition: QUEENS
; Section: NEWS; Page A39

Headline#\ PP# Suit Says CUNY Remedial Vote Illegal Headline #:\ PP#Subhead#[\ PP# Group accuses board of violating provisions of open meeting law
Subhead#:\ PP# By THE ASSOCIATED PRESS

Advocates of remedial education at the City University of New York's 11 four-year colleges have filed court motions charging that the university's board of trustees voted illegally to ban the courses.

ddThe advocates, who include teachers and students, say the May 26 vote at the CUNY Board of Trustees' headquarters was illegal because it was taken during a session that violated the Open Meetings Law.

ddThe trustees violated the law by holding the meeting in a room too small to accommodate expected crowds, by reserving a large number of seats for CUNY staff

, and by unfairly ejecting people from the meeting, court papers say.

ddThe motion and order to show cause, filed Friday, is a supplement to a lawsuit filed in 1995 in Manhattan's State Supreme Court

by City College Professor Wi

lliam Crain and City College student David Suker. That suit alleged violations of the Open Meetings

Law at two meetings and a public hearing.

ddThe order requires CUNY officials to appear in court June 17 and explain why they should not be stopped from eliminating remedial education courses from the

four-year schools. The order was signed by Justice Elliott Wilk.

dd"I believe the court will rule that the Board of Trustees has repeatedly violated the Open Meetings Law and the democratic right of the public to observe it

s officials making decisions," Crain told a press conference yesterday.

dd"I hope that they will have to redo their decision," Crain said. "By that time there will be such a public outcry against the cruel elimination of remedial

on at the four-year colleges that the board will have to make a different decision - a decision that restores

access to the poor and to students of color."

ddThe board's meeting was marked by loud protests from teachers and students. Most of the audience was ejected and 19 people were arrested for allegedly disrupting the meeting.

ddThose arrested included State Assemb. Edward Sullivan who said in an affidavit filed with the other court papers that he was arrested at the meeting even though he was making no noise at all.

ddCUNY has a student body of about 202,000. About two-thirds are members of minority groups and about half are non-native speakers of English.

ddSeveral political officials, including Mayor Rudolph Giuliani, have pushed to eliminate remediation at the four-year schools in what they say is an effort to raise standards.

ddCUNY's figures show that more than 40 percent of students, including those at the two-year community colleges, fail to graduate in seven years.

ddA CUNY study released last month found that about one-half of minority students now enrolled in the four-year schools would not have gotten in under the new rules.

Publication#W\ PP# 45. Newsday"Publication" #:\ PP# 06/09/98; Edition: ALL EDITIONS; Section: NEWS; Page A17

Headline#\ PP# School Prayer Divides LI Headline #:\ PP#Subhead#[\ PP# U.S. Supreme Court agrees with parents who oppose prayer in a Herricks school.

Subhead#:\ PP# By BY GEORGE DEWAN.
STAFF WRITER

One day in the fall of 1958, Steven Engel visited his son's classroom in the Searington Elementary School in the Herricks school district. Engel, a Jew, was not prepared for what he saw his son doing.

dd"I saw one of my children with his hands clasped and his head bent," Engel, now 75, recalled recently from his home in Great Neck, where he has since moved.

"After, I asked him, 'What were you doing?' He said, 'I was saying my prayers.' I said, 'That's not the way we say prayers.' "

TD The prayer in question was Regents-sponsored, school board-approved and nonsectarian, and students were not required to say it. But after being challenged by Engel and four other parents in the district early in 1959, the prayer was ruled unconstitutional in 1962 by the U.S. Supreme Court in a landmark First Amendment decision. Engel vs. Vitale (William Vitale was the school board president at the time) went into the history books.

ddThe parents - who had a total of 10 children in the district's schools - children in the district's schools - had lost at trial in State Supreme Court in Nassau and lost every appeal until the case got to the U.S. Supreme Court. When the high court's decision was announced on June 25, 1962, it was met with a storm of protest. Newsday editorialized against the decision, and religious leaders and some politicians opposed it.

dd"I am shocked and frightened that the Supreme Court has declared unconstitutional a simple and voluntary declaration of belief in God by public school children," said the Roman Catholic archbishop of New York, Cardinal Francis Spellman. "The decision

strikes at the very heart of the Godly tradition in which America's children have for so long been raised."

dd"It means that asking divine guidance in the schools is wrong," said Rep. Steven B. Derounian (R-Roslyn). "I think to ask divine guidance is right anytime and anywhere."

ddThe reaction locally was more vicious. Parents who brought the suit were bombarded with crank calls and obscene and threatening messages calling them Communists and atheists. The assault included the burning of gasoline-soaked rags in the form of a large cross in the driveway of one of the plaintiffs, Lawrence Roth, who lived near Engel.

dd"When we won the case, all hell broke loose," Engel, a businessman, said recently. "The dirty letters, the midnight phone calls.

I once received a call at work: 'We've got your children.' I took a taxi home from work in New York. I went to the school, but everything was OK."

ddAnother plaintiff was Monroe Lerner, also from Roslyn Heights. "There were neighbors who stopped talking to us," Lerner's wife, Julia, said recently. "But they've gotten over it. It took them time to understand that no one in this group was interested in preventing religion in their lives. We had to take our phone off the hook . . . terrible things were said to us. We got letters, with the

words cut out of papers. This is how intense the feelings were."

ddA postcard was mailed to all five plaintiffs. It began: "You damn Jews with your liberal viewpoint are ruining a wonderful country." In fact, two of the plaintiffs

were Jews, one a Unitarian, one a Protestant, the fifth an agnostic.

ddSome people approved of what Engel and the others had done. A schoolteacher wrote: "Congratulations for the victory you have won for the United States and mankind. Your courage and determination serve as a most welcome inspiration and example to those

of us who, although seeing the right, may often hesitate to capture and preserve it."

ddThe prayer, composed by the State Board of Regents and recommended for use by school districts, was brief: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers and our country."

ddIn its 6-1 decision, with the majority opinion written by Justice Hugo Black, the Supreme Court concluded that the prayer violated the First Amendment, which

begins, "Congress shall make no law respecting an establishment of religion . . ." On the normally

nine-member court, one justice was ill and another did not vote because he had not been on the court during the oral arguments.

dd"In this country," Black wrote, "it is no part of the business of government to compose official prayers for any group of the American people to recite as part of a religious program carried on by government . . . By the time of the adoption of the Constitution, our history shows that there was a widespread awareness among many Americans of the dangers of a union of Church and State."

ddWilliam J. Butler, the attorney who argued the plaintiffs' case before the court, was asked recently whether he thought the 1962 decision was vulnerable to a attack.

dd"I think it's written in stone, *Engel vs. Vitale*," he said. "Every year since then there's been an attempt to introduce a constitutional amendment to overrule the case. That has never happened. It can't . . . for that to happen, they'd have to monkey around with the First Amendment. They can't do that."

ddEngel said he had mixed feelings about the national publicity. "I know my name is in history," he said. "But I really wish it could have been resolved with the board of education. I'm proud of one thing: The Nassau Chapter of the American Civil Liberties Union evolved out of this case."

ddHe was asked if, knowing what he knows now, he would do it again. "That's a strange question that I don't know the answer to. Knowing what happened . . . so somebody had to do it. If religious freedom was going to have any meaning in America, somebody had to do it."

TWO OTHER CASES REACH TOP COURT

ddIn addition to the *Herricks* suit, two other major U.S. Supreme Court cases were generated on Long Island.

ddIn 1982, the court ruled that it was an unconstitutional suppression of ideas for the Island Trees school district in Levittown to remove books considered offensive from the high school library. In 1976, the school board had removed nine books on the grounds that they were "anti-American, anti-Christian, anti-Semitic and just plain filthy." The books included Bernard Malamud's "The Fixer" and Kurt Vonnegut's "Slaughterhouse Five."

ddIn 1974, the court upheld an "antigrouper" law passed by the Village of Belle Terre near Port Jefferson that prohibited more than two persons unrelated by blood or marriage from living together in a one-family house. The law was challenged in 1972 by six students at the State University at Stony Brook who had jointly rented a 14-room Tudor house in the village. - George DeWan

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Headline#\ PP# Privatization Eyed for Parts Of Special EdHeadline #:\ PP#
By Sarah Kershaw STAFF WRITER

Top city and school officials are expected to announce a plan today to drastically overhaul special education, including a proposal to privatize some aspects of the mammoth and costly program. A task force formed earlier this year, after Mayor Rudolph Giuliani announced that he would make reforming special education a top priority, is to present a set of recommendations aimed at streamlining the program, which costs more than \$2 billion annually and serves about 160,000 students.

TD Board of Education officials, briefed yesterday by Schools Chancellor Rudy Crew on key aspects of the task force report, confirmed that one major recommendation involves privatizing the evaluation of students for special education services. That is

similar to the approach Giuliani has taken with welfare, in which he has hired per-diem workers to screen applicants and used outside agencies to review eligibility and to run job programs. As applied to special education, it would mean that outside consultants, instead of Board of Education employees, would assess students' needs.

ddThe city's special education bureaucracy has long been criticized for referring far too many students to special education, a disproportionate number of them black and Hispanic boys.

dd"A reform of special education is a very exciting concept and I am totally in favor of it," said Carol Gresser, the Queens representative on the board, after the closed-door briefing.

ddBut Gresser, who noted that the seven-member board is supposed to vote on proposed reform later this month, said she felt "rushed" and had some legal questions about some of the recommendations.

ddNew York 1 reported over the weekend that the mayoral task force - which is headed by former Deputy Mayor Peter Powers and includes Crew and the city's corporation counsel, Michael Hess - plans to recommend moving as many as 60,000 special education

students into regular classrooms by the year 2000. Board members said yesterday, however, they did not hear a specific target number during the briefing.

ddUnion officials with the United Federation of Teachers, said they could not comment on the privatization proposal or any other task force recommendations because they had not yet seen a report.

Publication#W\ PP# 47. San Antonio Express-News"Publication" #:\ PP# 06/09/98
; Edition: Metro; Section: Metro; Page 02B

Headline#\ PP# LULAC reverses original view of school vouchersHeadline #:\ PP#
#

By Anastasia Cisneros-Lunsford
Express-News Staff Writer

Reversing its previous position, the League of United Latin American Citizens has adopted an anti-school voucher resolution saying state funds should be used to enhance the public school system, not hurt it.
The resolution, which passed unanimously Sunday during the organization's state convention at South Padre Island, sent a message to school voucher supporters that segregation isn't part of the future for Texas public schools, said Rene Lara, a member of the Texas Federation of Teachers and LULAC.

The action reversed LULAC's qualified endorsement of a school voucher system that would focus on low-performing schools.
Last year, state Rep. Henry Cuellar, D-Laredo, proposed using tax dollars at private schools if students were refused admission to public schools of their choice.

The board gave its conditional support, demanding it have input into the proposal to be voted on in the 1999 legislative session.

"Once people understand the issue of vouchers, they'll come around to oppose them," Lara said.

Henry Rodriguez, president of LULAC Council No. 4358 in San Antonio, said the announcement of the Children's Educational Opportunity Horizon Scholarship, a privately funded \$50 million voucher program exclusively available to low-income families in the Edgewood School District, strengthened his vote against vouchers.

"(The scholarship) has everything to do with the vote. After taking everything into consideration (since December), the announcement solidified our position," Rodriguez said.

"The scholarship will benefit only a select few. Edgewood is not in the greatest shape and the scholarship could hurt the district and most minority groups,

" he said. "Our contention is that the district should get its fair share."

The new resolution states that tax dollars should be used to reduce class size, hire qualified bilingual education teachers and pay for adequate classroom facilities.

Publication#W\ PP# 48. Omaha World-Herald"Publication" #:\ PP# 06/09/98; Edition: Metro; Section: News; Page 13

Headline#\ PP# Minority Recruiting Grant ApprovedHeadline #:\ PP#
By Melissa Matczak Michael O'Connor.
World-Herald Staff Writers

An Omaha school board committee on Monday gave preliminary approval to a \$4,000 grant to help the district recruit minority teachers.

The grant is from the Omaha Schools Foundation. It will be put into the pool of money the district uses to recruit minorities.

Among other things, the district operates a minority intern program and visit

s college job fairs, particularly in the South and Southwest.

ddThe district is working to recruit more minority staff members. About 40 percent of its students are minorities, but only 8 percent of its teaching staff are minorities.

ddGretna Raises Pay for Substitutes

ddSubstitute teachers in Gretna will get more money next school year.

ddThe Gretna school board on Monday agreed to pay substitute teachers \$70 a day, up from the \$63 they receive now.

ddSuperintendent Gail Kopplin said the district usually increases substitute pay every two years to keep its rates competitive with other area school districts.

s. Many of them, he said, pay \$70.

ddA year ago, the Nebraska Board of Education loosened the educational requirements for substitute teachers as a way of easing the severe shortage across the state.

ddKopplin said the school district usually has no problem finding substitutes during the school year until spring, when more teachers are out of school due to

field trips and end-of-the-year activities.

Publication#W\ PP# 49. Memphis Commercial Appeal "Publication" #:\ PP# 06/09/98; Edition: Final; Section: Metro; Page B2

Headline#\ PP# TENN. WILL CONVENE TASK FORCE ON SCHOOL VIOLENCEHeadline #:\ P P#

A new statewide task force begins meeting this week to explore the dilemma of school violence and how best to make Tennessee classrooms safe.

ddAt least one member believes students will welcome adults reasserting their authority, even if it may mean losing some independence.

dd"We are the only species on the planet where the young don't know who is in charge," said Rep. John DeBerry (D-Memphis).

dd"I think we are going to have to go back to the basics. We are going to have to re-establish society's holy trinity: the home, church and school."

ddHouse Speaker Jimmy Naifeh appointed the seven-member task force chaired by House speaker pro tem Lois DeBerry (D-Memphis). The first meeting is Wednesday in Nashville.

ddState Education Commissioner Jane Walters warned there is no magic solution. "It is going to take a lot of different initiatives by a lot of different groups," she said.

ddPossible initiatives include setting up more alternative schools, increased funding for metal detectors and other school safety devices, and identifying and dealing with students who make deadly threats.

ddOther ideas may be as simple as instituting "stop and drop" school drills, in which students drop to the ground when a siren sounds

to make themselves smaller targets for a gunman. While acknowledging the drills are grim, school officials note they already are being used in some Tennessee schools located in high-crime areas.

The task force meets against the backdrop of recent fatal school shootings in several cities around the country.

In Tennessee, an 18-year-old Fayetteville student is charged with killing a classmate in the parking lot of Lincoln County High School on May 19.

A key problem, said task force member Rep. Page Walley, is that children are being reared in a culture of death and hopelessness, bombarded daily with violent messages.

"I know it is going to be controversial, but I think we are going to have to present to these children in some form or fashion a gospel of love and hope I have found comes only through a relationship with Jesus Christ," said the Toone Republican.

Hedy Weinberg, head of the American Civil Liberties Union in Tennessee, is wary of calls to renew emphasis on religion and prayer in schools.

"I don't think there is any direct correlation between the removal of prayer from public schools and the increase in school violence," she said. "But there is a problem festering in our society. If we don't fix it we will all suffer even more."

Publication#W\ PP# 50. The Hartford Courant"Publication" #:\ PP# 06/09/98; Edition: 4S EASTERN; Section: TOWN NEWS; Page B1

Headline#\ PP# SCHOOL SHOWS MORE SCRUTINY Headline #:\ PP#Subhead#[\ PP# 2
RECENTLY EXPELLED AT RHAM HIGH REGION 8 SCHOOLS

Subhead#:\ PP# By STEPHANIE BRENOWITZ; Courant Staff Writer

Two students were expelled from RHAM High School last week for disciplinary reasons that officials say are unrelated to a recent crackdown on threatening behavior by students.

Superintendent William Davis and RHAM school board Chairwoman Deborah Morocco said the board voted to expel two students on June 1 but declined to identify the students or their infraction.

Davis said the students' violation of school policy was related to the "type of activities that are common toward the end of the school year," but declined to elaborate.

Davis did say that in general, teachers and administrators are being more cautious about threatening comments or activities by students, in light of the shootings in recent months at schools around the country.

"You will always have threats, but lately our staff has been listening more closely to what students are saying to each other," Davis said. "If it appears that something inappropriate is being said or done, we don't wait to see how it

works out. We deal with it on the spot."

ddHe said no police action has been taken in relation to any recent incidents, but the school would not hesitate to call on law enforcement if a situation warranted it.

ddBecause of student confidentiality, Davis said he could not release numbers and types of disciplinary actions but said they have increased in recent weeks.

ddAround the state, from East Hartford to Plainville to Coventry, students have been facing stiffer punishments for making comments about harming classmates or others.

ddFrom warnings to detention to expulsion and arrests, schools in Connecticut and across the country are getting tougher when it comes to the safety of students and teachers.

ddIn addition to sending a strong message to students about right and wrong, schools are also letting parents know that they are being more vigilant, said Davis.

dd"It's important for everyone to know that we are sensitive to these things," said Davis. "We don't want to create hysteria but we want people to have confidence in how we handle disciplinary actions."

Publication#W\ PP# 51. The New Orleans Times-Picayune"Publication" #:\ PP# 06 /08/98; Edition: THIRD; Section: METRO; Page B5

Headline#\ PP# THE PLACE OF ENGLISH IN THE WORLDHeadline #:\ P P# By CYNTHIA TUCKER

Little Maria Irene, expected in October, will likely be fluent in two languages by the time she is 7 or 8 - a bilingual child. Her mastery of English and Spanish and her parents' education and aspirations for her are likely to land her near the top of the economic heap eventually.

ddShe will be a lucky little girl, having come out on the right side of a peculiar cultural divide. You see, Maria Irene, my first niece, will be the daughter of an American-born mother and a Mexican-born father, both college professors. She will be considered smart and well-educated because English will be her first language and Spanish her second. She might easily have been dismissed as a dim-witted outsider - an intruder, a dumb foreigner - if fate had intervened so that Spanish was her first language and English her second.

ddWelcome to America.

ddCalifornia, where voters recently dumped bilingual education, has reminded us of the strange ambivalence we bring to these cultural matters. The best-educated among us want our children to master a second language - and perhaps a third or fourth - as the educated classes in most countries do. But the child who co

mes to this country from Mexico or Vietnam is unlikely to be regarded
 as halfwa
 y toward a brilliant bilingualism. That child is treated as a drain on the publ
 ic schools.
 ddBilingual education, no doubt, has its problems. My brother-in-law, Jose Vazq
 uez, a university professor in Texas, says so. "They
 do a poor job with it," he
 says.
 ddBut he also notes the need to help children who come to this country from oth
 er shores make the transition from their native
 tongues to English - perhaps in
 after-school tutorials or summer classes. He emigrated from Mexico at the age
 of 17, speaking very
 little English. He has since earned his Ph.D.
 ddThe animus toward language instruction for children of immigrants - indeed, t
 he entire warped debate over the cultural centrality
 of English - hardly reflec
 ts a desire to improve bilingual education or to ease the transition for foreig
 n-born children. Instead, it
 reflects an old-fashioned narrow-mindedness and a
 colossal misunderstanding of the place of English in the wider world.
 ddGeorgia and 21 other states have passed laws declaring English the "official"
 language, as if English were in danger of being
 supplanted. In fact, the Engli
 sh language has won the battle for cultural hegemony the world over.
 ddIn Russia, in China, in Nicaragua, in Pakistan, in South Africa, the educated
 classes speak English. English is the language of the
 Internet and internation
 al aviation. The French, deeply frustrated by the incursions of Mickey Mouse an
 d Madonna, have tried
 erecting barriers to keep English out, but they are losin
 g.
 ddStill, those who are fluent in more than one language have an advantage over
 those who do not. And in that competition, American
 children are losing out.
 ddRather than force-marching the children of immigrants into English immediatel
 y, the resources of our public schools might be
 expanded (we are in a period of
 unprecedented prosperity, after all) to hire teachers who are fluent in other
 languages, teachers of
 literature as well as science and social studies.
 ddAfter all, the English-speaking child who could take a literature class taugh
 t in Spanish would have the pleasure of Gabriel Garcia
 Marquez in his native to
 ngue. That's a gift.
 ddCynthia Tucker is a syndicated columnist for Universal Press Syndicate.n

Publication#W\ P
 P# 52. The Fort Worth Star-Telegram"Publication" #:\ PP# 06/08/98; Edition: FI
 NAL AM; Section: NEWS; Page 1

Headline#\ P P# Schools strive to make bilingual education workHeadline #:\ P

P#

By Michelle Melendez

Star-Telegram Writer

FORT WORTH - The saying, "as California goes, so goes the nation," has been true with some educational trends. But bilingual education may prove to be the exception.

Although California voters decided last week to shut down their bilingual education program, educators in Texas and across the nation say that's the wrong way to go.

Instead, they are revamping or expanding programs to ease the language transition for students who come into public schools speaking little or no English.

"We're looking at an increasing population of Hispanics and we want to ensure they are educated and learn English, and remember that they will be helping us

compete globally with their culture and their language," said Fort Worth school board member Jesse

Martinez, a manager at Lockheed Martin.

Small school districts are facing the same situation as their larger neighbors.

"Right now, our numbers are so small that we only have ESL English-as-a-second-language programs," said Superintendent John

C. Brooks of the Northwest school

district. "But we have a contingency plan for providing appropriate programs for kids if our

numbers grow. The greatest problem is finding bilingual teachers."

Last year, Fort Worth asked the same question debated in California. Is bilingual education working?

The answer was no, with some exceptions. Thomas Tocco, Fort Worth's superintendent, said that students taught in Spanish were not getting enough English and

weren't doing well on tests in either language.

Students in bilingual classes who took the English version of the Texas Assessment of Academic Skills often failed, even after five to seven years in the district.

Some who started in bilingual kindergarten classes remained in ESL classes well into middle and high school, he said.

"Whatever we were doing, it surely did not have a good short-term effect," Tocco said.

Instead of eliminating bilingual instruction, however, the Fort Worth school board is committed to increasing funding of bilingual education by \$3.9 million

during the next two years. The board also voted to scale back bilingual education in lower grades,

concentrate scarce bilingual teachers at that level, and eliminate bilingual instruction in fourth and fifth grades, replacing it with ESL

language centers for students who need help. The changes go into effect in August.

No one would dispute that children in U.S. schools must learn English to succeed. How to teach them is the crux of the argument.

dd"The bilingual approach almost goes against common sense," said Cecilia Silva, a teacher in the education department at Texas Christian University. "Common

sense tells you the sooner and the more English, the better," she said.

ddHowever, "the latest research indicates that the stronger the foundation in their first language, the higher the achievement later on," said Silva, who is helping to develop a bilingual teacher program at TCU.

ddTwo frequently cited studies found that the gains children make through the "immersion" method in early school years are not as long-lasting as for those who

learn to some degree in their native language.

ddThe Ramirez Report, funded by the federal government, and a study by Virginia Collier and Wayne Thomas of George Mason

University say the academic progress

of students immersed in English falls off in high school.

ddEvery morning at Washington Heights Elementary School, one of the Fort Worth school district's 24 schools with bilingual

classes, kindergarten teacher Fabio

la Davis uses a metaphor even a 5-year-old can grasp.

ddIt's time to change the Spanish-language channel in their heads to the English channel, she tells the children, just like they change the TV channel at home

ddThey've usually spent the night before watching Spanish-language television and speaking Spanish with their families, Davis explained. The mental switch all

ows them to focus on learning the calendar in English.

ddThey switch back to Spanish when they write in their journals, sounding out words in Spanish phonetically the same way English speakers do in English at that

grade level.

ddBilingual teachers such as Davis use Spanish, or whatever native language the children speak, to teach basic reading, writing,

math, science and social studies

while at the same time using ESL methods such as pictures and props to teach English.

ddSchools without bilingual classes provide specially-trained ESL-certified teachers who use only English and need not speak the children's native language.

ddIn ESL classes, newcomers often display the "deer caught in headlights syndrome," said Adaire Fisher, who teaches in the ESL

language center at J.P. Elder Middle

School in the Fort Worth district.

ddThey sit there, wide-eyed, taking in everything, saying nothing.

ddIf they know how to read or do math in their home language, they catch on pretty quickly. If they don't, then they start with the alphabet.

dd"We get kids who know there must be a dictionary in this classroom and they immediately find out where it is," Fisher said. "And

we get kids who don't know

which side of the paper to write on."

ddFisher begins building vocabulary and understanding, even acting out verbs like standing, sitting, running and walking. Within

a few weeks, she said, students usually say something in English - to fellow students on the playground. The same thing happens in Julie Rainwater's ESL second-grade classroom at De Zavala Elementary.

"There's a silent period," Rainwater said, mentioning a Vietnamese girl who had just arrived weeks earlier.

"Luckily for her, I have other Vietnamese children who can translate," Rainwater said, panning a classroom of Vietnamese, Laotian, Croatian, Kurdish, Iraqi and Mexican students.

An Iraqi girl who started school last year wasn't as fortunate.

"In the beginning, she didn't know it was time to go to lunch or time to go to the bathroom," Rainwater said, adding that they had to lead her by the hand.

Using a lot of pictures and gestures to build vocabulary, Rainwater began teaching the girl.

A year later, she was reading out of the second-grade book, although "she doesn't always understand what she's reading. The

comprehension isn't the same," Rainwater said.

"It's difficult, because you can't communicate with them, especially when you have 20 of them."

Still, Rainwater wouldn't dream of teaching the students to read first in their native languages, even if she knew them. It just doesn't make sense if the goal

is to make them fluent in English, she said.

Fort Worth's bilingual classes aim to make students proficient in English within three years and academically fluent within six years. Experts say it takes five to seven years to master a second language.

That approach, adopted in Fort Worth in 1969, is called "transitional." It seeks to use a student's native language, in Fort Worth's case Spanish, as a bridge

to learning English, while teaching material appropriate for the grade.

It is the approach endorsed by U.S. Education Secretary Richard Riley and the state of Texas, and the most common approach

in the country. But some national

experts say it is the least effective model and that providing students more time in their native

language produces better long-term academic results.

Houston, El Paso, Chicago, Miami, New York, San Jose, Calif., and 200 other districts even have programs that aim to graduate fully bilingual students. The

thrust has largely come from the cities' business communities.

For example, Houston has eight "two-way bilingual immersion" programs in which native English and native Spanish speakers

are taught all subjects in Spanish

in kindergarten through third grade, with 30 to 60 minutes of English instruction. The district is

planning to phase in additional grades as the students advance

through grade 12, said Jose Hernandez, assistant superintendent.

The group that led California's fight against bilingual education cited anecdotal evidence and the belief that young children can

easily learn a second language

to support the English immersion approach that voters approved. Under that

system, children would go into regular classrooms with their peers after one year of intensive English instruction. California districts have 60 days to make

the change, but several organizations have filed a lawsuit to stop the measure

ddWhatever method they choose, public schools must educate growing numbers of children who speak little or no English.

ddCalifornia has 1.4 million students with limited English skills, most of whom speak Spanish. That is followed by Texas with 447,343, according to the Texas Education Agency.

ddIn Fort Worth, the number has grown from 6,292 in 1983 to 18,470 students last year who spoke limited English. Arlington has 5,359, a dramatic jump from 319

students in 1983. Irving, Birdville and Hurst-Euless-Bedford districts also provide bilingual education, reflecting a need in the student population for language help.

ddOf the 18,470 Fort Worth students with limited English skills in the 1997-98 school year, about 7,000 were in bilingual classes, said Chris Criswell, director of Fort Worth's student placement center.

ddAbout 10,600 were in ESL classes. And 870 were in mainstream classes at their parents' request, Criswell said.

ddThe state holds districts accountable for how well these students learn. They can be exempted from the English-language TAAS test for up to three years, but

they must pass it to get their diplomas. Students who are exempted often take the Spanish TAAS, and those scores may be counted in rating schools next year.

dd"We just need to continue examining our programs and restructuring them to make sure we're meeting the needs of children so they can achieve academically,"

said Juanita Silva, associate superintendent in Fort Worth.

ddCompared with California, "We have more faith in our system and in our teachers," said Fort Worth school board member Rachel Newman. "I believe we can do it

- we can help these children learn English earlier."

Sources on Bilingual Education

ddThe National Clearinghouse for Bilingual Education - on the Internet at ncbe.gwu.edu or call (202) 467-0867

ddThe Tomas Rivera Policy Institute at the University of Texas at Austin - (512) 471-2872, P.O. Box 8047, Austin, TX 78713-2872.

ddThe National Research Council - on the Internet at www2.nas.edu/whatsnew/2652.html.

ddREAD Institute - (413) 256-0034, P.O. Box 2428, Amherst, MA 01004-2428.

ddMichele Melendez, (817) 390-7541

PHOTO(S): Ron T. Ennis

Publication#W\ PP# 53. Associated Press"Publication" #: \ PP#06-10 5:45a

Headline#\ PP# Parents, educators must watch for 'little time bombs,'

mayor sa

ysHeadline #:\ PP#

By WOODY BAIRD

Associated Press Writer

ddMEMPHIS, Tenn. (AP) - Residents of five small towns racked by fatal school shootings realized too late that troubled children

can be "time bombs" ready to e

xplode into violence, say participants of a conference on youth violence.

dd"We are realizing now it can happen anywhere. ... The little time bombs are out there ticking, waiting to go off," said Mayor Bill

Morrisette of Springfield

, Ore.

ddMorrisette joined about 50 representatives Tuesday from four other towns recently hit by school shootings to discuss ways to prevent similar incidents.

ddThe law enforcement officers, educators and town officials were from Springfield; Pearl, Miss.; Jonesboro, Ark.; Paducah, Ky., and Edinboro, Pa.

ddOn May 21, 15-year-old Kip Kinkel allegedly opened fire with a .22-caliber rifle in a crowded lunchroom at Springfield's Thurston

High School, killing two s

tudents and wounding more than 20 others. He also is charged with killing his parents.

ddThe meeting was organized in Memphis, picked for its central location, by Pearl Mayor Jimmy Foster and Bill Reisman, a specialist in antisocial behavior amo

ng children.ddReisman said preventing violence at school has to start at home with parents looking for warning signs of emotional distress.

ddParents should know their children's bedrooms "like the back of their hand" and realize something may be wrong if they discover violent wall posters or book

s and records that champion antisocial themes.

dd"We've got parents who are afraid to go in their kid's bedroom because of a privacy thing. But when we go in that room after the fact, it's all there. The s

igns are all there," Reisman said.

ddAfter the Springfield shooting, authorities found information on bomb-making and several homemade bombs at Kinkel's home.

ddMeeting participants said teachers and other school employees, from coaches to bus drivers, also should be on the lookout for signs of trouble.

dd"English teachers need to be aware of the essays. Phys-ed teachers need to be looking for body mutilation indications, things like that," Reisman said.

ddThe Rev. Fred Haustein of Jonesboro said his town is still struggling to deal with a shooting at a middle school in March in which four students and a teach

er were killed. Two boys, ages 11 and 13, are charged with the attack.

dd"We wonder how could this have happened in our midst, but we realize what happened is not just our problem. It's a problem of

our whole society," Haustein said.

ddThe meeting was closed to the media, but Reisman said participants, sometimes in tears, talked about the pain the shootings caused

their communities.

ddIn general, the group decided that all schools, even those in small towns, should pay more attention to security and emergency plans for working with police and hospitals, Reisman said.

ddThey also should place more emphasis on counseling students and teaching them ways to solve their problems without violence.

Stronger gun-control laws may be

needed to keep firearms away from youngsters, the group decided.

ddReisman said his company, Cornerstone Seminars of Indianola, Iowa, will use information gathered at the meeting to compile a report by the end of the summer

. He said he had not yet decided how the report will be distributed.

Publication#W\ PP# 54. Associated Press"Publication" #:\ PP#06-10 6:14a

Headline#\ PP# Milton Hershey School to rid itself of weaponsHeadline #:\ PP#

DERRY TOWNSHIP, Pa. (AP) - Disturbed by recent school shootings, the Milton Hershey School is ordering house parents to remove weapons from their campus residences.

ddSome house parents have contacted their union about the new policy; others have gone to the National Rifle Association for help.

ddPrior to the policy change, announced to the staff last week, house parents and other tenants on the Derry Township campus had been allowed to store sports

weapons such as rifles and archery equipment in their apartments. Students have not been allowed to have weapons.

ddHouse parents reacted cautiously to the change but braced for a fight.

dd"It's being checked out now through our union attorney," said Sandi Strunk, president of the house parents' union.

dd"We don't want to say anything to make anybody mad," said Rick Sweigart, a house parent. "But this is a rights issue, we feel.

Right now, everybody's waiting to see what will happen."

ddHe said some house parents have contacted the National Rifle Association.

ddAn NRA spokesman said Tuesday the organization would examine the issue.

dd"It's a very complex situation," said Jim Manown. "You have the rights of law-abiding citizens . . . the school has rights, and there's also federal, state and local laws which apply."

ddLinda Miller, the school's director of communications, said the policy was approved as a safety measure.

dd"The best way to prevent someone from being shot is not having guns around," she said.

ddMilton Hershey School's student population is about 1,025. The children, considered financially and socially needy, board on

school grounds and live in ranch

style residences with house parents. Eight to 12 students typically reside in a home.

ddNinety-seven sets of house parents and 31 other tenants, including employees, live on school grounds, Miller said. Housing is

provided free to house parent
s as part of their compensation. The house-parents' apartments are separated fr
om students' living
quarters by interior doors that have locks.
ddNo on-campus incident dictated the change, Miller said. But school officials
were disturbed by shootings at schools in the past
seven months that have kille
d more than a dozen students and a teacher, and wounded more than 40 others. Th
ose incidents occurred
in Edinboro, Erie County; Springfield, Ore.; Jonesboro,
Ark.; West Paducah, Ky.; and Pearl, Miss.
ddHouse parents employed as of June 4 and residing in student homes have until
Aug. 1 to remove weapons from their apartments.
Other tenants have a similar gr
ace period. Employees or others who obtain hunting permits for certain areas of
school lands can carry
sport weapons in those areas but nowhere else on campus

.n

Publication#W\ PP# 55. New York Times"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Giuliani Wants to Privatize Special-Education

Screening Headli

ne #:\ PP#Subhead#[\ PP# Forum Join a Discussion on What Are the Most Import
ant Issues in

Education? Subhead#:\ PP#

By SOMINI SENGUPTA

ddIn an ambitious effort to revamp one of the costliest items in the city schoo
l budget, Mayor Rudolph W. Giuliani intends to call
on the Board of Education T
uesday to privatize the job of evaluating children who are referred by their te
achers to special education,
Board officials said Monday.

ddCurrently, children referred by classroom teachers are screened by a team com
posed of a psychologist, a social worker and a
teacher trained in special educa
tion evaluation at each school. That system has long been assailed as being ine
fficient.

ddAnd the school-based evaluators have been criticized for rubber-stamping the
teachers' referrals " a disproportionate number
of whom are black and Hispanic

boys with behavioral problems rather than serious physical or mental disabilit
ies " and consigning
them to self-contained special education classes.

ddIt was not clear Monday what kinds of savings the city expects to reap from t
he privatization plan, or what the school-based
evaluation team would do if pri

vate psychologists were to take over the screening of students. Last night, bot
h the Mayor's

spokeswoman, Colleen Roche, and the Chancellor's spokeswoman, Chi
ara Coletti, declined comment, saying details would be
disclosed at a City Hall

news conference Tuesday by a task force that Giuliani set up last year.

ddBut the plan is likely to face stiff opposition from the United Federation of
Teachers, which represents nearly 3,500 school

psychologists, social workers and educational evaluators. Union officials say the school-based team ought to remain independent from administrators at the school and district levels.

Yesterday, a spokeswoman from the union, Susan Amlung, said her group had not been consulted by the Mayor's task force and could not comment on the proposal

s.

The plan would not be the school system's first foray into privatization; in recent years, some janitorial services have been put in private hands. But the task force plan would mark the first time the system has contracted for direct services to students.

Board of Education members were offered a glimpse of the task force's recommendations Monday afternoon, when Schools Chancellor Rudy Crew "who sits on the panel with Peter J. Powers, a former deputy mayor, and Michael Hess, a lawyer with the

Corporation Counsel's office " made a presentation at an executive session of the seven-member board.

Dr. Crew, who has long spoken of the need for changes in special education, also put forth his own recommendations Monday, proposing to hand over greater authority over special education referrals and evaluations to school principals and district superintendents. Under the current system, each school-based evaluation team reports to a districtwide special education committee, which in turn reports to the Board of Education.

The Chancellor's proposal, which would also bring the districtwide special education committee under the superintendents' control, is not new. In recent years, other efforts to overhaul special education have singled out the school-based evaluation teams. Principals and district superintendents have also clamored for greater control, asserting that the current chain of command creates an inefficient system.

Yesterday, some school officials expressed support for the Chancellor's proposal, saying it would offer more scrutiny over special education referrals and placements at each school.

"Right now," said Dr. Luis O. Reyes, the board member from Manhattan, "we have a system where a principal is held accountable for reading and math scores but doesn't have authority or isn't held accountable for children in special education."

Dr. Reyes also expressed concern about the privatization idea, saying he preferred to try Dr. Crew's plan before turning to outside contractors.

The privatization plan alarmed some school officials and education experts.

Mark Alter, a New York University professor who focuses on special education, called the privatization plan "scary."

"That would make me nervous," he said. "The key is not to separate out instru

ction from assessment."

ddThe city's special education population has ballooned since Congress passed a law in 1975 guaranteeing equal education for the

disabled. The majority of the

roughly 140,000 children in the city's special education program are not blind , deaf or suffering from

chronic illnesses like cerebral palsy. Instead, they a

re classified as either learning disabled or emotionally disturbed " evaluation ns

that can be based on varying perceptions of teachers and evaluators.

ddAmong special education students in the city's elementary schools, about 60 percent are segregated in separate classrooms or

separate schools, and few retur

n to a mainstream classroom or receive diplomas. Another board spokeswoman, Karen Crowe, Monday

said the numbers of children returned to non-special education

classes have inched up over the last year, from 3,345 in the 1995-96 school ye

ar to 3,854 in the 1996-97 school year.

ddCritics of New York's current \$2 billion special education program, including many inside the system, say it is driven by a

financial incentive system that

rewards the city for each additional child it places in special education. Each referral into special

education reduces class size, offers a swift solution to

classroom disciplinary problems and improves a school's cumulative scores on st andardized tests because many special education children are exempt from the ex aminations.

ddIn recent years, the city's special education system has come under intense s crutiny from Federal civil rights officials. Last year,

the civil rights arm of

the United States Department of Education warned New York City school offici als to correct the

overrepresentation of black and Hispanic children in special

education classes or risk losing million of dollars in Federal aid.

ddEarlier this month, the department directed state officials to change the for mula, and threatened New York with the loss of \$300

million in aid.

ddSeveral bills are pending in both houses of the Legislature in Albany that wo uld do that.

ddThe Mayor's task force is also expected to call for an expansion of services for children in mainstream classrooms, from speech

therapy to counseling sessio

ns, so that students who are at risk can be helped in general education classes rather than having to be

sequestered in special education classes.n

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

INTERNATL #:\ PP#Publication#W\ PP# 56. Sydney Morning Herald"Publication" # :\ P P#June 10, 1998

Headline#\ P!P# Casual work may win jobs for teachersHeadline #:\ P"P# By STEPHANIE RAETHEL

Education Writer

ddCasual teachers will be offered incentives to work in classrooms in Sydney's west and country areas as part of a new scheme to deal with serious shortages of relief teachers in some areas.

ddUnder the system, teachers who fill casual positions in traditionally hard-to-staff schools will be accelerated by up to two years on the waiting list for a permanent position in a school.

ddAbout 200 schools will trial the scheme in term three, one of the peak times for teacher absences, and it is expected to be extended to include term two next year.

ddThe move comes after serious concerns about casual teacher shortages were raised by the NSW Teachers Federation and schools.

ddThe president of the NSW Secondary Principals' Council, Mr Jim Harkin, said finding casual teachers was a major problem for schools, and the new scheme would be welcomed.

ddHe said students were often left in the playground or library with minimum supervision because schools were unable to replace absent staff.

dd"In many cases the kids are not taught and in some cases not even adequately supervised," he said.

dd"It [the scheme] rewards teachers who are willing to work and gives them a jump on teachers who are waiting for permanent employment but not working as teachers and not keeping up to date with skills and knowledge."

ddUnder the scheme to be trialled next term, casual teachers will work full-time in one school for the whole term to cover teacher absences. These teachers will

then receive a one-year acceleration on their priority date for a permanent teaching position.

ddThis means if the scheme is extended to include term two, a casual teacher who works for both terms will be accelerated up the waiting list by two years.

ddA second system to be introduced will give teachers a six-month acceleration for every 50 days of casual work in the designated schools.

ddA principal at one of the schools that will trial the scheme, Mr Don Courts from Bonnyrigg High School, said schools currently had to ring around and compete for casual staff each day.

ddHe said under the new scheme teachers would know where they were working and be better prepared.

ddThe Opposition's education spokesman, Mr Stephen O'Doherty, said the Government was finally admitting there was a shortage of casual teachers in some areas.

ddBut he said the scheme would disadvantage teachers on the waiting list who were unable to teach in the designated school. Instead, he supported a proposal to have a pool of casual teachers assigned to each region.

Publication#W\ P#P# 57. Hindustan Times (India)"Publication" #:\ P&P#June 10, 1998

Headline#\ P%P# Girls shine in class XII exams Headline #:\ P&P#

New Delhi, June 9 (HT Correspondent)

ddA student disappointed over her marks in CBSE class XII exams, breaks down on Tuesday-HT photo

ddQuite predictably, this year too, girls fared far better than the boys in the class XII examinations of the Central Board of Secondary Education (CBSE).

ddThe pass percentage of the girls, 78.5, is a solid ten per cent more than the boys, 68.3 though in both cases the performance is down by one per cent.

ddDelhi girls left the boys way behind outdoing them by 15 per cent while in Chennai there was a close contest with the girls managing a pass percentage of 83

.9 and the boys 82.2. In Guwahati, the difference in pass percentage of girls and boys is narrower

this year by just about four.

ddThe percentage of regular students who passed this year's examination is 77 as compared to 78.55 of last year. The marginal fall in percentage is not signif

icant and could be due to the jump by seven per cent in the number of candidates who registered for the examination this year, said Prof B. P. Khandelwal, Chairman of the CBSE.

ddA total of 2,36,795 candidates registered for the class XII examination this year.

ddThe overall pass percentage in most schools of Kendriya Vidyalaya Sangathan (KVS), Jawahar Navodaya Vidyalaya (JNV)

schools, Government schools and Governme

nt-aided schools has fallen by as much as five. But the pass percentage of the independent schools has shown marginal improvement from 83.06 to 83.4.

ddAmong the different categories of schools, JNV schools have given the best results with a pass percentage of 81.2 followed by

KVS with 79.9 and Government-a

ided schools with 68.2. The Government schools have recorded the lowest pass percentage of 62.9.

ddThe CBSE has discontinued the practice of analysing or announcing the names of the toppers or the names of the schools which

have performed the best in any region.

dd"Schools of the toppers or the schools announced by the CBSE to have had the best results used to take unfair advantage of this.

They used to release advert

isements to attract more students. We felt that the board ought not to encourage such practice and so we

have discontinued this practice altogether. We now concentrate on grades rather than scores," said Prof Khandelwal.

ddIn a year when most categories showed a fall in pass percentage, the private students and Patrachar students or correspondence

students' result shared a two

per cent increase in pass percentage this year from 24.35 in 1997 to 26.6 this year.

ddChennai region has the highest pass percentage of 82.9, while Guwahati region

has the lowest, 55. Delhi region has the second lowest pass percentage of 66.8 . Chennai has the lowest percentage of students placed in compartment, 9.4, while Guwahati has the highest 18.7. Delhi again is not far behind Guwahati with 15.8 per cent of the total number of students placed in compartment. ddDelhi tops the list in having recorded the highest number of unfair means cases in the examinations, 31, and Chennai the lowest with just one case. However, there is a remarkable fall of 50 per cent in the number of unfair means cases this year from 114 last year to just 51 this time. ddThe CBSE has announced that students wanting to get any of their papers re-examined or re-checked would have to pay verification fee of about Rs 100 per subject which is to be deposited by a demand draft drawn in favour of Secretary, CBSE along with the necessary application form. The demand draft should be payable at the headquarters of the respective regions. The fee could also be paid in cash.

Publication#W\ P#P# 58. Washington Post"Publication" #:\ P(P#June 10, 1998

#:\ P)P#Headline#\ P*P# El Futuro: The New CaliforniaHeadline #:\ P+P# by Richard Rodriguez
San Francisco After last weeks primary, political pundits are saying that Californians voted for the past familiar political faces. But the most important people in Californias primary were not running for office, did not even vote. They were standing offstage. They are young, often immigrant, poor. And they are everywhere in California the future, el futuro. ddA few weeks ago, at a debate among the four leading candidates for governor, the questions were more interesting than the answers. The answers seemed canned. d. The questions concerned Californians were less worried about which candidate would occupy the governors office in Sacramento than about uncharted cultural changes awaiting us in the new California. ddIn truth, there is nothing very new about todays multiracial, multilingual, multicultural California. As U.S. territory, California was born from the collision of Latin and Anglo America. Then, after gold was discovered in 1848, desperate men from every part of the world from Australia, from China, from Peru, from Scotland rush here. California became the crossroads of the world as men jostled in the mud for the chance to spin the wheel of fortune. ddToday, 150 years after gold was discovered, Californians say (often with foreboding) that we have suddenly become a world society. That notion would be unsettling enough for many Californians; whats worse is the realization that California has suddenly

become the nations largest Hispanic state, and Los Angeles
a Latin American capital. ddThis season Hollywoods middleaged adolescents are
spinning tales of tumbling comets and Godzilla run amok in New York.
Californi
as political scientists speak, meanwhile, of a sleeping giant stirring, by whi
ch they mean Latinos are finally waking up
to the implications of their numbers
, finally voting. ddThe most telling moment of the governors race came when the
four major candidates stood before an assembly of Latino fat cats.
Though eve
ryone in the audience doubtless spoke English, political theater required a deb
ate in Spanish. What debate? The
candidates merely rived each other with a
djectives praising immigrants, praising Latinos. And then, each candidates, in
English,
denounced Proposition 227 (with simultaneous Spanish translation).
ddAs it turned out, the vote in favor of Proposition 227 against bilingual edu
cation was the most lopsided in the California
primary. While leftwing civil
rights groups would now like you to believe that the vote was antiimmigrant, e
xit polling suggests
that a large number of Asians rejected bilingual education
were furious at the incompetence of the states public school system.
ddThe debate over bilingual education is destined to turn national. In coming
months, Americans will publicly argue pedagogy: how
best to teach an immigrant
child? More privately, screeches will sound from the extremes on both sides g
arish neonationalism from one corner, xenophobia from the other. ddThe best word
, the polite word, we use to talk about what is going on in California today is
diversity a shrinkwrapped word,
a meaningless word, a Canadian platitude. I
n Canada, multiculturalism is official government policy. The mosaic has beco
me the
favored metaphor (many colors, each separate, united to form a beautiful
nation). Diversity is the flag flying over all.
ddIs California becoming Canadian? Our academics and politicians, certainly so
und the Canadian anthem with their praise of
diversity. My suspicion, however,
is that Mexico, not Canada, holds the key to Californias future.
ddMexico California? A few weeks ago, editors at the New Yorker magazine put b
lond surfers on the cover of their California
issue. What anyone living west
of the Hudson River knows is that a different California, more complex, is form
ing. Todays surfers
in Huntington Beach are as likely to be Filipino as blond,
and they are, in any case, dating Chinese. They are, in other words, modern
m
estizos.
ddThe sleeping giant may, indeed, be stirring. If we were less afraid of monst
ers in the dark, we would recognize that the growing
interest in politics by La
tinos and Asians is the key to Californias reconciliation, not an obstacle to i
t. Latinos and Asians no longer
want to be left on the outside.

ddRacial and ethnic identity politics may, indeed, sound divisive, but its intent is social mobility will be inclusion and mixture. Just as the Irish used identity politics in the 19th century to get inside the door, so today's Latinos will use their ethnic badge to get noticed in Sacramento and Washington.

ddThe paradox is that Latinos as a political force will diminish as the United States become more culturally Latin American. Precisely as California becomes more Mexican (more mestizo), a distinct Latino political agenda will become impossible to sustain because we Californians will be too mixed, too intermarried to entertain separate racial/ethnic categories.

ddWhat will remain, finally, will be economic class. That's the issue no one ever raises, California's debate over bilingual education, for example, no one ever troubled to distinguish between middle-class bilingualism and the dilemma of the poor who need to learn how to use public language.

ddDuring the last weeks before the primary, journalists from all over the world stopped by my house with microphones and note pads. They came to ask me about the new California, German TV. Australian radio. Canada phoned to ask if Southern California is becoming the new Quebec.

ddI told them, whether or not there is bilingual education, children of poverty, whatever their race, will continue to receive inferior schooling. Poor whites will have more in common with poor Latinos than with me. I told them that Spanish will remain the language of cheap labor. And I told them that my nephew, with his Scottish surname, goes to a fancy prep school where he learns three languages, Spanish among them. He looks Italian, dates blond, and calls himself (and truly is!) Latino in the new California.

Publication#W\ P-P# 59. Los Angeles Times "Publication" #: \ P.P#* 06/10/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-6

Headline#\ P/P# Parents and 227Headline #: \ P0P#

ddIn light of Prop. 227's victory, it appears that California public schools will have to adopt a monolingual policy. Currently, children from non-English-speaking environments are at a disadvantage in school. They converse in a foreign language at home. The English they learn cannot be practiced, since their parents probably are not conversant in it.

ddThis is like taking piano lessons without owning an instrument to reinforce what was learned. Education for these children is not a level playing field. But maybe there is a solution.

ddI propose the requirement that non-English-speaking parents sending children to public schools designate at least one adult to enroll in a free English as a

Second Language class. This way a monolingual mother or father could eventually help the child with homework as well as speed up the learning process. Not only would it reduce the dropout rate, it would benefit society as a whole to have as many bilingual residents as possible.
ddDON A. NORMAN
ddLos Angeles

Publication#W\ P1P# 60. The Washington Post"Publication" #:\ P2P# 06/10/98; Edition: FINAL; Section: OP-ED; Page A24

Headline#\ P3P# Lowering the Costs of Higher EducationHeadline #:\ P4P#
ddIn his May 23 Business article, "Congress Approves Student Loan Plan," Albert Crenshaw missed the mark on some key points and thereby tilted the understanding of the complex issues surrounding impending changes in the student loan interest rate.
ddFirst, the fiction of a loan "crisis" was a scare tactic employed by some lenders to frighten students and legislators into a paralysis to keep record low interest rates from becoming law. The Education Department has had a long-established plan "and the legal backing" to ensure student access to loans through its lender of last resort procedure with Sallie Mae and the guaranty agencies

ddSecond, contrary to Mr. Crenshaw's claim, the administration never backed a higher rate for students but fought throughout this debate to preserve the low interest rates and savings promised to students in the 1993 law. In fact, it was Vice President Gore who originally proposed the plan on Feb. 25 to preserve the savings for students but change the interest rate formula to provide a reasonable return for lenders and to protect taxpayers. This proposal formed a key element of the temporary measure that passed Congress recently and was included in the highway bill expected to be signed by the president. The difference is that this three-month fix includes a taxpayer-financed subsidy to lenders, which the administration has opposed.
ddAnd while Mr. Crenshaw may trivialize the monthly savings to students, lower interest rates will save families hundreds "in some cases, thousands" of dollars during the life of a loan. A four-year public college graduate with an average \$12,000 debt will save \$650 in interest; graduate students who borrow \$60,000 will save \$3,200 in interest payments. These are significant savings.
ddWe remain hopeful that we can work with Congress over the next few months on a long-term plan to keep interest rates low for students while providing reasonable, but not excessive, profits for bankers.
ddDAVID A. LONGANECKER
ddAssistant Secretary
ddOffice of Postsecondary Education

ddU.S. Department of Education
ddWashington

Publication#W\ P5P#61. The New York Times"Publication"#:\ P6P# 06/10/98Sect
ion: Editorial Desk; Section A; Page 28, Column 4

Headline#\ P7P#School-Prayer FallacyHeadline#\ P8P#

To the Editor:

ddHarvey Cox, in his June 5 Op-Ed article supporting the study of religion in p
ublic education, cites the Supreme Court's suggestion
that schools teach the hi
storical role of religion in American life instead of allowing school prayer. P
rofessor Cox concludes that

"what excluding religion from the classroom produc
es is simply bad education."

ddThere is no clear definition of a course of instruction that is nonsectarian,
nonreligious and Supreme Court-proof. Instead of
teaching about organized reli
gion or its historical role, public schools should teach the principles of ethi
cs, morality and tolerance

" tenets supported by all of the major religions as
well as by most agnostics and atheists.

ddROBERT A. KRIEGEL

ddManhasset, N.Y., June 5, 1998n

Publication#W\ P9P# 62. The Wall Street Journal"Publication" #:\ P:P# 06/10/9
8

Headline#\ P;P# Breaking Away From Inner-City DriftHeadline #:\ P<P#

Thank you for your May 19 Marketplace article "Adrift in the Ivy League, Far F
rom the Inner City," about Cedric Jennings. It brings
to light an issue importa

nt to the upward mobility of the poor in the U.S., but it does so with an unfai
rly dismal and discouraging
perspective. It is difficult to grow up in the inne
r city and then to be expected to compete at a prestigious, predominantly white

college or university. However, there are wonderful opportunities that such an
education can bring to hard-working students from
underprivileged classes.

ddI grew up in a violent East L.A. housing project and I was an outcast for bei
ng "too smart." The education I got at Carleton

College, a prestigious school e

ons from the barrios of East L.A., is priceless. I struggled during my first tw
o years at Carleton,

competing with prep-school graduates. However, all the tea
rs and agony were worth it because I broke the mold of poverty and
ignorance fo

r which I was destined.

ddIt has been six years since I graduated from Carleton and I am finishing a Ph
.D. in Environmental and Resource Economics at

U.C. Berkeley. I also just compl

eted a four-year term as a trustee on Carleton's board. In contrast to your art
icle, my experience as

a student and trustee tells me that there is sincere eff

ort from colleges and universities to educate and support "nontraditional"
stud

ents. Sometimes, however, it requires a little work to find the support.

ddTo Cedric and others in his situation, I cannot emphasize enough the importan
ce of building a network " of faculty, alumni and
fellow students " and to neve

r forget where you started. During our first couple of years at these instituti
ons we may not be as

well-prepared as our classmates, but growing up in a tough
neighborhood teaches us life skills and insights that they can never learn
fro

m a book. Take pride in that, and work hard to catch up with the book learning.

Schools like Brown and Carleton should continue

to admit these students, and s

hould not hesitate to support them. The rewards to society and to the instituti
ons are immeasurable.

ddGeorgina Moreno

ddBerkeley, Calif.

dd"-

ddYour article about Cedric Jennings at Brown University partially answered a q
uestion that has been haunting me since I first read

about him in the Journal i

n 1994. What happened to this boy who saw his personal salvation tied to M.I.T.

, whose almost superhuman

effort would not be enough to save him?

ddI wrote to Cedric about my father's struggles to leave his immigrant family's
poverty, via education, during a time when his culture

considered school a was

te of time. His mother was his only source of encouragement and low-paying jobs

his only source of tuitionmoney. How he managed not only college but dental sc

hool later has always been a source of amazement in my family. His social

battl

es and extreme poverty paralleled Cedric's experiences, and I wanted Cedric to

know he had role models in the immigrant

experience. It was intriguing to read

in the latest article a reference comparing his journey to that of many immigra

nts in this country.

ddBecause your poignant update described only his freshman year at Brown, we ar

e still haunted by that question about what his

life is. We need to know how hi

s senior year has been and if he is graduating this June, If and where he found

support and a sense

of belonging among the student body he found so alien as a

freshman. It is important because we, as a society and educators in

particular

, could benefit from his experience and his suggestions for improving education

al and perhaps social services to needy

students. It might be enlightening to h

ear his opinion on whether affirmative action was a benefit or hindrance to his

college

experience. Ron Suskind's book, now in print, will not address Cedric

's latest year, so please bring your readers up to the present.

ddElaine Cook

ddWest Bloomfield, Mich.

dd"-

ddRon Suskind's article presents a compelling portrait of a student. Cedric Jennings represents an almost extinct species at schools like Brown. He is a scholar and a gentleman. Of course, he doesn't belong there. Brown might very well corrupt him. The irony is that Brown was founded for students like him.

ddPeter Reilly

ddWest Palm Beach, Fla.n

Publication#W\ P=P# 63. The Wall Street Journal"Publication" #:\ P>P# 06/10/98; Edition: Texas Journal; Section: TEXAS JOURNAL; Page T4

Headline#\ P?P# A Fund EducationHeadline #:\ P@P#

ddOn April 8, you ran an article titled "UT Students Get a Taste of Wall Street." The article praised the program for its educational

experience, uniqueness a

nd positive effect on the school's profile, saying it is "the only one of its kind in the nation and widely

viewed as a success for the students involved, though

ugh less so for investors." Their fund has had a return to investors of "about 22%

a year," since its inception in 1995.

ddThe students, alumni and beneficiaries of Texas Christian University's Educational Investment Fund are pleased that their portfolio has had over 25% annual

ized return on its stock holdings for the same time period. The TCU Educational Investment Fund was

founded in 1973, making it the oldest totally student-run investment fund.

ddTCU's program has several unique features. TCU's fund is managed by both M.B.A.s and undergrads. At TCU, the faculty is not

involved in decisions, and the program is truly student-run. UT's fund is comprised totally of stocks, whereas TCU allocates their

assets to equities, bonds and cash.

ddOn our 25th anniversary, the EIF is celebrating its largest payout ever. This year the donation to TCU and Baylor College of

Medicine was \$90,000, bringing the total payout to over \$1.4 million.

ddStuart Greenfield

ddPortfolio Manager

ddTexas Christian University Educational Investment Fund 1998

ddFort Worthn

Publication#W\ PAP# 64. Dallas Morning News"Publication" #:\ PBP# 06/09/98; Edition: NORTH SPORTS FINAL; N; Section: COMMENTARY; Page 17

Headline#\ PCP# KEEPING IMMIGRANT PUPILS AT A DISADVANTAGEHeadline #:\ PDP#

By Richard Estrada

Most observers expected the landslide approval by California voters of the anti-bilingual education ballot measure known as Proposition 227. No doubt about

it. But then, so too do Californians expect the earthquake along the San Andreas fault that will someday split California and turn western Arizona into beachfront property.

My point? When it comes to waiting a long time for a major development nearly everyone foresees, it may be observed that the moment of its occurrence is no less remarkable for the time spent expecting it. After 30 years, the democratic repudiation of bilingual education by a margin of 61 percent to 39 percent has given Californians a satisfaction equivalent to a slam-dunk by the home team just before the final buzzer.

Supporters of Prop 227 are rushing to consolidate their victory, while its opponents are trying to keep it from taking effect. In Washington, Rep. Frank Rogers (R-Calif.) is already pushing a bill to limit the use of federal funds in bilingual-education programs to three years. The legislation explicitly says the money need not be used for instruction in the students' native language, as is now the case.

Yet regardless of what Californians and their elected representatives may be saying, black-robed federal judges may have started chuckling at the thought that the voters of California actually believe that democracy will prevail. Immediately after the vote, minority-rights advocates filed suit to stay the implementation of Prop 227 in the epicenter of many earthshaking liberal court rulings, the routinely forked-tongued 9th U.S. Circuit Court of Appeals in San Francisco.

Over the years, residents of Los Angeles and Santa Barbara have related to me gruesome stories about school principals who brazenly tried to intimidate Hispanic parents from taking their children out of bilingual-education classes. Long ignored, the complaints were given credence recently by a Los Angeles Times article reporting that in Santa Barbara, Hispanic "children have for years been routinely placed in bilingual classes even though 90 percent were born in this country."

While Silicon Valley software entrepreneur Ron Unz, the author of Prop 227, believes approval of the measure in California augurs the dismantlement of bilingual education nationwide, Gov. George W. Bush of Texas is not convinced. "If a bilingual program is not teaching children to read and comprehend in English as quickly as possible, it should be eliminated," he said. "But if a bilingual program is helping to achieve the goal of teaching children to read and comprehend in English, then we should applaud it and say well done."

Gov. Bush's observation itself deserves an olive. One size does not fit all in the language debate. Everyone should agree that some

forms of bilingual education are ineffective, but it's also the case that the size of non-English-speaking communities can have an enormous impact on how rapidly children progress in any kind of language transition program. Even so, one of the nation's most effective methods of helping immigrant students learn English quickly has been found to be an immersion experiment conducted in the El Paso, Texas, public school system several years ago. But it's a measure of how politics dominate the discussion that news reports have failed to adequately mention that even Prop 227, which calls for a one-year immersion program to teach newcomers English, also allows for waivers to be granted for kids who may need a greater degree of bilingualism in their curriculum, such as older immigrant students. It is true, of course, that initial estimates that more than one-half of Hispanic voters in California voted for Prop 227 later were revised downward to about 37 percent. But consider the power of the opposition: Every major newspaper in the state editorialized against Prop 227, and the pro-bilingual position was helped enormously by a \$1 million contribution from the California Teachers Association and another \$1 million from the owner of the Univision television network.

If the bilingual-education proponents wish to argue that students can remain segregated for years from students in mainstream classes, then those advocates may wish to explain their position on a related historical issue. How would they have stood on previous examples where it was argued that students could be educated separately but equally? The comparison is not a strict one, but it does imply that then as now, America is being challenged by an approach that in bilingual-education classes might be called paternalism.

Publication#W\ PEP# 65. The Kansas City Star"Publication" #: \ PFP# 06/09/98;
Edition: METROPOLITAN; Section: OPINION; Page B6

Headline#\ PGP# Good and bad in KC schools budget plansHeadline #:\ PHP#
By RICH HOOD

It's good that all of the officials involved have managed to agree on the outlines of necessary budget cuts for Kansas City schools as state desegregation money begins to dry up. But the process through which this agreement was reached was needlessly clumsy and undemocratic. U.S. District Judge Dean Whipple has given tentative approval for a two-year budget that is supposed to restore the Kansas City School District to financial self-sufficiency. Spending would decline from \$308 million this year to \$276 million in 1998-99 and \$263

million by 1999-2000.

ddFar too many of the final numbers in this budget were reached by decrees from the three-member Desegregation Monitoring Committee and far too few of them by the duly elected members of the school board. But there is some relief that at least it was educators who arrived at the numbers and not just the judge himself.

ddTwo of those who should have made a good impression in this process by focusing on the best interests of the district's students managed to make themselves look utterly foolish instead, leading to needless wrangling between the DMC and the school board over a \$58,000 administrative position. Superintendent Henry Williams and desegregation attorney Arthur A. Benson II reverted to juvenile na

me-calling during and after a court hearing.

ddUltimately some difficult decisions - including school closings and staff cutbacks - were made. Based on the information now available, we have questions about the broad outlines of some of the personnel decisions that went into the budget numbers.

ddWe have always believed that the central office was overstaffed with overpaid and underworked bureaucrats. After two years, the 412 people now assigned to central headquarters are supposed to be reduced to 141. We wonder if anyone can truly justify keeping

that many administrative personnel when teachers, security guards and custodians are slated for sharp cutbacks.

ddThe teaching staff is scheduled to be cut by 310 positions in two years, 95 custodians are to be laid off and 39 security guards are to receive pink slips.

ddMany difficult decisions remain as officials determine whose jobs will be gone.

Publication#W\ PIP# 66. Worcester(Mass.)Telegram & Gazette "Publication" #:\ PJP# 06/08/98; Edition: ALL; Section: COMMENTARY; Page A7

Headline#\ PKP# Bay State charter schools producing satisfied customersHeadline #:\ PLP#

By Russell Donnelly; Editorial Writer

Opponents of charter schools gleefully brand those fledgling experiments in public education as right-wing elitist conspiracies.

ddHere in the Bay State, the Massachusetts Teachers Association has been flogging that particularly reckless notion.

ddThe herd mentality exemplified by the MTA leadership is, however, headed straight for a cliff called "vouchers."

ddUnless regular public education manages to pull its act together fairly soon - by embracing tougher academic standards, strict accountability, and a reward-

and-punishment approach to teaching performance - an increasingly restive public will demand

alternative ways to spend its hard-earned educational tax dollars

ddToday, charter schools provide a middle course that is both free and public.

ddIn addition, success stories that may emerge from the charter school experiment can be replicated in the regular public schools
- but only if the unions opt

for flexibility and cooperation.

ddSo, in a very real sense, charter schools are a hedge against the far more drastic and radical change that would ensue under a system in which parents receive

cash vouchers to use for tuition at private and parochial schools.

ddRecently another warning signal was sent up that organizations such as the MTA would do well to heed.

PIONEER STUDY

ddA Pioneer Institute survey of 305 charter school parents and 304 district school parents in six urban areas across Massachusetts,

including Worcester, found

a surprisingly high level of satisfaction among parents of charter school children.

ddSeventy-eight percent of charter school parents said they would keep their children in their current schools even if money were not an issue.

ddWhen offered the same choice, only 50 percent of regular school district parents said they would keep their children where they are.

ddThat significant differential has political resonance vis-a-vis the voucher issue.

NEGATIVES GIVEN

ddWhile charter school parents represent only 6,623 students, the more negative response of regular school parents mirrors the inclinations of hundreds of thousands of disgruntled consumers.

ddThe message is stark: Give us tuition vouchers and we will walk.

ddThe survey uncovered some other intriguing disparities, as well.

ddAmong charter school parents, 60 percent give their children's school an "A" grade, as compared with 37 percent of traditional school parents.

ddCharter schools did better in terms of communication with parents. On average, charter school parents had about 50 percent more face-to-face meetings with their children's teachers during the school year than did regular school parents.

ddAn overwhelming 80 percent of charter school parents report that their children are doing better academically than they did at their last school.

ddIt should be noted that charter school parents polled are probably more selective than the much larger pool of regular school parents.

ddIt could be surmised that charter school parents are more intimately involved in their children's educations, more critically aware of what is going on and more likely to seek out contact with teachers.

POSITIVE RESPONSE

ddHowever, the charter school movement is still new in Massachusetts - 1997-1998 is only the second year of operations. That fact underscores the importance of the resoundingly positive approval rating these schools receive from their customers.

stomers.

ddThe survey - conducted by Opinion Dynamics Corp. of Cambridge, an independent research firm - also trampled the myth of elitism.

ddOf charter school parents surveyed, 39 percent reported household incomes under \$35,000, as compared with only 29 percent of traditional school parents.

ddOnly 25 percent of charter school parents hold college or advanced degrees, compared with 31 percent of regular school parents.

ddThose statistics echo the socioeconomic realities at Worcester's Seven Hills Charter School.

ddThe survey also revealed that only 41 percent of district school parents without a college education were familiar with charter schools.

ddStill, currently there are 6,000 children on waiting lists for charter school slots. Ten such schools will open in September, enrolling a total of 9,930 students.

CITY'S NEWEST

ddThe Abbey Kelley Foster Regional Charter School in Worcester will be among the new batch, serving the city and several suburban communities.

ddCharter schools in Massachusetts are growing in numbers and strength. They are immensely popular. They provide a free public education alternative.

ddThose who continue to fight charter schools are slouching backward, while the rest of the education world marches forward.

ddBackward lies a chasm.nPublication#W\ PMP# 67. Greensboro News & Record"Publication" #: \ PNP# 06/08/98; Edition: ALL; Section: EDITORIAL; Page A6

Headline#\ POP# CHILDREN DON'T NEED ACCESS TO FIREARMSHeadline #:\ PPP#

Pearl, Miss. Paducah, Ky. Jonesboro, Ark. Edinboro, Pa. Springfield, Ore. What

do these towns have in common? School boys,

guns and death. Following each of

these tragedies, the gun use promoters have trotted out their trite sayings. "

Guns don't kill - people

do." Nonsense. People with guns kills people. After the

Jonesboro killings, an NRA spokesperson actually said that if those boys had

not had access to guns, they would have killed their classmates with some other weapon. That idea is patently absurd and

demonstrably false. It is only because

of ready access to unsafe firearms that these tragedies have occurred and will continue to occur.

ddWe'll always have angry children, but we could do something to keep them away from guns. Our laws do more to ensure that toy

guns can be used safely than to

ensure that real guns will be used safely. The NRA (and local politicians such as Howard Coble) won't

even support the simplest and most obvious regulations,

such as requiring trigger locks. A large majority of the population supports

making guns safer to own. Meanwhile, our politicians sell their souls and the lives of our children for campaign funds from the NRA.

When will it end?

Robert Guttentag Greensboron

Publication#W\ PQP# 68. Greensboro News & Record"Publication" #:\ PRP# 06/08/
98; Edition: ALL; Section: GENERAL NEWS; Page A6

Headline#\ PSP# SCHOOLS COULD BE SAFER IF PRAYER WERE
BACKHeadline #:\ PTP#

I am a Christian who would love to see prayer back in school. With all of the
killings by children, what could it hurt? Even if you
do not believe in God, yo
u must admit that something must be done.
ddUp until I was in the 6th grade, we had devotions every morning. I have been
out of high school for 18 years, and I never dreamed
that I would have to worry
about my child being killed at her school. We have tried everything else, why
don't we give prayer a
chance and see if the schools do not become a safer plac
e. All it can do is maybe save a life.
Selena Fleming Randlemann

Publication#W\ PUP# 69. The Fort Worth Star-Telegram"Publication" #:\ PVP# 06
/09/98; Edition: ARLINGTON AM; Section: EDITORIAL/OPINIONS; Page 13

Headline#\ PWP# How well is bilingual education equipping students?Headline #:
\ PXP#

By David Sampson

Special to the Star-Telegram

Last week, California voters overwhelmingly passed Proposition 227, essential
ly replacing the state's 30-year-old bilingual
education system with a program
that would immerse students in English-only instruction after one year of speci
al language classes.

ddWas the California vote just an outpouring of xenophobic fears by right-wing
radicals, or an indication of deeper concerns about
the enfranchisement of all
children?

ddAlthough one can certainly question the wisdom of embedding an education prog
ram in a state constitution - one prominent
education official with whom I spok
e likened it to a doctor prescribing penicillin for each of his patients regard
less of their problem

- Proposition 227 passed because most Californians believ
ed that something was fundamentally wrong and that educators alone were
unwilli
ng or unable to fix it. Only 32 percent of Latino voters opposed the measure. I
t is clear that many Californians instinctively
believe that children were not

becoming proficient in English, the intended goal of bilingual education.

ddEnglish is the language of commerce, not only in the United States but the wo
rld. It is today and will be in the next century. If

children are to fully part
icipate in this economy, they must become proficient and literate in English as
early as possible. The best

way to permanently disenfranchise a generation of immigrant children is to keep them locked into their native language.

ddA recent study by the Institute for Research in English Acquisition and Development found that there are serious negative implications for students who fail to master English. Hispanic students who went through bilingual education programs during the past two decades earn less than their peers who received a total immersion education. This holds true whatever level of educational achievement the students achieved.

ddState and local governments are spending an estimated \$2 billion to \$3 billion a year on special services for limited-English students. Bilingual education programs vary within states and even school districts, but in 80 percent of the programs, students are supposed to be taught in both the minority and majority languages, and use of the minority language is discontinued once students learn the majority language.

ddThe intent of bilingual education is to narrow the socioeconomic gap between limited-English students and those for whom language is not an issue, but the data indicate that such programs may actually widen the gap instead.

ddNearly three-fourths of all bilingual education students are Hispanic. When Hispanic students drop out, those who were in bilingual programs are significantly less likely to complete their education than those who were taught in English-only programs.

Those with a bilingual education background who drop out are 11 percent less likely to return to school and complete a bachelor's degree than those with an English-only background. They are even 4 to 5 percent less likely to return and get a General Education Development certificate than their English-only counterparts.

ddCalifornia's situation was complicated because the state had in place no way to judge the effectiveness of its bilingual education programs or how well the education system as a whole was performing as measured by student performance. I am certainly not competent to determine which program should be used, but I do believe we should not be wedded to educational programs that do not provide students with the very best opportunities to succeed. Limited educational resources must not be invested in strategies with unclear goals and where results are not tested. And when scientific data reveal that programs do not achieve the desired results, they should be altered.

ddTexas is far ahead of California in reducing class size and tracking student and school performance. The Texas Assessment of Academic Skills reports student achievement for each district, campus and demographic group. Because of this, local school districts

can track which programs work best and duplicate them where needed.

The stakes are enormous. Of the three largest ethnic groups in Texas, the Hispanic population is growing fastest. The future health of our economy depends on providing minority students with the best educational opportunities possible.

We need data-driven decisions and access to every tool in the box if we are to succeed.

Empowering minority children - through education - to reach their full economic potential in the global economy of the next century must be our driving goal

David A. Sampson is president and CEO of The Arlington Chamber and pulpit minister at the Park Row Church of Christ.

Publication#W\ PYP# 70. IntellectualCapital.com"Publication" #:\ PZP#June 4, 1998

Headline#\ P[P# Toleration and Diversity in the University Headline #:\ P\P# by Randall Kennedy

At Yale University, freshmen and sophomores must live in dormitories during their first two years as undergraduates unless they are married or older than 21

The expressed official purpose of this rule is to facilitate the creation of a college community in which students, drawn from widely diverse backgrounds, learn from one another informally in the hurly-burly of close, daily contact.

Decadent dorm life

This rule is under attack by several Jewish students who assert that the character of the dorms, particularly the unchaperoned proximity of unmarried men and

women and the sexual intimacies nourished by that accessibility, pose a threat to their orthodox

Judaic beliefs and sensibilities. "I would be sacrificing my religious upbringing to live on campus," complains Batsheva Greer, one of the

so-called "Yale Five" who has sued the university in federal court, claiming, among other things, that Yale is unconstitutionally infringing on her freedom of religion.

What the Yale Five request is that the college accommodate their religious needs by either exempting them from the requirement to live in the dormitories or

by providing them with single-sex residences governed by rules of sexual modesty that are consistent with their religious commitments.

What has Yale done in the face of this challenge? And with whom should onlookers side?

Yale has stoutly defended its policy in the court of public opinion, as well as in the federal courthouse. "These aren't just dormitories but communities,"

Richard Levin, Yale's president, recently declared. Yale "has been committed to offering an encounter

with difference as part of its educational mission. These students [the Yale Five] want the education, but they don't want the encounter."

Yale's position is right, both morally and legally, and ought to be supported

The complainants cannot plausibly claim that Yale's policy came as a surprise; the university features it prominently in publicity and recruiting. Nor can the complainants claim that they are coerced into following a course they find offensive; no one put a gun to their heads to apply or accept admission to Yale.

Nor should Yale be viewed as an agency of the state for purposes of invoking federal constitutional regulation of the university's prerogatives. For purpose of facilitating a salutary pluralism, Yale University should be regarded as it has historically been "as a private institution of higher education. Therefore it should be given considerably more leeway to structure its own affairs than, say, the University of Connecticut, which is unarguably a public institution.

A case of conservative inconsistency
Conservatives often have decried the tendency of courts and legislatures to encroach upon private institutions in an effort to create uniform social norms backed by the coercive power of the state. In this case, however, many conservatives are supporting the stance of the Yale Five. They see this episode as an opportunity to sock a liberal university and are drawn to the moral prudery of the

complainants. They should take a different tack, guided by attentiveness to the virtues of limited government along with respect for the discretion of private

colleges that can be sufficiently disciplined by the educational marketplace.

Moreover, some conservatives recently have made a habit of strongly criticizing racial minorities, particularly blacks, for insisting that predominantly white

institutions accommodate parochial demands for racial theme houses and related supports for a certain

conception of black identity. These same conservatives, however, treat with notable solicitude the parochial demands made by the

Jewish Yale Five. These students, too, should be reminded that no one forced them to attend an elite, white, mainly non-Jewish college with traditions of which they should have been well aware before matriculating.

Just as Howard might be an excellent alternative to Harvard for black students anxious to avoid the cultural whitening of their blackness, so too might Yeshiva

University be an excellent alternative to Yale for religious fundamentalists anxious to avoid the

"taint" of coed bathrooms, easy accessibility to condoms

, information about safer sex and other "corruptions" of modernity.
 ddThe limits of toleration
 ddIronically, one weakness in Yale's position is a reflection of its desire to be as tolerant as humanly possible, even to those who are antagonistic to its own liberal premises.
 ddAlthough Yale declares that undergraduates "must" live in dormitories during the first two years of college, it does not insist upon perfectly enforcing this "rule." Several members of the Yale Five have lived openly outside of the dorms but paid for the rooms the university has assigned to them.
 ddIn reality, therefore, Yale does not make actual residence in the dorms a condition of good standing at the university. Instead, it permits opponents of dorm residence to opt out but simply charges them for doing so.
 ddOne might criticize Yale for permitting this "fudging" of its residency requirement. After all, if dormitory living is really essential to the Yale educational experience, why not insist that, absent an officially recognized excuse, all students must learn from and contribute to dormitory living?
 ddEvery good argument, however, has a stopping point and the one Yale has chosen displays wisdom.
 ddRandall Kennedy is a professor at Harvard Law School. He is also a contributing editor of IntellectualCapital.com.

Publication#W\ PJP# 71. Manchester (N.H.) UnionLeader"Publication" #:\ P^P#June 10, 1998

Headline#\ P_P# Kids, Kids, Kids! " Democrats Rehearse Their Campaign Mantra

Headline #:\ P^P#
 ddBe forewarned, gentle readers, you are going to be subjected to an endless, mindless mantra from the Democrats in the coming election season " kids, kids, kids; children, children, children
 ddThe Dems are going to stress education, warns state chairman Jeff Woodburn, which means their candidates are going to drone on about children until the voters succumb to exhaustion. Pulitzer Prize winning columnist Charles Krauthammer calls this the "kiddieization" of American politics. All liberals have to do to pitch a program or new spending to the voters is to proclaim that it's "for the children."
 dd"We are going to talk about this issue again and again," warns Mr. Woodburn, referring to education, by which he means, translated from poli-speak, children.
 ddFine. Perhaps Mr. Woodburn will dwell on why his party's standard bearer, Gov. Jeanne Shaheen, vetoed for a second time a bill to streamline the state's teacher tenure laws and make it easier for local school boards to fire bad, ineffectual

ompetent, failing teachers.

Perhaps Mr. Woodburn and his party's candidates wi

ll enlighten the voters as to how keeping bad teachers in the classrooms benef

its the state's children.

ddOf course, when the Democrats threaten to harp on education, what they reall

y mean to squawk about is money " lots more

of it. This is the only idea the

Dems have on education.

ddParental choice? No! Infusing competition into a monopolistic system by mean

s of student vouchers? Never! Hold educrats

accountable for the performance of

the schools? No way! Reduce administration and bureaucracy to shift more reso

urces into classrooms? Treason! Emphasize basics and discipline over every goo

fy liberal fad and gimmick? Fascism!

ddThose candidates who dare question such liberal orthodoxies doubtless will b

e demonized as anti-children.

ddAnd isn't it a happy coincidence that what is said to be good "for the child

ren" so often happens to be good for the Democrats'

base constituency and big-

time contributors " the teachers and public employees unions, the school boar

ds association, the

superintendents lobby, the administrators and educrats and

all the other entrenched special interests of the education establishment.

ddNot since Reconstruction Republicans waved the bloody shirt of rebellion fol

lowing the Civil War has a political party so

cynically exploited fear and pre

judice as have the Democrats, who gleefully exploit children for their own pol

itical aggrandizement.

ddRepublicans do not love children less than do Democrats. The two parties sim

ply have very different ideas about what is best for

them.

ddDemocrats believe that more government, higher taxes, more spending and more

bureaucratic control of the schools are best for

kids. Republicans believe th

at strengthening families, empowering parents, lowering taxes, controlling spe

nding, expanding personal

freedom and responsibility are best.

ddSo voters should not be deceived by fatuous political rhetoric issuing from

jackanapes who profess to care so more about kids

than their opponents. We sho

uld not let the Democrats turn the election into a contest of compassion or us

e children as a political

blackjack with which to bludgeon their opponents. "

Richard LessnernPublication#W\ PaP# 72. Richmond TimesDispatch"Publication" #:

\ PbP#June 7, 1998

Headline#\ PcP# From a Distance Headline #:\ PdP#

ddWill the college campus of the 21st Century resemble a cocoon? After finishin

g their breakfast of last night's pizza, students might

log on to their compute

rs and take a class from a professor (or teaching assistant) located many miles

, maybe even states, away. The