

electronic classroom " a/k/a "distance learning
" " may or may not reflect Cardinal Newman's idea of a university, but in some

form or another it's on its way. Indeed, in many respects, it has arrived. Old Dominion and Virginia Tech, for instance, rank among the field's pioneers.

As usually happens with technological change, distance learning inspires thoughts of progress and doom. Students will be able to access (pardon the jargon, please) courses from their own homes or from satellite university centers. Schools will be able to extend their reach. The potential electronic student body is far more populous than the student body living among, or commuting to, the ivied (or graffitied) walls.

And therein lies one of the dilemmas. A recent State Council of Higher Education meeting regarding distance learning heard concerns about the trend's implications. Smaller schools, particularly those far from population centers, could find the competition from distance learning programs dangerous to their health.

Would the technology-rich BMOG swamp the little guy? Are independent colleges

justified in worrying that government support for technology at state universities will put them at even greater disadvantage?

Small colleges already confront numerous challenges. To a far greater degree than mega-universities and urban schools, they rely on students who not only study but live on campus. Any development making it easier for a student to earn credits without sitting

in a classroom and sleeping in a dorm presumably makes their life more difficult. Yet cooperative ventures with the principal disperse

resources of electronic courses could allow such colleges to expand their offerings, thereby attracting students desiring the ambience of a traditional campus but interested in taking courses available only at a larger school.

Technology itself complicates questions regarding. . . technology. By the time policy-makers " and the peanut gallery " understand a particular issue, technology frequently has moved to another plane. When Virginia Tech's vice president says, "The

changes we'll see over the next 10 years will make the last 10 years look pretty tame," he terrifies graduates who remember scribbling in spiral

notebooks and producing dreadful term papers by hunting and pecking on manual typewriters. Ahem. The electronic transformation of higher-ed will be complete when instead of playing intercollegiate football, universities play intercollegiate computer games (or computer chess).

A final cautionary note: The education world has heard brave talk of revolutionary change before; educators embrace fads as eagerly as pop entertainers and

teens do. Television was supposed to change the classroom. Maybe it did. Technology is a fact. Romantics can't wish it away. The Luddites couldn't suppress the Industrial Revolution. But how often in the past have the promoters of progress been so dazzled by form that they have neglected content?

Publication#W\ PeP# 73. Sacramento Bee"Publication" #:\ PfP#June 10, 1998

Headline#\ PgP# After Prop. 227: Now the focus should be on measuring results

Headline #:\ PhP#

Hours after the decisive victory of Proposition 227 at the polls, civil rights organizations went to court to block its implementation, while teachers and administrators in some urban school districts angrily threatened to defy its terms even if it is upheld. The emotional reactions were to be expected from those who are on the front lines of the bilingual debate "those who teach a third of California's 1.4 million English-language learners in the students' primary language. Teachers in districts with large numbers of "limited English proficient" students have good reason to fear the effects on those children of the initiative's one-size-fits-all mandate for English-only instruction. Children, like adults, differ in their capacity for learning foreign languages. Some have a natural affinity for it and will be fluent with a year's immersion. Others, who may be quick students in other subjects, will undoubtedly struggle for several years before they actually begin to think and learn in English.

It is the academic futures of these children that Proposition 227's opponents so vigorously claim to protect when they threaten the "civil disobedience" of ignoring last week's election results. But opponents would do a much greater service if, instead, they helped devise and then strongly supported measures for ensuring these children aren't left behind academically once the initiative takes effect. A court ruling against Proposition 227 seems unlikely. It is possible, however, for the Legislature to pass a bill requiring that all students in the "sheltered English immersion" classes required by the initiative are assessed after one year, and given extra help if they need it to succeed. Those children who are not fluent enough to take accurate notes and grasp new academic concepts after a year of English immersion should join the mainstream of English-language classes. Those who are still struggling must be offered more time in the "sheltered" English classes, or extra services after school or in summer school. Otherwise, they face certain failure under a new system that has no requirements for showing

ng it works better than the old one.

ddThe bilingual education backlash occurred in the first place partly because nothing held the program accountable for results.

Bilingual programs ranged from

highly effective, where students succeeded in mastery both of English and other academic courses,

to gross failure, where kids languished in Spanish-only classes year after year.

ddProposition 227 threw out the good with the bad, with no assurances either would be replaced with something that works. Now

it is time for the Legislature to

create those assurances so that the "English for the Children" initiative doesn't leave California's

children behind.

Publication#W\ PIP# 74. Los Angeles Times"Publication" #:\ PJP#* 06/10/98; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-6

Headline#\ PkP# Reboot School-Internet EffortHeadline #:\ PIP#

ddThe Internet-for-schools program that Vice President Al Gore inaugurated in January at Pacoima Elementary School sounded

almost too good to be true. As recent

events have shown, it was.

ddSold as a kind of 21st century Marshall Plan that would help disadvantaged public schools enter the Digital Age by wiring them

for high-speed Internet access

s, the program was castigated in Congress last week as "a raw deal for consumers." Democrats and

Republicans alike were rightly upset by cost estimates for the Internet wiring programs that have skyrocketed to \$4 billion a year.

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ddThe "E-rate" program, including both schools and libraries, was to be subsidized by the phone companies. Last year, AT&T Corp.

told Congress that if the Federal

Communications Commission agreed to reduce the access fees that long-distance carriers had to

pay local phone companies, it would absorb E-rate costs. The

FCC reduced the fees, but last month AT&T reneged and announced

it would pay

for the program by imposing a 5% fee on its customers' interstate calls. MCI Communications followed suit.

ddMaybe it's time to pull the plug on E-rate, as Rep. John Dingell (D-Mich.) urged last week. But the concept is still worthy,

extending the biggest helping hand

and to the poorest schools. And jobs increasingly require the high-tech skills that E-rate was meant

to foster.

ddFirst, Congress needs to get a grip on the flaws of the current program. A valuable first step would be the proposal by Sen. John

McCain (R-Ariz.) for a U.S.

General Accounting Office audit of the E-rate applications process, including the 30,000 applications

already filed by schools. The current rules allow computer

vendors and Internet service providers to help schools write grant

proposals,

virtually inviting fraud. The GAO should also study what Consumers Union has described as "dramatic waste" in the program.

With an audit to work from, Congress could repair or rebuild the program to be fair to both schools and consumers. In the meantime, the long-distance companies should scrap their consumer surcharges and put the money they save on lower connect charges into escrow.

It's too bad schools may have to stay on hold for the money needed to come on line. But greed has turned a fine, modest idea for a public/private partnership into a boondoggle.

Publication#W\ PmP# 75. The Washington Post"Publication" #:\ PnP# 06/10/98; Edition: FINAL; Section: Editorial; Page A24

Headline#\ PoP# Should We Wire Schools?Headline #:\ PpP#

SOMETIME this week the Federal Communications Commission will vote on whether to suspend a small program, passed as part of the 1996 Telecommunications Act, that collects money from long-distance phone companies and uses it to offer discounts on the cost of hooking up schools and libraries to the Internet. The program, known as the "e-rate," has been contentious from the start, but lately, as it prepares to begin actually considering applications for the \$650 million collected so far, it has become the focus of intense pressure.

Four senators with a say over the FCC's own budget sent a letter demanding that it defund the program entirely. Some have hinted that the commission risks having its own budget zeroed out unless it kills the schools and libraries program. Others threaten investigation of what they call a "stealth tax" imposed with questionable legality by an unelected agency or, alternatively, a "Gore tax" designed to advance the vice president's presidential prospects.

Why the sudden fuss over a \$2 billion program that passed all the usual legislative hurdles in orthodox fashion two years ago?

The flurry began when several long-distance telephone providers said they would begin adding a "universal connectivity fee" to individual monthly telephone bills to cover the schools and libraries program and other subsidies, such as the generations-old (and widely supported) subsidy for keeping phone service affordable in hard-to-serve rural areas. The appearance of what looks like a new tax on phone bills "even if it only spells out subsidies previously included in the overall bill" unnerves many legislators who support the subsidies in theory. Not everyone realizes that the schools and libraries fund constitutes only a third of the new fee. (The

FC

C and the companies are still sparring over whether the extra charges were even justified; the commission says the fees were specifically calibrated to balance year-by-year savings to the companies from another aspect of the 1996 bill, a drop in the access fees long-distance carriers must pay to local ones.) Much of the debate over the complex telecommunications bill concerned the balance to be struck between deregulating the communications industry " thus opening up the chance for phone companies to make lots more money " and imposing some obligations on them in return. One such obligation was to safeguard equal access, including to new technologies. After endless maneuvering and a veto threat by President Clinton if the bill emerged without them, provisions mandating "access to advanced telecommunications services for schools, health care and libraries," explicitly including "classrooms," were made part of the subsidies for "universal service." Telephone companies understandably balk at any creeping enlargement of the universal service concept, which requires them to offer phone service at average rates even in high-cost, hard-to-wire rural areas " and, inevitably, to absorb the cost by charging slightly higher phone rates across the board. One thrust of deregulation was to make those subsidies more explicit " an advantage for companies, which could compete more openly on basic rates, and also for consumers, who could see where their money was going. But spelling out a long-hidden subsidy also exposes it to political debate. Such debate need not doom the e-rate, which pulls considerable support in opinion polls, any more than it is likely to doom the popular rural subsidies. Nor should it. Squelching it would be the real "stealth" move.

Publication#W\ PqP# 76. The New York Times"Publication" #:\ PrP# 06/10/98Section: Editorial Desk; Section A; Page 28, Column 1

Headline#\ PsP# Remaking Special EducationHeadline #:\ PtP# Schools Chancellor Rudy Crew will be judged in no small measure on what he does to repair special education, the troubled program for disabled children that eats up a quarter of New York City's education budget, graduates few of its students and has come under Federal scrutiny for potential violations of civil rights laws. Dr. Crew acquired an important tool in this fight last year, when the State Legislature enhanced his powers to seize control of failing schools and hold principals accountable for school performance. He now intends to restructure the special-education bureaucracy itself, an unwieldy system-within-a-system that currently runs itself,

accountable to almost no one.

The new plan emerged yesterday in a report by Mayor Rudolph Giuliani's task force on special education, consisting of Dr. Crew, Peter J. Powers, the former

Deputy Mayor, and Michael Hess, a lawyer for the city. The details will need to be fleshed out. But the

impulse to make special-education workers accountable

to both school principals and district superintendents is basically sound.

Federal officials have long criticized New York City for keeping too many special-education students in self-contained classes

despite Federal guidelines re

quiring that they join regular classes as frequently as their needs permit. New

York mainstreams far fewer

special-ed students than schools do nationally. The

isolation is most frequent for black and Latino children. These students are

frequently omitted from citywide tests, making it impossible to determine if they are being educated at all. More drop out than graduate.

The current system holds no one truly responsible for these failings. A child being evaluated to enter or leave special education

is sent to a school-based

team composed of a psychologist, a social worker and a teacher trained in special education. In some

districts, the committees work swiftly and well. In other

districts they are slow and ineffective, and condemn virtually all children

eventually to special-education classes where they remain for the rest of their school careers.

The task force plan would scrutinize committees closely and put them under the authority of principals and local superintendents,

who would have more contro

l over what special-education workers actually do. Under the current arrangement they evaluate fewer

than two children per evaluator per week " and can spend

the rest of the time reading newspapers if they wish. To press the workers into

doing more, the task force has suggested that it will privatize evaluations in areas where performance remains poor.

Publication#W\ PuP# 77. Ft. Lauderdale Sun-Sentinel "Publication" #:\ PvP# 06/09/98; Edition: Broward Metro; Section: EDITORIAL; Page 10A

Headline#\ PwP# CALIFORNIA SHOULD QUICKLY CHANGE BILINGUAL SCHOOLS, EVALUATE R

ESULTHeadline #:\ PxP#

Despite opposition by certain immigrant groups, teachers' unions and an entrenched bilingual bureaucracy, more than three out of five California voters last

week opted to ban bilingual education in favor of a program of "English immersion."

While many of those who objected to the ballot initiative would like everyone to think the vote was a result of anti-immigrant feelings running rampant in t

he United States, that assessment is too simplistic.

TD Some people voted to end bilingual education because of bigotry, but certainly not all. In fact, 37 percent of voters of Hispanic heritage and 57 percent

of voters of Asian heritage voted in favor of changing the way California educates children whose primary language is something other than English.

ddDuring the campaign quite a number of immigrant parents were vocal in their support of change.

ddAmong other things, they claimed their children were falling behind because their attention was divided between English and another language, mainly Spanish.

Their ability to communicate in either suffered. ddBilingual education tended to isolate their children away from the mainstream, they said. They feared their children would emerge

from the school system without the English-language skill needed to prosper in American society.

ddEducating students in American schools can be a tough assignment even if they are fluent in English. Doing the job when their English is halting at best adds immeasurably to the difficulty.

ddWhether English immersion will prove more successful in California than bilingual education, time will tell. If the courts don't get in the way of swift implementation of the will of California voters, then good base-line data will be available in a few years.

ddChildren, of course, tend to learn at different rates. When it comes to learning English, the earlier the better. The risk in moving to English immersion is

that students without a solid aptitude for language will not be able to function adequately in the public school system.

ddThe risk of bilingual education is that they won't be able to function well in the broader society.

ddThe California data will prove vital in policy decisions throughout the country. If the data show English immersion is more effective than bilingual education,

then that is the way to go. If it demonstrates otherwise, then dumping bilingual education would, indeed, amount to anti-immigrant bigotry.

ddPolicy-makers should ignore self-serving injunctions of pro- or anti-immigrant groups and entrenched bilingual bureaucracies.

ddDecisions should be based on the data, and the focus should be strictly on how best to educate the children.

Publication#W\ PyP# 78. The Las Vegas Review-Journal"Publication" #:\ PzP# 06
/07/98; Edition: Final; Section: EDITORIALS; Page 2d

Headline#\ P{P# High school proficiencyHeadline #:\ P|P#

By now, thousands of Nevada juniors have been informed that they failed the high school proficiency exam. Rather than give up or react with anger, these students should seize the challenge to improve their skills to ensure they acquire the knowledge necessary

to pass the test on the second try.

State education officials promised the newly revamped test would be more difficult than its predecessor and the passing scores more demanding. Barring some revelation that 1998 juniors are especially slow, they delivered. The failure rate on the reading section was 30 percent higher than in 1997, while the failure rate for the math questions jumped a whopping 86 percent.

Overall, nearly 40 percent of those taking the exam failed either the reading or math section - 18 percent flunked both.

That should be cause for alarm: Four out of 10 high school juniors lack basic reading or math skills. What's more, the failure rate was even higher among minorities. More than 60 percent of African-Americans and more than 56 percent of Hispanics flunked the math section. Minority reading scores were also dismal: Forty-three percent of Hispanic students didn't pass, while 39 percent of the African-American students came up short.

The proper response here isn't to wring our hands and mourn the self-esteem of those juniors who failed, but to direct them toward the path of achievement. And that requires setting firm standards and holding students accountable for their performance.

The new exam attempts to do that in a more comprehensive fashion than before. That's good. The sample questions we have seen should by no means be beyond the average student, and the current passing scores - 61 percent for math, 70 percent for reading - could hardly be considered unfair. And remember: Students have five chances to pass the test. Five.

There are, of course, other factors in addition to high standards necessary to foster student accomplishment - quality teachers and a comprehensive curriculum, for example. State officials are in the process of drafting academic content standards in four core subject areas, and we will continue to agitate for relaxing licensing standards that would have prohibited Albert Einstein from teaching high school mathematics because he lacked the proper pedagogy certificate.

There will be those, for sure, who complain that the high rate of failure on the new proficiency exam indicates it's too difficult and should be dumbed down.

. But we've been there, done that. By raising the bar, by demanding more, we not only provide an incentive for students to learn, we make it more meaningful when they do.

To those juniors who flunked: Work harder, enroll in summer school, read some books, make sure you take the proper classes this fall to prepare you for the next try. The confidence that comes with accomplishment will be its own reward.

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Headline#\ P}P# SCHOOLS AND PRAYER Headline #:\ P}P# Subhead#[\ P}P# NO EVAN
GELIZING THE SO-CALLED RELIGIOUS FREEDOM
AMENDMENT IS DEADSubhead#:\ P}P#

Sanity prevailed in Washington last week when the House of Representatives blocked a proposed amendment to the U.S.

Constitution that would have guaranteed rights to religious expression on public property.

The vote was 224-203 in favor of the measure, but it fell 62 votes short of the two-thirds majority required to pass a constitutional amendment. Fortunately, the founding fathers made it difficult to tamper with this well-crafted document.

We applaud local Reps. Owen B. Pickett, Norman Sisisky and Robert C. Scott, and Eva Clayton of North Carolina, for having the courage to vote against this flawed bill, despite heavy pressure from religious conservatives to vote for it.

Supporters say that passage of this amendment would have brought prayer back into the public schools.

But as we have said many times before in this space, nothing now prevents prayer in public schools. On any given day, in any classroom in America, we suspect there is much praying going on. Especially at exam time.

What is now properly excluded from most public schools is compulsory, organized oral prayer. Prayer that makes others feel uncomfortable. That form of praying ought to be saved for homes and churches and synagogues and other private places.

Those claiming that oral prayer can be totally inoffensive to others are mistaken. Oral prayer that is crafted in such a way to please every religion from C

hristian, to Muslim to Wiccans, is not prayer at all, rather platitude.

Silent prayer, on the other hand, offends no one and gets the job done. Americans may go right on offering those silent petitions to the Almighty in public

places without fear of the authorities or of offending their fellow citizens.

What silent prayer doesn't do is evangelize, which may be the real reason some conservative Christians have pushed so hard for this amendment. But public schools ought to be an evangelization-free zone.

Religious conservatives bent on making a display of their religion in public places might do well to heed the words of the sixth chapter of St. Matthew. Regardless of the Bible version, the words essentially say:

"When you are praying do not behave like the hypocrites who love to stand and pray in synagogues or on the street corners in order to be noticed. . . . When

you pray, go to your room, close your door, and pray to your Father in private. Then your Father, who

sees what no man sees, will repay you. In your prayer do not rattle on like the pagans. They think they will win a hearing by the sheer

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multiplication of words. Do not imitate them."

Amen.n

Headline#\ P}P# Students best served by competitive systemHeadline #:\ P}P#

Should private lenders or the government manage federally guaranteed student loans that allow millions of Americans to go to college each year?

ddThe debate has been raging in Washington, D.C., between commercial lenders and the Clinton administration, which favors direct loans from the government.

ddCongress must not allow the administration to harm the loan programs by squeezing out commercial lenders and adding to an overburdened, inefficient bureaucracy.

ddThe Department of Education has had backlogs of as much as 1 million applications in the government's direct-loan program.

So far, only about 30 percent of

all guaranteed loans currently are made by the department.

ddFederally backed loans are essential to many American families, and commercial lenders provide the service more professionally.

ddLawmakers recently put a Band-Aid on student loan programs, tucking language into the just-passed transportation bill that provided a temporary solution.

ddCongress must enact a long-term plan by Oct. 1, when the temporary fix expires.

ddThe administration at one time had pushed for the Department of Education to provide all guaranteed student loans and eliminate the middle man, but evidence

clearly shows banks do a more efficient job.

ddNext, President Clinton wanted lower interest rates. Commercial lenders say the administration was trying to push the rate so low

they could not make a profit.

it.

ddCongress is making progress toward a compromise that will allow lenders to make the minimum profit needed to manage the loans.

ddThe administration should support efforts to guarantee that banks stay in the student loan business.

Headline#\ P}P# Volunteers making a difference in schoolsHeadline #:\ P}P#

When corporations, communities and individuals make a commitment to partner with the Chicago public schools, our students' potential for success increases.

Even a small gesture can result in great rewards.

ddThanks to various forms of community involvement, students gain new opportunities ranging from books and computers to class

trips and jobs. More important,

community involvement demonstrates to students that others have an interest in their work and truly

support and care about their achievements.

ddIn May, more than 680 elected officials and corporate and civic leaders volunteered with our Working in the Schools (WITS) program to become principals for a day, meeting students, learning about their successes and recognizing some of the challenges they face. For each volunteer principal, the question was: "What can I do to help?" The answer is, there are many ways to make a difference.

ddOn Saturday, June 13, more than 6,000 individuals representing 100 corporations will volunteer with Chicago Cares Inc. during the organization's fifth annual

l - and the city's largest - Serve-a-thon, to help beautify more than 60 schools.

ddWith 90 percent of Serve-a-thon's volunteer force dedicated to schools, Chicago public schools will receive close to 30,000 hours of community service in one day.

ddServe-a-thon participants are making a difference. They are dedicated to completing special projects - improvements that matter to each of the schools. Whether the Chicago Cares volunteers plant new trees in the schoolyard, assemble slides on the playgrounds,

cover lockers with a new coat of paint or create murals in entranceways and cafeterias, they improve school environments, enhance the appearance of schools and boost the attitudes of students.

ddJust as many of our Principals for a Day will continue to work with their schools and Chicago Cares volunteers will mentor our students throughout the year,

you and your organization can become involved with Chicago public schools.

ddFor more information on how you can make a difference in the lives of our schoolchildren, contact us at (773) 535-3710.

ddWhen we mobilize an individual or community behind any effort to improve our schools, we all succeed. Gery J. Chico, president, Chicago Board of Education

Give time back to us

ddThe refurbished Water Tower Park is lovely, but where did the clock go? The clock - a magnificent, valuable and tall-standing timekeeper - was donated to the

citizens of Chicago by First National Bank in 1980. The clock was removed during the renovation,

and the city says it's not coming back.

ddAld. Burton Natarus (42nd), in whose ward the clock was located, told me he also liked the clock, but the Department of Cultural Affairs decreed it would not

be coming back because it needed repairs due to poor city maintenance. It seems to me that the whole

purpose of refurbishing the park was to make necessary repairs. Why did they skip the clock?

ddThis unilateral decision is very disturbing. There is plenty of room in the park for the clock, and it is architecturally and

stylistically appropriate to Water Tower Park.

It should be returned to its rightful location. Kathy Byrne,

Near North Side Learn

a McLesson

ddThe editorial (May 28) supporting legislation that would eliminate two union locals at McCormick Place shows a lack of understanding of the complexities of the trade show industry.

ddMajor trade shows are considering other cities because of all the costs associated with trade shows, not just high labor rates. This includes hotel rooms, booth space, dining, parking, as well as questionable charges tacked on by McCormick Place.

ddAll union workers were upset to see the marine trade show leave after calling Chicago home for so many years. Two of the major reasons cited were excessive

hotel expenses (which were double that of Orlando) and the inability to display their boats in water

during our winters. Certainly, unions can't be blamed for hotel rates or our inhospitable climate.

ddThe decision of the radiology show to alternate between Chicago and Orlando has been mentioned as another example of how labor costs are driving shows away.

Many people don't realize that show organizers in Orlando will have to import hundreds of union

workers from Chicago to put the show on.

ddThey will be paying Chicago union scale to workers and picking up their airfare, accommodations, meals and expenses. This will eventually be passed on to the

exhibitor. If they can pay Chicago union wages plus all of the additional expenses and still put on a

show for less money, then maybe union labor rates aren't the real culprit after all.

ddUnions have submitted a proposal to reduce labor costs, with one important stipulation - that all savings must be passed onto

exhibitors. Rosemont Exhibitions

Service was quick to accept this unilateral offer from the unions. They have found they can reduce

their labor costs to exhibitors and still maintain their

existing profit margin. Rosemont Convention Center is booming and can't expand

fast enough. I think McCormick Place could learn a lesson from them. David Cizmar, Orland Park Why not move city?

ddA while back, while taxiing to the active runway at Meigs Field, I was told I would be number seven in line for takeoff.

ddWhen I asked the tower, "What's all the traffic about?" the controller informed me that the housewares show was in progress.

ddSo, besides the high cost of union greed, thefts, indifference,

ddthe inaccessibility of our convention center, and the exodus of convention business to more hospitable cities, our mayor still wants

to take one of our few

remaining advantages, namely Meigs Field, chop it up and plant grass. Bob Mendez, Near North Side Cool

logic

ddIn his diatribe against liberals, Thomas Sowell (column, May 28) made it clear that, like most conservatives, he does not choose

to believe that global warming

is taking place. He said liberals cannot "prove that the globe has warmed by

y a single degree in 20
years."

ddI do not know if the people associated with Britain's United Kingdom Meteorol
ogical Office (which has been checking the Earth's
temperature for 137 years) o
r the National Climatic Data Center in the United States are liberals or not, b
ut their analyses of yearly
global temperatures released in January showed that
nine of the 10 warmest years on record have occurred since 1987, and that 1997

was the warmest year recorded since records have been kept. I can only ask Sow
ell: If global warming isn't really taking place, how
come the globe is measur
ably getting warmer? Tom McGowen, Norridge Restart lifeline
ddIt has been about a month since the CTA service cuts were implemented on the
Blue Line, thereby affecting the livelihood,
security and economic survival of
several businesses in Pilsen/Little Village. But perhaps there is a silver lin
ing to this dark cloud.

ddOn April 13, our organization, the Eighteenth Street Business Association, sp
earheaded a program to increase ridership on the
CTA. This program was embraced
wholeheartedly by Rep. Luis Guttierrez (D-Ill.) and Ald. Danny Solis (25th).
While it has been
slow to get going, it has nonetheless worked to some advantag
e and continues to do so.

ddIn the meantime, we have been working very hard with our elected officials. J
ust recently we have been allowed \$300 million to
rebuild the Blue Line. We wou
ld hope that we can be included in the improvement of this line since it is in
our community and is
ultimately being paid by taxpayer money. Although we are e
lated by this progress we, unfortunately, are still without service andthat is,
after all, our main concern.

ddIn the end of fiscal year 1997, the city was left with approximately \$137 mil
lion in surplus. We propose that the CTA borrow
about \$15 million from that sur
plus to reopen the Blue Line and as ridership increases because of our program
and renewed service,
that money can be paid back. We are inclined to compromise
but we believe that it is a good start. Oscar R. Iracheta, president,
Eight

eenth Street Business Association A big difference
ddVirgis Smilgys (Letters, May 19) asks what the difference is between the memb
ers of the French underground, hailed as heroes
for fighting the Nazis during W
orld War II, and the Hezbollah in Lebanon and Syria, who are opposing the occup
ation of their
homeland. Here are some striking differences:
ddLebanon is not the homeland of the Hezbollah terrorists, who are Palestinians
expelled from Jordan for constant disruption of the
civil order. Many came to
Lebanon, where they created havoc, raping and pillaging. When Western journalis
ts tried to report this

information, they were threatened with bodily harm.
ddThe French underground targeted enemy soldiers, not civilians, whereas Hezbollah terrorists specially target women, children and soldiers. They fired rockets upon Israeli citizens, forcing children to live in bunkers. Israel, fiercely attacked many times by Arab nations and living under daily threats of terrorism, in desperation sent its soldiers into parts of southern Lebanon. Marion Sussman,
Chicago Lawn

Publication#W\ P}P# 82. Chicago Tribune"Publication" #:\ P}P# 06/09/98; Edition: NORTH SPORTS FINAL; N; Section: EDITORIAL; Page 16

Headline#\ P}P# BUDGETING SUCCESS IN THE SCHOOLSHeadline #:\ P}P#

It doesn't seem so long ago that the good news from the Chicago Public Schools was that a projected \$290 million deficit turned out to be only a \$150 million deficit. It doesn't seem so long ago because it wasn't.
ddThat moment of somewhat dubious cheer just over three years ago is worth remembering now, as the Chicago School Reform Board of Trustees considers the 1998-99 budget proposed last week by Chicago schools chief Paul Vallas.
ddIt's the latest in a string of balanced budgets under the new administration appointed by Mayor Daley in 1995, and it's the first step in a five-year plan to keep the school system's budget balanced through 2003.
ddGiven the grim fiscal history of the Chicago Public Schools, that's an impressive balancing act. But the proposed budget is emblematic of a change in more than the financial stability of the city's schools.
ddGone, for the most part, is the annual ritual of handwringing over how poorly the city's public schools are performing, and how there's no money to pay for even so hopelessly inadequate an education as they have to offer.
ddPublic spirit toward Chicago Public Schools has changed, as parents, teachers and administrators have warily embraced results-oriented programs that might only have been dreamt of five years ago"assuming anyone would have had the vision to dream them.
ddThat's not to say the city's schools don't still need plenty of improving; they do. But by virtually every measure, they are far better than they were in the first half of this decade"and the budget proposed last week aims to continue that trend.
ddThe \$3.4 billion proposal includes expenditures to maintain and expand a host of initiatives for struggling students, such as after-school and extended day programs and mandatory summer school. It also calls for serving more infants and children in parent-child training programs and preschool classes.
ddIt fully funds the debt service on the schools' capital improvement program and allocates a total of \$182 million for new

construction and for maintenance and repairs of existing buildings.
To pay for all this, the budget calls for a 2.2 percent increase in property taxes, which will cost the owner of a \$100,000 home about \$12 a year. That's a bargain.
Under the state tax cap, the school board could raise property taxes up to 3.3 percent (the rate of inflation) for next year. The good news is, Vallas says he doesn't see the need for that. And that beats the heck out of the "good" news in the spring of 1995.

Publication#W\ P}P# 83. The Des Moines Register"Publication" #:\ P}P# 06/08/98; Edition: DM; Section: Main News; Page 6

Headline#\ P}P# Score one for freedomHeadline #:\ P}P# Staff

Religious freedom won an important battle in Congress last Thursday when the House rejected an effort to twist the guarantees that religion now enjoys under the First Amendment. Republican leadership mustered 244 votes in support of the "Istook amendment" to the Constitution, which in the name of religious freedom could have seriously undermined it. The amendment, named for Oklahoma Republican Ernest Istook and sought by some (but not all) segments of the religious right, was opposed by mainline religious groups.
Iowa congressmen voting to protect the guarantees now provided in the Constitution were Republican Jim Leach and Democrat Leonard Boswell. Voting for the Istook amendment were Greg Ganske, Tom Latham and Jim Nussle, all Republicans.
Congressman Ganske of Des Moines said he was "influenced by Representative Tom Campbell's thoughts." Campbell (R-California) testified that the Istook amendment dealt with "the people's right to pray."
That right to the exercise of a religion of one's own choosing, using the prayer of one's own choice, is exactly what the First Amendment, as now written, is all about.
The Istook amendment reads: "To secure the people's right to acknowledge God according to the dictates of conscience: The people's right to pray and to recognize their religious beliefs, heritage, or traditions on public property, including schools, shall not be infringed. The Government shall not require any person to join in prayer or other religious activity, initiate or designate school prayers, discriminate against religion, or deny equal access to a benefit on account of religion."
The final 10 words could provide -or even mandate -public financing of religious schools and of churches involved in welfare programs.
The problem with the existing First Amendment, Istook sponsors contend, results

ts from court interpretations. If so, say opponents,
beware the Istook amendmen
t, which is far less clear than the original contained in the Bill of Rights.
ddClaims of Istook-amendment supporters have veered far from the truth. One of
the most frequently cited is a story that an Alabama
judge expelled 70 students
for praying. The story is flatly false, as are some similar wild tales recited
before Congress.
dd Richard Riley, U.S. secretary of Education, applauded the defeat of the ame
ndment in the House. "Our nation's public schools
must treat religion with fair
ness and respect and vigorously protect private religious expression as well as
freedom of conscience of
all students," he said.
ddContrary to the contentions of Istook backers, nothing now prevents anyone fr
om silently offering any prayer, to any deity, in any
words, any language, in a
ny place at any time. That's as free as religion can get.
ddA vote for the Istook amendment may look good on the scorecard kept by certai
n political-action committees.
ddThe votes of Iowans Leach and Boswell will look good on the scorecards kept b
y those concerned with retaining the fundamental
philosophy of freedom that has
guided the nation since its birth.n

Publication#W\ P}P# 84. U.S. Newswire"Publication" #:\ P}P#06-09 1:31p Ca
tegory: Press release

Headline#\ P}P# Text of Riley Remarks to Safe and Drug-Free Schools
Conference

Headline #:\ P}P#

(2/2) To: National Desk, Education Writer

ddContact: Tom Lyon of the U.S. Department of Education ,

dd202-401-1220

ddWASHINGTON, June 9 /U.S. Newswire/ -- Following is the text of remarks by Ed
ucation Secretary Richard W. Riley today
to the Safe and Drug-Free Schools Con
ference, as prepared for delivery (Part 2 of 2):

ddListen to Our Children

ddFirst, the Attorney General and I will meet this summer and during the next s
chool year with young people to talk directly with
them regarding violence and
drugs. We can't begin to end the violence unless we reach out to our young peop
le, truly listen to their
voices, and tune in to what they are really trying to
say. And we must make them part of the solution.

ddAgain and again in the aftermath of the tragedies like Springfield and Jonesb
oro we are told that other children thought trouble
was coming. So we need to s
top and listen to our young people and build those levels of trust that allow t
hem to talk to us when they
are worried and fearful.

ddEffective Programs

ddWe can't begin to talk about improving the safety of our nation's schools unl

ess we tighten up our own programs to make sure
 that they are research-based and
 d have met the highest standards. This is why we are putting into place Princip
 les of Effectiveness
 to re-direct our own Safe-and Drug Free School Program.
 ddWe have to do a much better job of making sure that what we are doing is effe
 ctive. There is a science of prevention and we need
 to use it. This is why Cong
 ress should act with dispatch and approve the President's request to target \$12
 5 million to communities
 with strong prevention initiatives.
 ddWe also need to recognize that teaching young people coping and social skills
 that allow them to turn away from violence and
 drugs can take many forms. Many
 of you are familiar with the wonderful work of Dr. James Comer at Yale Univers
 ity, whose
 program connects schools and communities. Dr. Gil Botvin of Cornell
 University Medical College has a Life Skills Program that
 has proved effective.
 I also know that many schools are using character education, peer mediation, c
 onflict resolution, and the
 establishment of student run religious clubs as way
 s to help and encourage young people through turbulent times.
 ddShifting More Resources to Prevention
 ddThird, we need to rethink and redirect how and where we spend our resources.
 When it comes to preventing violence, we need
 to shift some of our resources fr
 om the back end to the front end.
 ddAbout a month ago I met with school security chiefs from the 30 major cities.
 Some of these school chiefs looked liked former
 football linebackers. Yet thei
 r message was anything but punishing. To a person, they spoke about the need to
 stop school
 overcrowding, to shift more resources to elementary school, and to
 hire more counselors.
 ddThey urged me as I urge you today to develop prevention strategies at the ele
 mentary school level. As one security chief told me, "every third grade teacher
 can tell you which child is already in trouble and headed down the wrong road."
 This is clearly true if they
 are teaching only 15 to 18 children in a class an
 d can give some individual attention to each child.
 ddThis is why I join Attorney General Reno in saying that it is a "serious mist
 ake" for both the House and the Senate to be
 developing juvenile justice legisl
 ation that sets aside no real funding for delinquency prevention, for truancy p
 revention, for
 after-school programs and for mentoring programs. These are the
 very programs that you and I know can be so effective in stopping
 violence from
 occurring in the first place.
 ddEarly Warning
 ddFourth, the Department of Education and the Department of Justice, working wi
 th the National Association of School
 Psychologists and other experts, will dev

develop a framework to help teachers and principals understand early on when a child is truly troubled and the steps they can take to get help. This early warning guide, which will include important ways to prevent violence and deal with aggressive behavior, will be ready in the early fall.

Now, we need to be very cautious about the idea of sorting out our children and labeling them. In my opinion, too many young people are already being sorted out in our schools and too often this approach to education has been harmful to minority youth.

At the same time, however, we need to recognize that research does exist that can help teachers, principals, and parents understand those early warning signs

that define those few young people who are truly troubled. It takes great courage for a teacher or a parent

or a preacher or a coach to confront a troubled child. But this is something that we must do in a responsible manner.

Linking Schools to Community Services

This is why my Department will work with the Surgeon General to explore ways to develop a stronger link between schools and community mental health facilities

as well as to increase the number of school counselors and other staff who can reach out to

children and families. Many states, including California, are moving in this direction.

The principal at Thurston High School, in Springfield, Oregon, acknowledged in the aftermath of that tragedy that he had only four counselors for 1,700 students.

We simply aren't going to connect with our young people as individuals when the average

counselor in an American school is responsible for over 500 children.

We want to make sure that important support staff in our nation's schools the social workers, counselors and school psychologists are not solely focused on

testing and evaluation but also are directing their expertise to preventing violence. The 1997 revisions of

IDEA will give school psychologists a greater opportunity to actively work with you, the safe and drug-free school coordinators.

We also need to look outside of the schoolhouse to find new resources and bring them into the school environment. Teachers

cannot be policemen, social workers

or psychiatrists. Teachers may be the first to know a child well enough to see that the child is

troubled, but then they need to know that there is a support team available to them. I want to point out that 5 percent of the

Elementary

and Secondary Education Act is available for these types of collaborative and coordinate services.

Crisis Management

We also have to realize that the type of tragic incidents such as those in Springfield and Jonesboro can happen any time and at any school. This is why the

Department of Education and the Department of Justice will develop a model for "crisis management"

that can be used by schools to develop their own plans. This may be particularly helpful for smaller school districts.

ddAlternative Schools

ddAs we reach out to our young people, we must send them a strong and consistent message that they must be held accountable for their actions. They need to un

derstand that there are very real consequences to breaking the rules. This is why we must continue to

be tough minded about expelling young people who bring guns and other weapons to school.

ddBut we simply cannot expel young people into the streets. A child who brings a weapon to school needs to be properly evaluated and a plan of action has to be

developed to turn this young person's life around. I remain very concerned by the finding that only 56

percent of the students expelled under the Gun Free S

chools Act were placed in alternative settings. This is why the Department of Education

will undertake a major new study of alternative schools and examine other ways that will enable us to make sure that these

young people in trouble get their lives turned around.

ddGuns and Children

ddFinally, a last important point: Unsupervised gun use and children do not mix. I will say that again. Unsupervised gun use and

children do not mix. If Charl

ton 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 the victims of gun violence in

our schools, in our homes and in our streets.

ddI challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children. The link between guns in

a house and children being i

njured or killed in an accidental shooting or committing suicide is well established and alarming.

ddLast year, at the request of the President and the Attorney General, eight major gun manufacturers agreed to put trigger locks on

all new guns now being man

ufactured. But there are still over 200 million guns in America that need to be locked up as well.

ddThis is why I ask every adult to get serious about gun safety in America. If you have guns in your house, please take the responsibility for making sure tha

t every gun has a child safety lock on it. It's not enough to say it was a mistake because a gun got

left in an unlocked drawer or on the nightstand by the be

d and a child got killed. Unsupervised gun use and children do not mix.

ddThe action steps that I have just outlined are comprehensive because this is the only way we are going to help our young people.

America's young people are

resilient. They will have a bright future if we help them turn away from the culture of violence and drugs that this society tolerates all too easily.
ddThere is another way for America. That is to have a total commitment to reconnecting with America's young people and to help each school become a place of hope, learning and opportunity. When communities come together parents, senior citizens, faith communities, business leaders and just plain folk when we rally around our schools and when we reconnect with our children, good things happen.

ddI want to end now by telling you about my visit to Jonesboro, Arkansas. The President was in Africa, so he asked the Attorney General and me to represent him at the memorial service. We had the opportunity to visit with the families of the victims and to listen to a community come together in the aftermath of a terrible act of violence.
ddOne of the most powerful speakers that night a real heroine to the community was Karen Curtner, the very fine principal of Westside Middle School. I shall never forget her words.
ddShe said that our hearts have four physical parts and four emotional parts sorrow, compassion, forgiveness and hope. She urged us and these are her words to start a chain of love that would change the world, one helping hand at a time, whether it's checking on a neighbor, reading an extra bedtime story to a child, or simply saying thank you more often. Her message is my message a message of reconnection and hope.

Publication#W\ P}P# 85. U.S. Newswire"Publication" #:\ P}P#06-09 1:27p Category: Press release

Headline#\ P}P# Text of Riley Remarks to Safe and Drug-Free Schools Conference

Headline #:\ P}P#

(1/2) To: National Desk, Education Writer

ddContact: Tom Lyon of the U.S. Department of Education ,
dd202-401-1220

ddWASHINGTON, June 9 /U.S. Newswire/ -- Following is the text of remarks by Education Secretary Richard W. Riley today to the Safe and Drug-Free Schools Conference, as prepared for delivery (Part 1 of 2):

ddRECONNECTING WITH OUR CHILDREN AND KEEPING THEM SAFE

ddI want to thank all of you for coming to this important conference and for your personal commitment to the children of America.

I know that each and every one of you is making a sacrifice to do the jobs you do. That, to my way of thinking, is the very essence of patriotism and what it means to be a good American.

ddYesterday, I went to New York at the request of the President and joined Atto

ney General Reno, General McCaffrey and several other cabinet members as the President gave a very important anti-drug speech at the United Nations. The essence of his message was very simple the United States will remain unrelenting in its efforts to stem the use and abuse of drugs. It is a message that needs to be heard again and again.

ddThere is another message that our young people need to hear again and again and that is this please, young Americans, please listen to me violence is not the solution to any problem that you may have.

ddThe recent wave of terrible killings in Springfield, Oregon; Edinboro, Pennsylvania; Jonesboro, Arkansas; West Paducah, Kentucky; Pearl, Mississippi, and other places have struck a nerve and sent a shudder of doubt throughout our great country.

ddYet, I know that America's schools are among the safest places to be on a day-to-day basis because of your good work. Ninety percent of our schools are free of serious violent crime. We have millions of young people who are healthy and happy and want to learn.

ddI've met them and so have you. There are so many good kids all over America who really are the hope of the future. They are energetic, smart, creative, and they truly seek a moral dimension to their lives.

ddBut 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 heads in the sand or fail to reach out when a young person is truly troubled we will have to confront tragedies like Springfield and Jonesboro.

ddSo we need to stop and think hard about what we can do to help our children grow up safely and learn to reject violence.

ddI am troubled by the fact and this is something that I have said again and again that so many young people in America are growing up disconnected. They are growing up almost alone. And then we wonder why some adults fear our own children. Last year a Public Agenda report stated that over 60 percent of American adults view young people in the negative.

ddThis is a rather extraordinary finding but there it is another sign that there is a disconnection here that we need to address. So where do we start? At the turn of the century, an American philosopher defined what he called the "law of acceleration." He wondered whether people would have the capacity to keep up with what he called the "velocity of change" in the 20th century.

ddHere at the end of the century, I have my own concern. I wonder if, in our haste to keep up with the velocity of change, we are forgetting those things that are most essential to our children: giving them that deep, abiding sense of trust, guidance and security

that tells them that they are truly loved, cared about and respected.

In countless conversations, Americans are wondering what is going on with our children. My answer to them is that our children reflect who we are as a people.

We seem to have a love affair with violence and it will take a sea change in our culture to move away from this thinking.

When 6,000 young people are killed every year with a gun, when 5,000 young people commit suicide every year, when over a million young people run away from home every year, when almost a half million young people drop out of school every year, and

when hundreds of thousands of young people get into drugs and alcohol and tobacco and just mess up their lives, can we truly say we are a child-care

society, that we are giving all due attention and concern to their upbringing?

When we see children killing children, can we say that we have listened to them with all due care? Violence is a language, a sound that always captures our

attention but always too late. This is why "connectedness" is so important.

Reconnecting With Our Children Last year, the Journal of the American Medical Association published the results of a survey of 90,000 young people concerning

high risk behavior that included face-to-face interviews with more than 12,000 teenagers in their homes. This survey was one of the most comprehensive that

has ever been done and it went to great lengths to reach young people on sensitive subjects such as drug

use, sexuality, violence and suicide, even allowing

the young people to key their answers into a laptop computer to protect their confidentiality.

The results were remarkable in their simplicity and depth.

The survey indicated that young people who felt connected to their parents and schools were less likely to engage in high risk behavior. As Doctor Robert Blum,

the survey director, stated, "kids who feel connected to school are more likely to feel connected

at home, and kids who perform better in school are the same ones who are told at home that school is important."

This is why every school in the nation has to actively engage and encourage parents and do everything possible to mitigate the time crunch of daily life so

parents stay connected to their children. We need to urge parents to slow down their lives and as educators

we must slow down our lives as well.

We must commit ourselves to one very basic idea: that every child in America in a school has a positive and caring relationship with at least one adult. This

is simply has to be the new standard we set for our nation's schools and communities. This is something

that Paul Schwarz, our principal-in-residence, talked to you about yesterday.

ddYes, there are innumerable obstacles to reaching this goal. And, yes, many seasoned educators will immediately say that there is no time, that teachers and administrators are already stretched too thin. But the goal of having every child in a school be connected to some caring adult is not unrealistic.

ddI have visited mega-schools that have become schools-within-schools. I have visited charter schools, career academies, and schools that have created family units within larger schools. I have visited schools that actively involve parents and senior citizens. And I have visited schools in drug-infested neighborhoods where the entire community makes sure that children come and go to school safely.

ddThe secret of success at all of these schools is the willingness of teachers, parents and the entire community to go to great lengths to make sure that every child and every family feels connected and valued.

ddCongress Must Act

ddThis is why the many programs that President Clinton has sent to the Congress from reducing class size to school construction to expanding after-school programs need to be seen as a direct help to those of you on the front line. Congress needs to stop worrying about politics and start passing legislation that will make a difference in the lives of our children.

ddOur prisons are full of high school dropouts who cannot read and that is one reason why funding the America Reads Challenge is so important. Yet, Congress continues to dilly dally and dawdle. And just think about how many young people we might help and get on the right track if they were connected to a young college student mentor as part of our High Hopes program that would link middle schools to colleges. I urge the Congress to act on all of these important pieces of legislation.

ddI single out for special attention the President's proposal to fund 1,300 drug and violence prevention coordinators to serve 6,500 of our nation's middle schools. When Congress goes home in October, this piece of legislation indeed all the pieces of legislation that I have just mentioned needs to be on the President's desk for his signature.

ddAnd I will tell you why. I visit 60 to 70 schools a year. I see the best schools and the most run down schools and all kinds of schools in between. I see them all. I talk to teachers and principals, the counselors and the parents. I try to be a good listener. I know that when I come for a visit, the school staff wants to tell me two things: what they are accomplishing and what truly worries them.

ddAs I make my visits, I detect a growing sense of urgency. The message I hear again and again is that schools are being asked to

"detox" young people from the glorification of violence and an easy acceptance of drugs, and to sensitize children about the value of life itself. Schools are being asked to pick up the pieces.
Schools are being asked to teach young people basic coping and social skills from anger management to cooperation, and sometimes educators are finding themselves at their wits' end.
A few days ago, I read a small news item about how a teacher had been attacked by four girls at a school who demanded that the teacher turn on the tasteless "Jerry Springer Show" in lieu of a documentary. Have we come to that?
My friends, we need to recognize that ending the violence and drug abuse is not simply a family nor a school problem. As PTA president Lois Jean White said last week, "it is America's problem." And, I would add, it is every community's problem as well. This is why we cannot let this summer slip by without planning ahead for the next school year. Now is the time to build community support for our nation's schools.
This is why this speech will be the first in a series of events that I will participate in to suggest some practical and urgent steps we can take to help in your work. To that end, I am announcing a series of action steps that the Administration will begin to take this summer to encourage a public dialogue and to help you make our schools even safer places to learn.

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

===== ATTACHMENT 3 =====

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===== END ATTACHMENT 3 =====

Daily Education News



Wednesday, June 10, 1998

U.S. Department of Education
Office of Public Affairs
FB-10B, Room 2200 · 401-1576
Carlin Hertz, Editor

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Congress Finishing Tax-Free Education Savings Bill
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Do School-Choice Programs Work?
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8. CNN Today
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Philanthropist Explains Huge Inner-City Scholarship Donation
10. World View (CNN)
Wealthy Supporters of Private Schools Extend a Helping Hand to Poor Families
11. Investors Business Daily
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12. Christian Science Monitor
Bad Scores? Sure, but No Flunking
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- Two Philanthropists to Expand Private School Grants in Cities*
17. The New York Times
Voucher Program for Inner-City Children
18. The New York Times
In Bilingual-Schooling Setback, Educators See Another Swing of Pendulum
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Text of Riley Remarks to Safe and Drug-Free Schools Conference

NATIONAL

1. Associated Press

06-10 11:08a

Wis. Supreme Court opens school choice plan to religious schools

By ALISA LaPOLT
Associated Press Writer

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

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

The 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."

The 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.

The 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.

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

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

An appeals court later upheld that decision.

Opponents 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.

Supporters 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.

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

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

Barry 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.

"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.

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

James 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 because many religious schools are all-black or all-white.

The ruling today said the state did not act with an intent to discriminate and that the amended program is "race neutral."

The amended program "allows a group of students, chosen without regard to race, to attend schools of their choice," the decision said. ■

2. Associated Press

06-09 4:43p

Riley says Clinton agenda will help schools fight crime

By ROBERT GREENE
AP Education Writer

WASHINGTON (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.

In 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.

"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.

The 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

"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.

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

"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

more power to remove dangerous victims of gun violence 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

students from the classroom.

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.■

3. Associated Press

June 10, 1998

\$200 million fund created for private-school vouchers

Two businessmen are providing half of the money. They expect the rest to be matching dollars.

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 will be selected by lottery.

The 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.

Participating 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.

Sandra 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.

"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."

Similar 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.

Former 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.

"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."

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

"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."

Barbara 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.

"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 start with a quality education."

The 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.

The new fund has sent 300 applications to cities nationwide to gauge interest. It will announce the

winning cities in September.■

4. Boston Globe

June 10, 1998

\$100m donated to promote school choice

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 of 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 only 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.

Forstmann has been another of these activist donors, as director of the International Rescue Committee, which created a medical program for war-wounded children in Bosnia, and director of the Nelson Mandela Children's Fund.

He emphasized yesterday that the Children's Scholarship Fund is nonpartisan, citing letters of support from President Bill Clinton and House Speaker Newt Gingrich.

However, some education specialists predicted the fund will stir a controversy - and wondered if it might be motivated, in part, by a political agenda.

Walton 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.

Proponents of vouchers argue, as Forstmann did yesterday, that all

parents, not just the well-off, should be able to choose their children's schools. Critics argue that vouchers could destroy public education by luring the strongest pupils from the weakest schools.

Seymour Fliegel, director of the Center for Educational Innovations, which has helped create alternative public schools in New York City, said in a telephone interview that he hopes the Forstmann-Walton fund will not become "a forerunner to vouchers."

However, he added, "I think what they're doing is fine. Guys with \$200 million - they could be sitting on the French Riviera. They're going to give it to kids? Fine!"

Fliegel also noted that public schools could use the competition: "It's a challenge to public education. Challenges are good for us. It's a good tap on the shoulder."

Sandra Feldman, the president of the American Federation of Teachers, which represents 1 million teachers nationwide, said the union would rather have seen the money spent to shore up public education.

"We have no argument with it," she said of the donation, "but we think the focus should be on public schools."

Walton 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."

Three 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.

Two years ago, in New York City, Mayor Rudolph W. Giuliani and the Roman Catholic archdiocese started a program to add 1,000 seats a year in parochial schools for low-income children. More than 20,000 parents applied two years in a row.

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

inspired him and Forstmann to take the

Forstmann 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

idea nationwide.

entered into a lottery. The scholarship winners will be chosen by random.

In 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.

Other 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.

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

5. Catholic World News

June 9, 1998

Congress Finishing Tax-Free Education Savings Bill

WASHINGTON, DC (CWNNews.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.

The bill sponsored by Sen. Paul Coverdell, R-Georgia, and Sen. Robert Toricelli, 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.

President 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 send their children to private schools. Clinton's daughter, Chelsea, attended the elite Sidwell Friends School after he father became president in 1992 until last year when she graduated.■

6. Morning News (CNN)

June 9, 1998

Do School-Choice Programs Work?

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.

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

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

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

(BEGIN VIDEOTAPE)

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

DANIELLE FLYTHE, ST. PETER'S

INTERFAITH SCHOOL: As China grew, internal transportation and communication became a challenge.

KARL: 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.

FLYTHE: 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.

KARL: 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.

FLYTHE: 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.

KARL: 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.

LYNN 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.

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

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

KARL: 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.

Jonathan Karl, CNN, Washington. ■

7. Family News in Focus

June 10, 1998

Students Challenge Prayer Policy in DeKalb County

By Pete Winn, staff writer

Alabama 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.

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

Aderholt 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. ■

8. CNN Today

June 9, 1998

Does Huge Inner-City Scholarship Donation Create 'Lifeboat Scenario'?

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?

SANDRA 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.

I 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.

The 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.

I'd like to see them have classes of 18, like the Catholic school that she

But the fact of the matter is that 90 percent of America's children, 50 million children, over three million

goes to. Pay careful attention to every child, make sure that they do their homework 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 lowered 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. Fortsman'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 children in the cities in which these private scholarships are being given, are in the public schools. And if we really

in school 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. It's 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.

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.

ALLEN: Sandra Feldman, we thank

you for joining us.

FELDMAN: You're very welcome.

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

9. CNN Today

June 9, 1998

Philanthropist Explains Huge Inner-City Scholarship Donation

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.

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

ALLEN: How did you come up with this idea?

FORSTMAN: 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.

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

ALLEN: 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 you have seen change given opportunity?

FORSTMAN: 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.

And 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.

I 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 unbelievable demand that these inner city families have for a decent, a better education.

In 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.

In 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.

There'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.

ALLEN: 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?

FORSTMAN: 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 Guiliani are Republican.

We 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.

They 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.

You 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.

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

ALLEN: 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?

FORSTMAN: 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 in a revelance to what we're doing.

What 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.

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

What 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.

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

FORSTMAN: Thank you.

ALLEN: All right.■

10. World View (CNN)

June 9, 1998

Wealthy Supporters of Private Schools Extend a Helping Hand to Poor Families

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 million worth of scholarships. The Children's Scholarship Fund was started by investment banker Ted Forstmann and Walmart heir, John Walton. It's intended to allow 50 thousand children to receive partial scholarships to private or parochial schools. But some inner city kids and their parents say that their public school suits them just fine.

CNN's Gary Tuchman reports.

(BEGIN VIDEOTAPE)

GARY TUCHMAN, CNN CORRESPONDENT (voice-over): They come from around the globe. Four hundred fifty students from 60 countries go to the International High School in

Queens, New York. It's a school for students who are not able to pass an English proficiency exam. So one might assume it's just another public school with substantial problems. But:

ERIC NADELSTERN, INTERNATIONAL HIGH SCHOOL PRINCIPAL: We have an attendance, retention, course pass rate, graduation rate and college acceptance rate, all at or above 90 percent.

TUCHMAN: The horror stories of life in many public schools are legendary. Classes that are over crowded and buildings that are falling apart. Classes held in stairwells because there are not enough classrooms for everybody. But the International School's fortunate enough to have a bit more room and lucky enough to be one of 1,000 public schools nationwide to receive funding from a foundation of philanthropist Walter Annenburg. But this school says the biggest difference is it's philosophy. The teacher should develop their own curriculum.

JANET PRICE, INTERNATIONAL HIGH SCHOOL TEACHER: That's very important because we know our students best. We know what they need.

TUCHMAN: This class brought in a Russian immigrant to talk to students about how he has progressed from a dishwasher to a successful consultant.

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

(LAUGHTER)

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

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

NATALIA 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.

TUCHMAN: 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 recently turned down for the new scholarship program that will send 50 thousand public school students to private schools.

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

TUCHMAN: 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.

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

Gary Tuchman, CNN, New York. ■

11. Investors Business Daily

June 10, 1998

School Voucher Advocates Offering \$200 Mil In Grants

Supporters of private school vouchers, including former Disney President Michael 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. ■

12. Christian Science Monitor

June 10, 1998

Bad Scores? Sure, but No Flunking

Scott Baldauf,
Staff writer

of The Christian Science Monitor

WACO, 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 Commission 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 as 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 their 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 neighborhoods 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." ■

13. Cybertimes (New York Times on-line)

June 10, 1998

Bits-per-Gallon: Bookmobiles Now Offer Internet Access

By PAMELA MENDELS

The 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.

This 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.

And in doing so, it will join a small

but growing number of those venerable, if lumbering, libraries-on-wheels that have either already gone cyber or expect to do so soon.

"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.

Many 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.

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

But, 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.

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

One 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.

Among 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.

They also can conduct Web searches for patrons and, if time permits, allow visitors to do some surfing themselves, said Karen S. Buntin, children's bookmobile librarian. Buntin recently performed a bookmobile Web search for a teacher looking for magazines

about pre-school education.

In Burlington County, the bookmobile is expected to be equipped with two laptops and a personal computer, according to Sarah C. Thompson, bookmobile supervising 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 bookmobile visits 53 different stops over a two-week period, so there will be little opportunity for patrons at any stop along the way to spend hours surfing.

But 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 40 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 introductory demos on computer systems," she said. ■

14. The Washington Post

06/10/98; Edition: FINAL; Section: A Section; Page A02

Schools Chief Challenges NRA to Disarm Children

'Love Affair With Violence' Blamed in Shootings

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 president, actor Charlton Heston,

But 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.

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

to stop complaining about their media image and start working to keep guns from unsupervised children.

In 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" children."

Bill Powers, a spokesman for the NRA, said instead of criticizing Heston, Riley would do better to reduce violence in schools through policies that deal more effectively with troubled children.

The 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 responsibility. The key is education."

While 90 percent of U.S. schools "are free of serious violent crime," Riley said, the recent killings at several schools have "sent a shudder of doubt" throughout the country.

"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

and urged parents to "reconnect" with their children to head off trouble.

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

heads in the sand or fail to reach out when a young person is truly troubled — we will have to confront tragedies like Springfield and Jonesboro," Riley said.

Saying that "6,000 young people are killed every year with a gun," Riley described what he said was a growing sense of urgency during visits to schools around the country.

One of the school officials attending the conference, Gus T. Dalis of the Los Angeles County Office of Education, said the nation needs to "denormalize" violence much as it has done with smoking on TV and in movies. "We need a social marketing approach," he said.

Barbara Morningstar, a coordinator of the Safe and Drug-Free Schools program in Fort Lauderdale, Fla., said schools there are taking many more

precautions but that it isn't always enough to stop violence from spilling over into the schools.

She 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. ■

15. The Washington Post

06/10/98; Edition: FINAL; Section: A Section; Page A01

Taking a Leap Into College

14-Year-Old to Follow Sisters, Skip High School

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

"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."

Thirteen 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.

"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.

Cambria will be one of about 65

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 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.

Administrators 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."

Some 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

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.

"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.

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.

Noshua was the first Watson girl to go to Mary Baldwin, seven years ago. Tenea 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.

The 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.

Their 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.

Rudy 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.

Comics, 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.

Their 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.

Raised 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

Cambria 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.

"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

father, who never finished high school and rode a garbage truck, felt about affecting his own life.

Aremita 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.

"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.

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

"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."

She 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."

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

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

She doesn't talk about her decision while, I didn't care."

Cambria 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.

She figures she'll see her friends enough "during the weekends and

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."

Cambria 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."

Noshua 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."

The 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.

People 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.

Tenea, 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." stuff," she said. "When we get together, we'll have fun."

Aremita 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?" ■

16. The Washington Post

06/10/98; Edition: FINAL; Section: A Section; Page A02

Two Philanthropists to Expand Private School Grants in

Cities

By Linda Perlstein
Washington Post Staff Writer

Two wealthy industrialists announced plans yesterday to give 50,000 needy children scholarships that would allow them to abandon public schools in favor of private ones. The \$200 million initiative, which would be the largest of its kind, is the latest in a series of efforts by private philanthropists frustrated with the performance of public education.

Wall Street financier Theodore J. Forstmann and Wal-Mart heir John Walton will put up \$100 million of the money and will raise the rest from other philanthropists 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 seeking \$80 million more by summer's end.

TD Public schools are a monopoly, Forstmann said, "monopolies produce bad products at high prices. Eventually, if there's no competition, nothing works very well."

Attempts 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 District students \$7 million to attend private schools.

As a result, donors are moving forward with projects. Last year, philanthropist 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 leaders put up \$50 million to send 13,000 low-income students to private schools.

The plans announced yesterday by Forstmann and Walton would expand a scholarship initiative the two contributed to last year in Washington and New York. Already, 1,000 District students are offered scholarships through the program. The new initiative, called the Children's Scholarship Fund, will finance 400 more.

In Washington and other cities where the two hope to start the program, \$1,000 scholarships will be offered to elementary and high school students whose family 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, with the children's parents committing to make

up the balance. Students will be selected by lotteries in 1999.

In 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 \$25,000 of his own money.

Forstmann's supporters include many who oppose publicly funded vouchers. A White House spokesman, Barry Toiv, said that President Clinton supports the effort but still firmly opposes using public money for school voucher programs.

"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 entirely different one. The president thinks that money has to remain in public education."

Even 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. ■

17. The New York Times

06/10/98 Section: Metropolitan Desk; Section B; Page 11, Column 1

Voucher Program for Inner-City Children

By JACQUES STEINBERG

A group of business leaders pledged yesterday to raise \$200 million for a national voucher program that would permit at least 50,000 inner-city public-school children to attend parochial and other private schools over the next four years. The businessmen said they were trying to prod failing public schools into improving by subjecting them to market forces.

Imitating similar programs begun last year in New York City and Washington, the organizers of the venture, known as the Children's Scholarship Fund, said they had already secured commitments of \$140 million, including \$50 million each from two founding board members. They are Theodore J. Forstmann, a senior partner in Forstmann Little & Company, an

investment firm, and the chairman of Gulfstream Aerospace, and John T. Walton, a director of Wal-Mart Stores Inc. and a son of Wal-Mart's founder, Sam Walton.

Their effort is one of the largest private investments on behalf of schoolchildren, second only to the \$500 million that Walter H. Annenberg, the philanthropist, committed to public-education reform over five years, beginning in 1993.

The program announced yesterday, if fully financed, would also dwarf all of the 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 discontent among parents and businesses with the quality of public education.

The most comprehensive of those efforts is in San Antonio, Tex., where a local physician and a foundation that endorses vouchers have committed to sending every 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.

In 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 Livent, 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.

Mr. 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.

Moreover, 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.

"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."

The 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.

"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."

Like 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.

While 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 percent of tuition and sometimes as much as 60 percent, depending on their means, Mr. Forstmann said. "They should own this," he said.

The national organization specified no limit on the amounts of individual awards, but estimated that the average tuition was \$1,995 a year at private schools participating in existing voucher programs.

Mr. 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. Walton had put up. He said the organization had commitments from patrons to raise \$5 million or more in Los Angeles, New York, Chicago and Washington.

In New York, officials at the School

Choice Scholarship Foundation, which has awarded \$11 million in three-year scholarships over the last two years, said yesterday that they were considering a partnership with Mr. Forstmann's group. In Jersey City, N.J., Mayor Bret Schundler said he would personally contribute \$25,000 in an effort to raise \$400,000.

Those seeking to gain widespread acceptance for both privately and publicly financed vouchers embraced yesterday's announcement as a validation of their movement.

"This is a huge boost," said Clint Bolick, litigation director of the Institute for Justice, a public interest law firm that defends school voucher programs nationwide.

But the response was more measured from those who fear the encroachment of such efforts on public-education spending.

"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 Federation of Teachers. Like many educators, she opposes vouchers, contending that they siphon money from public schools. "I would much prefer to have seen a contribution like that made to the public schools, the way Walter Annenberg did," she said. ■

18. The New York Times

06/10/98Section: National Desk; Section B; Page 11, Column 1

In Bilingual-Schooling Setback, Educators See Another Swing of Pendulum

By ETHAN BRONNER

With the defeat of bilingual schooling in California, educators around the country are examining that program's ill-fated path and drawing parallels to the outcome of other educational innovations of recent decades.

They 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

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.

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 bad habit of giving simple encyclicals to define very complex issues."

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

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

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.

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 initiatives 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." ■

19. The Wall Street Journal

06/10/98Section: Economy;

Hot Job Market May Melt Teens' Plans for College

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 other time in recent memory. High-schoolers are taking on the air of more experienced job seekers —

"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.

Comparing 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."

Such 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

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 potentially 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 offer 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 to higher education is purely self-serving," says Greg Tarpinian, executive director of the Labor Research Association in New York.

Not 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.

In 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 entertaining another option of working at a welding shop.

"We're the second highest-paying

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.

So 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**.

If 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."

In 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.

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.

Analysts say teens are more likely to land jobs with benefits, flexible hours and paid training than before. Jason Pothoof of Norristown, Pa., decided to take 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.

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

The 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.

Now, 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-school students, that would be amazing." ■

20. The Wall Street Journal

06/10/98; Edition: Southeast Journal; Section: SOUTHEAST JOURNAL; Page S2

Teachers Convey Safety Concerns In Design Survey

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.

But 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.

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

In 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 throughout the facility to monitor common areas,

hallways and even classrooms.

Safety 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.

Teachers 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.

As 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." ■

21. All Things Considered (NPR)

06/09/98 Section: News; Domestic;

Prevention

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.

By Linda Wertheimer
Washington

DC; Robert Siegel, Washington, DC

ROBERT 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.

One 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.

SIEGEL: 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.

He says it's essential for young people, in his words, "to feel connected, at school and at home."

RILEY: 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.

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

■

22. Dow Jones News Service

06/09/98

E-Rate Plan Continues To Spur Debate As FCC Mulls Changes

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.

The 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.

All 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.

As 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.

Congress 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.

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

"The law calls for discounted services, not another bureaucracy and higher phone rates," House Commerce Committee Chairman Thomas Bliley said in a speech here Tuesday.

■

23. Dow Jones News Service

06/09/98

E-Rate Plan -2: Clinton Administration Defends Program

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 Service 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.

Sen. 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.

-By Scott Ritter; 202-862-6687

(END) DOW JONES NEWS
06-09-98

05:55 PM■

TRADE

**Clinton Presidential Records
Tape Restoration Project [Email]**

24. Education Daily

June 10, 1998

Private Voucher Strategy Expands To Mid-Sized Cities

by Rebecca S. Weiner

A 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.

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

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

Donations 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.

Officials 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.

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

25. Education Daily

June 10, 1998

GOP Pushes 'Voucher' Plan As Tobacco Tax Bill Lingers

by William J. Cahir

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

House 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.

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

But 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.

Using Tobacco Money

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

That change would let local education agencies (LEAs) use "any" federal funds to send students who are the victims of school violence—including drug-related crimes—to other schools in the same state, including private and religious schools chosen by the child's parents.

The 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.

The Coverdell-Craig proposal also would deem federal funds used in this manner as aid to families, rather than aid to schools.

This 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).

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

"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.

A spokesman for Sen. Edward Kennedy, D-Mass., termed the Coverdell-Craig plan "highly objectionable, another backdoor attempt to authorize vouchers."

"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."

In 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. ■

26. Education Daily

June 10, 1998

Texas Attorney General Okays Private Minority

Scholarships

by Rebecca S. Weiner

Texas colleges can provide some information to private groups offering college scholarships to minority students, the state's attorney general ruled last week.

A 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 Appeals 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 General Dan Morales

Schools also should take steps to avoid administering private scholarships aimed at minority students, officials said at a conference last year studying 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).

The University of Texas Board of

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

Assistant 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."

Colleges 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.

Financial aid administrators Regents decided last month to appeal the most recent *Hopwood* ruling, saying the court-ordered policy had made it difficult for Texas schools to compete with out-of-state institutions.

Since 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.

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).

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

The NAACP Legal Defense Fund and the Mexican-American Legal Defense Educational Fund are filing a motion to intervene on the regents' appeal because they don't think university officials will fight hard enough to ensure diversity on its campuses.

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27. Education Daily

June 10, 1998

Riley: Elementary-Based Violence Prevention Needed

by Eli J. Lake

Responding 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.

"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 drugs and violence in schools.

Riley 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.

The guide aims to help schools distinguish between students who have manageable behavior problems and students who are truly disturbed and need professional help.

Riley's emphasis on elementary efforts contrasts with congressional plans to toughen the criminal code for youngsters (ED March 23).

Riley 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 University (ED, March 27), Riley said.

But 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.

A 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."

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

28. Education Daily

June 10, 1998

Schools Should Drop Texts For Laptops, Gingrich Says

by Jonathan Fox

Taking 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 approach.

Speaking 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.

"One of the goals should be to replace all text-books with a PC," Gingrich said. "I would hope within five years [that students] would have no more textbooks," he said.

His proposal drew immediate flak

At the session, Christie dismissed fears that business interests would sell Texas short if such a plan were adopted,

from text-book 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.

Texas Thought Of It First

Most 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.

The 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: and said his state's purchasing power would ensure a good deal.

Texas, along with Florida and

* Unlike texts, they can be easily updated;

* They can serve as a great equalizer, preventing a generation of technology haves and have nots; and

* They can capture the imagination of students raised in front of flashing screens.

If 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. 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.

California, is extremely influential in the textbook publishing market because of its large size. ■

29. Chronicle of Higher Education (Academe Today)

June 10, 1998

Report Urges Stronger Ties Between State Leaders and Governing Boards

By DOUGLAS LEDERMAN

The 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.

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

• Political 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.

• Some boards are such strong advocates that they protect their institutions "sometimes at the expense of their role as guardians of the public trust." For instance, the report says, some institutions may cope with rising costs simply by passing them on to students through tuition increases.

• State 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.

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

Copies 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. ■

30. CongressDaily/A.M.

06/10/98Section: TELECOMMUNICATIONS;

Consensus Elusive On FCC School Internet Proposal

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.

The program has come under increasing criticism from Congress, while the White House has pledged its

support.

FCC 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."

She 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 the issues.

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

He 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 healthcare facilities.

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

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

On 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.

Tauzin has previously suggested

He said the committee's two previous hearings have resulted in Microsoft taking positive actions.

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.

But Ness said both AT&T and MCI plan to keep the line item even if the schools and libraries program is not funded.

Meanwhile, 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.

The bill approved by the Judiciary Committee does not include all of the

Hatch also charged that Microsoft is now "throwing money around" to politicians "and expecting people to roll

agreements between Internet service providers and copyright holders that made it into the Senate-passed bill, so the battle has continued over some provisions.

Tauzin 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.

In 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.

over."■

LOCAL

31. The Washington Post

06/10/98; Edition: FINAL; Section: Metro; Page B01

3 Removed From Fairfax Schools After Threats

In One Case, Student Allegedly Posted a 17-Name 'Death List' on the Internet

By Victoria Benning
Washington Post Staff Writer

Three 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.

Authorities 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.

In 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.

Similar 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.

Some 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.

"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.

In 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.

"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."

Police 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.

Fairfax 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.

Dulaney 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.

The 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.

"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?"

Also 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.

Robbins 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.

"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."

In 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.

The 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. ■

32. Richmond Times-Dispatch

June 10, 1998

Preacher-led class a Constitution test?

Civil libertarians decry religion course

BY REX BOWMAN

Times-Dispatch Staff Writer

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

Was Mohammed the true prophet of God?

Did Jesus rise from the dead?

In 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.

The 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 sidestep the Constitution's separation of church and state.

"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 schools — 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."

Kent 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 have 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."

The new course, which is not mandatory, is to be taught for 2½ hours a day beginning with the coming 12-week semester at Parry McCluer High School. Buena Vista schools are on a year-round schedule.

School Superintendent James Bradford Jr., a Baptist who labels himself a staunch proponent of keeping government and religion apart, said critics of the plan have no cause for alarm.

Members 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.

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

"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."

The 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.

The 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.

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

Griffin 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.

"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."

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

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

Four 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.

Looking 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 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.

But 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.

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

"It would appear that, regardless of the verbiage, the clear intent of this course is to impose the Bible on

"I don't think this plan will pass constitutional muster, but it's hard to find plaintiffs to take it to court," she

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

Bradford 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."

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

Opinion among the ministers is not unanimous on the subject.

"I do have a concern about whether all the ministers can teach and stay said. "If people have businesses to run or children in the schools, they don't want to be the ones to raise their

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."

The 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.

Gaylor, 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. voice."■

33. Sacramento Bee

June 10, 1998

State's education spending rank improves

But schools chief says report is based on faulty assumptions

By Steven A. Capps Bee Capitol Bureau

New 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.

Legislative 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.

She 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.

Even 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."

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

Hill 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.

She 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.

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

Hill 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.

The 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.

Gov. 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.

Eastin, 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."

She said Hill, in computing the new ranking, relied on "a combination of old

information and faulty assumptions."

Sandra 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.

For 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.

While 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.

Runner 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.

"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.

The 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.

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

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

34. Cincinnati Enquirer

June 10, 1998

College costs passed on to students

5%-plus increases in tuition expected locally

BY DANA DiFILIPPO

The Cincinnati Enquirer

Technology 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.

Miami University and the University of Cincinnati are expected to approve tuition increases of more than 5 percent at meetings later this month, and many area colleges already have approved increases of up to 6 percent, the state cap in Ohio.

"All institutions are facing rising costs, and many of those costs, unfortunately, are being shifted to students," said Tim McDonough, spokesman of the Washington, D.C.-based American Council on Education.

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

That blame is correctly assigned in many cases, said Matthew Filipic, Ohio Board of Regents' vice chancellor for administration. Two decades ago, state subsidies covered two thirds of colleges' costs and students paid the rest, he said. Today, students and states halve the cost.

But 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.

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

The 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 solving the Year 2000 computer problem and implementing other computer improvements. Colleges also must keep faculty salaries competitive to retain quality professors and thereby attract quality students, Mr. Filipic said. Most Tristate colleges include faculty raises in their 1998-99 budgets.

Faculty 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.

Changing demographics also affect tuition.

Today'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.

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

Miami 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.

This 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.

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

Some fear higher tuition may scare off students.

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

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

But statistics show that tuition increases are slowing.

Tuition 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.

Ohio has the ninth-highest public tuition.

The 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.

"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.

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

35. Philadelphia Inquirer

June 10, 1998

House orders study of city schools' finances

Lawmakers will look at management and spending. An outside firm will also investigate.

By Robert Moran

INQUIRER HARRISBURG BUREAU

HARRISBURG — 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.

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

The 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 helped the district avert a threatened closure of the schools because of a lack of funds.

That was not enough, however, to keep the House at bay, especially Majority Leader John Perzel (R., Phila.) and Rep. Dwight Evans (D., Phila.), who have teamed up to reshape the city's public education system.

The state had positioned itself to take control of the district if schools closed. Though that possibility has greatly diminished for now, Evans, the ranking Democrat on the Appropriations Committee, said that it "still does not mean we don't have a fiscal and educational crisis."

In recent months, Perzel and Evans have sought outside help on the schools issue. 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 school vouchers.

The House yesterday voted unanimously to approve a resolution, cosponsored by Evans and by committee Chairman John Barley (R., Lancaster), calling for the examination. The committee is required to: "Determine how taxpayer dollars are spent 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." "Examine current management and administrative practices and their impact on the educational and noneducational activities of the school district." "Identify cost reduction strategies to minimize future budget deficits and identify management strategies that result in the redirection of financial and other resources to the classroom in a fair and equitable manner."

The resolution called for the "widest distribution possible of the results obtained from the committee's analysis to the citizens and taxpayers of the Commonwealth."

The committee's findings and recommendations are to be reported to the full House by Nov. 30.

District spokesman William Epstein responded: "Our reaction is, basically, that's fine. Let's do it."

But 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.

He 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."

Epstein 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 Rendell 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.

The 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.

State lawmakers responded by passing legislation that would allow the state to seize control of the district if schools were closed.

Just 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. ■

36. Bergen Record

June 10, 1998

Funding lags for first charter schools, survey finds

By JEAN RIMBACH Staff Writer

TRENTON — 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.

Those 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 school day or year, and forged partnerships with universities and other organizations.

The 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.

"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."

The 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.

In 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.

The study was unveiled at Thomas Edison State College in Trenton.

"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 beginning. There are

a lot of unanswered questions."

Charter 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.

Though 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.

The 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.

The 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.

Of 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.

Also 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.

The study indicated that both charter school and regular public school educators have concerns about charter school funding and facilities.

More 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.

As 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 some as causing layoffs.

Snapshot of first year

A survey of New Jersey's first 13 charter schools found that:

Forty-six percent of the students are black, 28 percent are white, 22 percent are Hispanic, and 3 percent are Asian.

Fifty-seven percent of the students are from low-income families eligible for the free and reduced-price federal lunch program.

Forty-two percent of faculty members have master's degrees; 58 percent have bachelor's degrees.

Fifty-four percent of faculty members have been classroom teachers for less than three years. ■

37. Navajo Today

June 10, 1998

Teacher education program to honor 259 students

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.

According 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.

This 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.

"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.

Initiated in 1991, the program has since graduated 259 non-traditional teacher education students said Gorman. "These people just needed a chance. An opportunity," she said. "And we gave it to them. Now, there are 30% more bilingual Navajo teachers out there."

Gorman said the reason the program is a success is that it was designed around bilingual teacher assistants who taught at schools across the reservation.

"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.

She 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.

In 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. Lewis 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. ■

38. New York Post

June 10, 1998

SHOWDOWN LOOMS AS TWO RUDYS VOW SPECIAL-ED REVAMP

By SUSAN EDELMAN

Mayor 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.

A 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 blamed special-ed staff for keeping them there to justify cushy jobs and fat paychecks.

It proposed moving many special-ed kids back into regular classes.

The 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.

"We will fight it any way we can - legally, contractually, politically," said Randi Weingarten, president of the powerful United Federation of

Crew and Giuliani insisted the savings would be plowed back into the schools and no layoffs would result.

"The idea is not to cut the budget, but to redistribute money more fairly," Giuliani said.

The report attacks Board of Ed psychologists and evaluators who refer kids to special ed, blasting their

Teachers.

"It serves the profit motive - and not kids' best interests."

The 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.

Calling the system "cruel" and "distorted," Giuliani repeatedly said it will take "courage" to change it.

"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.

Some 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.

productivity as "disturbingly low."

Crew said private firms would bring "fresh eyes" to student evaluations.

But Weingarten said "outsiders" won't understand the kids.

"The more evaluations they do - and the faster they do it - the more money they will make," she said.

Weingarten also faulted another key

Crew said the special-ed students would get extra reading instruction, speech therapy, counseling and other services to lessen possible problems.

Since 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.

Most never get out. Only about 2 percent are released from special ed each year.

The plan will not affect another 16,000 severely handicapped kids in the Board of Ed's District 75.

City 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.

The 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.

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.

"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. ■

39. Los Angeles Times

* 06/10/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Vaughn School Praised in Study

Laudatory independent review comes as the learning center's charter status is up for renewal by the district.

Clinton Presidential Records
Tape Restoration Project [Email]

By DUKE HELFAND
TIMES STAFF WRITER

PACOIMA — As the Vaughn Next Century Learning Center seeks to renew its charter school status, it is enjoying some encouraging news: An independent evaluation due out this week praises the campus for raising test scores, keeping attendance high and empowering teachers during its initial five years.

The 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.

The report, a copy of which was obtained by The Times, arrives at an opportune moment for the Pacoima school.

On 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.

Board 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.

"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.

Principal Yvonne Chan had not seen a full copy of the report but welcomed its conclusions when told of them.

"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."

The 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.

It found that Vaughn students consistently performed better on standardized tests than their counterparts in the other schools from 1994 to '97.

The evaluation did not examine Vaughn's test performance dating back to 1991, as the school's founders had originally envisioned in their charter.

A 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.

Still, 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.

The 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.

"Teachers feel confident knowing they have the support to make the changes they need to make," the report states.

But the report also noted problems the school still must resolve.

Parents, it said, feel left out when it comes to the school's curriculum and instruction.

"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."

The researchers spent time at Vaughn interviewing teachers, administrators, parents and others. They also reviewed testing data and other documentation.

The evaluators note that the Vaughn report is only a draft and that a final version will be released at the end of this month.

Teachers greeted the report enthusiastically. ■

40. The Washington Post

06/10/98; Edition: FINAL; Section: Metro; Page B04

Ackerman Freeing Federal School Funds

District's New Superintendent Trying to Overcome Tangled Controls on Money

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.

The 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.

The 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.

The 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 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."

For 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.

Title 1 coordinators credit her with tackling the issue quickly but caution that change is bound to be slow.

"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."

Ackerman 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.

"I was here just a couple of weeks when I realized this was going to be a major issue," she said.

The 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.

Beach 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 that local and federal funds will be better coordinated.

Since 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.

The 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."

When Ackerman began revamping the school system, she recruited talent from her 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 other federal programs for Washington State.

"I certainly found some challenging situations," said Beach, who soon discovered that none of the 102 eligible schools had received Title 1 funds that

"There seems to be [a greater willingness by the new D.C. school officials] to be less bureaucratic, less defensive, more open," said Mary Jean LeTendre, who oversees the federal Education Department's compensatory programs, including Title 1.

Still, as long as operations in the system remain dysfunctional, progress won't be easy, officials say.

had been due in October.

One complication is that while the money is made available by the federal government 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 combination of tardy requests for funds by schools and unexplained stalling by some administrators resulted in further delays in distributing the funds.

At Bell, where Title 1 funds are used for an after-school academic program and a Saturday academy, Ruiz said she was frustrated repeatedly by the system's personnel office, which school officials concede has been a shambles and is slowly being rebuilt.

"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 explain why. Through Beach's intervention, Ruiz said, she finally found out why. She intends to hire new aides next year — the others left because of the salary dispute — and to fight against any pay reduction.

At Hine, students had to work for many months on old computers because the money to buy the newer models they had been promised arrived so late.

"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 volunteer and member of the Washington Interfaith Network, a group of 43 congregations that helped organize the Hine activists.

"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 Saturday programs. . . . And ultimately, we know we are helping children. So we have to keep fighting." ■

41. The New York Times

06/10/98Section: Metropolitan Desk; Section B; Page 5, Column 4

Trying to Cut Special Education Rolls

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.

The task force suggested yesterday that private psychologists be contracted to do the screening. "We are really bringing to this a fresh set of eyes," Schools Chancellor Rudy Crew said. Dr. Crew was a member of the task force.

The 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.

The United Federation of Teachers, which in the past has insisted on shielding the 3,500 evaluators from the control of principals and district superintendents, softened its position on that issue yesterday, but it drew the line on privatizing the jobs of the evaluators.

"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.

Norm 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.

Galen 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.

The task force insisted yesterday that the proposals were not intended to save money. Instead, Dr. Crew said, the changes would continue to offer special-education services to students who genuinely needed them.

But 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.

The 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. ■

42. The New York Times

06/10/98Section: Metropolitan Desk; Section B; Page 5, Column 1

Special Education Evaluation Teams Have Few Backers

By LYNDA 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.

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.

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.

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.

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.

Those efforts have singled out the evaluation system, which has developed

into a parallel hierarchy within the school system.

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.

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.

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.

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. ■

43. Chicago Tribune

06/09/98; Edition: NORTH SPORTS FINAL; N; Section: NEWS; Page 1

MORE SCHOOL DAY-CARE SET FOR STUDENTS' KIDS

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,

"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."

Exact figures are unavailable. But according to the Washington, D.C.-based National Campaign to Prevent Teen Pregnancy, roughly 600

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 schools across the country provide child care.

Most 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.

Some 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 Prevent Teen Pregnancy, said the unfortunate truth is there is a huge connection between educational success and teen pregnancy.

"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

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.

OK."

Locally, 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.

"Rather than losing two generations of children, this is an opportunity to save two generations of children," he said.

He 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.

Cynthia 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.

The 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.

In 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.

The 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.

Among Bowen's 1,500 students, 132 female students have children who are under age 3. An additional 32 are pregnant.

Teen mothers interviewed at Bowen thought it unlikely the new day-care center would lead to more teen pregnancies.

"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."

Yvita 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."

As for having other children, Smith said: "No. This is it." ■

44. Newsday

06/09/98; Edition: QUEENS; Section: NEWS; Page A39

Suit Says CUNY Remedial Vote Illegal

Group accuses board of violating provisions of open meeting law

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.

The 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.

The 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

The 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.

Those 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

CUNY staff, and by unfairly ejecting people from the meeting, court papers say.

The 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 William Crain and City College student David Suker. That suit alleged violations of the Open Meetings Law at two meetings and a public hearing.

The 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 noise at all.

CUNY 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.

Several 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.

was signed by Justice Elliott Wilk.

"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 its officials making decisions," Crain told a press conference yesterday.

"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 remediation 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."

CUNY's figures show that more than 40 percent of students, including those at the two-year community colleges, fail to graduate in seven years.

A 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. ■

45. Newsday

06/09/98; Edition: ALL EDITIONS; Section: NEWS; Page A17

School Prayer Divides LI

U.S. Supreme Court agrees with parents who oppose prayer in a Herricks school.

By BY GEORGE DEWAN.
STAFF WRITER

One day in the fall of 1958, Steven

Engel visited his son's classroom in the Scarington Elementary School in the Herricks school district. Engel, a Jew,

was not prepared for what he saw his son doing.

"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.

The 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.

"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

William J. Butler, the attorney who argued the plaintiffs' case before the court, was asked recently whether he thought the 1962 decision was vulnerable to attack.

"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."

Engel 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

children have for so long been raised."

"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."

The 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.

"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."

Another 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."

A 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, American Civil Liberties Union evolved out of this case."

He 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 . . . 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

In addition to the *Herricks* suit, two other major U.S. Supreme Court cases were generated on Long Island.

In 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

one a Protestant, the fifth an agnostic.

Some 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."

The 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."

In 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.

"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."

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."

In 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

06/09/98; Edition: QUEENS; Section: NEWS; Page A24

Privatization Eyed for Parts Of Special Ed

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.

The 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.

"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.

But 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.

New 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.

Union 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.■

47. San Antonio Express-News

06/09/98; Edition: Metro; Section: Metro; Page 02B

LULAC reverses original view of school vouchers

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.

TD 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.■

48. Omaha World-Herald

06/09/98; Edition: Metro; Section: News; Page 13

Minority Recruiting Grant Approved

**Clinton Presidential Records
Tape Restoration Project [Email]**

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 visits college job fairs, particularly in the South and Southwest.

The 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.

Gretna Raises Pay for Substitutes
Substitute teachers in Gretna will get more money next school year.

The Gretna school board on Monday agreed to pay substitute teachers \$70 a day, up from the \$63 they receive now.

Superintendent Gail Kopplin said the district usually increases substitute pay every two years to keep its rates

competitive with other area school districts. Many of them, he said, pay \$70.

A 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.

Kopplin 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. ■

49. Memphis Commercial Appeal

06/09/98; Edition: Final; Section: Metro; Page B2

TENN. WILL CONVENE TASK FORCE ON SCHOOL VIOLENCE

A new statewide task force begins meeting this week to explore the dilemma of school violence and how best to make Tennessee classrooms safe.

At least one member believes students will welcome adults reasserting their authority, even if it may mean losing some independence.

"We are the only species on the planet where the young don't know who is in charge," said Rep. John DeBerry (D-Memphis).

"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."

House 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.

State 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.

Possible 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.

Other 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." ■

50. The Hartford Courant

06/09/98; Edition: 4S EASTERN; Section: TOWN NEWS; Page B1

SCHOOL SHOWS MORE SCRUTINY

2 RECENTLY EXPELLED AT RHAM HIGH REGION 8 SCHOOLS

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.

TD 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."

He 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.

Because of student confidentiality, Davis said he could not release numbers and types of disciplinary actions but said they have increased in recent weeks.

Around the state, from East Hartford to Plainville to Coventry, students have been facing stiffer punishments for making comments about harming

classmates or others.

From 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.

In 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.

"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." ■

51. The New Orleans Times-Picayune

06/08/98; Edition: THIRD; Section: METRO; Page B5

THE PLACE OF ENGLISH IN THE WORLD

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.

She 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.

Welcome to America.

California, 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 comes

to this country from Mexico or Vietnam is unlikely to be regarded as halfway toward a brilliant bilingualism. That child is treated as a drain on the public schools.

Bilingual education, no doubt, has its problems. My brother-in-law, Jose Vazquez, a university professor in Texas, says so. "They do a poor job with it," he says.

But he also notes the need to help children who come to this country from other 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.

The animus toward language instruction for children of immigrants - indeed, the entire warped debate over the cultural centrality of English - hardly reflects a desire to improve bilingual education or to ease the transition for foreign-born children. Instead, it reflects an old-fashioned narrow-mindedness and a colossal misunderstanding of the place of English in the wider world.

Georgia and 21 other states have passed laws declaring English the "official" language, as if English were in danger of being supplanted. In fact,

the English language has won the battle for cultural hegemony the world over.

In Russia, in China, in Nicaragua, in Pakistan, in South Africa, the educated classes speak English. English is the language of the Internet and international aviation. The French, deeply frustrated by the incursions of Mickey Mouse and Madonna, have tried erecting barriers to keep English out, but they are losing.

Still, 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.

Rather than force-marching the children of immigrants into English immediately, 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.

After all, the English-speaking child who could take a literature class taught in Spanish would have the pleasure of Gabriel Garcia Marquez in his native tongue. That's a gift.

Cynthia Tucker is a syndicated columnist for Universal Press Syndicate. ■

52. The Fort Worth Star-Telegram

06/08/98; Edition: FINAL AM; Section: NEWS; Page 1

Schools strive to make bilingual education work

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

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.

"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.

However, "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.

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.

Two 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.

The 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.

Every morning at Washington Heights Elementary School, one of the Fort Worth school district's 24 schools with bilingual classes, kindergarten teacher Fabiola Davis uses a metaphor even a 5-year-old can grasp.

It'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.

They've usually spent the night before watching Spanish-language television and speaking Spanish with their families, Davis explained. The mental switch allows them to focus on learning the calendar in English.

They 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.

Bilingual 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.

Schools without bilingual classes provide specially-trained ESL-certified teachers who use only English and need not speak the children's native language.

"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?

In 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.

They sit there, wide-eyed, taking in everything, saying nothing.

If 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.

"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."

Fisher 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

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.

Whatever method they choose, public schools must educate growing numbers of children who speak little or no English.

California 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.

In 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

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.

1983. Irving, Birdville and Hurst-Euless-Bedford districts also provide bilingual education, reflecting a need in the student population for language help.

Of 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.

About 10,600 were in ESL classes. And 870 were in mainstream classes at their parents' request, Criswell said.

The 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.

"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

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. academically," said Juanita Silva, associate superintendent in Fort Worth.

Compared 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

The National Clearinghouse for Bilingual Education - on the Internet at ncbe.gwu.edu or call (202) 467-0867

The Tomas Rivera Policy Institute at the University of Texas at Austin - (512) 471-2872, P.O. Box 8047, Austin, TX 78713-2872.

The National Research Council - on the Internet at www2.nas.edu/whatsnew/2652.html.

READ Institute - (413) 256-0034, P.O. Box 2428, Amherst, MA 01004-2428.

Michele Melendez, (817) 390-7541
PHOTO(S): Ron T. Ennis■

53. Associated Press

06-10 5:45a

Parents, educators must watch for 'little time bombs,' mayor says

By WOODY BAIRD
Associated Press Writer

MEMPHIS, Tenn. (AP) - Residents of five small towns racked by fatal school shootings realized too late that troubled children can be "time bombs" ready to explode into violence, say participants of a conference on youth violence.

"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.

Morrisette joined about 50 representatives Tuesday from four other towns recently hit by school shootings to discuss ways to prevent similar incidents.

The law enforcement officers,

educators and town officials were from Springfield; Pearl, Miss.; Jonesboro, Ark.; Paducah, Ky., and Edinboro, Pa.

On 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 students and wounding more than 20 others. He also is charged with killing his parents.

The meeting was organized in Memphis, picked for its central location, by Pearl Mayor Jimmy Foster and Bill Reisman, a specialist in antisocial behavior among children.

Reisman said preventing violence at school has to start at home with parents looking for warning signs of emotional distress.

Parents 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 books and records that champion antisocial themes.

"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

They 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

signs are all there," Reisman said.

After the Springfield shooting, authorities found information on bomb-making and several homemade bombs at Kinkel's home.

Meeting participants said teachers and other school employees, from coaches to bus drivers, also should be on the lookout for signs of trouble.

"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.

The 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 teacher were killed. Two firearms away from youngsters, the group decided.

Reisman said his company, Cornerstone Seminars of Indianola, Iowa, will use information gathered at

boys, ages 11 and 13, are charged with the attack.

"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.

The meeting was closed to the media, but Reisman said participants, sometimes in tears, talked about the pain the shootings caused their communities.

In 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.

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.■

54. Associated Press

06-10 6:14a

Milton Hershey School to rid itself of weapons

DERRY TOWNSHIP, Pa. (AP) - Disturbed by recent school shootings, the Milton Hershey School is ordering house parents to remove weapons from their campus residences.

Some house parents have contacted their union about the new policy; others have gone to the National Rifle Association for help.

Prior 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 sporting weapons such as rifles and archery equipment in their apartments. Students have not been allowed to have weapons.

House parents reacted cautiously to the change but braced for a fight.

"It's being checked out now through our union attorney," said Sandi Strunk, president of the house parents' union.

"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."

He said some house parents have contacted the National Rifle Association.

An NRA spokesman said Tuesday the organization would examine the issue.

"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."

Linda Miller, the school's director of communications, said the policy was approved as a safety measure.

"The best way to prevent someone from being shot is not having guns around," she said.

Milton 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.

Ninety-seven sets of house parents and 31 other tenants, including

employees, live on school grounds, Miller said. Housing is provided free to house parents as part of their compensation. The house-parents' apartments are separated from students' living quarters by interior doors that have locks.

No on-campus incident dictated the change, Miller said. But school officials were disturbed by shootings at schools in the past seven months that have killed more than a dozen students and a teacher, and wounded more than 40 others. Those incidents occurred in Edinboro, Erie County; Springfield, Ore.; Jonesboro, Ark.; West Paducah, Ky.; and Pearl, Miss.

House 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 grace 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.■

55. New York Times

June 9, 1998

Giuliani Wants to Privatize Special-Education Screening

Forum Join a Discussion on What Are the Most Important Issues in Education?

By SOMINI SENGUPTA

In an ambitious effort to revamp one of the costliest items in the city school budget, Mayor Rudolph W. Giuliani intends to call on the Board of Education Tuesday to privatize the job of evaluating children who are referred by their teachers to special education, Board officials said Monday.

It was not clear Monday what kinds of savings the city expects to reap from the privatization plan, or what the school-based evaluation team would do if private psychologists were to take over the screening of students. Last night, both the Mayor's spokeswoman, Colleen Roche, and the Chancellor's spokeswoman, Chiara 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.

But 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 proposals.

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

Currently, children referred by classroom teachers are screened by a team composed of a psychologist, a social worker and a teacher trained in special education evaluation at each school. That system has long been assailed as being inefficient.

And the school-based evaluators have been criticized for 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

rubber-stamping the teachers' referrals — a disproportionate number of whom are black and Hispanic boys with behavioral problems rather than serious physical or mental disabilities — and consigning them to self-contained special education classes.

said. "The key is not to separate out instruction from assessment."

The 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 are classified as either learning disabled or emotionally disturbed — evaluations that can be based on varying perceptions of teachers and evaluators.

Among special education students in the city's elementary schools, about 60 percent are segregated in separate classrooms or separate schools, and few return 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 year to 3,854 in the 1996-97 school year.

Critics 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 standardized tests because many special education children are exempt from the examinations.

In recent years, the city's special education system has come under intense scrutiny from Federal civil rights officials. Last year, the civil

rights arm of the United States Department of Education warned New York City school officials to correct the overrepresentation of black and Hispanic children in special education classes or risk losing million of dollars in Federal aid.

Earlier this month, the department

directed state officials to change the formula, and threatened New York with the loss of \$300 million in aid.

Several bills are pending in both houses of the Legislature in Albany that would do that.

The Mayor's task force is also expected to call for an expansion of

services for children in mainstream classrooms, from speech therapy to counseling sessions, so that students who are at risk can be helped in general education classes rather than having to be sequestered in special education classes. ■

INTERNATIONAL

56. Sydney Morning Herald

June 10, 1998

Casual work may win jobs for teachers

By STEPHANIE RAETHEL
Education Writer

Casual 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.

Under 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.

About 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.

The move comes after serious concerns about casual teacher shortages were raised by the NSW Teachers Federation and schools.

The 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.

He said students were often left in the playground or library with minimum supervision because schools were unable to replace absent staff.

"In many cases the kids are not taught and in some cases not even adequately supervised," he said.

"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."

Under 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.

This 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.

A second system to be introduced will give teachers a six-month acceleration for every 50 days of casual work in the designated schools.

A 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.

He said under the new scheme teachers would know where they were working and be better prepared.

The Opposition's education spokesman, Mr Stephen O'Doherty, said the Government was finally admitting there was a shortage of casual teachers in some areas.

But 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. ■

57. Hindustan Times (India)

June 10, 1998

Girls shine in class XII exams

New Delhi, June 9 (HT Correspondent)

A student disappointed over her marks in CBSE class XII exams, breaks down on Tuesday-HT photo

Quite predictably, this year too, girls fared far better than the boys in the class XII examinations of the Central Board of Secondary Education (CBSE).

The 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.

Delhi 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.

The 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 significant 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.

A total of 2,36,795 candidates

registered for the class XII examination this year.

The overall pass percentage in most schools of Kendriya Vidyalaya Sangathan (KVS), Jawahar Navodaya Vidyalaya (JNV) schools, Government schools and Government-aided schools has fallen by as much as five. But the

"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 advertisements 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.

In 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

pass percentage of the independent schools has shown marginal improvement from 83.06 to 83.4.

Among 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-aided schools with 68.2. percentage this year from 24.35 in 1997 to 26.6 this year.

Chennai 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.

Delhi tops the list in having recorded the highest number of unfair means cases in the examinations, 31, and

The Government schools have recorded the lowest pass percentage of 62.9.

The 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.

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.

The 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 alongwith 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. ■

COMMENTARY

58. Washington Post

June 10, 1998

El Futuro: The New California

by Richard Rodriguez

San Francisco - After last week's primary, political pundits are saying that Californians voted for the past - familiar political faces. But the most important people in California's 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*.

A 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. The questions concerned California's were less worried about which candidate would occupy the governor's office in Sacramento than about uncharted cultural changes awaiting us in the new California.

In truth, there is nothing very "new" about today's multi-racial, multi-lingual, multi-cultural 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.

Today, 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; what's worse is the realization that California has "suddenly" become the nation's largest Hispanic state, and Los Angeles a Latin American capital. This season Hollywood's middle-aged adolescents are spinning tales of tumbling comets and Godzilla run amok in New York. California's political scientists speak, meanwhile, of a "sleeping giant" stirring, by which they mean Latino's are finally waking up to the implications of their numbers, finally voting. The most telling moment of the governor's race came when the four

major candidates stood before an assembly of Latino fat cats. Though everyone in the audience doubtless spoke English, political theater required a debate "in Spanish." What debate? The candidates merely rived each other with adjectives praising immigrants, praising Latinos. And then, each candidates, in English, denounced Proposition 227 (with simultaneous Spanish translation).

As it turned out, the vote in favor of Proposition 227 - against bilingual education - was the most lopsided in the California primary. While left-wing civil rights groups would now like you to believe that the vote was "anti-immigrant," exit polling suggests that a large number of Asians rejected bilingual education were furious at the incompetence of the state's public school system.

The 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 - garish neo-nationalism from one corner, xenophobia from the other. The best word, the polite word, we use to talk about what is going on in California today is "diversity" - a shrink-wrapped word, a meaningless word, a Canadian platitude. In Canada, multiculturalism is official government policy. The "mosaic" has become the favored

The sleeping giant may, indeed, be stirring. If we were less afraid of monsters in the dark, we would recognize that the growing interest in politics by Latinos and Asians is the key to California's reconciliation, not an obstacle to it. Latino's and Asians no longer want to be left on the outside.

Racial 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 Latino's will use their ethnic badge to get noticed in Sacramento and Washington.

The paradox is that Latino's as political force will diminish as the United States become more culturally Latin

metaphor (many colors, each separate, united to form a beautiful nation). Diversity is the flag flying over all.

Is California becoming Canadian? Our academics and politicians, certainly sound the Canadian anthem with their praise of diversity. My suspicion, however, is that Mexico, not Canada, holds the key to California's future.

Mexico California? A few weeks ago, editors at the New Yorker American. Precisely as California become more Mexican (more mestizo), a district Latino political agenda will become impossible to sustain because we Californians will be too mixed, too intermarried to entertain separate racial/ethnic categories. What 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.

During 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

magazine put blond 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 forming. Today's 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 mestizos.

California. German TV. Australian radio. Canada phoned to ask if Southern California is becoming "the new Quebec."

I 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 in 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. ■

59. Los Angeles Times

* 06/10/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-6

Parents and 227

In 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.

This 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.

I 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.

DON A. NORMAN
Los Angeles ■

60. The Washington Post

06/10/98; Edition: FINAL; Section: OP-ED; Page A24

Lowering the Costs of Higher Education

In 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.

First, 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.

Second, 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

We 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

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.

And while Mr. Crenshaw may trivialize the monthly savings to students, lower interest rates will save reasonable, but not excessive, profits for bankers.

DAVID A. LONGANECKER
Assistant Secretary

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.

Office of Postsecondary Education
U.S. Department of Education
Washington■

61. The New York Times

06/10/98Section: Editorial Desk; Section A; Page 28, Column 4

School-Prayer Fallacy

To the Editor:

Harvey Cox, in his June 5 Op-Ed article supporting the study of religion in public education, cites the Supreme Court's suggestion that schools teach the historical role of religion in American life instead of allowing school prayer. Professor Cox concludes

that "what excluding religion from the classroom produces is simply bad education."

There is no clear definition of a course of instruction that is nonsectarian, nonreligious and Supreme Court-proof. Instead of teaching about organized religion or its historical role,

public schools should teach the principles of ethics, morality and tolerance — tenets supported by all of the major religions as well as by most agnostics and atheists.

ROBERT A. KRIEDEL
Manhasset, N.Y., June 5, 1998■

62. The Wall Street Journal

06/10/98

Breaking Away From Inner-City Drift

Thank you for your May 19 Marketplace article "Adrift in the Ivy League, Far From the Inner City," about Cedric Jennings. It brings to light an issue important to the upward mobility of the poor in the U.S., but it does so with an unfairly dismal and discouraging perspective. It is difficult to grow up in the inner 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.

I grew up in a violent East L.A. housing project and I was an outcast for being "too smart." The education I got at Carleton College, a prestigious school cons from the barrios of East L.A., is priceless. I struggled during my first two years at Carleton, competing with prep-school graduates. However, all the tears and agony were worth it because I broke the mold of poverty and ignorance for which I was destined.

It 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 completed a four-year term as a trustee on Carleton's board. In contrast to your article, my experience as a student and trustee tells me that there is sincere effort from colleges and universities to educate and support "nontraditional" students. Sometimes, however, it requires a little work to find the support.

To Cedric and others in his situation, I cannot emphasize enough the importance of building a network — of faculty, alumni and fellow students — and to never forget where you started. During our first couple of years at these institutions 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 from 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 should not

hesitate to support them. The rewards to society and to the institutions are immeasurable.

Georgina Moreno
Berkeley, Calif.

Your article about Cedric Jennings at Brown University partially answered a question that has been haunting me since I first read about him in the Journal in 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?

I 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 waste of time. His mother was his only source of encouragement and low-paying jobs his only source of tuition money. How he managed not only college but dental school later has always been a source of amazement in my family. His social battles 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 immigrants in this country.

Because your poignant update described only his freshman year at Brown, we are still haunted by that question about what his life is. We need West Bloomfield, Mich.

Ron Suskind's article presents a compelling portrait of a student. Cedric Jennings represents an almost extinct

to know how his 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 educational and perhaps social services to needy students. It 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

might be enlightening to hear 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.

Elaine Cook

him.

Peter Reilly
West Palm Beach, Fla. ■

63. The Wall Street Journal

06/10/98; Edition: Texas Journal; Section: TEXAS JOURNAL; Page T4

A Fund Education

On 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 and 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 less so for investors." Their fund has had a return to investors of "about 22% a year," since its inception in 1995.

The students, alumni and beneficiaries of Texas Christian

University's Educational Investment Fund are pleased that their portfolio has had over 25% annualized 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.

TCU'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.

On 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.

Stuart Greenfield
Portfolio Manager
Texas Christian University
Educational Investment Fund 1998
Fort Worth ■

64. Dallas Morning News

06/09/98; Edition: NORTH SPORTS FINAL; N; Section: COMMENTARY; Page 17

KEEPING IMMIGRANT PUPILS AT A DISADVANTAGE

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 Riggs (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

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 ole. 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

were given credence recently by a Los Angeles Times article reporting that in Santa Barbara, Hispanic "children have 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, 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

for years been routinely placed in bilingual classes even though 90 percent were born in this country."

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 paternalismo.■

65. The Kansas City Star

06/09/98; Edition: METROPOLITAN; Section: OPINION; Page B6

Good and bad in KC schools budget plans

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.

Far 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.

Two 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 name-calling during and after a court hearing.

Ultimately 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.

We 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.

The 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.

Many difficult decisions remain as officials determine whose jobs will be gone.■

66. Worcester(Mass.)Telegram & Gazette

06/08/98; Edition: ALL; Section: COMMENTARY; Page A7

Bay State charter schools producing satisfied customers

By Russell Donnelly; Editorial Writer

Opponents of charter schools gleefully brand those fledgling experiments in public education as right-wing elitist conspiracies.

Unless 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.

Today, charter schools provide a middle course that is both free and public.

In 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.

So, 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.

Recently another warning signal was sent up that organizations such as the MTA would do well to heed.

PIONEER STUDY

A 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.

Seventy-eight percent of charter school parents said they would keep their children in their current schools even if money were not an issue.

When offered the same choice, only 50 percent of regular school district parents said they would keep their children where they are.

Here in the Bay State, the Massachusetts Teachers Association has been flogging that particularly reckless notion.

The herd mentality exemplified by

That significant differential has political resonance vis-a-vis the voucher issue.

NEGATIVES GIVEN

While 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.

The message is stark: Give us tuition vouchers and we well might walk.

The survey uncovered some other intriguing disparities, as well.

Among charter school parents, 60 percent give their children's school an "A" grade, as compared with 37 percent of traditional school parents.

Charter 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.

An overwhelming 80 percent of charter school parents report that their children are doing better academically than they did at their last school.

It should be noted that charter school parents polled are probably more selective than the much larger pool of regular school parents.

It 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

However, the charter school movement is still new in Massachusetts - 1997-1998 is only the

the MTA leadership is, however, headed straight for a cliff called "vouchers."

second year of operations. That fact underscores the importance of the resoundingly positive approval rating these schools receive from their customers.

The survey - conducted by Opinion Dynamics Corp. of Cambridge, an independent research firm - also trampled the myth of elitism.

Of charter school parents surveyed, 39 percent reported household incomes under \$35,000, as compared with only 29 percent of traditional school parents.

Only 25 percent of charter school parents hold college or advanced degrees, compared with 31 percent of regular school parents.

Those statistics echo the socioeconomic realities at Worcester's Seven Hills Charter School.

The survey also revealed that only 41 percent of district school parents without a college education were familiar with charter schools.

Still, 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

The Abbey Kelley Foster Regional Charter School in Worcester will be among the new batch, serving the city and several suburban communities.

Charter schools in Massachusetts are growing in numbers and strength. They are immensely popular. They provide a free public education alternative.

Those who continue to fight charter schools are slouching backward, while the rest of the education world marches forward.

Backward lies a chasm. ■

67. Greensboro News & Record

06/08/98; Edition: ALL; Section: EDITORIAL; Page A6

CHILDREN DON'T NEED ACCESS TO FIREARMS

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.

We'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 Greensboro ■

68. Greensboro News & Record

06/08/98; Edition: ALL; Section: GENERAL NEWS; Page A6

SCHOOLS COULD BE SAFER IF PRAYER WERE BACK

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, you must admit that something must be done.

Up 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 place. All it can do is maybe save a life.

Selena Fleming Randleman ■

69. The Fort Worth Star-Telegram

06/09/98; Edition: ARLINGTON AM; Section: EDITORIAL/OPINIONS; Page 13

How well is bilingual education equipping students?

By David Sampson

Special to the Star-Telegram

Last week, California voters overwhelmingly passed Proposition 227, essentially 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 special language classes.

Was 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?

Although one can certainly question the wisdom of embedding an education program in a state constitution - one prominent education official with whom I spoke likened it to a doctor prescribing penicillin for each of his patients regardless of their problem - Proposition 227 passed because most Californians believed that something was fundamentally wrong and that educators alone were unwilling or unable to fix it. Only 32 percent of Latino voters opposed the measure. It is clear that many Californians instinctively believe that children were not becoming proficient in English, the intended goal of bilingual education.

English is the language of commerce, not only in the United States but the world. It is today and will be in the next century. If children are to fully

participate 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.

A 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.

State 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.

The 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.

Nearly 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.

California'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.

Texas is far ahead of California in reducing class size and tracking student and school performance. The Texas

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

Assessment of Academic Skills reports student achievement for each district, campus and demographic group, 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

Because of this, local school districts can track which programs work best and duplicate them where needed. 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. ■

70. IntellectualCapital.com

June 4, 1998

Toleration and Diversity in the University

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 purposes of facilitating a salutary pluralism, Yale University should be regarded as its 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.

The limits of toleration

Ironically, 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.

Although 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.

In 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.

One might criticize Yale for permitting this "fudging" of its residency requirement. After all, if

Every good argument, however, has a stopping point and the one Yale has chosen displays wisdom.

dormitory living is really essential to the Yale education experience, why not insist that, absent an officially recognized excuse, all students must

Randall Kennedy is a professor at Harvard Law School. He is also a contributing editor of

learn from and contribute to dormitory living?

IntellectualCapital.com. ■

71. Manchester (N.H.) Union-Leader

June 10, 1998

Kids, Kids, Kids! — Democrats Rehearse Their Campaign Mantra

Be 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

The 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."

"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.

Fine. 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, incompetent, failing teachers. Perhaps Mr. Woodburn and his party's

candidates will enlighten the voters as to how keeping bad teachers in the classrooms benefits the state's children.

Of course, when the Democrats threaten to harp on education, what they really mean to squawk about is money — lots more of it. This is the only idea the Dems have on education.

Parental choice? No! Infusing competition into a monopolistic system by means of student vouchers? Never! Hold educrats accountable for the performance of the schools? No way! Reduce administration and bureaucracy to shift more resources into classrooms? Treason! Emphasize basics and discipline over every goofy liberal fad and gimmick? Fascism!

Those candidates who dare question such liberal orthodoxies doubtless will be demonized as anti-children.

And isn't it a happy coincidence that what is said to be good "for the children" so often happens to be good for the Democrats' base constituency and big-time contributors — the teachers and public employees unions, the school boards association, the superintendents lobby, the administrators and educrats and all the other entrenched special interests of the

education establishment.

Not since Reconstruction Republicans waved the bloody shirt of rebellion following the Civil War has a political party so cynically exploited fear and prejudice as have the Democrats, who gleefully exploit children for their own political aggrandizement.

Republicans do not love children less than do Democrats. The two parties simply have very different ideas about what is best for them.

Democrats believe that more government, higher taxes, more spending and more bureaucratic control of the schools are best for kids. Republicans believe that strengthening families, empowering parents, lowering taxes, controlling spending, expanding personal freedom and responsibility are best.

So voters should not be deceived by fatuous political rhetoric issuing from jackanapes who profess to care so more about kids than their opponents. We should not let the Democrats turn the election into a contest of compassion or use children as a political blackjack with which to bludgeon their opponents. —Richard Lessner ■

EDITORIAL

72. Richmond Times-Dispatch

June 7, 1998

From a Distance

Will the college campus of the 21st Century resemble a cocoon? After finishing their breakfast of last night's pizza, students might log on to their

computers and take a class from a professor (or teaching assistant) located many miles, maybe even states, away. The electronic classroom — a/k/a

"distance learning" — may or may not reflect Cardinal Newman's idea of a university, but in some form or another it's on its way. Indeed, in many respects,

it has arrived. Old Dominion and

As usually happens with technological change, distance learning inspires thoughts of progress and doom. Students will be able to access (pardon the jargon, please) courses from their own homes or from satellite university centers. Schools will be able to extend their reach. The potential electronic student body is far more populous than the student body living among, or commuting to, the ivied (or graffitied) walls.

And therein lies one of the dilemmas. A recent State Council of Higher Education meeting regarding distance learning heard concerns about the trend's implications. Smaller schools, particularly those far from population centers, could find the competition from distance learning programs dangerous to their health. Would the technology-rich BMOG swamp the little guy? Are independent colleges justified in worrying that government support for technology at state universities will put them at even

Virginia Tech, for instance, rank among greater disadvantage?

Small colleges already confront numerous challenges. To a far greater degree than mega-universities and urban schools, they rely on students who not only study but live on campus. Any development making it easier for a student to earn credits without sitting in a classroom and sleeping in a dorm presumably makes their life more difficult. Yet cooperative ventures with the principal dispensers of electronic courses could allow such colleges to expand their offerings, thereby attracting students desiring the ambience of a traditional campus but interested in taking courses available only at a larger school.

Technology itself complicates questions regarding . . . technology. By the time policy-makers — and the peanut gallery — understand a particular issue, technology frequently has moved to another plane. When Virginia Tech's vice president says, "The changes we'll see over the next 10

the field's pioneers.

years will make the last 10 years look pretty tame," he terrifies graduates who remember scribbling in spiral notebooks and producing dreadful term papers by hunting and pecking on manual typewriters. Ahem. The electronic transformation of higher-ed will be complete when instead of playing intercollegiate football, universities play intercollegiate computer games (or computer chess).

A final cautionary note: The education world has heard brave talk of revolutionary change before; educators embrace fads as eagerly as pop entertainers and teens do. Television was supposed to change the classroom. Maybe it did. Technology is a fact. Romantics can't wish it away. The Luddites couldn't suppress the Industrial Revolution. But how often in the past have the promoters of progress been so dazzled by form that they have neglected content? ■

73. Sacramento Bee

June 10, 1998

After Prop. 227: Now the focus should be on measuring results

Hours after the decisive victory of Proposition 227 at the polls, civil rights organizations went to court to block its implementation, while teachers and administrators in some urban school districts angrily threatened to defy its terms even if it is upheld.

The emotional reactions were to be expected from those who are on the front lines of the bilingual debate — those who teach a third of California's 1.4 million English-language learners in the students' primary language. Teachers in districts with large numbers of "limited English proficient" students have good reason to fear the effects on those children of the initiative's one-size-fits-all mandate for English-only instruction.

Children, like adults, differ in their capacity for learning foreign languages. Some have a natural affinity for it and will be fluent with a year's immersion. Others, who may be quick students in other subjects, will undoubtedly struggle for several years before they

actually begin to think and learn in English.

It is the academic futures of these children that Proposition 227's opponents so vigorously claim to protect when they threaten the "civil disobedience" of ignoring last week's election results.

But opponents would do a much greater service if, instead, they helped devise and then strongly supported measures for ensuring these children aren't left behind academically once the initiative takes effect.

A court ruling against Proposition 227 seems unlikely. It is possible, however, for the Legislature to pass a bill requiring that all students in the "sheltered English immersion" classes required by the initiative are assessed after one year, and given extra help if they need it to succeed. Those children who are fluent enough to take accurate notes and grasp new academic concepts after a year of English immersion should join the mainstream of

English-language classes. Those who are still struggling must be offered more time in the "sheltered" English classes, or extra services after school or in summer school. Otherwise, they face certain failure under a new system that has no requirements for showing it works better than the old one.

The bilingual education backlash occurred in the first place partly because nothing held the program accountable for results. Bilingual programs ranged from highly effective, where students succeeded in mastery both of English and other academic courses, to gross failure, where kids languished in Spanish-only classes year after year.

Proposition 227 threw out the good with the bad, with no assurances either would be replaced with something that works. Now it is time for the Legislature to create those assurances so that the "English for the Children" initiative doesn't leave California's children behind. ■

74. Los Angeles Times

* 06/10/98; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-6

Reboot School-Internet Effort

The Internet-for-schools program that Vice President Al Gore inaugurated in January at Pacoima Elementary School sounded almost too good to be true. As recent events have shown, it was.

Sold as a kind of 21st century Marshall Plan that would help disadvantaged public schools enter the Digital Age by wiring them for high-speed Internet access, the program was castigated in Congress last week as "a raw deal for consumers." Democrats and Republicans alike were rightly upset by cost estimates for the Internet wiring programs that have skyrocketed to \$4 billion a year.

TD

The "E-rate" program, including both schools and libraries, was to be subsidized by the phone companies. Last year, AT&T Corp. told Congress that if the Federal Communications

Commission agreed to reduce the access fees that long-distance carriers had to pay local phone companies, it would absorb E-rate costs. The FCC reduced the fees, but last month AT&T reneged and announced it would pay for the program by imposing a 5% fee on its customers' interstate calls. MCI Communications followed suit.

Maybe it's time to pull the plug on E-rate, as Rep. John Dingell (D-Mich.) urged last week. But the concept is still worthy, extending the biggest helping hand to the poorest schools. And jobs increasingly require the high-tech skills that E-rate was meant to foster.

First, Congress needs to get a grip on the flaws of the current program. A valuable first step would be the proposal by Sen. John McCain (R-Ariz.) for a U.S. General Accounting Office audit of the E-rate applications process, including the 30,000

applications already filed by schools. The current rules allow computer vendors and Internet service providers to help schools write grant proposals, virtually inviting fraud. The GAO should also study what Consumers Union has described as "dramatic waste" in the program.

With an audit to work from, Congress could repair or rebuild the program to be fair to both schools and consumers. In the meantime, the long-distance companies should scrap their consumer surcharges and put the money they save on lower connect charges into escrow.

It's too bad schools may have to stay on hold for the money needed to come online. But greed has turned a fine, modest idea for a public/private partnership into a boondoggle. ■

75. The Washington Post

06/10/98; Edition: FINAL; Section: Editorial; Page A24

Should We Wire Schools?

SOMETIME this week the Federal Communications Commission will vote on whether to suspend a small program, passed as part of the 1996 Telecommunications Act, that collects money from long-distance phone companies and uses it to offer discounts on the cost of hooking up schools and libraries to the Internet. The program, known as the "e-rate," has been contentious from the start, but lately, as it prepares to begin actually considering applications for the \$650 million collected so far, it has become the focus of intense pressure.

Four senators with a say over the FCC's own budget sent a letter demanding that it defund the program entirely. Some have hinted that the

Much of the debate over the complex telecommunications bill concerned the balance to be struck between deregulating the communications industry — thus opening up the chance for phone companies to make lots more money — and imposing some obligations on them in return. One such

commission risks having its own budget zeroed out unless it kills the schools and libraries program. Others threaten investigation of what they call a "stealth tax" imposed with questionable legality by an unelected agency or, alternatively, a "Gore tax" designed to advance the vice president's presidential prospects.

Why the sudden fuss over a \$2 billion program that passed all the usual legislative hurdles in orthodox fashion two years ago? The flurry began when several long-distance telephone providers said they would begin adding a "universal connectivity fee" to individual monthly telephone bills to cover the schools and libraries program and other subsidies, such as the generations-old (and widely supported) obligation was to safeguard equal access, including to new technologies. After endless maneuvering and a veto threat by President Clinton if the bill emerged without them, provisions mandating "access to advanced telecommunications services for schools, health care and libraries,"

subsidy for keeping phone service affordable in hard-to-serve rural areas. The appearance of what looks like a new tax on phone bills — even if it only spells out subsidies previously included in the overall bill — unnerves many legislators who support the subsidies in theory. Not everyone realizes that the schools and libraries fund constitutes only a third of the new fee. (The FCC and the companies are still sparring over whether the extra charges were even justified; the commission says the fees were specifically calibrated to balance year-by-year savings to the companies from another aspect of the 1996 bill, a drop in the access fees long-distance carriers must pay to local ones.) explicitly including "classrooms," were made part of the subsidies for "universal service." Telephone companies understandably balk at any creeping enlargement of the universal service concept, which requires them to offer phone service at average rates even in high-cost, hard-to-wire rural

areas — and, inevitably, to absorb the cost by charging slightly higher phone rates across the board.

One thrust of deregulation was to make those subsidies more explicit — an advantage for companies, which

could compete more openly on basic rates, and also for consumers, who could see where their money was going. But spelling out a long-hidden subsidy also exposes it to political debate. Such debate need not doom the e-rate, which

pulls considerable support in opinion polls, any more than it is likely to doom the popular rural subsidies. Nor should it. Squelching it would be the real "stealth" move. ■

76. The New York Times

06/10/98 Section: Editorial Desk; Section A; Page 28, Column 1

Remaking Special Education

Schools Chancellor Rudy Crew will be judged in no small measure on what he does to repair special education, the troubled program for disabled children that eats up a quarter of New York City's education budget, graduates few of its students and has come under Federal scrutiny for potential violations of civil rights laws. Dr. Crew acquired an important tool in this fight last year, when the State Legislature enhanced his powers to seize control of failing schools and hold principals accountable for school performance. He now intends to restructure the special-education bureaucracy itself, an unwieldy system-within-a-system that currently runs itself, accountable to almost no one.

The new plan emerged yesterday in a report by Mayor Rudolph Giuliani's task force on special education, consisting of Dr. Crew, Peter J. Powers, the former Deputy Mayor, and Michael Hess, a lawyer for the city. The details

will need to be fleshed out. But the impulse to make special-education workers accountable to both school principals and district superintendents is basically sound.

Federal officials have long criticized New York City for keeping too many special-education students in self-contained classes despite Federal guidelines requiring that they join regular classes as frequently as their needs permit. New York mainstreams far fewer special-ed students than schools do nationally. The isolation is most frequent for black and Latino children. These students are frequently omitted from citywide tests, making it impossible to determine if they are being educated at all. More drop out than graduate.

The current system holds no one truly responsible for these failings. A child being evaluated to enter or leave special education is sent to a school-based team composed of a

psychologist, a social worker and a teacher trained in special education. In some districts, the committees work swiftly and well. In other districts they are slow and ineffective, and condemn virtually all children evaluated to special-education classes where they remain for the rest of their school careers.

The task force plan would scrutinize committees closely and put them under the authority of principals and local superintendents, who would have more control over what special-education workers actually do. Under the current arrangement they evaluate fewer than two children per evaluator per week — and can spend the rest of the time reading newspapers if they wish. To press the workers into doing more, the task force has suggested that it will privatize evaluations in areas where performance remains poor. ■

77. Ft. Lauderdale Sun-Sentinel

06/09/98; Edition: Broward Metro; Section: EDITORIAL; Page 10A

CALIFORNIA SHOULD QUICKLY CHANGE BILINGUAL SCHOOLS, EVALUATE RESULT

Despite opposition by certain immigrant groups, teachers' unions and an entrenched bilingual bureaucracy, more than three out of five California voters last week opted to ban bilingual education in favor of a program of "English immersion."

While many of those who objected to the ballot initiative would like everyone to think the vote was a result of anti-immigrant feelings running

Bilingual education tended to isolate their children away from the mainstream, they said. They feared their children would emerge from the school

rampant in the United States, that assessment is too simplistic.

TD Some people voted to end bilingual education because of bigotry, but certainly not all. In fact, 37 percent of voters of Hispanic heritage and 57 percent of voters of Asian heritage voted in favor of changing the way California educates children whose primary language is something other than English.

system without the English-language skills needed to prosper in American society.

Educating students in American

During the campaign quite a number of immigrant parents were vocal in their support of change.

Among other things, they claimed their children were falling behind because their attention was divided between English and another language, mainly Spanish. Their ability to communicate in either suffered.

schools can be a tough assignment even if they are fluent in English. Doing the job when their English is halting at best adds immeasurably to the difficulty.

Whether English immersion will prove more successful in California than bilingual education, time will tell. If the courts don't get in the way of swift implementation of the will of California voters, then good base-line data will be available in a few years.

Children, of course, tend to learn at different rates. When it comes to learning English, the earlier the better. The risk in moving to English immersion is that students without a

solid aptitude for language will not be able to function adequately in the public school system.

The risk of bilingual education is that they won't be able to function well in the broader society.

The California data will prove vital in policy decisions throughout the country. If the data show English immersion is more effective than bilingual education, then that is the way to go. If it demonstrates otherwise, then

dumping bilingual education would, indeed, amount to anti-immigrant bigotry.

Policy-makers should ignore self-serving injunctions of pro- or anti-immigrant groups and entrenched bilingual bureaucracies.

Decisions should be based on the data, and the focus should be strictly on how best to educate the children. ■

78. The Las Vegas Review-Journal

06/07/98; Edition: Final; Section: EDITORIALS; Page 2d

High school proficiency

By now, thousands of Nevada juniors have been informed that they failed the high school proficiency exam. Rather than give up or react with anger, these students should seize the challenge to improve their skills to ensure they acquire the knowledge necessary to pass the test on the second try.

State education officials promised the newly revamped test would be more difficult than its predecessor and the passing scores more demanding. Barring some revelation that 1998 juniors are especially slow, they delivered. The failure rate on the reading section was 30 percent higher than in 1997, while the failure rate for the math questions jumped a whopping 86 percent.

Overall, nearly 40 percent of those taking the exam failed either the reading or math section - 18 percent flunked both.

That should be cause for alarm: Four out of 10 high school juniors lack basic reading or math skills. What's more, the failure rate was even higher among

minorities. More than 60 percent of African-Americans and more than 56 percent of Hispanics flunked the math section. Minority reading scores were also dismal: Forty-three percent of Hispanic students didn't pass, while 39 percent of the African-American students came up short.

The proper response here isn't to wring our hands and mourn the self-esteem of those juniors who failed, but to direct them toward the path of achievement. And that requires setting firm standards and holding students accountable for their performance.

The new exam attempts to do that in a more comprehensive fashion than before. That's good. The sample questions we have seen should by no means be beyond the average student, and the current passing scores - 61 percent for math, 70 percent for reading - could hardly be considered unfair. And remember: Students have five chances to pass the test. Five.

There are, of course, other factors in addition to high standards necessary to

foster student accomplishment - quality teachers and a comprehensive curriculum, for example. State officials are in the process of drafting academic content standards in four core subject areas, and we will continue to agitate for relaxing licensing standards that would have prohibited Albert Einstein from teaching high school mathematics because he lacked the proper pedagogy certificate.

There will be those, for sure, who complain that the high rate of failure on the new proficiency exam indicates it's too difficult and should be dumbed down. But we've been there, done that. By raising the bar, by demanding more, we not only provide an incentive for students to learn, we make it more meaningful when they do.

To those juniors who flunked: Work harder, enroll in summer school, read some books, make sure you take the proper classes this fall to prepare you for the next try. The confidence that comes with accomplishment will be its own reward. ■

79. The Virginian-Pilot and The Ledger-Star

06/08/98; Edition: FINAL; Section: LOCAL; Page B08

SCHOOLS AND PRAYER

NO EVANGELIZING THE SO-CALLED RELIGIOUS FREEDOM AMENDMENT IS DEAD

Sanity prevailed in Washington last week when the House of Representatives blocked a proposed amendment to the U.S. Constitution

that would have guaranteed rights to religious expression on public property.

The vote was 224-203 in favor of the measure, but it fell 62 votes short of the

two-thirds majority required to pass a constitutional amendment. Fortunately, the founding fathers made it difficult to tamper with this well-crafted document.

We applaud local Reps. Owen B. Pickett, Norman Sisisky and Robert C. Scott, and Eva Clayton of North Carolina, for having the courage to vote against this flawed bill, despite heavy pressure from religious conservatives to vote for it.

Supporters say that passage of this amendment would have brought prayer back into the public schools.

But as we have said many times before in this space, nothing now prevents prayer in public schools. On any given day, in any classroom in America, we suspect there is much praying going on. Especially at exam time.

What is now properly excluded from most public schools is compulsory, organized oral prayer. Prayer that makes others feel uncomfortable. That

form of praying ought to be saved for homes and churches and synagogues and other private places.

Those claiming that oral prayer can be totally inoffensive to others are mistaken. Oral prayer that is crafted in such a way to please every religion from Christian, to Muslim to Wiccans, is not prayer at all, rather platitude.

Silent prayer, on the other hand, offends no one and gets the job done. Americans may go right on offering those silent petitions to the Almighty in public places without fear of the authorities or of offending their fellow citizens.

What silent prayer doesn't do is evangelize, which may be the real reason some conservative Christians have pushed so hard for this amendment. But public schools ought

to be an evangelization-free zone.

Religious conservatives bent on making a display of their religion in public places might do well to heed the words of the sixth chapter of St. Matthew. Regardless of the Bible version, the words essentially say:

"When you are praying do not behave like the hypocrites who love to stand and pray in synagogues or on the street corners in order to be noticed. . . . When you pray, go to your room, close your door, and pray to your Father in private. Then your Father, who sees what no man sees, will repay you. In your prayer do not rattle on like the pagans. They think they will win a hearing by the sheer multiplication of words. Do not imitate them."

Amen.■

80. San Antonio Express-News

06/08/98; Edition: Metro; Section: Editorial; Page 10A

Students best served by competitive system

Should private lenders or the government manage federally guaranteed student loans that allow millions of Americans to go to college each year?

The debate has been raging in Washington, D.C., between commercial lenders and the Clinton administration, which favors direct loans from the government.

Congress must not allow the administration to harm the loan programs by squeezing out commercial lenders and adding to an overburdened, inefficient bureaucracy.

The Department of Education has had backlogs of as much as 1 million

applications in the government's direct-loan program. So far, only about 30 percent of all guaranteed loans currently are made by the department.

Federally backed loans are essential to many American families, and commercial lenders provide the service more professionally.

Lawmakers recently put a Band-Aid on student loan programs, tucking language into the just-passed transportation bill that provided a temporary solution.

Congress must enact a long-term plan by Oct. 1, when the temporary fix expires.

The administration at one time had

pushed for the Department of Education to provide all guaranteed student loans and eliminate the middle man, but evidence clearly shows banks do a more efficient job.

Next, President Clinton wanted lower interest rates. Commercial lenders say the administration was trying to push the rate so low they could not make a profit.

Congress is making progress toward a compromise that will allow lenders to make the minimum profit needed to manage the loans.

The administration should support efforts to guarantee that banks stay in the student loan business.■

81. Chicago Sun-Times

06/08/98; Edition: 5XS; Section: EDITORIAL; Page 22

Volunteers making a difference in schools

When corporations, communities and individuals make a commitment to partner with the Chicago public schools, our students' potential for success increases. Even a small gesture can result in great rewards.

Thanks to various forms of community involvement, students gain new opportunities ranging from books and computers to class trips and jobs.

More important, community involvement demonstrates to students that others have an interest in their work and truly support and care about their achievements.

In May, more than 680 elected officials and corporate and civic leaders volunteered with our Working in the Schools (WITS) program to become principals for a day, meeting students,

learning about their successes and recognizing some of the challenges they face. For each volunteer principal, the question was: "What can I do to help?" The answer is, there are many ways to make a difference.

On Saturday, June 13, more than 6,000 individuals representing 100 corporations will volunteer with Chicago Cares Inc. during the

organization's fifth annual - and the city's largest - Serve-a-thon, to help beautify more than 60 schools.

With 90 percent of Serve-a-thon's volunteer force dedicated to schools, Chicago public schools will receive close to 30,000 hours of community service in one day.

Serve-a-thon participants are making a difference. They are dedicated to completing special projects - improvements that matter to each of the schools. Whether the Chicago Cares volunteers plant new trees in the schoolyard, assemble slides on the playgrounds, cover lockers with a new coat of paint or create murals in entranceways and cafeterias, they improve school environments, enhance the appearance of schools and boost the attitudes of students.

Just as many of our Principals for a Day will continue to work with their schools and Chicago Cares volunteers will mentor our students throughout the year, you and your organization can become involved with Chicago public schools.

For more information on how you can make a difference in the lives of our schoolchildren, contact us at (773) 535-3710.

When we mobilize an individual or community behind any effort to improve our schools, we all succeed. Gery J. Chico, president, Chicago Board of Education Give time back to us

The refurbished Water Tower Park is lovely, but where did the clock go? The clock - a magnificent, valuable and tall-standing timekeeper - was donated to the citizens of Chicago by First National Bank in 1980. The clock was removed during the renovation, and the city says it's not coming back.

Ald. Burton Natarus (42nd), in whose ward the clock was located, told

I do not know if the people associated with Britain's United Kingdom Meteorological Office (which has been checking the Earth's temperature for 137 years) or the National Climatic Data Center in the United States are liberals or not, but their analyses of yearly global temperatures released in January showed that nine of the 10 warmest years on record have occurred since 1987, and that 1997 was the warmest year recorded since records have been kept. I can only ask Sowell: If global warming isn't really taking place, how come the globe is measurably getting

me he also liked the clock, but the Department of Cultural Affairs decreed it would not be coming back because it needed repairs due to poor city maintenance. It seems to me that the whole purpose of refurbishing the park was to make necessary repairs. Why did they skip the clock?

This unilateral decision is very disturbing. There is plenty of room in the park for the clock, and it is architecturally and stylistically appropriate to Water Tower Park. It should be returned to its rightful location. Kathy Byrne, Near North Side Learn a McLesson

The editorial (May 28) supporting legislation that would eliminate two union locals at McCormick Place shows a lack of understanding of the complexities of the trade show industry.

Major trade shows are considering other cities because of all the costs associated with trade shows, not just high labor rates. This includes hotel rooms, booth space, dining, parking, as well as questionable charges tacked on by McCormick Place.

All union workers were upset to see the marine trade show leave after calling Chicago home for so many years. Two of the major reasons cited were excessive hotel expenses (which were double that of Orlando) and the inability to display their boats in water during our winters. Certainly, unions can't be blamed for hotel rates or our inhospitable climate.

The decision of the radiology show to alternate between Chicago and Orlando has been mentioned as another example of how labor costs are driving shows away. Many people don't realize that show organizers in Orlando will have to import hundreds of union workers from Chicago to put the show on.

They will be paying Chicago union warmer? Tom McGowen, Norridge Restart lifeline

It has been about a month since the CTA service cuts were implemented on the Blue Line, thereby affecting the livelihood, security and economic survival of several businesses in Pilsen/Little Village. But perhaps there is a silver lining to this dark cloud.

On April 13, our organization, the Eighteenth Street Business Association, spearheaded a program to increase ridership on the CTA. This program was embraced wholeheartedly by Rep. Luis Guttierrez (D-Ill.) and Ald.

scale to workers and picking up their airfare, accommodations, meals and expenses. This will eventually be passed on to the exhibitor. If they can pay Chicago union wages plus all of the additional expenses and still put on a show for less money, then maybe union labor rates aren't the real culprit after all.

Unions have submitted a proposal to reduce labor costs, with one important stipulation - that all savings must be passed onto exhibitors. Rosemont Exhibition Service was quick to accept this unilateral offer from the unions. They have found they can reduce their labor costs to exhibitors and still maintain their existing profit margin. Rosemont Convention Center is booming and can't expand fast enough. I think McCormick Place could learn a lesson from them. David Cizmar, Orland Park Why not mow city?

A while back, while taxiing to the active runway at Meigs Field, I was told I would be number seven in line for takeoff.

When I asked the tower, "What's all the traffic about?" the controller informed me that the housewares show was in progress.

So, besides the high cost of union greed, thefts, indifference,

the inaccessibility of our convention center, and the exodus of convention business to more hospitable cities, our mayor still wants to take one of our few remaining advantages, namely Meigs Field, chop it up and plant grass. Bob Mendez, Near North Side Cool logic

In his diatribe against liberals, Thomas Sowell (column, May 28) made it clear that, like most conservatives, he does not choose to believe that global warming is taking place. He said liberals cannot "prove that the globe has warmed by a single degree in 20 years."

Danny Solis (25th). While it has been slow to get going, it has nonetheless worked to some advantage and continues to do so.

In the meantime, we have been working very hard with our elected officials. Just recently we have been allowed \$300 million to rebuild the Blue Line. We would hope that we can be included in the improvement of this line since it is in our community and is ultimately being paid by taxpayer money. Although we are elated by this progress we, unfortunately, are still without service and that is, after all, our main concern.

In the end of fiscal year 1997, the city was left with approximately \$137 million in surplus. We propose that the CTA borrow about \$15 million from that surplus to reopen the Blue Line and as ridership increases because of our program and renewed service, that money can be paid back. We are inclined to compromise but we believe that it is a good start. Oscar R. Iracheta, president, Eighteenth Street Business Association A big difference

Virgis Smilgys (Letters, May 19) asks what the difference is between the

members of the French underground, hailed as heroes for fighting the Nazis during World War II, and the Hezbollah in Lebanon and Syria, who are opposing the occupation of their homeland. Here are some striking differences:

Lebanon is not the homeland of the Hezbollah terrorists, who are Palestinians expelled from Jordan for constant disruption of the civil order. Many came to Lebanon, where they created havoc, raping and pillaging. When Western journalists tried to

report this information, they were threatened with bodily harm.

The French underground targeted enemy soldiers, not civilians, whereas Hezbollah terrorists specially target women, children and soldiers. They fired rockets upon Israeli citizens, forcing children to live in bunkers. Israel, fiercely attacked many times by Arab nations and living under daily threats of terrorism, in desperation sent its soldiers into parts of southern Lebanon. Marion Sussman, Chicago Lawn■

82. Chicago Tribune

06/09/98; Edition: NORTH SPORTS FINAL; N; Section: EDITORIAL; Page 16

BUDGETING SUCCESS IN THE SCHOOLS

It doesn't seem so long ago that the good news from the Chicago Public Schools was that a projected \$290 million deficit turned out to be only a \$150 million deficit. It doesn't seem so long ago because it wasn't.

That moment of somewhat dubious cheer just over three years ago is worth remembering now, as the Chicago School Reform Board of Trustees considers the 1998-99 budget proposed last week by Chicago schools chief Paul Vallas.

It's the latest in a string of balanced budgets under the new administration appointed by Mayor Daley in 1995, and it's the first step in a five-year plan to keep the school system's budget balanced through 2003.

Given the grim fiscal history of the Chicago Public Schools, that's an impressive balancing act. But the proposed budget is emblematic of a change in more than the financial

stability of the city's schools.

Gone, for the most part, is the annual ritual of handwringing over how poorly the city's public schools are performing, and how there's no money to pay for even so hopelessly inadequate an education as they have to offer.

Public spirit toward Chicago Public Schools has changed, as parents, teachers and administrators have warily embraced results-oriented programs that might only have been dreamt of five years ago—assuming anyone would have had the vision to dream them.

That's not to say the city's schools don't still need plenty of improving; they do. But by virtually every measure, they are far better than they were in the first half of this decade—and the budget proposed last week aims to continue that trend.

The \$3.4 billion proposal includes expenditures to maintain and expand a host of initiatives for struggling

students, such as after-school and extended day programs and mandatory summer school. It also calls for serving more infants and children in parent-child training programs and preschool classes.

It fully funds the debt service on the schools' capital improvement program and allocates a total of \$182 million for new construction and for maintenance and repairs of existing buildings.

To pay for all this, the budget calls for a 2.2 percent increase in property taxes, which will cost the owner of a \$100,000 home about \$12 a year. That's a bargain.

Under the state tax cap, the school board could raise property taxes up to 3.3 percent (the rate of inflation) for next year. The good news is, Vallas says he doesn't see the need for that. And that beats the heck out of the "good" news in the spring of 1995.■

83. The Des Moines Register

06/08/98; Edition: DM; Section: Main News; Page 6

Score one for freedom

Staff

Religious freedom won an important battle in Congress last Thursday when the House rejected an effort to twist the guarantees that religion now enjoys under the First Amendment. Republican leadership mustered 244 votes in support of the "Istook amendment" to the Constitution, which in the name of religious freedom could have seriously

undermined it.

The amendment, named for Oklahoma Republican Ernest Istook and sought by some (but not all) segments of the religious right, was opposed by mainline religious groups.

Iowa congressmen voting to protect the guarantees now provided in the Constitution were Republican Jim Leach and Democrat Leonard Boswell.

Voting for the Istook amendment were Greg Ganske, Tom Latham and Jim Nussle, all Republicans.

Congressman Ganske of Des Moines said he was "influenced by Representative Tom Campbell's thoughts." Campbell (R-California) testified that the Istook amendment dealt with "the people's right to pray."

That right to the exercise of a

religion of one's own choosing, using the prayer of one's own choice, is exactly what the First Amendment, as now written, is all about.

The Istook amendment reads: "To secure the people's right to acknowledge God according to the dictates of conscience: The people's right to pray and to recognize their religious beliefs, heritage, or traditions on public property, including schools, shall not be infringed. The Government shall not require any person to join in prayer or other religious activity, initiate or designate school prayers, discriminate against religion, or deny equal access to a benefit on account of religion."

The final 10 words could provide -or even mandate -public financing of

religious schools and of churches involved in welfare programs.

The problem with the existing First Amendment, Istook sponsors contend, results from court interpretations. If so, say opponents, beware the Istook amendment, which is far less clear than the original contained in the Bill of Rights.

Claims of Istook-amendment supporters have veered far from the truth. One of the most frequently cited is a story that an Alabama judge expelled 70 students for praying. The story is flatly false, as are some similar wild tales recited before Congress.

Richard Riley, U.S. secretary of Education, applauded the defeat of the amendment in the House. "Our nation's public schools must treat religion with

fairness and respect and vigorously protect private religious expression as well as freedom of conscience of all students," he said.

Contrary to the contentions of Istook backers, nothing now prevents anyone from silently offering any prayer, to any deity, in any words, any language, in any place at any time. That's as free as religion can get.

A vote for the Istook amendment may look good on the scorecard kept by certain political-action committees.

The votes of Iowans Leach and Boswell will look good on the scorecards kept by those concerned with retaining the fundamental philosophy of freedom that has guided the nation since its birth. ■

PRESS RELEASES

84. U.S. Newswire

06-09 1:31p Category: Press release

Text of Riley Remarks to Safe and Drug-Free Schools Conference

(2/2) To: National Desk, Education Writer

Contact: Tom Lyon of the U.S. Department of Education, 202-401-1220

WASHINGTON, June 9 /U.S. Newswire/ -- Following is the text of remarks by **Education Secretary Richard W. Riley** today to the Safe and Drug-Free Schools Conference, as prepared for delivery (Part 2 of 2):

We can't begin to talk about improving the safety of our nation's schools unless we tighten up our own programs to make sure that they are research-based and have met the highest standards. This is why we are putting into place Principles of Effectiveness to re-direct our own Safe-and Drug Free School Program.

We have to do a much better job of making sure that what we are doing is effective. There is a science of prevention and we need to use it. This is why Congress should act with dispatch and approve the President's request to target \$125 million to communities with strong prevention initiatives.

We also need to recognize that

Listen to Our Children

First, the Attorney General and I will meet this summer and during the next school year with young people to talk directly with them regarding violence and drugs. We can't begin to end the violence unless we reach out to our young people, truly listen to their voices, and tune in to what they are really trying to say. And we must make them part of the solution.

teaching young people coping and social skills that allow them to turn away from violence and drugs can take many forms. Many of you are familiar with the wonderful work of Dr. James Comer at Yale University, whose program connects schools and communities. Dr. Gil Botvin of Cornell University Medical College has a Life Skills Program that has proved effective. I also know that many schools are using character education, peer mediation, conflict resolution, and the establishment of student run religious clubs as ways to help and encourage young people through turbulent times.

Shifting More Resources to Prevention

Third, we need to rethink and

Again and again in the aftermath of the tragedies like Springfield and Jonesboro we are told that other children thought trouble was coming. So we need to stop and listen to our young people and build those levels of trust that allow them to talk to us when they are worried and fearful.

Effective Programs

redirect how and where we spend our resources. When it comes to preventing violence, we need to shift some of our resources from the back end to the front end.

About a month ago I met with school security chiefs from the 30 major cities. Some of these school chiefs looked liked former football linebackers. Yet their message was anything but punishing. To a person, they spoke about the need to stop school overcrowding, to shift more resources to elementary school, and to hire more counselors.

They urged me as I urge you today to develop prevention strategies at the elementary school level. As one security chief told me, "every third

grade teacher can tell you which child is already in trouble and headed down the wrong road." This is clearly true if they are teaching only 15 to 18 children in a class and can give some individual attention to each child.

This is why I join Attorney General Reno in saying that it is a "serious mistake" for both the House and the Senate to be developing juvenile justice legislation that sets aside no real funding for delinquency prevention, for truancy prevention, for after-school programs and for mentoring programs. These are the very programs that you and I know can be so effective in stopping violence from occurring in the first place.

Early Warning

Fourth, the Department of Education and the Department of Justice, working with the National Association of School Psychologists and other experts, will develop a framework to help teachers and principals understand early on when a child is truly troubled and the steps they can take to get help. This early warning guide, which will include important ways to prevent violence and deal with aggressive behavior, will be ready in the early fall.

Now, we need to be very cautious about the idea of sorting out our children and labeling them. In my opinion, too many young people are already being sorted out in our schools and too often this approach to education has been harmful to minority youth.

At the same time, however, we need to recognize that research does exist that can help teachers, principals, and parents understand those early warning signs that define those few young people who are truly troubled. It takes

Finally, a last important point: Unsupervised gun use and children do not mix. I will say that again. Unsupervised gun use and children do not mix. 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 the victims of gun violence in our schools, in our homes and in our streets.

I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children. The link between guns in a house and children being injured or killed in an accidental shooting or committing

great courage for a teacher or a parent or a preacher or a coach to confront a troubled child. But this is something that we must do in a responsible manner.

Linking Schools to Community Services

This is why my Department will work with the Surgeon General to explore ways to develop a stronger link between schools and community mental health facilities as well as to increase the number of school counselors and other staff who can reach out to children and families. Many states, including California, are moving in this direction.

The principal at Thurston High School, in Springfield, Oregon, acknowledged in the aftermath of that tragedy that he had only four counselors for 1,700 students. We simply aren't going to connect with our young people as individuals when the average counselor in an American school is responsible for over 500 children.

We want to make sure that important support staff in our nation's schools the social workers, counselors and school psychologists are not solely focused on testing and evaluation but also are directing their expertise to preventing violence. The 1997 revisions of IDEA will give school psychologists a greater opportunity to actively work with you, the safe and drug-free school coordinators.

We also need to look outside of the schoolhouse to find new resources and bring them into the school environment. Teachers cannot be policemen, social workers or psychiatrists. Teachers may be the first to know a child well enough to see that the child is troubled, but then they need to know that there is a suicide is well established and alarming.

Last year, at the request of the President and the Attorney General, eight major gun manufacturers agreed to put trigger locks on all new guns now being manufactured. But there are still over 200 million guns in America that need to be locked up as well.

This is why I ask every adult to get serious about gun safety in America. If you have guns in your house, please take the responsibility for making sure that every gun has a child safety lock on it. It's not enough to say it was a mistake because a gun got left in an unlocked drawer or on the nightstand by the bed and a child got killed. Unsupervised gun use and children do

support team available to them. I want to point out that 5 percent of the Elementary and Secondary Education Act is available for these types of collaborative and coordinate services.

Crisis Management

We also have to realize that the type of tragic incidents such as those in Springfield and Jonesboro can happen any time and at any school. This is why the Department of Education and the Department of Justice will develop a model for "crisis management" that can be used by schools to develop their own plans. This may be particularly helpful for smaller school districts.

Alternative Schools

As we reach out to our young people, we must send them a strong and consistent message that they must be held accountable for their actions. They need to understand that there are very real consequences to breaking the rules. This is why we must continue to be tough minded about expelling young people who bring guns and other weapons to school.

But we simply cannot expel young people into the streets. A child who brings a weapon to school needs to be properly evaluated and a plan of action has to be developed to turn this young person's life around. I remain very concerned by the finding that only 56 percent of the students expelled under the Gun Free Schools Act were placed in alternative settings. This is why the Department of Education will undertake a major new study of alternative schools and examine other ways that will enable us to make sure that these young people in trouble get their lives turned around.

Guns and Children

not mix.

The action steps that I have just outlined are comprehensive because this is the only way we are going to help our young people. America's young people are resilient. They will have a bright future if we help them turn away from the culture of violence and drugs that this society tolerates all too easily.

There is another way for America. That is to have a total commitment to reconnecting with America's young people and to help each school become a place of hope, learning and opportunity. When communities come together parents, senior citizens, faith communities, business leaders and just plain folk when we rally around our

schools and when we reconnect with our children, good things happen.

I want to end now by telling you about my visit to Jonesboro, Arkansas. The President was in Africa, so he asked the Attorney General and me to represent him at the memorial service. We had the opportunity to visit with the families of the victims and to listen to a community come together in the

aftermath of a terrible act of violence.

One of the most powerful speakers that night a real heroine to the community was Karen Curtner, the very fine principal of Westside Middle School. I shall never forget her words.

She said that our hearts have four physical parts and four emotional parts sorrow, compassion, forgiveness and hope. She urged us and these are her

words to start a chain of love that would change the world, one helping hand at a time, whether it's checking on a neighbor, reading an extra bedtime story to a child, or simply saying thank you more often. Her message is my message a message of reconnection and hope. ■

85. U.S. Newswire

06-09 1:27p Category: Press release

Text of Riley Remarks to Safe and Drug-Free Schools Conference

(1/2) To: National Desk, Education Writer

Contact: Tom Lyon of the U.S. Department of Education, 202-401-1220

WASHINGTON, June 9 /U.S. Newswire/ -- Following is the text of remarks by Education Secretary Richard W. Riley today to the Safe and Drug-Free Schools Conference, as prepared for delivery (Part 1 of 2):

RECONNECTING WITH OUR CHILDREN AND KEEPING THEM SAFE

I want to thank all of you for coming to this important conference and for your personal commitment to the children of America. I know that each and every one of you is making a sacrifice to do the jobs you do. That, to my way of thinking, is the very essence of patriotism and what it means to be a good American.

Yesterday, I went to New York at the request of the President and joined Attorney General Reno, General McCaffrey and several other cabinet members as the President gave a very

This is a rather extraordinary finding but there it is another sign that there is a disconnection here that we need to address. So where do we start? At the turn of the century, an American philosopher defined what he called the "law of acceleration." He wondered whether people would have the capacity to keep up with what he called the "velocity of change" in the 20th century.

Here at the end of the century, I have my own concern. I wonder if, in our haste to keep up with the velocity of change, we are forgetting those things that are most essential to our children:

important anti-drug speech at the United Nations. The essence of his message was very simple the United States will remain unrelenting in its efforts to stem the use and abuse of drugs. It is a message that needs to be heard again and again.

There is another message that our young people need to hear again and again and that is this please, young Americans, please listen to me violence is not the solution to any problem that you may have.

The recent wave of terrible killings in Springfield, Oregon; Edinboro, Pennsylvania; Jonesboro, Arkansas; West Paducah, Kentucky; Pearl, Mississippi, and other places have struck a nerve and sent a shudder of doubt throughout our great country.

Yet, I know that America's schools are among the safest places to be on a day-to-day basis because of your good work. Ninety percent of our schools are free of serious violent crime. We have millions of young people who are healthy and happy and want to learn.

I've met them and so have you. giving them that deep, abiding sense of trust, guidance and security that tells them that they are truly loved, cared about and respected.

In countless conversations, Americans are wondering what is going on with our children. My answer to them is that our children reflect who we are as a people. We seem to have a love affair with violence and it will take a sea change in our culture to move away from this thinking.

When 6,000 young people are killed every year with a gun, when 5,000 young people commit suicide every year, when over a million young people

There are so many good kids all over America who really are the hope of the future. They are energetic, smart, creative, and they truly seek a moral dimension to their lives.

But 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 heads in the sand or fail to reach out when a young person is truly troubled we will have to confront tragedies like Springfield and Jonesboro.

So we need to stop and think hard about what we can do to help our children grow up safely and learn to reject violence.

I am troubled by the fact and this is something that I have said again and again that so many young people in America are growing up disconnected. They are growing up almost alone. And then we wonder why some adults fear our own children. Last year a Public Agenda report stated that over 60 percent of American adults view young people in the negative.

run away from home every year, when almost a half million young people drop out of school every year, and when hundreds of thousands of young people get into drugs and alcohol and tobacco and just mess up their lives, can we truly say we are a child-centered society, that we are giving all due attention and concern to their upbringing?

When we see children killing children, can we say that we have listened to them with all due care? Violence is a language, a sound that always captures our attention but always too late. This is why

"connectedness" is so important.

Reconnecting With Our Children

Last year, the Journal of the American Medical Association published the results of a survey of 90,000 young people concerning high risk behavior that included face-to-face interviews with more than 12,000 teenagers in their homes. This survey was one of the most comprehensive that has ever been done and it went to great lengths to reach young people on sensitive subjects such as drug use, sexuality, violence and suicide, even allowing the young people to key their answers into a laptop computer to protect their confidentiality. The results were remarkable in their simplicity and depth.

The survey indicated that young people who felt connected to their parents and schools were less likely to engage in high risk behavior. As Doctor Robert Blum, the survey director, stated, "kids who feel connected to school are more likely to feel connected at home, and kids who perform better in school are the same ones who are told at home that school is important."

This is why every school in the nation has to actively engage and encourage parents and do everything possible to mitigate the time crunch of daily life so parents stay connected to their children. We need to urge parents to slow down their lives and as educators we must slow down our lives as well.

We must commit ourselves to one very basic idea: that every 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 we set for our nation's schools and communities. This is something that Paul Schwarz, our principal-in-residence, talked to you about yesterday.

Yes, there are innumerable obstacles to reaching this goal. And, yes, many

This is why this speech will be the first in a series of events that I will participate in to suggest some practical and urgent steps we can take to help in

seasoned educators will immediately say that there is no time, that teachers and administrators are already stretched too thin. But the goal of having every child in a school be connected to some caring adult is not unrealistic.

I have visited mega-schools that have become schools-within-schools. I have visited charter schools, career academies, and schools that have created family units within larger schools. I have visited schools that actively involve parents and senior citizens. And I have visited schools in drug-infested neighborhoods where the entire community makes sure that children come and go to school safely.

The secret of success at all of these schools is the willingness of teachers, parents and the entire community to go to great lengths to make sure that every child and every family feels connected and valued.

Congress Must Act

This is why the many programs that President Clinton has sent to the Congress from reducing class size to school construction to expanding after-school programs need to be seen as a direct help to those of you on the front line. Congress needs to stop worrying about politics and start passing legislation that will make a difference in the lives of our children.

Our prisons are full of high school dropouts who cannot read and that is one reason why funding the America Reads Challenge is so important. Yet, Congress continues to dilly dally and dawdle. And just think about how many young people we might help and get on the right track if they were connected to a young college student mentor as part of our High Hopes program that would link middle schools to colleges. I urge the Congress to act on all of these important pieces of legislation.

I single out for special attention the President's proposal to fund 1,300 drug and violence prevention coordinators to your work. To that end, I am announcing a series of action steps that the Administration will begin to take this summer to encourage a public

serve 6,500 of our nation's middle schools. When Congress goes home in October, this piece of legislation indeed all the pieces of legislation that I have just mentioned needs to be on the President's desk for his signature.

And I will tell you why. I visit 60 to 70 schools a year. I see the best schools and the most run down schools and all kinds of schools in between. I see them all. I talk to teachers and principals, the counselors and the parents. I try to be a good listener. I know that when I come for a visit, the school staff wants to tell me two things: what they are accomplishing and what truly worries them.

As I make my visits, I detect a growing sense of urgency. The message I hear again and again is that schools are being asked to "detox" young people from the glorification of violence and an easy acceptance of drugs, and to sensitize children about the value of life itself. Schools are being asked to pick up the pieces.

Schools are being asked to teach young people basic coping and social skills from anger management to cooperation, and sometimes educators are finding themselves at their wits' end.

A few days ago, I read a small news item about how a teacher had been attacked by four girls at a school who demanded that the teacher turn on the tasteless "Jerry Springer Show" in lieu of a documentary. Have we come to that?

My friends, we need to recognize that ending the violence and drug abuse is not simply a family nor a school problem. As PTA president Lois Jean White said last week, "it is America's problem." And, I would add, it is every community's problem as well. This is why we cannot let this summer slip by without planning ahead for the next school year. Now is the time to build community support for our nation's schools.

dialogue and to help you make our schools even safer places to learn.■

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: cqwa15375 (cqwa15375@cq.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:15-SEP-1998 03:30:00.00

SUBJECT: Nitealert Report - ingrid

TO: Ingrid M. Schroeder (Ingrid M. Schroeder@eop [UNKNOWN])

READ:UNKNOWN

TEXT:

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! Nite-Alert Created for INGRID SCHROEDER - OMB

! 15-SEP-1998 02:27:52

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! This is a DAILY nitealert

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! ----- Searching the BILLTRACK database -----

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1 of 18 items

CQ's WASHINGTON ALERT 09/15/98

SOCIAL POLICY: BILL WOULD PROTECT BENEFITS FOR SOME ALIEN RESIDENTS

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 11

SOCIAL POLICY: BILL WOULD PROTECT BENEFITS FOR SOME ALIEN RESIDENTS

By CQ Staff

A House Ways and Means subcommittee will mark up a draft bill today that aims to protect a group of mostly older "non-qualified" aliens facing the loss of their federal benefits Oct. 1.

About 14,000 people do not have documents to prove they are in the United States legally and are eligible for aid. Current law, including the welfare overhaul (PL 104-193) and balanced budget (PL 105-33) acts, states that unless action is taken to exempt these people, they will lose their government benefits.

Assistants to Human Resources Subcommittee Chairman E. Clay Shaw Jr., Fla., said data from the Social Security Administration show these people to be mostly older, disabled folks who have lived in the United States for decades. The draft legislation would allow them to continue receiving aid.

GIFT EXEMPTIONS: The draft bill also has a provision intended to help children who receive gifts from nonprofits such as the Make-A-Wish Foundation. Currently, these gifts can count against the Supplemental Security Insurance they receive. The bill would grant a waiver for any gifts under \$2,000.

NATIONAL ID CARD

Future House committees

* Revised *

(SCHEDULE 09/17/98; Government Reform & Oversight -- Subcommittee on
National Economic Growth, Natural Resources and Regulatory Affairs)

Item Key: 103

NATIONAL ID CARD * Revised *

National Economic Growth, Natural Resources and Regulatory Affairs
Subcommittee (Chairman McIntosh, R-Ind.) of House Government Reform and
Oversight Committee will hold a oversight hearing on the Department of
Transportation's proposal to create a national identification card,
which U.S. citizens would use for banking, Medicare and Social Security
services.

Sept. 17 10:00 am 2154 Rayburn Bldg.

Witnesses scheduled:

PANEL:

Celene Cross - identity theft victim; Marvin Young -
identity theft victim; Gregory T. Nojeim - legislative
counsel, American Civil Liberties Union

PANEL:

Brian Flaherty - state representative, Connecticut; Richard
Holcomb - commissioner, Virginia Department of Motor
Vehicles PANEL:

Representative, National Highway Traffic Safety
Administration

Information verified as of 07:10pm 09/14/98

3 of 18 items

CQ's WASHINGTON ALERT 09/15/98

HOUSE FLOOR: CHAMBER TO CONSIDER PACKAGE OF JUVENILE CRIME LEGISLATION

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 3

HOUSE FLOOR: CHAMBER TO CONSIDER PACKAGE OF JUVENILE CRIME LEGISLATION

By CQ Staff

House leaders have added a sweeping package of proposals targeting juvenile crime to today's floor agenda.

The proposals will come up under suspension of the rules procedures, which means a two-thirds vote will be needed for passage.

The House will take up a Senate-passed bill (S2073) that would authorize up to \$10 million annually for five years for the National Center for Missing and Exploited Children. However, the bill will come to the floor with provisions attached from two House-passed juvenile crime bills. One of the included measures (HR3) is the Republicans' main bill addressing youth crime and the other is the Democratic-backed bill (HR1818).

HR3 would allow prosecutors to decide when juveniles ages 14 and older should be tried as adults for violent or drug crimes in federal court.

HR1818 would consolidate several prevention programs -- including boot camps, treatment for abused and neglected children and school-based gang-prevention programs -- into a single Juvenile Delinquency Prevention Block Grant Program. The bill would allocate 50 percent of the money based upon each state's three-year annual average number of arrests of juveniles for serious crimes.

Both bills passed the House last year by margins large enough to clear the two-thirds hurdle needed under suspension of the rules,

although many Democrats are vehemently opposed to HR3. It passed the House, 286-132, in May 1997; and HR1818, considered less contentious, passed in July 1997, 413-14.

Passage of the amended bill today would send it to the Senate. There, the Judiciary Committee has approved a bill (S10) that is contains provisions similar to HR3 and HR1818, but that bill has not reached the Senate floor.

U.S.-MEXICO EXTRADITIONS: The House also will consider, under suspension of the rules, a resolution (HRES381) urging the president to renegotiate a 20-year-old extradition treaty between the United States and Mexico.

Proponents say Mexico has refused to extradite several suspects, including Jose Luis Del Toro, a U.S. citizen suspected of committing murder in the United States who fled to Mexico.

The resolution would urge the president to renegotiate the treaty to include language that would not allow a country to refuse to extradite a suspect based upon the possibility that he or she could face capital punishment.

HOUSE FLOOR: BILL WOULD TOUGHEN PENALTIES FOR METHAMPHETAMINE OFFENSES

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 4

HOUSE FLOOR: BILL WOULD TOUGHEN PENALTIES FOR METHAMPHETAMINE OFFENSES

By CQ Staff

The House agenda today includes a bill that would align criminal penalties for use and trafficking in the drug methamphetamine with those for crack cocaine offenses.

The bill (HR3898) would reduce the amount of the drug that is needed to trigger mandatory minimum sentences: trafficking in 5 grams would carry a five-year minimum prison term, and distributing 50 grams would bring a mandatory 10-year sentence.

It also would lower the threshold for imposing mandatory penalties for smaller amounts of the drug. Currently, the penalty for the manufacture, distribution or possession of 10 grams of the drug is five-to-40 years in prison, or no less than 20 years and a fine up to \$2 million if use of the drug causes death or serious injury. The bill lowers the threshold for imposing those penalties from 10 grams to 5 grams.

Some Democrats, who generally do not favor establishing mandatory minimum sentences, oppose the bill on grounds it could clog the courts and prisons with relatively minor offenders.

The bill also would require the U.S. Sentencing Commission to study the penalties for selling methamphetamine compared with other drugs.

Because the bill is scheduled for action under suspension of the rules procedures, supporters will need to muster a two-thirds majority vote for passage. The expedited procedure also will prevent amendments from being offered.

5 of 18 items

CQ's WASHINGTON ALERT 09/15/98

HEALTH: HOUSE PANEL WORKING ON HOME HEALTH CARE PAYMENT PLAN

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 10

HEALTH: HOUSE PANEL WORKING ON HOME HEALTH CARE PAYMENT PLAN

By CQ Staff

A potential compromise on the Medicare-paid home health care issue may be marked up today in unnumbered draft legislation by a House Ways and Means panel.

Health Subcommittee Chairman Bill Thomas, R-Calif., may offer a bill including a response to the concerns of home health care providers touted by Nancy L. Johnson, R-Conn. Staffers were working late last night to put in final form the proposal that would change a payment formula put in place by last year's balanced-budget legislation (PL 105-33).

Home health care providers are complaining that the current federal payment system is driving some of them out of business and, consequently, leaving some Medicare beneficiaries without home care.

The change imposed last year was intended to reduce overspending by switching to a prospective payment system. But to see the program through the period until that system is ready for use, Congress imposed two interim payment caps: a limit on the amount spent per patient and a reduced ceiling on the amount paid per visit.

Home health care agencies are currently reimbursed according to a formula based in part on the average costs of other agencies in the same region.

The subcommittee plan is expected to increase the per-patient cap

for home health care agencies that receive a payment rate less than half of the national median. Agencies that now receive more than the median would not be forced to take lower payments. New home health care providers would get about 75 percent of the median rate.

The legislation is also expected to increase the per-visit cap.

Thomas, with the backing of full committee Chairman Bill Archer, R-Texas, has said that he wants a change "this year." But Commerce Committee Chairman Thomas J. Bliley Jr., R-Va., whose committee also has jurisdiction, has not mentioned the bill as must-pass legislation.

The issue has emerged as an election-year issue in some districts. Lawmakers, expressing concern about reports of health care agencies shutting down because they say they cannot operate under the current formula, have proposed a variety of bills, such as a bipartisan plan (HR4370) by Tom Coburn, R-Okla., Jim McGovern, D-Mass., and Bob Weygand, D-R.I.

IMPROPER PAYMENTS: The subcommittee may also consider a bill (HR3511) that would allow the Secretary of Health and Human Services to create additional exceptions to the imposition of civil fines in response to improper payments.

MEDICARE PANEL: The committee also will mark up a bill (HR4377) expanding the bipartisan Medicare Payment Advisory Commission to 17 members.

MINING PROVISION COMPLICATES INTERIOR BILL

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 1

MINING PROVISION COMPLICATES INTERIOR BILL

By CQ Staff

The Senate is expected to spend all of today on the \$13.4 billion fiscal 1999 Interior Department spending bill.

GOP bill manager Slade Gorton, R-Wash., said last night that the Senate could finish most of its work on the bill (S2237) tonight but cautioned that extraneous amendments could slow the pace.

Midwestern Democrats may try to win adoption of a scaled-back amendment to provide loan relief to farmers suffering the effects of low commodity prices. Republicans tabled a Democratic-backed farm relief package yesterday.

Dale Bumpers, D-Ark., is expected to offer an amendment that would strike a section of the bill delaying for 27 months implementation of environmental regulations on hard-rock mining operations on federally owned lands. The regulations were intended to take effect Nov. 15. Opponents may try to table the amendment this afternoon.

Bumpers has long been a critic of federal mining policies, including the royalty formula for hard-rock mining and loopholes in environmental laws that he says allow mining companies to ruin pristine Western public lands.

John Ashcroft, R-Mo., may offer an amendment to eliminate the bill's \$100 million in funding for the National Endowment for the Arts (NEA). The House passed its version of the fiscal 1999 spending bill (HR4193) on July 23, including \$98.5 million for the NEA. The administration had requested \$136 million.

Overall, the Senate bill is \$660 million below the president's budget request and \$390 million below the appropriated amount for fiscal 1998.

Last week, White House budget officials said senior advisers would recommend that President Clinton veto the Interior bill based upon inadequate funding for administration priorities and about two dozen riders that largely address regional issues.

Among the riders that the administration opposes is one that would eliminate the Interior Columbia Basin Ecosystem Management Project established to preserve ecosystems in six Northwest states.

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CQ's WASHINGTON ALERT 09/15/98

POWER AND IMPACT OF THE WOMEN'S VOTE

Future other news events

* New *

(SCHEDULE 10/06/98)

Item Key: 173

POWER AND IMPACT OF THE WOMEN'S VOTE * New *

The Women's Information Network (WIN) will sponsor a panel discussion on the power and impact of the women's vote. Session will focus on issues such as the gender gap, women candidates, women's economic issues and the trends that will affect the women's vote in the 1998 elections.

Oct. 6 6:30 pm Stuart Mott House, 122 Maryland Ave. NE

Contact: 202-347-2827

Information verified as of 07:10pm 09/14/98

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CQ's WASHINGTON ALERT 09/15/98

MEDICARE BILLS

Subcommittee Markup

House Committees

* New *

(SCHEDULE 09/15/98; Ways & Means -- Subcommittee on Health)

Item Key: 31

MEDICARE BILLS * New *

Subcommittee Markup

Health Subcommittee (Chairman Thomas, R-Calif.) of House Ways and Means

Committee will mark up pending legislation.

Sept. 15 11:30 am 1100 Longworth Bldg.

Agenda:

HR4377 - A bill to amend title XVIII of the Social Security Act to

expand the membership of the Medicare Payment Advisory

Commission to 17.

HR3511 - A bill to amend title XI of the Social Security Act to
authorize the secretary of Health and Human Services to
provide additional exceptions to the imposition of civil
money penalties in cases of payments to beneficiaries.

HR -- - A bill to refine the Medicare home health interim payment
system

Information verified as of 07:07pm 09/14/98

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CQ's WASHINGTON ALERT 09/15/98

WAYS AND MEANS BILLS

Full Committee Markup

Future House committees

* New *

(SCHEDULE 09/18/98; Ways & Means)

Item Key: 157

WAYS AND MEANS BILLS * New *

Full Committee Markup

House Ways and Means Committee (Chairman Archer, R-Texas) will mark up
pending legislation.

Sept. 18 10:00 am 1100 Longworth Bldg.

Agenda:

HR - - Welfare, Non-citizen, and Unemployment Insurance Technical
Amendments Act of 1998

HR4377 - A bill to amend title XVIII of the Social Security Act to
expand the membership of the Medicare Payment Advisory
Commission to 17.

HR3511 - A bill to amend title XI of the Social Security Act to
authorize the secretary of Health and Human Services to
provide additional exceptions to the imposition of civil
money penalties in cases of payments to beneficiaries.

HR -- - A bill to refine the Medicare home health interim payment
system.

Information verified as of 07:10pm 09/14/98

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CQ's WASHINGTON ALERT 09/15/98

AFRICA RESOLUTIONS

Subcommittee Markup

Future House committees

* New *

(SCHEDULE 09/17/98; International Relations -- Subcommittee on Africa)

Item Key: 112

AFRICA RESOLUTIONS * New *

Subcommittee Markup

Africa Subcommittee (Chairman Royce, R-Calif.) of House International Relations Committee will mark up legislation under its jurisdiction.

Sept. 17 1:30 pm 2255 Rayburn Bldg.

Agenda:

HCONRes 309 - A concurrent resolution condemning the forced abduction
of

Ugandan children and their use as soldiers.

HRes 518 - A resolution calling for free and transparent elections in
Gabon.

Information verified as of 07:10pm 09/14/98

11 of 18 items

CQ's WASHINGTON ALERT 09/15/98

PUBLIC WORKS AND BUILDINGS

Future Senate committees

* New *

(SCHEDULE 09/17/98; Environment & Public Works)

Item Key: 57

PUBLIC WORKS AND BUILDINGS * New *

Senate Environment and Public Works Committee (Chairman Chafee, R-R.I.)
will hold a hearing on the General Services Administration's FY99
Capital Investment and Leasing Program, on the FY99 courthouse
construction requests of the Administrative Office of the U.S. Courts,
and proposed legislation dealing with public buildings reform.

Sept. 17 9:00 am SD-406 Dirksen Bldg.

Information verified as of 07:10pm 09/14/98

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CQ's WASHINGTON ALERT 09/15/98

HIGH-PERFORMANCE COMPUTING

Future Senate committees

(SCHEDULE 09/16/98; Governmental Affairs --)

Item Key: 62

HIGH-PERFORMANCE COMPUTING

International Security, Proliferation and Federal Services Subcommittee
(Chairman Cochran, R-Miss.) of Senate Governmental Affairs Committee
will hold a hearing to review a report by the General Accounting Office
on high-performance computing within the federal government.

Sept. 16 2:00 pm SD-342 Dirksen Bldg.

Witnesses scheduled:

PANEL:

Harold J. Johnson - associate director, International
Relations and Trade Issues, General Accounting Office

PANEL:

William Reinsch - under secretary, Export Administration,
Department of Commerce

Note: This hearing was originally scheduled for April 29.

Information verified as of 07:10pm 09/14/98

HOUSE FLOOR: HOUSE READIES FIVE MEASURES FOR CONFERENCE WITH SENATE

Schedule highlights

(SCHEDULE 09/15/98)

Item Key: 2

HOUSE FLOOR: HOUSE READIES FIVE MEASURES FOR CONFERENCE WITH SENATE

By CQ Staff

The House this morning is scheduled to take up motions to formally begin conference negotiations with the Senate on five fiscal 1999 appropriations bills.

On today's list for action are motions to go to conference on the following bills: Agriculture (HR4101); National Security/Defense (HR4103); Legislative Branch (HR4112); Transportation (HR4328); and the bill for the departments of Veterans Affairs and Housing and Urban Development and independent agencies (HR4194).

No other work on appropriations bills is scheduled for House floor action this week. The chamber has passed 11 of the 13 regular appropriations but has yet to bring to the floor two of the traditionally more difficult bills to enact: the one covering the

departments of Labor and Health and Human Services (HR4274) and the foreign operations spending bill.

Action on one of those bills, most likely the foreign operations bill, could come next week.

CR IN THE WORKS: Also next week, the House is likely to take up a short-term continuing resolution (CR) to give Congress extra time to finish the must-pass spending bills, an Appropriations Committee spokesman said.

The new fiscal year begins Oct. 1, but only one of the 13 bills has reached President Clinton's desk -- the military construction bill (HR4059).

The spokesman said the stopgap measure would fund the government at current levels for about 10 days beyond the start of the fiscal year, which would give lawmakers more time to work on the bills before the Oct. 9 target adjournment date.

The aide said the measure would not contain any contentious policy provisions.

ENERGY AND INTERIOR NOMINATIONS

Confirmation Hearing

Future Senate committees

* Revised *

(SCHEDULE 09/17/98; Energy & Natural Resources)

Item Key: 52

ENERGY AND INTERIOR NOMINATIONS * Revised *

Confirmation Hearing

Senate Energy and Natural Resources Committee (Chairman Murkowski,
R-Alaska) will hold a confirmation hearing on pending nominations.

Sept. 17 9:30 am SD-366 Dirksen Bldg.

Nominations:

Gregory H. Friedman to be Inspector General of Energy

Charles G. Groat to be Director of Interior, United States

Geological Survey

T.J. Glauthier to be deputy secretary of Energy

Information verified as of 07:10pm 09/14/98

FOREST SERVICE CABIN FEES

Oversight Hearing

Future Senate committees

* New *

(SCHEDULE 10/01/98; Energy & Natural Resources -- Subcommittee on
Forests and Public Land Management)

Item Key: 51

FOREST SERVICE CABIN FEES * New *

Oversight Hearing

Forests and Public Land Management Subcommittee (Chairman Craig,
R-Idaho) of Senate Energy and Natural Resources Committee will hold an
oversight hearing on the annual fees paid by cabin owners in National
Recreation Areas to lease the land where their cabins are located. The
National Parl Services would like to increase the fees.

Oct. 1 2:30 pm SD-366 Dirksen Bldg.

Information verified as of 07:10pm 09/14/98

INTERETHNIC ADOPTIONS

House Committees

* Revised *

(SCHEDULE 09/15/98; Ways & Means -- Subcommittee on Human Resources)

Item Key: 25

INTERETHNIC ADOPTIONS * Revised *

Human Resources Subcommittee (Chairman Shaw, R-Fla.) of House Ways and Means Committee will hold a hearing on interethnic adoption. Previous law permitted race or national origin to be considered as one of several factors when making a foster or adoptive placement for a child. The 1996 interethnic adoption amendments (sec. 1808 of P.L. 104-188) removed that option, making it clear that placement policies cannot consider race or national origin. The law now requires that children be placed immediately if a family is available. The hearing will focus on the implementation of the 1996 amendments. In addition to examining the extent of official compliance with the law, such as state regulations, training, investigation, and imposition of penalties, the hearing will examine the placement procedures and practices used by local child protection offices.

Sept. 15 11:00 am B-318 Rayburn Bldg.

Witnesses scheduled:

PANEL:

Olivia A. Golden - assistant secretary of Health and Human
Services, Administration for Children and Families

PANEL:

Howard Metzenbaum - former Senator; Mark Nadel - associate
director of income security issues, General Accounting
Office; Rita Simon - professor, American University; Richard
Barth - professor, University of North Carolina; Randall
Kennedy - professor, Harvard Law School; Joe Kroll -
executive director, North American Council on Adoptable
Children

PANEL:

Elizabeth Bartholet - professor, Harvard Law School;
Patrick Murphy - public guardian, Cook County, Chicago,
Illinois; Zena Oglesby Jr. - executive director, Institute
for Black Parenting; William Pierce - president, National
Council for Adoption

Information verified as of 07:07pm 09/14/98

Future Senate/House floor

* Tentative *

(SCHEDULE 09/16/98; House Floor)

Item Key: 197

HOUSE FLOOR * Tentative *

Sept. 16

CONVENES AT 10AM.

HR3736 A bill to amend the Immigration and Nationality Act to make
changes relating to H-1B nonimmigrants. -- MAY BEGIN
CONSIDERATION.

18 of 18 items

CQ's WASHINGTON ALERT 09/15/98

HOUSE FLOOR Sept. 17

Future Senate/House floor

* Tentative *

(SCHEDULE 09/17/98; House Floor)

Item Key: 198

HOUSE FLOOR * Tentative *

Sept. 17

CONVENES AT 9AM.

HR3736 A bill to amend the Immigration and Nationality Act to make changes relating to H-1B nonimmigrants. -- MAY CONTINUE CONSIDERATION.

HR3248 A bill to provide dollars to the classroom. -- BEGIN CONSIDERATION.

There are no more items to read.

You are in SCHEDULE

Enter number(s), a command, or MENU

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! ----- Searching the COMMITTEES database -----

!

! For New Markups or other Committee Action on Bills You Are Tracking

!

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! Using the Bill List INGRID

Approximate Connect Time: 0 Hour(s) 3 Minute(s)

===== ATTACHMENT 1 =====
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15 Sep 1998 02:36:07 EDT

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Tue, 15 Sep 1998 02:36:03 -0400 (EDT)

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by hub.cq.com (8.8.2/8.6.12) with SMTP id CAA09995 for
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X-VMS-To: WINS%"schroeder_i@a1.eop.gov"

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