

ctors. But public instruction officials announced, even before the release was received, that a flaw had been found in the results and that those breakdowns were not valid.

A spokeswoman for the department said new data would be provided later.

Mike Johnson ann
Publication#W\ PP# 50. Minneapolis Star Tribune"Publication" #:\ P P#September 18, 1998

Headline#\ P
P# Minnesota joins nation's growing teacher shortageHeadline #:\ PP#
Rob Hotakainen / Star Tribune

Nearly one of every five teachers in Minnesota will retire in the next five years, giving schools a rare chance to hire more teachers of color and bolster the state's teaching force, according to a study released Thursday.

But it won't be easy: With more than 8,400 teachers set to retire, Minnesota is joining a national teacher shortage that could force the state to boost pay and offer new incentives.

Other states already are offering housing allowances, signing bonuses and the like. Across the nation, the shortage is fueled by record school enrollments, demands for smaller classes and a prosperous economy.

Nearly 18 percent of Minnesota's 47,000 active teachers are 55 or older and will retire in the next five years, according to a study by Humphrey Institute of Public Affairs researchers at the University of Minnesota.

"We're at a critical juncture here; we know it, but very few people outside know it," said Rep. Betty Folliard, DFL-Hopkins, chairwoman of a new House Teacher Preparation Subcommittee that held hearings across the state this summer.

"The first thing we need to do is get the message out," Folliard said.

The issue is commanding attention this week in St. Paul and Washington, D.C., from state and federal officials alike.

On Tuesday, U.S. Education Secretary Richard Riley pressed the case for higher teacher salaries by citing the case of Mary Beth Blegen, a 30-year Minnesota teaching veteran, who was named the national teacher of the year in 1996.

"The best teacher in America was being paid \$36,000 a year, . . . a fraction of what she deserved and what other professionals would expect after those years of qualified service," Riley said. "If we are going to entice more Americans . . . to enter teaching, we need to offer them fair and competitive salaries."

In a speech at the National Press Club, Riley said that U.S. schools will need to recruit 2.2 million teachers over the next decade.

"We do not seem to recognize the magnitude of the task ahead of us," he said.

On Thursday, Blegen told her story to a group of state and school officials who attended a Minnesota Education Policy Seminar at the Sheraton Midway in St. Paul. Blegen, who taught in Worthington, Minn., is now a teacher-in-residence at the U.S. Department of Education.

"We can raise standards," she said. "We can continue to talk all we want about education, but we must also talk about salaries. We also have to talk about what we do to new teachers."

The study found that new teachers often are assigned to the most difficult classes, and are given extra responsibilities and little mentoring. It said they're exposed to a "sink or swim" atmosphere.

Blegen said her daughter left teaching after a bad experience: In her first year

r, she was assigned to five classrooms, including one that had 27 eighth-grade boys.

"She's not teaching now," Blegen said. Her daughter went to work in the private sector: "In her first year in business, she made more than I did after teaching for 30 years."

Minnesota ranked 18th among the states in teacher salaries in 1996-97, paying an average of \$38,281, according to the National Education Association. Average salaries ranged from a low of less than \$27,000 in South Dakota to a high of more than \$50,000 in Alaska. Minnesota ranked just below the national average of \$38,611.

The call for higher pay was endorsed immediately by the president of the Minnesota Association of School Administrators.

"We clearly have a diminishing supply of well-trained sophisticated applicants to replace our number of retirees, and the gap is getting wider every year," said Bob Ostlund, who's also the superintendent of the Shakopee schools. "It's getting real difficult to find people. . . . Raising pay and benefits will help greatly."

Ostlund said the public will support higher pay for teachers if it's linked to a longer school year.

Competition takes toll

The shortage is showing up in many ways.

At Thursday's seminar, state officials cited the experience of the Osseo district, which advertised in Milwaukee, Des Moines and Kansas City to fill 150 teaching positions this year.

In Shakopee, Ostlund said, his principals were overworked this summer.

"I was concerned about our principals when school started this year because they were not rested," he said. "They were not rested because they spent so much time this summer trying to find qualified teachers."

In White Bear Lake, 20 percent of the teachers are new this year, according to Education Minnesota, the state's teachers union. It said that schools are hiring teachers at rates not seen in decades.

State Education Commissioner Bob Wedl called it a "crucial issue" for Minnesota.

"We are facing a significant shortage of both teachers and administrators in the very near future," he said. "We must address that issue, and we must be bold and innovative in our thinking."

In New York City, school officials this year went so far as to recruit math teachers from Austria. Riley said the experience highlighted the shortages that schools are experiencing in such fields as math, science and bilingual education.

Ostlund said it's clear that the state's new teachers will need new skills to serve a changing student population. He said he just learned that 30 percent of the children age 0-4 who live in the Shakopee district are from non-English-speaking homes.

"That shocked me," he said.

In Minnesota, only 2.5 percent of the state's teaching force is made up of teachers of color, even though students of color make up 13.5 percent of the student population, the study found.

"In both urban and Greater Minnesota, teachers of color are greatly needed," the study said.

Despite much talk of the need to diversify the state's classrooms in recent years, little has changed. In 1991 teachers of color made up 1.5 percent of the state's teaching force. At that time, a state study recommended that Minnesota should provide such incentives as help with rent, child care and automobiles.

While those types of large-scale incentives never have gotten off the ground in Minnesota, they're popping up elsewhere.

To lure teachers, Dallas is offering signing bonuses. Baltimore is offering help with closing costs on homes. And the Maryland Legislature will consider state income-tax breaks for teachers.

"This is an issue around the country," said Eugene Piccolo, assistant commissioner of the state Department of Children, Families and Learning.

Publication#W\ P P# 51. St. Petersburg Times"Publication" #:\ P
P#September 1
8, 1998

Headline#\ PP# Computer degrees all the rageHeadline #:\ PP#Subhead#[\ PP# C
computer majors are so much in demand that some
companies are trying to recruit
students even before
they graduate. Subhead#:\ PP#
By LARA WOZNIAK

TAMPA " Stephen Skop was 6 years old when he started playing with computers, and he has been playing ever since. Now he's about to turn his pastime into his profession.

At 23, the computer science in engineering major at the University of South Florida is graduating at just the right time: when computers are hot and computer majors are in demand.

Computer majors are landing jobs that offer starting salaries between \$35,000 and \$50,000.

Students studying computers say businesses have tried to woo them into full-time jobs before they've gotten their degrees.

At USF, students can either major in computers through the College of Business (in the Information Systems and Decision Sciences department housing the management information systems major), or through the College of Engineering, where students can earn a computer science in engineering major.

Within these departments there are several sub-tracks that further pinpoint what discipline students want to target. "Both (departments) are facing the same circumstances," USF spokesman Michael Reich said. "Those who graduate from the programs are virtually guaranteed a job. Supply and demand are tremendous."

Similarly, students at the University of Tampa can major in computer information systems in the Information & Technology Management Department in the College of Business.

"They walk out of here with those CIF degrees, and they just make tons of money," said Grant Donaldson, a spokesman for UT.

Many of those higher-end salaries, though, are found in jobs outside the Tampa Bay area.

"Our graduates in this area of the country are making about \$35,000 on graduation," said Gordon Couturier, associate professor in the Information & Technology Management Department of the College of Business at UT. "If graduates want a high starting salary, they need to relocate to the Northeast where starting salaries are in the \$40,000 to \$50,000 range."

Or they could move to California, which still sizzles with technology job opportunities.

Brian Pages, a 25-year-old USF senior, took a vacation to San Jose during spring break, and potential employers "basically just wanted to know when I was grad

uating."

The reason jobs are so plentiful and high-paying is because more and more products have computers in them, increasing the need for programmers with the expertise to build, upgrade and repair them.

"Hardware is getting to be so cheap, computers are being put into things like toasters,"

explained Dewey Rundus, a professor in the computer science in engineering program at USF.

"Hardware people have been leading us to this job heaven.

"

That means graduates with more technical, engineering backgrounds are doing well.

Similarly, computer majors from business departments also are doing well. As companies

continue to downsize, many jobs previously handled by people are now done by computers. And

manufacturers need people who understand business to help create those computers. Internet

security, and how to handle year 2000 problems

also are driving the demand for workers.

As word gets out that graduates are raking in the bucks, students are starting to rush to major in computers.

"Five years ago we had 250 undergraduates; we now have 750 undergraduates in the MIS

program," said Stanley Birkin, chairman of the department of Information Systems and Decision

Sciences at USF.

Professors in all computer-oriented departments " engineering or business " are reporting

that classes have doubled and tripled in size this year alone, particularly the entry-level ones.

"At the moment, we basically have been offering a certain number of seats in our classes,"

said Birkin. "Basically, the students who telephone first get the classes, which typically close out

in the first two weeks of registration."

Publication#W\ PP# 52. Miami Herald"Publication" #:\ PP#September 18, 1998

Headline#\ PP# Union's ad targets tuition vouchersHeadline #:\ PP#
By MARK SILVA Capital Bureau Chief

TALLAHASSEE " Florida's biggest teacher's union is unloading an attack against anyone supporting tuition vouchers for private schools in this year's elections, with a big-budget TV ad aimed at rattling voters.

Although the ad does not target anyone in particular, John Ryor, executive director of Florida Teaching Profession/NEA, acknowledges that vouchers are "a critical issue" in the governor's race.

"It's a two-week campaign to warn Floridians of a hot new product that has hit the market this season . . . school vouchers," said Maureen Dinnen, president of FTP/NEA and a history teacher at Broward Community College.

With \$750,000 invested in its commercial, the union says, it should get plenty of viewing " enough, in the markets where it is playing, that the typical TV viewer will see it 10 times a week or more. This includes neither Miami nor Orlando " too costly, the union says, but also home to some of the greatest concentrations of Republican voters likely to support vouchers.

A veteran pollster commissioned by the union, Keith Frederick, said awareness about tuition vouchers among Republicans runs 20 percent higher than it does among Democrats. Overall, Frederick said, his survey of 800 likely voters between Aug. 3-6 " carrying a likely 3.5 percent margin of error " found 54 percent calling vouchers a bad idea, 39 percent a good idea.

The campaign of Republican Jeb Bush, proposing a limited plan for vouchers if elected governor, says the union is peddling Buddy MacKay's "myth" about vouchers. The union endorsed MacKay's candidacy in May.

“It just seems to be part of an ongoing effort by several groups to try to mislead people about this issue,” said Cory Tilley, spokesman for the Bush campaign. “Anybody who reads Jeb’s public education plan will see vouchers are put in the proper context. This kind of ad does nothing for voters, other than scare them about something they shouldn’t be scared of.”

The union’s 30-second ad portrays a classroom full of children where books suddenly disappear from desks, bookshelves vanish from the wall and a roomful of saddened children are left standing in the dark.

The union maintains that spending public money on children who attend private schools “the basic arrangement of any plan for tuition vouchers” will drain the public schools of resources already in short supply.

Supporters say the state will send only a percentage of the money it now spends on each child in a public school to a private school accepting any tuition voucher “leaving the public school with one less student to teach, but a share of the money once spent on that student to use for other needs.”

Publication#W\ PP# 53. San Diego Union Tribune"Publication" #: \ PP#September 18, 1998

Headline#\ PP# More class-size reductions set for
Cajon Valley UnionHeadline
#:\ PP#Subhead#[\ PP# Student-teacher ratios to fall for third-gradersSubhead
#:\ PP#
By Christie Ritter STAFF WRITER

EL CAJON “Holding classes in the library or an auditorium isn’t the ideal solution, but for now, it will do.”

At a special board meeting yesterday, the Cajon Valley Union School District board unanimously approved an expansion of the class-size reduction program to third-graders at all district schools.

A vocal group of parents had been lobbying the district to expand class-size reduction. And Kate Coyne, mother of a third-grader at Fuerte School, said she was happy with the board's decision.

"There is nothing to compare to the experience of one teacher, hands-on, teaching 16, 17 or 18 children," Coyne told the board.

To implement the plan, the district will hire 13 teachers and purchase 15 portable classrooms.

The state pays for the additional teachers required to lower the student-to-teacher ratio to a maximum of 20-to-1 in kindergarten through third grade. Although a bill is awaiting the governor's approval, state money has yet to be made available to pay for extra classrooms to reduce class sizes.

Wayne Oetken, Cajon Valley's assistant superintendent of business services, went to Sacramento earlier this week to get assurances that Gov. Pete Wilson will sign the state expenditures measures. If approved, the legislation would give the district just over a million dollars to pay for portable classrooms. The portables will cost \$1.27 million. The district will meet the shortfall by taking \$258,000 from its general fund.

Oetken said he feels confident Wilson will sign the bill, or that it will be brought back and approved in the next legislative session.

Two years ago, Cajon Valley reduced class sizes in kindergarten, first and second grades. In February, the program was expanded to third grade at half of the district's schools. Since beginning of school this fall, third-grade classes were reduced at an additional six schools.

Five schools that had not been able to reduce the number of students in classes because of

a lack of space will now temporarily convert multipurpose rooms, computer labs or rooms currently used for child care into classrooms for third-graders.

Third-grade classes at the affected schools, Blossom Valley, Meridian, W.D. Hall, Rancho San Diego and Fuerte schools will be reconfigured beginning Monday. The number of students in each class will go from a maximum of 32 to 20 or fewer. Some students will get new teachers. A total of 506 of the district's 2,252 third-graders will be affected by the decision.

Barbara Miller, principal of Fuerte School, assured parents after the board meeting that she will hire only experienced teachers for the temporary contracts.

About 30 parents attended the meeting. Some expressed concern about disruption that the action will cause. Students in other grades will be affected, because access to libraries and multipurpose rooms will be restricted to make room for the third-graders.

"We need a commitment from the board to figure out how to preserve programs that may be displaced or eliminated," said parent Jane Alfano.

District officials said they will order 15 portable classrooms immediately. But having them ready by January would be a "best-case scenario," said Superintendent Marge Dean.

The school auditoriums and libraries will go back to their original use once the new classrooms are brought in.

Dean told the board that the delay in reducing class sizes was due to late information from the state that additional money would be available for portable classrooms. "We do regret the acrimony that has occurred in some places," she said.

INTERNATL#u\ PP# INTERNATIONAL #:\ PP#yq 'ddy

INTERNATL #:\ PP#Publication#W\ PP# 54. Times Educational Supplement"Publica
tion" #:\ P P#September 18, 1998

Headline#\ P!P# Measuring a moving target Headline #:\ P"P#Subhead#[\ P#P# E
ducation accounts for huge budgets in developed
countries.Subhead#:\ P\$P#
Brendan O'Malley

As most developed countries spend 3 to 4 per cent of gross domestic product on
school
education, governments are always anxious to know if this investment is
effective in raising
standards compared to other countries.

One way is to compare results of terminal exams for school-leavers at 18. But th
is is fraught
with difficulty. For a start, the leaving exam may not be represe
ntative. In the United States,
marks in the American College Test, which measur
es achievement, are holding steady, but a
third of first-year college students
require remedial education in reading, writing and maths.

In Germany, the Abitur pass rate under-represents the numbers capable of reachi
ng that level
because many pupils choose instead to take an apprenticeship due
to high industrial wages.

Establishing whether standards are rising or falling is more difficult still, b
ecause it depends
on tracking exam results over a period of time in which the q
uestions asked and the marking
criteria may have changed.

Hilary Steedman, programme director of the Centre for Economic Performance in L
ondon,
says it is easier to compare levels at any one time.

A more accurate indicator would therefore seem to be comparative tests such as
the Third
International Mathematics and Science Study. But even then, performan
ce in two subjects may
not reflect standards across the spectrum of subjects in
that country. In Singapore, which
consistently excels in TIMSS tests, achievem
ent is lopsided with much stronger results in
mathematics, physics, chemistry a
nd economics. This may be due to the high value placed on

these subjects in Singapore.

Dr Steedman, who led a study of assessment, qualifications and standards in the UK, France, Germany, Singapore and the United States, said that while comparisons with Asian countries are always salutary, the standards expected in Germany and France are impressive too. "The quality of French education is very good, the depth and breadth of learning is far in excess of anything we insist on for our students."

In Germany, she said, most people take apprenticeships rather than full-time schooling but two-thirds of the active population reach a standard equivalent to NVQ level 3, twice as many as in the UK.

America is a different case, because it puts a lot of effort and energy into retaining non-academic pupils to the age of 18. "This means on average they don't reach the level of our sixth formers when in high school. But in the end they get a large number to a higher standard than we do," Dr Steedman said.

Publication#W\ P%P# 55. Times Educational Supplement"Publication" #:\ P&P#September 18, 1998

Headline#\ P'P# Why selection won't workHeadline #:\ P(P# Sir Cyril Taylor

There has been much talk about whether we need a new educational philosophy that combines the best of existing competing policies, including those favouring choice and diversity and relying on market forces, and those whose concern is to ensure equal opportunity. Is this so-called "third way" a practical option?

I used to be a strong supporter of choice and diversity and the applications of market principles to education. However, recent closer examination of how the unencumbered market actually works in the provision of free state education has shown some pretty convincing reasons why a purely market-driven approach is not the best way forward.

Despite huge increases in spending on state education, nearly 40 per cent of our 11-year-olds enter secondary school two or more years behind in reading skills. At 16, more than a third of our secondary pupils do not obtain even one A to C pass at GCSE.

Those who favour the establishment of a new selective grammar school in every town have perhaps failed to appreciate that rejection is the other side of the selection coin. In the 21st century we cannot afford to undereducate large numbers of our young people.

Moreover, the unfettered introduction of selection does not work. In Bromley, South London, nearly all schools have now adopted some form of selection. The result is that many parents have to wait until August to receive confirmation of a school place for their children.

And yet, the egalitarian philosophy which has dominated many of our colleges of education and local education authorities since the 1960s is not attractive either. All too often, this has led to levelling down of educational standards. The abolition of more than 1,000 grammar schools in the Sixties and Seventies clearly deprived many inner-city children of a good education.

The concept of the neighbourhood comprehensive is attractive if you live in a leafy suburb with a good local school but is discouraging to some inner-city parents whose local school may have become associated with low standards and poor discipline. The tragedy is that the market philosophy gurus and the egalitarians both implicitly, if reluctantly, accept that raising standards for all is too difficult.

The advocates of market forces seek to re-introduce grammar schools which by their very nature could only favour the few. Egalitarians, on the other hand, would restrict choice and impose the monolithic system of the neighbourhood comprehensive, often using particular

models of teaching, ill-suited to the needs of many young people.

Is there a third way which combines the best of both approaches?

Clearly, many of the pro-market reforms of the past decade are working well and should be retained. These include: the publication of performance tables, establishment of a rigorous school inspection system, introduction of local management, a national curriculum and specialist schools.

But we need to temper the discipline of the market with the principle of inclusiveness. All children are entitled to receive a good education and indeed the nation's future prosperity depends upon this.

The new emphasis on raising standards of literacy and numeracy in all primary schools is clearly right, as is the emphasis on returning to effective teaching methods such as phonics in reading. Tough targets have been set. However, sooner or later either local education authorities or the Department for Education and Employment will need to have the courage to close schools that persistently fail to teach pupils adequately and to reallocate their resources to successful ones.

Similarly, the teacher unions will need to temper their desire to protect members' interests with a willingness to allow schools to get rid of poor teachers. It is an irony that our teacher unions defend so rigorously the existing contract of employment for teachers, with all of its problems.

The thorny issue of admissions to popular schools will need a careful, transparently fair and practical solution that combines the principles of choice and diversity with the right to attend a good local school. The principle that inner city and other areas of social deprivation should receive additional funding and should be test beds for innovative practices has been recognised

through the establishment of the education action zones. Other initiatives, such as summer literacy schools, homework clubs, beacon schools and master classes, also have a role to play. Business and community groups must also be active, both in the provision of sponsorship and in helping comprehensive schools to modernise their management.

Above all, we will need to make the teaching profession more attractive to new graduates, especially in the sciences, IT and mathematics, and to persuade more existing teachers to remain in the profession. This will inevitably mean a greater share of the national budget being directed to education as well as the introduction of imaginative ways such as the new advanced skills scheme to retain good teachers and "golden hello" measures to attract new trainees.

The role of local education authorities must change from their traditional one of managing schools to one of ensuring good standards are delivered. The principle should be that intervention will be limited to those schools whose performance is not satisfactory.

The simple overriding objective should be to raise standards of achievement. All proposed measures should be judged against this criterion. If we could do this, we would deliver a new inclusive approach to excellence which would attract considerable support across the political spectrum.

Publication#W\ P)P# 56. Times Educational Supplement"Publication" #:\ P*P#Sep
tember 18, 1998

Headline#\ P+P# Domesday on the InternetHeadline #:\ P,P#
Clare Dean

Pupils from thousands of schools across Britain will this month turn super-sleuth to create a treasure chest of experiences for the millennium.

They will be interviewing grandparents and parents and some of the oldest residents in their towns and villages to draw together a collection of memories to be showcased in the Millennium Dome.

More than 8,500 schools are contributing to the Domesday Book for the 21st century, sponsored by the supermarket chain Tesco.

They will produce data for the nation on community life in the UK yesterday and today and reveal aspirations for the future in an Internet record to be viewed by generations to come.

The 12 million project, called Tesco SchoolNet 2000, will run for four academic terms finishing in December 1999.

And Terry Leahy, Tesco's chief executive, said: "Our aim is to celebrate the millennium by asking children to help create the biggest and most innovative schools educational website in the world."

This term pupils will focus on "Where we live" - looking at their local communities, people, places and events. Other topics are "How we live", an insight into lifestyle and environment, learning and leisure; "The world around us" which is a focus on communicating and travelling and "What we want to be".

The results will be placed on the website either at school or at one of the special Internet centres at Tesco stores or local libraries.

Pupils will create their own pages containing text, pictures, photographs and recorded speech.

Their findings will be displayed in the Learn Zone, a 1.5-acre site devoted to education, in the Millennium Dome as well as at Tesco stores.

Tesco has appointed 52 advisory teachers to give assistance and to "buddy-up" computer literate schools with their less confident counterparts.

The project has the backing of the Department for Education as well as the Scot

tish Office,
Welsh Office and the Northern Ireland education department .

It is supported by Anglia Polytechnic University's Ultralab, whose director Stephen Heppell sits on the Dome's education committee and Xemplar, the technology services supplier.

Its curriculum links include literacy, numeracy, geography, science and history .

And Hackney Free and Parochial School in London, one of a number of schools which has been trialling the scheme, said: "The project is deepening our links with the community and bringing the community into the classroom. "This makes our class work more immediately relevant."

Publication#W\ P-P# 57. Times Educational Supplement"Publication" #:\ P.P#September 18, 1998

Headline#\ P/P# New light on autism treatment Headline #:\ POP#Subhead#[\ P1
P# Major research project will assess the most effective methods of treatment.S
ubhead#:\ P2P#
Karen Thornton reports

Early intensive education can help children with autistic disorders, according to a new review of recent research.

But there is no strong evidence that one approach is better than another for a particular child.

The literature review - carried out by Rita Jordan, Glenys Jones and Dinah Murray, of Birmingham University and published by the Department for Education and Employment - will provide a starting point for a major new research project.

The 115,000 project, funded by the Local Government Association, aims to plug the gaps in current research and identify the most effective educational interventions for autistic children.

The review says research has consistently shown that early intervention is effective.

ctive with
autistic children, and the LGA project will focus on the early years
and key stage 1.

But the evidence on the effectiveness of the various educational approaches to
autism -
including well-known methods such as TEACCH (treatment and education o
f autistic and
related communications handicapped children) and the "daily life
" therapy practised at the
Boston Higashi School - is not conclusive.

"There is no really strong evidence to suggest that one approach is better than
another,
although there is a consensus of findings that early intensive educat
ion that involves the parents
and includes direct teaching of essential skills
with an opportunity for planned integration, can
produce significant changes,"
says the review.

The LGA's research proposal acknowledges that education authorities are concern
ed about
the increasing costs of providing for autistic children, as parents se
ek placements in private
schools and appeal to the special educational needs tr
ibunal.

Ivor Widdison, the LGA's education policy co-ordinator, said authorities had a
responsibility
to identify effective ways of educating autistic children.

"The parents of children with autism would be very fed up if they thought we we
re only
doing this to save money," he said.

"But there is a responsibility on all of us to find something that is cost-effe
ctive. If you are
sending two or three children to the Boston Higashi School at
a cost of Pounds 56,000 each a
year, you have got a big hole in your special n
eeds budget."

The review was welcomed by Paul Cann, chief executive of the National Autistic
Society,
who said autistic children should have a right to pre-school support.n

Publication#W\ P3P# 58. Times Educational Supplement"Publication" #:\ P4P#Sep
tember 18, 1998

Headline#\ P5P# Good teachers aren't too literalHeadline #:\ P6P#
Karen Thornton

The best teachers of literacy in primary schools are not necessarily those who can tell their phonemes from their morphemes*, according to new research.

Good teachers scored as badly as less effective colleagues in a quiz on the technical rules and structures governing language. And both sets of teachers were observed using and teaching linguistic techniques, such as phonics, in their classrooms.

But less effective teachers approached technical issues as skills to be learned for their own sakes - whereas good teachers ensured pupils saw them as a means to the end of improving their reading and writing.

The research has implications for in-service training, and also the revised primary teacher-training curriculum which was introduced this month. The new curriculum puts a heavy emphasis on trainees' technical knowledge of language, grammar, morphology and phonology.

Researchers from Plymouth and Exeter universities questioned 228 effective teachers and developed case studies on 26. They compared them to a control group of other teachers, mainly maths co-ordinators.

In the quiz effective teachers were better at picking out word types such as adjectives and adverbs, but less able to identify phonemes, onsets and rimes, and morphemes - despite sometimes using them in class.

"Our interpretation of this contradiction is that the effective teachers knew the material they were teaching in a particular way... they appeared only to know their material by how they represented it for their children," says the report

t.

The report, *Effective Teachers of Literacy*, was commissioned by the Teacher Training Agency which is responsible for changes to the teacher-training curriculum.

Philippa Cordingley, the TTA's chief professional research adviser, said:

"What these (effective) teachers have got is understanding of how to teach those things to children, even if it wasn't evident in out-of-context tests that they understood it in an abstract form.

"The key question is how teacher training helped teachers acquire that knowledge and do it in the form that is useful to them in the classroom. "

Effective teachers highlighted extensive in-service training as key to developing their expertise, although courses on grammar were not considered relevant. English co-ordinators gained from their access to external in-service training, with non-specialists missing out. The report suggests professional development should focus less on teachers' own content knowledge and more on how subject knowledge is taught to children. Subject co-ordinator posts should be rotated to help spread expertise through a school.

* Phonemes are the units of sound that distinguish one word from another - for example, d, t, in pad, pat. Morphemes are units of language that cannot be further divided - for example "in," "come," and "ing" in "incoming".

The Government's literacy strategy

* 80 per cent of 11-year-olds to reach level 4 or above in English by 2002. It has allocated 59 million from the Standards Fund to support literacy in 1998-99. This includes:

* 49 million for training primary school heads, teachers and governors; recruiting literacy consultants; and buying books

* 3m for local projects to address the potential drop in pupils' progress when transferring to secondary school * 4m for family literacy projects, and;

* 3m to support the Premier League Study Support Scheme.

Ministers also made available another 23m for books for schools at the end of the last financial year.

Publication#W\ P7P# 59. Times Educational Supplement"Publication" #:\ P8P#Sep
tember 18, 1998

Headline#\ P9P# Unions unite over teachers' pay riseHeadline #:\ P:P#
Frances Rafferty

The six teacher unions are gearing up for a show of strength over pay, with an unprecedented joint demand for a substantial pay rise for school staff.

The joint submission of all the head and teacher unions to the pay review body limits itself to arguments concerning recruitment and retention. They will turn to pay in their response to the Government's forthcoming Green Paper on the modernisation of the profession.

But union officers say they hope the new-found unity will lead to a united front on the proposed changes to teachers' pay and conditions.

This week at the Trades Union Congress annual conference, a debate on public-sector pay put down a marker for the Government. Nigel de Gruchy, leader of the NASUWT, the second largest teaching union, warned the Prime Minister and Chancellor that graduates would vote with their feet and not become teachers.

Mr de Gruchy castigated the Government for phasing in last year's pay award. The recommended 3.8 per cent was worth only 2.6 per cent, despite Tony Vineall, t

he review body's
chairman, making it explicit he wanted it paid in full.

Mr de Gruchy said: "The Government saved just over Pounds 100 million. In the same week, Britain paid 1 billion to the International Monetary Fund to pour down the dark holes of Russian gangster capitalism and the murky waters of Asian banking systems."

He said the teacher unions' positive attitude to the Green Paper could be undermined if the next pay settlement is not satisfactory.

Doug McAvoy, general secretary of the National Union of Teachers, said:

"The joint submission shows the unions can put aside their sectional interests in the interests of the profession."

The unions have not named their price. "It's not our job to put up a high figure - although we deserve it - only to have it ridiculed," said one union leader.

"We hope our evidence will show how serious the situation is and, if we are talking in market terms, the Government will realise what it needs to do to attract good candidates to carry out its standards agenda."

The teachers' employers have already called for pay restraint because of pressures on local government finance.

The unions' submission reports a fall of 7.4 per cent in applications for PGCE courses and notes the demand for other teacher-training courses has sharply declined. Technology, maths and modern languages remain shortage subjects, despite the fact that they attract bursaries.

The report quotes Glamorgan University's Headship? No Thanks!, by Chris James and Denis Whiting, which found workload and stress is putting off potential head teachers.

In a separate submission, the National Association of Head Teachers has stressed the difficulties schools have appointing heads and said a 17 per cent pay rise would be needed to bring heads in line with comparable management posts.

The report said: "Teachers have not seen any significant benefit from the improving economy. The review body must recommend salary increases to address this situation before irreversible damage is done to the teaching profession and, by extension, the quality of the educational service."

The teachers' pay review body will publish its recommendations early next year.
n

Publication#W\ P;P# 60. Financial Times"Publication" #:\ P<P# 09/18/98; Edition: London Edition; Section: NATIONAL NEWS; Page 9

Headline#\ P=P# Education minister attacks 'elitist'

A-levelsHeadline #:\ P>P

#

By Simon Targett

Education Correspondent

A government minister yesterday unleashed an assault on the A-level exam, dismissing it as

"wrong", elitist and designed "for a world which no longer exists"

.

In a speech to university vice chancellors in Manchester, Baroness Blackstone, the higher education minister, said the "gold standard" qualification was too specialised and had become a stumbling block to the government's drive to widen access to higher education.

The attack marks a new offensive by Baroness Blackstone to put A-level reform at the top of the government's education agenda now Stephen Byers, the former schools standards minister who championed the A-level, has joined the Treasury.

It follows calls by the government's skills taskforce for qualifications more attuned to the needs of industry, and comes amid fears that plans to broaden the A-level could be scuppered

by universities' preference for candidates with traditional qualifications.

Baroness Blackstone, former master of Birkbeck College, London University, called on universities to reform their admissions policies, warning that they could be missing "potentially brilliant" students by laying down inflexible entry requirements.

She said the traditional post-16 curriculum was designed for a "world in which higher education was the preserve of a highly specialised elite". But with a third of young people going to university, and with employers demanding students with a "far wider range of skills than those of 10 years ago, never mind 40", she said the A-level qualification must change.

The narrow A-level curriculum had "bedevilled" the education system "for too long", she said, adding that "an understanding of technology is likely to be at least as important as specialist knowledge which may be out of date within months".

From September 2000, students will be able to take five new-style AS levels "each worth half an A-level" in the first year of the sixth form, followed by three full A-levels in the second sixth form year. They will also be able to take a "key skills" qualification designed to meet the needs of business and industry.

Baroness Blackstone said the government could "only do so much", and insisted admission tutors reviewed selection procedures.

Martin Harris, chairman of the Committee of Vice Chancellors and Principals, acknowledged that "the need for widening participation is the strongest rallying cry from universities."

Publication#W\ P?P#61. Washington Times"Publication"#:\ P@P#September 18, 1998

#:\ PAP#

Headline#\ PBP#Directing funds toward classroomsHeadline#:\ PCP#
By Joseph Pitts

Even amidst hollow presidential calls for focus on education, the veto ink is barely dry on the pages of a bill that would have empowered middleincome families to save for their childrens school expenses.

This week, will the administration and bureaucracyhappy members of Congress again thwart congressional efforts to improve learning opportunities for our nations children? The answer will become apparent with todays vote on legislation that sends \$800 million more in education dollars into the classrooms of this nation. This bill, in fact, can even accomplish President Clintons goal of smaller classrooms.

Just as children return to school, the House will vote on the Dollars to the Classroom Act.

As the president knows, while American children lag behind the rest of the developed world in basic academic skills, Washingtons bureaucrats still decide the best use of federal elementary and secondary education funds. As a result of this process, fewer vital federal dollars make their way to local schools, parents, and teacher cooperatives to use as they see fit for their specific classroom needs.

As the funding stream currently flows, even if they wanted to achieve the presidents goal of reducing classroom size, these local communities would not be free to make that decision with federal help. However, the tide is turning after 30 years of the federal governments attempts to improve Americas schools by creating big federal programs. The Dollars to the Classroom Act (H.R. 3248) was designed to take the success of local control to its logical next step ensuring that 95 cents on every federal elementary and secondary education dollar makes it into classrooms where students actually go to learn their ABCs and 123s instead of remaining stuck in Washington or sent with tight strings attached.

Right now, it is unclear exactly how much of our federal education funds make it into classrooms. Figures have ranged from 40 percent in New York City to the 84 percent indicated in an April 1998 report issued by the U.S. Department of Education.

One thing is certain: it is not enough. In the midst of a rapidly growing federal education budget, the actual amount of funds making it into our classrooms is drastically reduced by an increasingly large Washington-based education bureaucracy. The Dollars to the Classroom Act, instead, would send funding for 31 federal education programs to the states, requiring that 95 percent of \$2.7 billion in education tax dollars be used directly in classrooms, instead of on paperwork, administration or unproven programs.

This would prevent the use of this money for anything but classroom needs. That means Washington and state-level bureaucracies would be hard pressed to waste money they don't have. Until now, nothing has prevented that. States' rights to make their own decisions would be protected, but rather than tying teachers' hands with heavily regulated and tightly restricted grant programs, the act will allow educators greater flexibility to receive money for any of the authorized uses of the existing 31 programs.

School districts could choose to put greater amounts of federal money into priority initiatives such as school safety, school technology, teacher improvement and school reform or reducing teacher-student ratios.

The opportunities are endless. As a former high school math/science teacher, I have seen and experienced firsthand the funding shortfalls many schools face. Year after year, thousands of teachers nationwide in affluent and poor districts alike are not given the proper resources to conduct the necessary classroom experiments that facilitate the learning process. Yet the Department of Education finds ways to fund pet projects like the closed captioning of the Jerry

Spr
inger Show.

The Dollars to the Classroom goal of directing funds into the classrooms would change all of that, injecting an additional \$425 into each classroom across the nation and giving \$9,300 to all schools nationwide. Because the underlying assumption behind the bill is that parents and teachers know best what the children's educational needs are, these local decision makers will be given the wherewithal to decide what's best.

In concern for what they've called a dismantling of numerous federal projects, opponents have suggested that poor children are losers with H.R. 3248. Exactly the opposite is true. The Dollars to the Classroom Act does not touch Title I or the Individuals with Disabilities Education Act (IDEA), so no child is put at a disadvantage through this bill.

The Dollars to the Classroom Act also includes a holdharmless provision, guaranteeing that states receiving formula-based grants could not receive less than the amount they would otherwise received for these programs. The plan gives teachers, parents and principals the flexibility they desire for programs such as Goals 2000, school-to-work efforts and most programs under the Elementary and Secondary Education Act (ESEA).

If a program is working well at the local level, they can decide to continue it. If not, local educators are given flexibility with these funds to find a way to meet the needs of the kinds they see each day. Getting back to basic academics and putting more dollars into the classroom makes a winning combination. President Clinton himself has said, In an age of tightening budgets, we should be spending public funds on teachers and children, not on unnecessary overhead and bloated bureaucracy. Republicans welcome him to our philosophy on education and ask him to join us in the best gift we could give to this nation's students as they head back to school this fall the Dollars to the Classroom Act. It puts our children first and takes us back to basics. #:\ PDP#

Rep. Joseph R. Pitts, Pennsylvania
Republican is the author of the Dollars
to the Classroom Act.

Publication#W\ PEP# 62. Governing"Publication" #:\ PFP#September 1998

Headline#\ PGP# The Conglomerate CollegeHeadline #:\ PHP#Subhead#[\ PIP# Com
munity colleges are engaged in a never-ending
struggle to address a plethora of
needs. So far, they're
pulling it off.Subhead#:\ PJP#
BY ANNE JORDAN

In the old industrial city of Lowell, Massachusetts, a modern, six-story hexagonal building rises up from between the Lower-Locks Canal and the banks of the Concord River. Gleaming gold letters on its facade announce that this is Middlesex Community College. The array of faces and languages seen and heard in the corridors of MCC attest to the fact that the school's student body boasts 46 countries of birth, predominantly in Southeast Asia and Latin America. Liberal arts and health-career programs are among the most popular courses of study.

Fifteen miles to the south, along a winding country road near Bedford, lies a campus whose 200 wooded acres and neoclassical architecture evoke the centuries-old private liberal arts colleges of New England. The majority of its students are drawn from white, upper-middle-class towns outside of Boston. Many of them are particularly interested in the school's business programs. It turns out that this, too, is Middlesex Community College, another part of the 28-year-old public institution where tuition averages \$2,400 a year and the only admission requirement is a high school diploma or equivalent.

"It's the most diverse constituency I've ever seen," declares MCC President Carole A. Cowan. Yet for all the variety of people and corresponding academic, vocational and remedial programs that abound in these two places, they account for only part of the whole enterprise. The college's role not only as an educational entity but also as a corporate and civic partner extends throughout populous

Middlesex County.

In downtown Lowell, MCC oversees one of the state's first charter schools (a reentry program for high school dropouts), a child-care facility, a public dental clinic, a small-business assistance center, and the New England Folklife Center. It also set up two dozen programs in collaboration with the Lowell Public Schools as well. Out in suburban Woburn, MCC faculty operate the Career Place, a one-stop employment-services center, and they also provide customized, on-site training for thousands of employees at dozens of companies along the high-tech Route 128 corridor. At Ironstone Farm in Andover, students even earn credits by helping disabled youngsters with horseback riding. The college also hosts summer science, computer and aerospace camps for 7- to 14-year-olds, as well as "Elderhostel" programs, part of a worldwide network of week-long academic courses for people 55 and up.

MCC is by no means unique. Throughout the country, more than 900 public community colleges are providing an astonishing and ever-expanding array of educational services, from the traditional two-year associate degree programs, to job training for welfare recipients as well as displaced workers looking for second careers, to English-language classes for immigrants, to personal-enrichment classes for retirees. The pressure to be all things to all people never lets up, yet community colleges always seem to be able to find a way to add yet another program for yet another constituency. As Quentin J. Bogart, a specialist in community colleges at Arizona State University, noted recently, "The concept of setting priorities tends to fly in the face of the traditional community college mission statement."

All told, public community colleges serve almost 10 million students; nearly half of all undergraduates in the country attend a community college. In fact, about 5 percent of the entire U.S. population over the age of 18 takes credit classes at community colleges, and when non-credit courses are factored in, the figure approaches 40 percent in some urban areas. Even dogs take classes at commu

nity colleges.

"Middlesex has gotten more comprehensive because the core mission is to respond to the changing community," says Cowan. She could be speaking for community college presidents across the United States. Community colleges increasingly are becoming the higher-education crossroads of America, where many of the forces that are reshaping the national economy and the country's demographics come together in one place.

As never before, community college administrators must scramble to find new ways to serve a local population that is becoming ever more diverse and whose educational needs reflect a rapidly changing economy, the modern-day wave of immigration, and the demands of political initiatives such as welfare reform. And they are being asked to meet those challenges with little or no increase in state or local government funding, while holding tuition costs to levels affordable to people of limited means. As a result, they are becoming more and more entrepreneurial, even while learning to make the most of the resources that are available. Work for them. MCC's Lowell campus wasn't built to house the community college, for instance. It once was a training facility for the Wang computer company. And the buildings at the core of the Bedford campus once were a seminary. A few years ago, Cowan even had her eyes on a struggling 20-room hotel across the canal from the Lowell campus; she wanted MCC to run it as for-profit lodging while using the facility to teach hospitality management.

While that idea didn't fly, Cowan's brand of do-more-with-less enthusiasm is anything but rare among community college administrators these days, and in most places, community colleges seem to be resourceful at finding ways to keep up with the ever-increasing array of demands being placed on them. But some who follow the fortunes of America's community colleges worry that the effort to teach just about anything to just about anyone will begin to work against them, that

at some point they will be so overburdened by a demand for wide-ranging and non traditional educational services that they will find their traditional strengths diluted and their traditional constituencies unsatisfied. Here and there " on the issue of whether community colleges should provide comprehensive remedial education, for example " those pressures are beginning to show.

Questions about what community colleges should " and should not " be doing reflect the strain of limited resources that all public higher education must contend with these days, and their grassroots-level popularity hasn't necessarily made them any less vulnerable to budgetary restraints. On average, state funding for community colleges dropped from 50 percent of total revenue in 1980 to 39 percent in 1994, and local funding, which is a much smaller share, was flat. Although no one expects a reversal of this trend, the picture has brightened a bit with recent state budget surpluses. In fiscal 1998, fast-growing Nevada increased higher education funding by a whopping 33 percent " much of it targeted at enrollment growth occurring in community colleges; California's community college system received a \$430 million boost, the largest in its history; Missouri and New Jersey also funded substantial increases. Most of the revenue growth, however, comes from tuition, which has more than tripled in the past two decades.

Still, community colleges' relatively low costs " average annual tuition and fees are about \$1,500 " and policy of open access have attracted a student body with a wide range of goals and needs. And the much-publicized federal HOPE "scholarship" (a \$1,500 tax credit for the first two years of postsecondary education in a program leading to a degree or certificate), along with the broader "lifetime learning credit" (covering 20 percent of the first \$5,000 of tuition and fees for low- and middle-income students, including adults returning to college and those attending less than half-time) are expected to put community colleges within the reach of even more people.

Nowhere are popular stereotypes of college attendees further from the truth than

on
community college campuses, where less than half of the students are between 18 and 24 years old. The average age, in fact, is 29. These older students, the American Association of Community Colleges reports, "tend to be quite different from their younger counterparts in terms of demographic and socioeconomic characteristics, enrollment patterns, employment experience while studying, use of financial aid to pay for their education and persistence."

Largely because older students tend to be either married with dependents or single parents (especially women) who must work to support their families, only 2 million students at two-year schools are enrolled in credit classes full-time, compared with 3.5 million part-timers. Between 1970 and 1995, the percentage of part-time community college students grew from 48 to 64 percent.

Women and minorities make up three-quarters of all community college attendees. In higher education, "community colleges have always had an over-representation of under-represented people," says Arthur M. Cohen, director of the Center for the Study of Community Colleges at UCLA. Looked at from another angle, 55 percent of all Hispanics, 50 percent of all Native Americans, 42 percent of all African Americans and 40 percent of all Asians enrolled in U.S. higher-education institutions attend community colleges.

Nearly all of the 8,000 students at Bronx Community College in New York are black or Hispanic, and more than half are foreign-born. Many of these recent immigrants lack proficiency speaking, reading or writing English. And the burden of helping the growing number of newcomers adapt to life in America seems increasingly to fall on community colleges. Middlesex's Community Outreach Center, for example, has served as a linguistic and cultural bridge between the college and more than 1,800 non-native area residents.

Community colleges are also filled with non-degree-seeking adults returning to college to

update their skills or change careers. Wake Technical Community College in Raleigh, North Carolina, reports that one in four students already has a bachelor's degree. "They're either not satisfied with their income stream or decide they want to do something different with their lives," says President Bruce I. Howell. And in hot areas such as computer sciences and engineering technology, he adds, "we cannot turn out enough grads to meet the insatiable demand." Middlesex offers a part-time, eight-month Software Technical Writing program that admits only people with a bachelor's degree and three years of work experience.

Finally, millions of people look to community colleges as a source of recreation and leisure programs. Retirees, for example, may enroll in continuing education classes to learn floral arranging, Italian or how to send e-mail to their grandchildren.

Of course, all of these special populations have implications for when, where and how courses are taught, and the sorts of support services necessary. For community colleges, convenience is the order of the day. In its 20-year history, Rio Salado Community College in Tempe, Arizona, has never even had a traditional campus and is widely regarded as the prototypical "college without walls." Classes are offered in public schools, churches, businesses, military bases and shopping malls throughout Maricopa County and increasingly via the Internet.

Scheduling also must take into account work and family needs. A course may be offered not only during the day but also evenings or weekends. When Middlesex contracts to provide classes in business or industry facilities, instructors must be available to teach different shifts "say, at 1:30 a.m. or 5 a.m. Open classrooms, where students can essentially drop in at convenient times, are another approach colleges are utilizing.

Transportation and child care are also important issues, especially for low-income students.

Community colleges are almost always commuter schools. But although more than 90 percent of the U.S. population has a community college within a 25-mile radius, it doesn't mean their trips are easy or cheap. When Middlesex set up a pilot welfare-to-work program with M/A-COM, an electronics manufacturer, the biggest obstacle that arose was getting students from campus to the company's facility. When the company explained the situation to the Lowell Regional Transit Authority, it agreed to run several shuttle buses. Both MCC campuses have day care centers, which offer some slots for students' children on a sliding fee. And true to MCC's knack for wringing maximum use out of every resource, the child-care facility in Lowell also serves as a demonstration site for the college's Early Childhood Education program.

While vocational training, leisure classes and remedial programs are becoming larger parts of the curricula for community colleges everywhere, the schools still must keep one of their original constituencies satisfied: students who want to use the community college as a stepping stone to a bachelor's degree.

A number of states, including Colorado, Florida, Michigan, North Carolina and Ohio, have passed legislation guaranteeing that basic coursework will transfer without a loss of credits to their public university system. Middlesex has a joint admissions program that guarantees acceptance at any Massachusetts state college or University of Massachusetts campus for those who graduate from an approved program at MCC with a grade point average of 2.5 or higher.

Around the country, however, fewer than 20 percent of community college students ultimately transfer to four-year schools. The drop from nearly 30 percent in 1970 has sparked a debate between what Manhattan College sociology professor Kevin J. Dougherty calls "collegiate" and "non-collegiate" reformers. The former, he writes in his book *The Contradictory College*, call for "a major renewal of the community colleges' commitment to transfer and academic education." The latter argue that community colleges "should not try to remain a major force in pr

ebaccalaureate preparation," but instead should shift even further toward occupational/technical programs.

Vocationally driven programs have also become the darling of policy makers, many of whom, AACC President David R. Pierce says, seem to have just recently "discovered" community colleges and begun incorporating them into their strategic thinking about economic development. At Middlesex, courses that prepare students for direct entry into the work force range from traditional associate-degree offerings in subjects such as nursing, paralegal studies and graphic design to newer, shorter-term certificate programs such as Web developer or nanny/child-care specialist.

It is in the area of vocational education targeted to the specific needs of business, industry and government that community colleges are experiencing some of the most rapid growth. While this aspect of the community college curriculum sometimes comes under fire for being too narrowly targeted at a particular employer's short-term needs or failing to provide credit that students could apply toward a credential down the road, there's no doubt that it is getting ever more popular, particularly with state legislators looking for something to offer businesses thinking about moving into a state or expanding their existing operations.

This summer, Middlesex and a dozen other New England colleges announced a partnership with 20 microchip manufacturers to develop common curricula for an associate degree program to help fulfill the anticipated regional demand for more than 5,000 semiconductor technicians "jobs that start at \$25,000 to \$30,000" over the next five years. Iowa, Florida, Mississippi, North Carolina, Texas and Virginia all have adopted legislation that designates community colleges as the primary focal point in coordinating work force education and training within each state.

Community colleges have one particularly good reason for embracing these training programs as enthusiastically as they have: In some cases, they provide a source of much-needed revenue. Over the past 13 years, MCC has worked with 150 area businesses to provide on-site training to some 36,000 employees. One of its biggest corporate clients is Raytheon. In 1996, the company decided to shrink its job classifications from 500 to 50. "The engineers and manufacturing folks came to us and said, 'We don't know what we want, but we need to train 3,000 people,'" says Judith M. Burke, MCC's director of corporate education and training. The college ultimately developed 250 on-site courses in communications, writing, reading, math, problem-solving and safety that employees can take for two hours per week on company time. MCC's revenue from all its customized training programs has climbed from \$250,000 in 1986 to \$1.7 million last year.

Vocational programs, of course, also are a natural focal point for welfare-to-work efforts. Although recipients of public assistance now make up less than 5 percent of the student body on average, community colleges are quickly being pressed into service to play a key role in welfare reform. About half of them currently offer welfare-to-work programs, while many others are designing courses specifically for welfare recipients.

Yet, ironically, state and federal welfare reform efforts so far have had something of a perverse effect on community colleges as agents of welfare-to-work. In Massachusetts, the number of community college enrollees on welfare plummeted from 7,210 in 1994 to 3,533 last year. The culprit: the strict limits on the amount of time welfare recipients are being given for job training and other support services. When Massachusetts tightened its welfare laws in 1995, eligibility for benefits was capped at 24 months within a five-year cycle, and recipients were also required to perform 20 hours of community service or paid work per week. Many who were attending community colleges dropped out because of the part-time-work mandate or pressure from their caseworkers to quit school and get a

full-time job before their benefits stopped. Middlesex lost about one-third of its students receiving public assistance; at Greenfield Community College, in the rural northwest part of the state, welfare-recipient enrollment dropped by 82 percent.

A similar scenario played out in many other states. Last year, dozens of university and community college presidents formed the National Coalition for the Education of Welfare Recipients, whose goal is to push for revisions of welfare reform so that students may be exempted from some of the work requirements and from termination of benefits. Maine has already taken steps in this direction, allowing 2,000 of its 15,000 welfare recipients to attend school by paying their benefits with state, rather than federal, money.

Meanwhile, California Governor Pete Wilson's budget for fiscal 1998 included \$65 million to develop new curricula and subsidize child care for welfare recipients. Minneapolis Community and Technical College and North Seattle Community College are examples of places that have begun fast-tracking students into eight-week-long training programs for jobs such as nursing assistant that pay around \$8 an hour.

Every public community college also offers remedial classes in reading, writing and mathematics, and while welfare clients are often in need of remedial education, they are hardly the only community college students enrolled in remedial classes. Nationally, a full 41 percent of first-time community college freshmen take remedial classes; in some urban institutions, the proportion is as high as 95 percent. Middlesex is, well, in the middle: Half need remedial work in reading and English, three-quarters in math.

The remedial education issue presents what UCLA's Cohen has dubbed "the thorniest single problem for community colleges." The main point of contention seems not to be money "as a percentage of instructional budgets, remediation is not a huge deal" but rather whether these

students belong in college at all.

This January, New York Mayor Rudolph Giuliani blind-sided the City University of New York's board of trustees by threatening to withhold the city's contributions to its six community colleges unless they shifted the responsibility for remedial courses to the private sector. Subjecting all students to a proficiency test, he argued, would weed out at least 75 percent of the underprepared students in the system and thereby improve the colleges' quality.

Although the numbers seem to support his cause " 87 percent of those entering CUNY in 1996 failed at least one of three placement tests " Giuliani's proposal met with vehement opposition from faculty, alumni and minority groups. Administrators argued that such a move could decimate enrollment and that remedial courses actually subsidize more costly programs. In May, the CUNY board adopted a resolution, backed by Giuliani and Governor George E. Pataki, to phase out all remedial education in the baccalaureate programs at CUNY's 11 four-year colleges. The effect of this policy is to transfer the remediation burden almost entirely onto the shoulders of the community colleges.

There are other aspects of the community college curriculum where the question of what the proper role of these institutions should be comes up as well. Community colleges offer a cornucopia of "community education" programs " personal skills and leisure-activities classes that may run for an hour, a weekend or a semester and generally do not award academic credit or require the approval of any governing board or agency. They are wildly popular, offering something for just about anyone. Where else might you find a retiree with a Ph.D. from an Ivy League university sitting next to an inner-city high-school dropout in a word processing class " both equally in need of the training? A glance at the course catalog for Mount Hood Community College in Gresham, Oregon, shows hundreds of entries that include not only such standard fare as arts and crafts, computer skills, financial planning and photography but also more unusual offerings: "Fun

damental Dog Care Management" (the dog gets the diploma),
"Writing War Stories,"
" and "Eyesight Without Glasses." This summer, Middlesex offered a
noncredit co
urse entitled "Get a Job (Helping 20-Somethings Find Work)" for frustrated pare
nts
whose adult children have moved back home.

While continuing education programs "most closely parallel the tenor of the tim
es in
corporate and community life," as Albert L. Lorenzo, president of Macomb
Community College
in Michigan, has put it, their nontraditional nature causes s
ome people to question the validity
of their contents and whether taxpayers oug
ht to be funding them. While, in fact, these
programs tend to cover their costs
through fees, an even larger issue, AACC's Pierce says, "is
the failure of pol
icy makers to grasp the importance of the shift to life-long learning."

Indeed, it's not hard to understand why community colleges are sometimes critic
ized for
trying to be all things to all people. "In business, people talk about
'core competencies' " that
organizations should figure out what they do best a
nd concentrate on that and not other things,"
says Thomas Bailey, director of t
he Community College Research Center at Columbia
University. There is a good bi
t of concern, he says, over whether community colleges' very
comprehensiveness
could start to work against them. "Some people argue, 'We can do all of this'
a
nd other people are more skeptical." Bailey's center, in fact, has just begun a
project to study
the implications of the incredible diversity of activity taki
ng place within America's communitycolleges. Even the AACC's Commission on the
Future of Community Colleges warns of
"danger...in attempting to respond to eve
ry need."

Few of the experts, however, expect to see the wholesale jettisoning of any of
the current
functions of these hybrid and highly adaptable institutions. Middle
sex's Carole Cowan clearly
takes pride in "the flexibility of community college
s to study what the needs are and develop
solutions." And the needs will only b
e greater in the foreseeable future. The trends that have
shaped community coll

ages over the past decade are expected to accelerate in the coming years.

Rapid

technological changes will require frequent retraining of millions of workers, as well as

influence the way colleges deliver services " at any time of the day or night, operating on a year-round, 24-hour-a-day schedule.

The country will also continue to absorb huge numbers of immigrants. The term "minority,"

as it has traditionally been applied to groups such as blacks and Hispanics, has already become

a misnomer on many campuses. Not only will students be more diverse, but there will be more

of them: Enrollments are projected to increase 14 percent over the next 10 years, as Baby

Boomers' children graduate

from high school. And as Baby Boomers themselves retire, experts anticipate substantial growth in the elderly education market.

Assuming they remain affordable and accessible to students from all walks of life " with all

their learning potential and problems " community colleges will reflect the adult population in

America more closely than perhaps any other institution, and it seems certain that the links

between "community" and "college" will become even stronger.

Publication#W\ PKP# 63. Commentary "Publication" #: \ PLP#September 1998 Page 34

Headline#\ PMP# The war against testingHeadline #:\ PNP# By David W Murray

IT IS safe to say that Thomas Jefferson never took a standardized test, and would probably

consider them hopelessly inadequate as measures of what an educated person should know. Yet

Jefferson, in his way, was the inspiration behind our present vast apparatus for assessing

academic aptitude and achievement. Looking toward America's future, he imagined an

educational system that would seek young people from "every condition of life," students of

"virtue and talents" who would someday form a "natural aristocracy" to replace the old-fashioned

kind based on wealth and family background.

The U.S. of course has never fully achieved this ideal. But particularly in the

period after
World War II, as ever larger numbers of Americans entered college
s and universities, Jefferson's
educational vision did begin to appear closer t
han ever to being realized. To an extent
unimaginable a few generations earlier
, access to American universities, and especially the elite
ones, became based
on considerations of-merit. The chief instrument of this transformation was
the
standardized test-massadministered, machine- scored, and utterly indifferent t
o every
characteristic of a student save his ability to get the answers right.

And yet, for all its obvious benefits in helping to identify Jefferson's "natur
al aristocracy," and
for all its widespread acceptance-this year, the Education
al Testing Service (ETS), the
organization that does the bulk of such evaluatio
n, will administer its tests to some nine million
students-the enterprise of te
sting has never been free from criticism. Today, in fact, its critics are
more
numerous and more vociferous than ever.

Indignant over the recent drop in minority enrollment at some state universitie
s as a result
of bans on affirmative action, the foes of standardized assessmen
t argue with bitterness that
America's vaunted meritocracy has never served all
its citizens equally well. As they see it,
moreover, the real issue is not the
abilities of the test-takers, minority or otherwise. Rather, it is
the tests t
hemselves, and the unreasonable emphasis placed on them by the gatekeepers of
A
merican higher education.

THE OLDEST and most familiar accusation against standardized tests is that they
are
discriminatory. As the advocacy group FairTest puts it, a seemingly object
ive act, namely,
"filling in little bubbles" with a No. 2 pencil, conceals a pr
ocess that is "racially, culturally, and
sexually biased."

The prime evidence for this charge is the test results themselves. For many yea
rs now, the
median score for blacks on the Scholastic Assessment Test (SAT) has
fallen 200 points short

of that for whites (on a scale of 400 to 1600, divided equally between math and verbal skills). Less dramatic, but no less upsetting to groups like the Center for Women's Policy Studies, has been the persistent 35-point gender gap in scores on the math section of the SAT.

The SAT produces such disparate results, say critics, because its very substance favors certain kinds of students over others. Thus, fully comprehending a reading selection might depend on background knowledge naturally available to an upper-middle-class white student (by virtue, say, of foreign travel or exposure to the performing arts) but just as naturally unavailable to a lower-class black student from the ghetto. The education writer Peter Sacks calls this the "Volvo effect," and has offered for proof an ETS study according to which, within certain income brackets, the difference between the test scores of white and black students disappears.

At the same time, women are said to be put at a disadvantage by the multiple-choice format itself. Singled out for blame are math questions that emphasize abstract reasoning and verbal exercises based on selecting antonyms, both of which supposedly favor masculine modes of thought. "Females process and express knowledge differently, and more subtly," explains FairTest's Robert Schaeffer. "They look for nuances, shades of gray, different angles."

In fact, so biased are the tests, according to their opponents, that they fail to perform even the limited function claimed for them: forecasting future grades. The SAT, says Peter Sacks, consistently "underpredicts" the college marks of both women and minorities, which hardly inspires confidence in its ability to measure the skills it purports to identify. As for the Graduate Record Exam (GRE), required by most academic graduate programs, a recent study of 5,000 students found that their scores told us almost nothing, beyond what we might already know from their grades, about how they would perform in graduate school.

Another line of attack against the tests grants their accuracy in measuring certain academic

skills but challenges the notion that these are the skills most worth having. High test scores, opponents insist, reveal little more than a talent for taking tests. According to a 1994 study by the National Association of School Psychologists, students who do well on the SAT tend to think by "rote" and tend to favor a "surface approach" to schoolwork. Low scorers, by contrast, are more likely to delve into material, valuing "learning for its own sake."

It is likewise contended that no mere standardized test can capture the qualities that translate into real-world achievement. Thus, when it emerged last year that American children ranked dead last among the major industrial nations in the Third International Mathematics and Science Study, the Harvard education expert Howard Gardner declared himself unconcerned. The tests, after all, "don't measure whether students can think," just their exposure to "the lowest common denominator of facts and skills." Besides, Gardner observed, at a time when America enjoys unrivaled prosperity, what could be more obvious than that "high scores on these tests . . . aren't crucial to our economic success"?

In a similar vein, the social commentator Nicholas Lemann has called for a reassessment of what we mean by meritocracy. Our current view of it, he argued recently in the New York Times, is "badly warped." If universities are to regain the "moral and public dimensions" that once connected them to the wider society, instead of being mere instruments for "distributing money and prestige," they should begin to select not those students who excel on standardized tests but those with the skills necessary to lead "a good, decent life."

THIS VARIED chorus of critics has already won some significant concessions from the current testing regime. For one thing, ETS, faced with both adverse publicity and threats of legal action by activists and the U.S. Department of Education, has tried to remedy differences in group performance. On the Preliminary Scholastic Assessment Test (PSAT), which is used for choosing National Merit Scholars, a new method of scoring was recently introduced in the hope

that more women might garner the prestigious award. The old formula, which assigned equal weight to the math and verbal sections of the test, was replaced by an index in which the verbal score, usually the higher one for female test-takers, was doubled. The point, as a prominent testing official put it, was "to help girls catch up."

More widely publicized was the massive "recentering" of SAT scores that went into effect with the 1996 results. Though the declared aim of ETS was a technical one—to create a better distribution of scores clustered around the test's numerical midpoint—the practical effect was a windfall for students in almost every range. A test-taker who previously would have received an excellent score of 730 out of 800 on the verbal section, for example, is now granted a "perfect" 800, while the average scores for groups like blacks and Hispanics have received a considerable boost.

But since neither "recentering" nor any other such device has succeeded in eliminating disparities in scores, opponents of tests have had to look elsewhere. At universities themselves, affirmative action has long been the tool of choice for remedying the alleged biases of tests. With racial preferences now under siege, economic disadvantage is being talked about as a new compensating factor that may help shore up the numbers of minority students. The law school at the University of California at Berkeley, for instance, has introduced a selection system that will consider a "coefficient of social disadvantage" in ranking applicants.

Some schools go farther, hoping simply to do away with standardized tests altogether. There are, they insist, other, less problematic indicators of student merit. High-school grades are a starting point, but no less important are essays, interviews, and work portfolios that offer a window into personal traits no standardized test can reveal.

Bates College in Maine, like several other small liberal-arts schools, has already stopped

requiring applicants to take the SAT. According to the college's vice president, William Hiss, standardized scores are far less meaningful than "evidence of real intelligence, real drive, real creative abilities, real cultural sensitivities." These qualities, moreover, are said to be especially prominent in the applications of minority students, whose numbers at the school have indeed shot upward since the change in policy.

TAKEN AS a whole, the campaign currently being mounted against standardized testing constitutes a formidable challenge to what was once seen as the fairest means of identifying and ranking scholastic merit. Since that campaign shows every sign of intensifying in the years ahead, it may be relevant to point out that every major premise on which it rests is false.

In the first place, the SAT and GRE are hardly the meaningless academic snapshots described by their critics. Results from these tests have been shown to correspond with those on a whole range of other measures and outcomes, including IQ tests, the National Assessment of Educational Progress, and the National Educational Longitudinal Study. Though each of these uses a different format and has a somewhat different aim, a high degree of correlation obtains among all of them. This holds true for racial and ethnic groups as well. Far from being idiosyncratic, the scoring patterns of whites, blacks, Hispanics, and Asians on the SAT and GRE are replicated on other tests as well. It was in light of just such facts that the National Academy of Science concluded in the 1980's that the most commonly used standardized tests display no evidence whatsoever of cultural bias. Nor do the tests fail to predict how minority students will ultimately perform in the classroom. If, indeed, the purported bias in the tests were real, such students would earn better grades in college than what is suggested by their SAT scores; but that is not the case. As Keith Widaman, a psychologist at the University of California, showed in a recent study, the SAT actually overestimates the first-year grades of blacks and Hispanics in the UC system.

Foes of testing are a bit closer to the mark when they claim that women end up doing better in college than their scores would indicate. But the "underprediction" is very slight—a tenth of a grade point on the four-point scale—and only applies to less demanding schools. For more selective institutions, the SAT predicts the grades of both sexes quite accurately.

As for the claim that test scores depend heavily on income, the facts again tell us otherwise.

Though one can always point to exceptions, students who are not of the same race but whose families earn alike tend, on average, to perform very differently. A California study found, for example, that even among families with annual incomes over \$70,000, blacks still fell short in median SAT scores, trailing Hispanics by 79 points, whites by 148 points, and Asians by 193 points.

This suggests that universities turning to economic disadvantage as a surrogate for racial preferences will be disappointed with the results. And this has already proved to be the case.

When the University of Texas medical school mounted such an effort, it found that most of its minority applicants did not qualify for admission, coming as they did from fairly comfortable circumstances but still failing to match the academic credentials of lesswell-off whites and others.

In fact, as a University of California task force concluded last year, so-called economic affirmative action, by opening the door to poor but relatively high-scoring whites and Asians, might actually hurt the prospects of middleclass blacks and Hispanics.

WHAT ABOUT relying less on tests and more on other measuring rods like high-school grades? Unfortunately, as everyone knows, high schools across the country vary considerably, not only in their resources but in the demands they make of students. An A- from suburban Virginia's elite Thomas Jefferson High School of Science and Technology cannot be ranked with an A- from a school in rural Idaho or inner-city Newark, especially at a time of rampant

grade inflation aimed at bolstering "self-esteem." It was precisely to address this problem that a single nationwide test was introduced in the first place.

Nor is it even clear that relying more exclusively on grades would bump up the enrollment numbers of blacks and Hispanics, as many seem to think. While it is true that more minority students would thereby become eligible for admission, so would other students whose grade-point averages (GPA's) outstripped their test scores. A state commission in California, considering the adoption of such a scheme, discovered that in order to pick students from this larger pool for the limited number of places in the state university system, the schools would have to raise their GPA cut-off point. As a result, the percentage of eligible Hispanics would have remained the same, and black eligibility actually would have dropped.

In Texas, vast disparities in preparation have already damped enthusiasm for a much-publicized "top-10-percent" plan under which the highest-ranking tenth of graduates from any Texas high school win automatic admission to the state campus of their choice, regardless of their test scores. Passed in the wake of the 1996 Hopwood case (1996), which scuttled the state university's affirmative-action program, the plan has forced many high schools to discourage their students from getting in over their heads when choosing a college. As one guidance counselor quoted in the Chronicle of Higher Education warned her top seniors, "You may be sitting in a classroom where the majority of students have demonstrated . . . higher-order thinking skills that are beyond what you have. You'll have to struggle."

Grades aside, what of the various less measurable signs of student potential? Should not a sterling character or artistic sensitivity count for something? What of special obstacles overcome? Certainly, such things should count, and always have counted—more so today than ever, to judge by the sorts of questions most schools currently ask of applicants. But gaining a fuller picture of a particular student's promise is a difficult business, especially in an admissions

process that very often involves sorting through thousands of individuals. Moreover, it can only go so far before it ceases to have anything to do with education.

What a student is like outside the classroom is surely significant, but until we are prepared to say outright that the heart of the matter is something other than fitness for academic work, a crucial gauge of whether a student is going to be able to pass a biology final or write a political-science research paper will remain that old, much-maligned SAT score.

THERE ARE, to be fair, social commentators who acknowledge this ineluctable fact, and who therefore urge us to direct all our remedial efforts toward improving the test scores of American blacks. But for the true opponents of testing, such efforts-the work of generations-are clearly beside the point. Basically, what these critics are hoping to do is to achieve the ends of affirmative action by other, more politic means.

Hence the search for supposedly more "nuanced" measures of scholastic merit like "creativity" and "leadership," tacitly understood as stand-ins for skin color. But there is no reason to think that minority students possess these qualities in greater abundance than do their peers. The attempt to substitute them for test scores will thus only perpetuate the corrupt logic of affirmative action by piling deception upon deception.

Whatever the euphemism used to describe it, only counting by race and gender can produce the result that will satisfy the most determined critics of standardized testing. If they have their way, and such testing wholly or partly disappears, we will have forfeited our best and most objective means of knowing how our schools are doing, as well as any clear set of standards by which students themselves can judge their own progress. On that day, America's astonishingly successful experiment in educational meritocracy will have come to an end. How this will benefit the poor and disadvantaged among us, or help them get ahead, is anybody's guess.

See "America's Next Achievement Test" by Christopher Jencks and Meredith Phillips in the September-October American Prospect.

DAVID W MURRAY, a new contributor, is director of research at the Statistical Assessment Service in Washington, D.C.

Publication#W\ POP# 64. The New York Times"Publication" #:\ PPP# 09/18/98Section: Editorial Desk; Section A; Page 28, Column 5

Headline#\ PQP# Can Colleges Be Diverse and Fair?Headline #:\ PRP# To the Editor:

In your Sept. 14 editorial on the recent study of affirmative action, you note that "the study looks at very selective colleges because it is primarily at these institutions that race-sensitive admission policies are an issue." If so, why the hue and cry on your editorial page about the abandonment of affirmative action in the California university system?

It should come as no surprise that race-based preferences have a less detrimental effect at elite schools, since only the most motivated and prepared need apply. It is at the more broad-based institutions (like the California university system) that racial preferences need to be examined. What was the control group for this study? Are there any elite schools with a color-blind admissions policy?

DAVID CURTIN

Logan, Utah, Sept. 14, 1998

The writer is an assistant professor of music at Utah State University.

Publication#W\ PSP# 65. The New York Times"Publication" #:\ PTP# 09/18/98Section: Editorial Desk; Section A; Page 28, Column 4

Headline#\ PUP# New York Schools Are Already PolicedHeadline #:\ PVP# To the Editor:

Placing police personnel in charge of security at New York City's public schools may not be the best idea, but not for the reasons school officials cite (news article, Sept. 17). More police officers involved in the schools means fewer officers out on patrol in the streets.

Fears that the police will make schools feel like prisons are belated. Metal detectors, security guards and the like have already created a prisonlike atmosphere in many public schools.

As long as teachers and administrators remain unable to discipline students, the schools in our larger cities will remain in the state they are in. Funny, we don't have metal detectors in Catholic schools.

BART BAKER

Jersey City, Sept. 17, 1998n

Publication#W\ PWP# 66. The Washington Post"Publication" #:\ PXP# 09/18/98; Edition: FINAL; Section: OP-ED; Page A28

Headline#\ PYP# Eager to TeachHeadline #:\ PZP#
The front-page story Aug. 31 concerning the schoolteacher crisis in our local schools is puzzling. In June, I retired from the Navy after 30 years as a submarine officer. I had command of two nuclear submarines, and I commanded two shore establishments. Teaching mathematics at the middle school or high school level I had always been one of my second-career interests. I have a bachelor of science in naval engineering/naval architecture and a master of science in mechanical engineering. Additionally, I recently completed 20 credit hours in the Graduate School of Education at Boston University to help prepare me for a possible career in teaching. I maintained a 4.0 average for those 20 credit hours. I was a professor of naval science at Boston University and a visiting professor at MIT for three years, and I designed and taught a four-credit university course in leadership and ethics. I also supervised eight assistant professors in teaching a 10-course curriculum.

Early this year, I applied for a teaching position with both Fairfax County and the City of Falls Church. I also sent a letter with my resume and transcripts to every middle school and high school principal in the Fairfax County area. I received the courtesy of a reply from only one principal and that was simply an acknowledgment of my letter.

I see that schools are scrambling to fill a desperate need for math teachers at the last minute in the crisis management mode. Meanwhile, I have found another job and have embarked on a new career. I was not a certified teacher, but I was close to meeting all the requirements for certification through the state's alternative licensure procedures. I needed one principal to take a chance on me in a provisional status. This crisis is puzzling indeed.

M. L. McHUGH

Dunn Loring
Publication#W\ P[P# 67. The Washington Post"Publication" #:\ P\# 09/18/98; Edition: FINAL; Section: OP-ED; Page A28

Headline#\ P]P# My Stuyvesant HighHeadline #:\ P^P#

My recollections of the teachers at Stuyvesant High School in New York City are very different from those of Howard David Greyber ["A Learning Environment," Letters, Sept. 3]. Also, he implied that when he attended, there was no entrance examination. That must have been a very long time ago, because there was an entrance examination when I went there, back in 1953-1956.

While it is true that Stuyvesant collected a lot of bright (then male-only) students, the teachers I had contributed greatly to the intellectual spirit and ferment in the place, inspiring many students to strive to excel academically. I can still recall excellent, well-prepared teachers of English, history, math, physics, chemistry and biology. When I was there, the faculty included several teachers (they were not administrators) who held PhDs "e.g., in English, physics, etc. Some of the best teachers had come from an experimental school called Townsend Harris,

whose existence I understood to have been discontinued by the city for reasons unknown to me.

Other teachers were published scholars and authors of textbooks. They had gone into public school teaching during the Depression because of the paucity of academic career opportunities back then.

I also remember most of those teachers expecting us to do what in retrospect seem like prodigious amounts of homework, almost daily. Doing it prepared us for the next class, and thereby we learned and learned.

PHILIP FILNER

Owings Mills, Md.
n

Publication#W\ P_P# 68. The (Wis.) Capital Times"Publication" #:\ P`P# 09/17/98; Edition: All; Section: EDITORIAL; Page 13A

Headline#\ PaP# STUDENT VOICES ARE SILENCEDHeadline #:\ PbP#
By Gina Bosben
Madison

Dear Editor: The attempt of University of Wisconsin-Madison students to voice their opinions about how their university should be run at a recent speech of Tommy Thompson was met with aggression and closed minds.

Out of a crowd of about 60 people demonstrating, two known activists, Ben Manski and Erin-Clare Quinn, were picked out and arrested. Manski was pulled out of the crowd early on in the demonstration by an officer from behind and, as one witness put it, "was wrestled to the ground at my feet" during the arrest. Quinn, who was also among many other demonstrators, was singled out from the front of the crowd and hauled off to jail. Other demonstrators at the rally were not allowed to even speak with or voice their opinions directly to Thompson.

If corporations are allowed to play major roles in our education while the voices of dissent are muffled, the door is opened for violations of the worst kind such as the downfall of higher education to better and protect ourselves and our world, the downfall of the right to speak against atrocities in our society and the downfall of free speech altogether.
ART Caption: Gov. Tommy Thompson

Headline#\ PeP# BLACK NEIGHBORHOODS NEED

NEW SCHOOLSHeadline #:\ PfP#

By the Greensboro Community Initiative

After two years of thoughtful discussions, the participants in the Greensboro Community

Initiative concluded that the most significant step we could take as citizens interested in helping our economically deprived neighborhoods is to focus on improving the quality of education provided to each of our children.

This is not surprising. Forecast 2015 and other citizen groups have concluded that education is one of Guilford County's most pressing issues. Indeed, it seems that virtually every citizen recognizes that schools are critically important. The crying need for new and improved facilities is widely agreed upon, and the quality of public education is an important consideration in corporate relocations.

But GCI has focused on a truly vital issue not widely-recognized - that in east Greensboro, that area of Guilford County with the largest concentration of children below the poverty-line, there are few convenient schools. Our history is that six schools in the historically black community have been closed under the banner of integration since the early 1970s. Subsequent school construction has been in predominantly white suburban areas. For the last 20 years, black children have borne the primary burden of busing for integration, and black parents have had geographic and other obstacles to participation in their children's schools.

In response, GCI has concluded:

Our overriding principle must be educational excellence and equity for every child; and integration must serve this principle, not negate it.

The return, renovation and construction of schools in the historic black community should

receive the highest priority, so that all of our children can attend high quality schools within reasonable distance of their homes and so that obstacles to parental involvement can be removed.

Our community should rally to encourage our elected representatives to provide the necessary resources to fulfill these objectives, including needed additional resources to ensure that "at-risk" children achieve educational excellence.

Some have expressed concern that a cry for excellent schools convenient to black children may be motivated by a desire for segregated schools. We would be remiss not to acknowledge that there are people who desire segregated schools and who would misuse our position to advance that agenda. On the other hand, our position has been confused with the historic separate but equal doctrine. Neither of these views accurately represents the GCI position statement.

We acknowledge the importance of diversity and integration, However, the priority must be excellence in all of our schools. Diversity and integration must be carried out to serve that end. It is better for black children to attend an excellent school with parental and community involvement than it is for black children to be bused to suburban schools without that nurturing environment. It is also important for our black communities to have the infrastructure a good school provides.

We must work together to eliminate the old framework of "good" schools and "bad" schools - usually racially defined - and to replace it with excellence in all schools. When all schools are good schools, much of the problem of achieving diversity will be solved.

What we ask is that our fellow citizens speak out in support of excellent schools in excellent facilities that are convenient to all of our children.

Members of the steering committee of the Greensboro Community Initiative are: Mayor

Carolyn Allen, the Rev. George Brooks, the Rev. Nelson Johnson, Suzanne Pl

ihcik, Priscilla Taylor, council member Claudette Burroughs-White, John Hopkins
, Alex Spears and Otis Wilson.

Publication#W\ PgP# 70. Philadelphia Inquirer"Publication" #:\ PhP#September
18, 1998

Headline#\ PiP# Casting a thoughtful new light on the
racial gap in test score

s Headline #:\ PjP#Subhead#[\ PkP# A new book may do what "The Bell Curve"
did not:

Bring civil discussion to a serious disparity. Subhead#:\ PIP#
David Boldt / Alarms and Diversions

The sensitive subject of the differences in black and white test scores is about
to make a
reappearance in the public arena " pushed forward this time by, of
all people, liberals.

The subject was shoved aside for the most part after the intense flare-up of co
ntroversy
following the publication in 1994 of The Bell Curve by Charles Murray
and Richard Herrnstein,
who attributed the gap largely to inherent differences
between blacks and whites.

It will be brought back by The Black-White Test Score Gap, edited by Christophe
r Jencks
of Harvard and Meredith Phillips of UCLA, and published this month by
the Brookings
Institution. A synopsis appears in the current issue of The Ameri
can Prospect, a liberal journal.

The Jencks book is intended to be a rebuttal to The Bell Curve but, ironically,
may
accomplish something Murray hoped his book would do, yet did not.

That is, the Jencks book may succeed in bringing the subject of the test-score
disparity out
into the open; provide a vocabulary with which it can be discusse
d civilly; and open the way to
formulate constructive social policies.

The Bell Curve, by contrast, zoomed through public policy debate like a Stealth
bomber. Its

name was seldom, if ever, spoken aloud in legislative or judicial debate, though its effects were clearly felt. Affirmative-action policies that had been sacrosanct for years were suddenly wobbling.

One can, if one wishes, go down for the third time in a stormy debate over the degree to which Jencks, Phillips and the two dozen other contributors have succeeded in their goal of showing that The Bell Curve overstates the role of innate intelligence and understates the importance of social environment.

What might be more useful, however, would be to use the conclusions drawn by Jencks and Phillips in their introductory summation as representing a more or less universally accepted baseline of conclusions about the test-score debate "and to use that as a starting point for policy discussions.

Without attributing the differences to genetics, Jencks and Phillips make clear that the present gap is large and important. Blacks score lower than whites on vocabulary, reading and mathematics tests, as well as on tests that claim to measure scholastic aptitude and intelligence.

"The gap appears before children enter kindergarten, and it persists into adulthood," they write. "It has narrowed since 1970, but the typical American black still scores below 75 percent of American whites."

This gap is not the result of cultural bias in the tests, they conclude, and equalizing the social and economic background of blacks and whites would have only a small effect. Moreover, the tests do measure skills that matter in the real world.

The editors believe that the gap can be greatly reduced or even eliminated. To demonstrate that test scores are subject to change, they point to the fact that IQ scores generally have generally been rising, that the gap between blacks and whites had been narrowing until very

recently, and that black children adopted by white parents post higher test scores, at least until adolescence.

(The drop-off in the scores of adopted black children when they become teenagers could be the result of negative pressures from other black teenagers, though the power of these peer pressures is left unresolved in the book.)

The precise causes for the current differences between blacks and whites aren't known, Jencks and Phillips acknowledge, largely because the subject has been seen by researchers as too hot to handle "a state of affairs that will have to change, they say.

Their "best guess" is that new theories will emerge based less on families' economic and educational resources, and more on "the way family members and friends interact with one another and the outside world."

Parenting styles and analyses of subtle aspects of school environment, such as the expectations of teachers, will probably turn out to have larger effects than can now be proved, they hypothesize.

Some factors that are known, but haven't been acted on, can be put to better use, they say. For instance, it's known that one of the most important things is to have teachers who themselves have posted high scores in achievement and aptitude tests, yet too little is being done to attract such people into teaching.

Interestingly, the conclusions in the book are largely congruent with the attitudes of black parents reported in a recent Public Agenda study, A Time to Move On. It showed that far more black parents believed that standardized tests "measure real differences in educational achievement" than believed the tests were culturally biased.

An overwhelming majority of black parents (78 percent) would like to see the test-score

disparity highlighted, rather than covered up, believing this will justify the need to improve educational opportunities for blacks.

The black parents also want the best possible teachers hired, regardless of race, and higher standards in the schools their children attend, things Jencks and Phillips can buy into " as well as Murray.

No one, after all, would dispute the concluding line of Jencks and Phillips' introduction: "We can do better."

Publication#W\ PmP# 71. St. Petersburg Times"Publication" #:\ PnP#September 18, 1998

Headline#\ PoP# A smart university planHeadline #:\ PpP#

Politics and parochialism have long undermined the mission of Florida's public universities.

It is a mix that jeopardizes the quality of Florida's work force just as the state takes on increasing importance within the global economy. So it was encouraging last week to see a little political muscle being used to defend, rather than destroy, a laudable plan by the Board of Regents to reorganize Florida's university system.

The plan is an overdue antidote to the duplication and waste caused by the need for less competition among Florida's 10 public universities. It would divide the universities into three categories that reflect the distinct history, geography and mission of each institution.

The University of Florida, the University of South Florida and Florida State University would be classified as Research I schools, meaning they would have the flexibility needed to distinguish themselves as research and graduate institutions.

The remaining seven universities would put a greater emphasis on undergraduate education, and some would be rewarded with academic programs that cater to minorities and other students

underserved in their corners of the state.

Critics are picking apart the regents' plan, but the reorganization would only codify the obvious. The Big Three universities already are in a separate league " academically, geographically, financially " from their sister campuses, and they deserve to make the most of their corporate ties, faculty, alumni base and academic potential.

Nothing in the regents' plan would bar any other university in the system from seeking higher status in the future. Indeed, the reorganization may make it easier for historically black Florida A&M University and Florida International University, in fast-growing South Florida, to show the need for obtaining specialized programs to serve minorities or distinct areas of the state.

The regents improved the plan last week by calling for statistical benchmarks to measure whether the tiered system proves effective. That addition will make the regents and the university presidents more accountable. It should provide a fair and responsive mechanism for deciding whether and when a university deserves higher status within the system. It also makes the tiered plan an easier sell to skeptical lawmakers.

Some legislators are grumbling that the tiered plan will stifle the growth of universities in their home towns. But the opposite is true. The plan gives newer schools a framework for excelling without having to engage in the lost cause of expensive competition against older and better-established institutions. That is why the regents want the Legislature to cede some authority over education spending, a move that would benefit the universities both individually and systemwide.

The current funding system rewards universities for their academic depth and political weight, a process that benefits the oldest and largest schools at the expense of a coordinated university system. It encourages empire-building on ind

individual campuses and allows powerful lawmakers to pull strings for their alma maters.

The regents have finally crafted a thoughtful plan that reflects the varying missions of Florida's public universities without balkanizing them into warring fiefdoms. The regents also would increase accountability by bringing some budgetary authority to the local level. These are priorities that lawmakers of both political parties have espoused not only for education spending, but for government as a whole.

Republican lawmakers have special reason to embrace the proposal by Chancellor Adam Herbert. The plan reflects traditional GOP principles, and Republicans were instrumental in helping Herbert win his job. They should seize this first, best and perhaps only chance to bring focus and efficiency to a system plagued by the compounding spiral of infighting and growth.

Publication#W\ PqP# 72. Syracuse Post-Standard "Publication" #:\ PrP# 09/16/98; Edition: Metro; Section: Editorial; Page A14

Headline#\ PsP# FINALLY, SCHOOL YOUNGSTERS MAY BE MORE EAGER THAN USUAL TO START

STORM-DELAYED CLASSES.Headline #:\ PtP#

Who ever thought the day would arrive when most Central New York youngsters - not just parents - actually looked forward to the first day of school?

That may have been the case this week, when classes finally started for thousands of elementary, middle and secondary students in Onondaga County. Monday was the first day some districts felt they could safely accommodate their young charges in the aftermath of last week's killer storm. Most Syracuse schools followed suit Tuesday.

"The students were anxious to get back," said one principal. "This had to be the longest summer vacation in recorded history."

The decision to postpone the start of classes was a wise and necessary one. Not

only was
there damage and potential damage to school buildings and grounds to
contend with, but it took
days before some streets and sidewalks could be resto
red to a condition sufficient to
accommodate buses and the patter of little fee
t.

Drivers still negotiating around small mountains of piled-up logs and tree bran
ches now must
exercise extra caution so youngsters arrive safely at their class
rooms. Innately curious young
scholars are not usually the most attentive pedes
trians under normal circumstances. Now they
have many more reasons not to pay a
ttention to traffic as they gawk at the lingering emblems
of the Storm of '98 -
the flattened car; the giant, gnarled roots of a fallen oak; the sudden
altera
tion of a once-familiar landscape.

It's still a disorienting time, so please be careful.

Students, parents, faculty and administrators at Syracuse's Fowler High School
and Grant
Middle School have reason to be even more disoriented this week. Toda
y is the first scheduled
day of school for these students, who are due to be sh
aring Grant Middle School for at least
three weeks, until the damage at Fowler
can be brought under control.

It won't be an easy time for either student body. School days for each will be
compressed -
Grant's from an earlier-than-usual start of 7:15 a.m. to just 11:4
0 a.m., Fowler's from 12:10 p.m.
to 5:30 p.m. That's a quick turnaround for a t
otal of 1,850 enrolled students. It imposes added
burdens on parents who can't
leave work for their children's early arrival home or give a ride to
their late
-starting high schoolers. Students with after-school jobs will be inconvenience
d - and
the problem is compounded when that "job" involves looking after younge
r siblings already
home from school. Some parents have expressed concern about
shortchanging their kids'
education by this improvised arrangement. There is al
so concern about mixing older and
younger students.

But the staggered schedule is designed to limit contact between the age groups.
And there
will be an additional guard on hand to keep the peace.

Syracuse school officials explained that the compressed schedule sacrifices little if any
instructional time during the school day by eliminating lunch period
and "passing time" between
periods.

As for problems with child care, Superintendent Thomas Cappa was right in saying the district cannot be expected to make that consideration its top priority. Since there was no facility
available that could house all of Fowler's students,
and since staff and student leaders agreed
keeping the student body together was
as their chief concern, this appeared to be the best
temporary arrangement.

Here's hoping that Fowler and Grant students and their families can muster the
same
resourcefulness - and draw on the same wellspring of community support - that
helped them and
their neighbors weather the storm and its damage with such
grace and spirit.

Publication#W\ PuP# 73. Omaha World-Herald"Publication" #:\ PvP# 09/17/98; Edition: Sunrise; Section: Editorial; Page 22

Headline#\ PwP# UNO Teacher Program Earns PraiseHeadline #:\ PxP#
An unusual Omaha-based partnership is one of only 18 programs around the country that
received favorable mention from the U.S. Department of Education in
a report on the
improvement of quality teaching. Being named in the report reflects well on the University of
Nebraska at Omaha Education Department and on
five school districts that are participating.

The five-year-old program, known as Career Advancement and Development for Recruits
and Experienced Teachers, links experienced teachers with younger teachers.
The idea is to give
assistance and mentoring by experienced teachers for new
teachers who are pursuing a master's
degree at UNO. For the experienced teachers, the program provides the opportunity to do
research, pursue additional education

tion and work with school administrators.

Nancy Edick, director of the program, said it originated 10 years ago as part of a university-sponsored mentoring effort in which experienced teachers are paired with new teachers to provide advice and guidance.

What evolved was an expansion of the mentoring concept. Experienced teachers leave the classroom, turning their classes over to the first-year teachers for a school year. The older teachers then provide guidance and support. They are allowed to spend time on research projects or educational study. Some teach undergraduate classes at the university. They are also available for administrative duties.

Young teachers are encouraged to develop their skills while earning their advanced degree. More-experienced teachers have a chance to pursue professional advancement.

Edick said the hope is that the experience will affect teacher retention and satisfaction as well as having a positive impact on teacher effectiveness. This year, 29 beginning teachers and 15 veteran teachers are involved. Edick said that officials want to expand the program because demand is high, but they don't want to affect its quality.

"I really think the success of the program speaks to the quality of teachers we have in the metro area," she said.

The UNO partnership puts appropriate emphasis on professional development. It represents a creative approach to improving educational quality. Recognition in Washington is a well-deserved compliment.

Publication#W\ PyP# 74. The Atlanta JournalConstitution"Publication" #:\ PzP# 09/17/98Section: Editorial; Page A;18

Headline#\ P{P# Now it's up to Cobb schoolsHeadline #:\ P|P# STAFF

The future of education in Cobb County looks brighter this week after voters embraced a 1 percent sales tax that will generate \$673 million over five years. The money will fund desperately needed new schools in the Cobb and Marietta school districts.

The tax failed last year after a dismal 10 percent of voters turned out at the polls. But backed by a coalition of PTAs and business leaders, the tax succeeded this time, in large part because of a good turnout by parents unhappy with schools on campuses dotted with hundreds of trailers.

Opponents of the tax measure now pledge to switch their focus to unseating Cobb school board members. They maintain that Cobb already spends enough on education and that schools could get by on less by concentrating on basics.

But parents in Cobb and throughout metro Atlanta have to understand that the "basics" of the one-room schoolhouse aren't sufficient to prepare children for the next century.

Students no longer return to family farms where mathematical skills were limited to basic accounting. Nor do they graduate to high-paying factory jobs with a guarantee of lifetime employment and a gold watch at retirement.

Today's high school sophomores undertake chemistry classes that their parents wouldn't have encountered until college. The amount of information that schools must impart has increased tenfold with the science and technology revolution. Along with their ABCs, children have to learn about DNA, HIV and "http:".

In considering what public schools spend, it helps to remember that many of Atlanta's top private schools charge \$10,000 a year or more. Public schools on average spend about \$6,000 per student.

Private schools also enjoy the luxury of handpicking their students. They reject the children with serious learning disabilities or behavioral disorders because

se special-needs students are more
expensive and more challenging to educate.

The Cobb system provides one of the finest educations in Georgia, and superinte
ndent
Richard Benjamin promises more accountability and openness.

This doesn't mean public schools deserve a blank check. As the county and city
school
districts embark on their ambitious building plans, taxpayer oversight w
ill be all the more crucial.

The "yes" vote on the sales tax shows faith in the
schools and the administrators. It's up to the
school systems to prove that fa
ith warranted.n

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

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

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D55]ARMSZZ000SME0.002 to ASCII,
The following is a HEX DUMP:

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

Daily Education News



Friday, September 18, 1998

U.S. Department of Education

Office of Public Affairs

Carlin Hertz, Editor · 202-401-1576

Visit our online version at intranet/news

This compilation of news reports contains copyrighted materials obtained through licensing agreements and is intended solely for the use of department employees.

What Follows

NATIONAL

1. Washington Post
A Definite Focus on Public Policy
2. USA Today
Fewer teens having sex, study says
3. The Washington Post
Study: More Teens Refrain From Sex
4. The New York Times
Poll Shows Decline in Sex By High School Students
5. Los Angeles Times
Fewer U.S. Teens Having Sex in '90s, Officials Say
6. Associated Press
Race Panel Sees 'White Privilege'
7. The New York Times
Clinton Panel on Race Urges Variety of Modest Measures
8. Boston Globe
President's racial board cites bias
9. San Francisco Examiner
President's race initiative plays in Piedmont
10. All Things Considered (NPR)
New York School Safety

TRADE

11. Chronicle of Higher Education -- Academe Today
Congress Nears Deal on Interest Rates on Refinanced Student Loans
12. Chronicle of Higher Education -- Academe Today
Year-2000 Problem at Education Department Could Delay Student Aid, GAO Official Warns
13. Chronicle of Higher Education
Education Department Said to Be Close to Naming Aid-Delivery Czar
14. Chronicle of Higher Education -- Academe Today
Year-2000 Problem at Education Department Could Delay Student Aid, GAO Official

Warns

15. LRP Publications
House Dems Up In Arms Over Education Block Grant Proposal
16. LRP Publications
Coalition Unveils Multi-Million Dollar Internet Education Campaign
17. Education Daily
Civil Rights Group Accuses ED Of Lax Title I Oversight
18. Education Daily
House HEA Conferees Reach Loan Consolidation Truce
19. Education Daily
Poll: Public Wants Better Teacher Training
20. Education Daily
AASA Hears Call For Change In Budget Law For Education
21. Education Daily
With Session Ending, House Sets Education Task Force
22. Education Daily
Panel: Teachers Need Skills To Spot Learning Problems
23. Education Daily
Ariz. High School Tackles Tough Special Ed Cases

LOCAL

24. The Virginian-Pilot and The Ledger-Star
NSU TEACHER TRAINING PROGRAM ONE OF 18 RECOGNIZED NATIONWIDE
25. Seattle Times
Home-schoolers get help from Seattle district
26. Los Angeles Times
Wilson Signs Bills to Raise Number, Skills of Teachers
27. Los Angeles Times
Clinton Debate in Class Is Delicate Affair
28. The New York Times
Serious Crimes Dip in Schools, but Total Incidents Rise
29. Philadelphia Inquirer
At a new charter school in Phila., the test begins
30. The Washington Post
Clinton Affair Surprises Few Area Students
31. The Washington Post
Students Miss School Over Residency Deadline
32. The Washington Post
In Fairfax, School Guard Shortage Thins Police
33. The Washington Post
Tough Rules Get Tougher at Naval Academy
34. The New York Times
Assemblyman Asks State To Control City Schools
35. Philadelphia Inquirer
The boys gathered with boys, girls with girls.
36. Albuquerque Journal
Teachers Rally For Pay, Respect
37. Riverside (Calif.) Press-Enterprise
Students cope without bilingual teaching
38. The Hartford Courant
STUDENTS SCORE INCREASE ON SATS
39. Orlando Sentinel

NEW CHARTER SCHOOL MAY BE CLOSED

40. New York Daily News
Schools See Dip In Serious Crimes
41. New York Post
TALKS WITH PRINCIPALS ARE STUCK ON TENURE
42. Richmond Times Dispatch
City schools to receive \$1 million
43. Austin American-Statesman
Stepping into the classroom, fast
44. San Francisco Chronicle
UC Graduate Programs See Fewer Blacks
45. San Francisco Chronicle
'Scarlet Letter' Suit Against Religious School
46. Denver Post
CU spends \$350,000 to improve campus safety
47. San Diego Union Tribune
UC to spend \$40 million to help recruit disadvantaged students
48. Sacramento Bee
Supporters of bilingual education lose ruling
49. Milwaukee Journal Sentinel
State's third-graders read better
50. Minneapolis Star Tribune
Minnesota joins nation's growing teacher shortage
51. St. Petersburg Times
Computer degrees all the rage
52. Miami Herald
Union's ad targets tuition vouchers
53. San Diego Union Tribune
More class-size reductions set for Cajon Valley Union

INTERNATIONAL

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

COMMENTARY

61. Washington Times
Directing funds toward classrooms
62. Governing
The Conglomerate College
63. Commentary
The war against testing

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

EDITORIAL

71. St. Petersburg Times
A smart university plan
72. Syracuse Post-Standard
*FINALLY, SCHOOL YOUNGSTERS MAY BE MORE EAGER THAN USUAL TO
START STORM-DELAYED CLASSES.*
73. Omaha World-Herald
UNO Teacher Program Earns Praise
74. The Atlanta Journal-Constitution
Now it's up to Cobb schools

NATIONAL

1. Washington Post

September 18, 1998

A Definite Focus on Public Policy

Hillary Clinton Speaks Out, but Not on Husband's Problems

By John F. Harris

Washington Post Staff Writer

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

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

Yesterday offered a vivid example.

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

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

And last night she delivered a wide-ranging address on the need for U.S. activism overseas. She reiterated the administration's usual arguments in favor of paying the U.S. dues to the United Nations, and for generous foreign aid to developing and former communist nations making the transition to democracy and capitalism. But she did so in blunter terms than her husband often uses.

"I have seen first-hand how American programs overseas have

helped fuel progress," she told the liberal Center for National Policy, but due to insufficient congressional interest and funding, "we have not played the role we could have played."

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

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

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

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

The first lady, according to a variety of people who have talked with her, is neither personally ready to speak out nor believes that it is wise politics. To the contrary, one outside Clinton adviser said, she wishes the president would put an end to his repeated statements of contrition and focus strictly on policy.

"She's going to keep her powder dry," said one family friend who has spoken to both the president and first lady. "I think she will speak eventually, but she does not feel this is the time."

There are hints, meanwhile, suggesting that the apparent freeze in the Clinton marriage may be thawing a bit, even though her disappointment in

him remains deep, according to some confidants. At the White House state dinner Wednesday night honoring Czech Republic President Vaclav Havel, the couple strode hand-in-hand to the stage to thank entertainer Lou Reed, and later took to the floor together for rock-and-roll dancing.

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

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

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

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

At her appearances yesterday, audiences poured out longer-than-usual applause. When Gordon M. Ambach, executive director of the Council of Chief State School Officers, told her from the podium that "education has never been given such prominence from the White House" as it has under the Clintons, there was a standing ovation

that some in the audience later said was a way of showing the first lady that they support her during the current turmoil.

"My tribute is to both of them," Ambach said later. "There's a diminished recognition of how

powerful their advocacy for education has been." ■

2. USA Today

September 18, 1998

Fewer teens having sex, study says

By Steve Sternberg, USA TODAY

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

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

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

in sex are in the majority."

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

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

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

Among kids from 15 to 19 years of

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

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

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

■

3. The Washington Post

09/18/98; Edition: FINAL; Section: A Section; Page A02

Study: More Teens Refrain From Sex

Behavior Trends Shifted During '90s, Reflecting AIDS Threat

By Barbara Vobejda

Washington Post Staff Writer

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

The steep drops mean that for the first time this decade, fewer than half of the nation's high school students say they have had sex, with the most dramatic decline among boys. The new survey data show that just under 49 percent of young males reported that they were sexually experienced, down from more than 57 percent in 1991. For girls, the figure was just under 48 percent, down from about 51 percent.

The findings, combined with other recent studies showing fewer teenage

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

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

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

the patterns of the '70s and '80s had continued.

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

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

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

Janet Collins, a study author and a psychologist at the Centers for Disease Control, which produced the study, said the figures "certainly reinforce that something important is turning around here, and it's heading in the right

direction."

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

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

annually.

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

She cited the fact that many American teenagers become sexually active at relatively young ages, and many don't use contraceptives consistently or carefully. Douglas Kirby, senior research scientist at California-based ETR Associates, said programs common in schools and communities promote the notion that children should abstain from having sex altogether. The second message in many programs, he said, is "if you do have sex, you have to use condoms."

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

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

4. The New York Times

09/18/98 Section: National Desk; Section A; Page 26, Column 4

Poll Shows Decline in Sex By High School Students

AP

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

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

The centers analyzed data from a national sample of high school students

every two years from 1991 through 1997. In the 1997 survey, completed by 16,262 students, 48.4 percent said they were sexually experienced, compared with 54.1 percent in 1991.

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

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

It was not clear what was causing the

decline, but Dr. Kolbe said he believed it was the result of efforts by parents, schools and health officials to educate young people about safe sex and the risks of pregnancy and sexually transmitted diseases like AIDS. But he warned there were still plenty of conflicting sexual messages in movies, television and other media.

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

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

5. Los Angeles Times

* 09/18/98; Edition: Home Edition; Section: National Desk; Page A-1

Fewer U.S. Teens Having Sex in '90s, Officials Say

By MARLENE CIMONS
TIMES STAFF WRITER

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

reported Thursday.

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

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

Disease Control and Prevention.

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

"For the first time in a decade, less

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

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

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

"This is a very important set of data. It's the first time we've seen this kind of decrease," Kolbe said. "We've been very quick to criticize our young people

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

The results, some experts said, could in recent decades as we've watched this percentage increase, and I believe it is just as important to commend them as we watch it decline."

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

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

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

CDC said the decreases in sexual activity were also paralleled by declines in teenage pregnancy and gonorrhea, a

demonstrate that teaching students about sex and safe-sex practices does not result in an increase in promiscuity, as critics had feared.

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

sexually transmitted disease. Decreasing sexual behavior also reduces the danger of contracting other serious infections, such as AIDS, CDC said.

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

But health officials and others warned against becoming too complacent.

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

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

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

6. Associated Press

09/17/98

Race Panel Sees 'White Privilege'

By SONYA ROSS Associated Press
WASHINGTON (AP) - President Clinton is receiving a report from his commission on race Friday urging him to help educate Americans on "white privilege" and how it disenfranchises every group that came here without it.

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

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

With its report, the president's advisory board on race wraps up its

yearlong investigation of race in America.

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

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

Clinton was to receive the report Friday in a meeting with the board, which will then be disbanded. The

president has said he might continue the board's work through a permanent council, a step the board recommended. He will use the report as a basis for his own report on race in America.

Among proposals, the board:

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

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

-Brought to Clinton's attention the practice of racial profiling, in which

police use race to identify potential criminals. It is employed most often in traffic stops, a crime known casually as "driving while black."

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

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

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

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

Judith Winston, the race initiative's executive director, said the board felt it

"morally and intellectually indefensible."

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

"It addresses ... the kinds of dialogue and public education efforts that will help create the moral foundation for policy changes," Edley said. "The president sees this as an old and deep problem that no single report or was important for people to know the history of other races to understand their co-workers and neighbors better. "Most people don't even know enough about their own history, the history of their group, to be able to educate others even if they wanted to," Winston said.

Specifically, the board noted an "inferior and uncivilized" status given indigenous Indians, who were then rounded up and isolated; "constitutionally sanctioned" discrimination against black slaves and their descendants for hundreds of years; "marginalization" of Latinos through military conquest; a belief from the early 1900s that Asians were "a source of cheap labor," undeserving of owning land or having full citizenship rights; and "social exclusion, discrimination and disenfranchisement" that confronted immigrants from Ireland and Poland or those of Jewish, Catholic and Muslim religious faiths.

"Each of the minority groups ... shares in common a history of legally mandated and socially and economically imposed subordination to

collection of policy ideas will solve, but this is an important step."

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

white European-Americans and their descendants," the board said. "Such subordination has had powerful consequences for us as a nation. ... One of our conclusions is the importance of educating all people of the continuing existence of prejudice and privilege."

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

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

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

7. The New York Times

09/18/98Section: National Desk; Section A; Page 1, Column 1

Clinton Panel on Race Urges Variety of Modest Measures

By STEVEN A. HOLMES

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

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

justice system and immigration, it underscores these four recommendations as major:

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

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

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

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

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

"Those sound like a list of platitudes," Randall Kennedy, a Harvard Law School professor, said of the board's main recommendations. "My goodness, there is nothing substantive there. It's not like I'm searching for a

fight, but that's not exactly giving people direction. Talk about lowest common denominator!"

For example, Professor Kennedy noted, the board called for the Justice Department to consider restricting the use of racial profiling by Federal law-enforcement agencies and urging local police departments to do the same. Professor Kennedy, who opposes racial profiling — the use of race as a factor in determining the profiles of likely criminal suspects — said that if the board felt as he did, then it should have called for the practice to be outlawed.

Mr. Clinton is to receive the report at

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

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

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

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

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

Ms. Winston and White House officials said the board had never been expected to be an independent body like the Kerner Commission, which investigated the nation's racial climate after the urban riots of the late 1960's and produced bold policy

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

The current report brings the final chapter in the troubled history of the seven-member board, which was headed by the noted black historian John Hope Franklin. Almost from its inception, in June 1997, the body, formally the Advisory Board to the President's Initiative on Race, was plagued by a lack of organization, a youthful staff with few policy experts, a pronouncements. Instead, the panel was to serve as Mr. Clinton's "eyes and ears," gathering information that would help him develop his later report on race.

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

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

Beyond its main recommendations, the board's report did make other suggestions, many of which the panel had made before in letters to the

lack of political experience and continued interference by White House officials who feared the political consequences of its work.

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

President. It urged tighter enforcement of the nation's civil rights laws, an end to sentencing disparities for crimes involving crack on one hand and powder cocaine on the other, greater spending on teacher training and school construction in minority areas, and efforts to end income inequality.

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

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

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

8. Boston Globe

September 18, 1998

President's racial board cites bias

By Ann Scales, Globe Staff

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

Today, after 15 months of study and hundreds of racial dialogues around the country, President Clinton's race advisory board describes a somewhat different America: "more united" than

divided along racial lines, but a nation where "discrimination is still a fact of life."

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

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

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

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

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

The 200-page report is expected to be the last word from the seven-member advisory board to the President's

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

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

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

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

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

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

The report lays out a detailed account of the history of minorities in America, how they arrived, and what they confronted when they got here.

Initiative on Race. The racially diverse board has worked to jump-start his national conversation on race and gather facts for the report on the state of US race relations that Clinton plans to release early next year.

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

The report will be accompanied by a separate 74-page document prepared by the president's Council of Economic Advisers, at the advisory board's urging. The economic document provides statistics on the social and economic "History has consequences, and we cannot begin to resolve 'the race problem' if we are ignorant of the historical backdrop," the report said.

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

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

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

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

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

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

They also urged him to study the problems of police misconduct toward minorities, environmental racism, and

state of minority America.

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

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

minorities' access to technology. In addition, they recommended that he seek to reduce the disparity in prison sentences for crimes involving powdered cocaine, favored by whites, and its concentrated form, crack, which is more commonly used in poorer neighborhoods where minorities are concentrated.

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

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

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

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

T■

9. San Francisco Examiner

09/16/98; Edition: SECOND; Section: NEWS; Page A-19

President's race initiative plays in Piedmont

By WILLIAM WONG

THE BREATHLESS Lewinsky

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

Take President Clinton's race initiative. When he launched it last

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

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

Piedmont?

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

But one night last week, there it

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

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

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

The story of how Piedmont came to host the "Family Name" screening is itself illuminating. For most of its 92 years as a city, Piedmont - a little more than a square mile in area with only 3,500 households - has been the home

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

Both Sue and Martinez said they were blown away by the Piedmont event. They said they expected from 25 to 50 people. About 250 people showed up, far exceeding the Grace Cathedral crowd of 90. And some in the Piedmont

of executives, doctors and lawyers. Its racial makeup was white, its political orientation Republican.

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

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

audience stayed late into the night, talking in intense clusters. Martinez said some African Americans from Oakland told her they would otherwise never think of going to Piedmont.

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

10. All Things Considered (NPR)

will now handle training, recruitment, and supervision of the Section: News; Domestic;

New York School Safety

The New York City Board of Education voted last night to turn over control of school safety to the New York Police Department.

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

From New York, NPR's Melissa Block reports.

MELISSA BLOCK, NPR REPORTER: For years, the Board of Education's Division of School Safety

has been criticized for ineffectiveness and corruption. Nearly 400 school safety officers have themselves been arrested over the past seven years for crimes including drug possession and sexual assault.

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

That hostility was clearly evident at the packed board meeting last night, with an overflow crowd of well over 100 people, many of them

African-American. One by one, they rose to voice their strong opposition to the course the board was about to take.

Maria Justice is a parent from Brooklyn.

MARIA JUSTICE, PARENT, NEW YORK CITY: We have children that are not being educated, but yet we're preparing them if we put police in our schools; we're preparing them for a cell.

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

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

REV. DR. ADOLF ROBERTS, MOUNT CALVARY BAPTIST CHURCH, HARLEM: We do not

want our children to be forced to live in a hostile environment which represents an armed camp or having the trappings of a police state.

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

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

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

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

BLOCK: With the new plan, the mayor and the board have reached a JAMILLA HARDY, STUDENT, BOOKER T. WASHINGTON MIDDLE SCHOOL, NEW YORK: Say a fight was supposed to break out somewhere and there's a police officer standing right there. They're probably going to think that you're doing

compromise. The 3,200 school safety officers will be trained, recruited and supervised by the police department. While officers in most other big city school districts carry guns, in New York they'll remain unarmed carrying handcuffs.

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

Kurt Lavarello (ph) is executive director of the National Association of School Resource Officers, which represents school-based police. He's also a school police officer in Palm Beach, Florida. And he says the training for school security personnel needs to be different than that for street cops, with an emphasis on conflict resolution.

KURT LAVARELLO, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS: We may take a situation where there are two people fighting, and we may spend three, four hours mediating and getting something wrong and are going to send you to jail. And if this was a security officer, they wouldn't do that. They would go and they would talk it over with you.

BLOCK: It's still to be worked out exactly who has final say in whether a student is arrested or

all the players in that fight; where on the streets, if I responded to that situation, I'm going to maybe spend five minutes and tell them to both go home.

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

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

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

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

disciplined at school. The NYPD will assume control over school safety by the end of the year.

Melissa Block, NPR News, New York. ■

TRADE

11. Chronicle of Higher Education -- Academe Today

September 18, 1998

Congress Nears Deal on Interest Rates on Refinanced Student Loans

By STEPHEN BURD
WASHINGTON

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

In July, the Clinton Administration slashed for three months the interest rate that the government charges borrowers who consolidate their loans

into direct lending. The idea was to offer those borrowers the same low rates that the Higher Education Act legislation offers new borrowers. The White House and Democratic lawmakers have been urging Republican lawmakers to extend the time period during which borrowers could benefit from this rate cut in the Higher Education Act legislation.

But Republican lawmakers have opposed the proposal because, they have said, banks cannot afford to provide consolidated loans at the lower rates. Lenders must pay the government 1.05 per cent of the amount of the

combined loans when they make refinanced loans through the guaranteed-loan program. The G.O.P. lawmakers have complained that the government's competing direct-loan program would get an unfair edge if the legislation were to lower the consolidation rate for loans in that program, and banks could not match it.

The deal that Republican and Democratic House and Senate leaders were near finalizing Thursday would, through January 1999, lower the rate that borrowers pay on consolidated loans in direct lending to the same level set for new loans under this legislation.

The deal would also halve the 1.05-per-cent fee that lenders in the guaranteed-loan program pay the government to make refinanced loans, allowing them to offer rebates to borrowers that could match the lowered

rates in the direct-loan program.

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

Congressional leaders said that if the deal is completed, it is likely that the Higher Education Act legislation will go to the House and Senate floors for a final vote as early as next week. ■

12. Chronicle of Higher Education -- Academe Today

September 18, 1998

Year-2000 Problem at Education Department Could Delay Student Aid, GAO Official Warns

By STEPHEN BURD
WASHINGTON

The Education Department's slow start at dealing with the year-2000 computer problem could "severely disrupt" the delivery of federal student aid to colleges and students, a high-ranking official at the General Accounting Office said Thursday.

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

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

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

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

Mr. Willemssen spoke at a hearing of the House of Representatives Committee on Education and the Workforce's Subcommittee on Oversight and Investigations. The hearing was called after the Education Department received an "F" in a new

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

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

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

report card by the Technology Subcommittee for the House Government Reform and Oversight Committee for its "poor performance" in preparing for the year-2000 computer crisis.

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

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

"Only 470 days remain until January 1, 2000," he said. "If the Department of Education fails to seriously address these issues, millions of college students will be in jeopardy of not receiving their student financial aid." ■

13. Chronicle of Higher Education

September 11, 1998

Education Department Said to Be Close to Naming Aid-Delivery Czar

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

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

to do so.

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

Department officials declined to identify their choice, because the person

still must pass several security clearances. But sources said it is Suzanne Peck, a former administrator at Sallie Mae, who is reportedly well regarded by officials in the loan industry.

Ms. Peck was not available to comment. And a Sallie Mae spokeswoman said she knew nothing about the appointment. ■

14. Chronicle of Higher Education -- Academe Today

September 18, 1998

Year-2000 Problem at Education Department Could Delay Student Aid, GAO Official Warns

By STEPHEN BURD
WASHINGTON

The Education Department's slow start at dealing with the year-2000 computer problem could "severely disrupt" the delivery of federal student aid to colleges and students, a high-ranking official at the General Accounting Office said Thursday.

"The Education Department is now accelerating its program, but with the slow start, it remains in a position of playing catch up," said Joel C. Willemssen, director of the G.A.O.'s Office of Information Resources Management. "Accordingly, the department has major challenges ahead but limited time remaining to adequately deal with them."

Mr. Willemssen spoke at a hearing of the House of Representatives.

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

Rep. Peter Hoekstra, the Michigan Republican who heads the Oversight and Investigations Subcommittee,

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

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

Mr. Willemssen faulted "continual turnover" in the staff members in charge of dealing with the problem. Since February 1995, five different project cautioned Mr. Smith not to make promises the department could not keep.

"Only 470 days remain until January 1, 2000," he said. "If the Department

managers have been in charge of the issue.

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

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

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

of Education fails to seriously address these issues, millions of college students will be in jeopardy of not receiving their student financial aid." ■

15. LRP Publications

September 17, 1998

House Dems Up In Arms Over Education Block Grant Proposal

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

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

children in the classroom.

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

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

an orchestrated assault on public education in this country."

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

"This so-called Dollars to the Classroom is nothing more than a backdoor attempt to eliminate the federal Department of Education and

create a system with no accountability," said Rep. Bob Etheridge, D-N.C.

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

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

Democrats intend to offer a plan to reduce class size as an amendment to H.R. 3248. They say the initiative

would enable school districts to hire 100,000 new teachers and set the goal of reducing class size in grades 1 through 3 to an average of 18 students.

"Rather than adopting phony education reform through block grants, we should move swiftly to hire new teachers to reduce class sizes so every child in America has a fair shot of succeeding," said Rep. William Clay, D-Mo. ■

16. LRP Publications

September 16, 1998

Coalition Unveils Multi-Million Dollar Internet Education Campaign

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

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

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

The campaign, America Links Up, will reach out to communities across non-technological tools to empower parents and other caregivers to provide guidance for their children online."

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

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

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

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

17. Education Daily

September 18, 1998

Civil Rights Group Accuses ED Of Lax Title I Oversight

by —Rebecca S. Weiner

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

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

"More progress could have been made if the department faithfully implemented Title I," said William Taylor, the commission's vice chairman, in a news conference. "Left

to their own devices, states have gone back to neglecting the needs of the poorest children."

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

Specifically, the commission said ED has incorrectly:

- * Limited the requirement of standards and assessments to only math and reading, rather than all core subjects;
- * Permitted states to accept differing local education standards; and
- * Failed to insist that states demonstrate how they are helping

districts meet new higher standards.

There's Another Side To This

But ED's K-12 education chief disagreed with the commission's assessment.

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

"While the department recognizes the need to further accelerate implementation of the law," he added, "the fact is significant progress has been

made over the past four years."

GOP Threats To Title I Looming

Taylor said he is concerned that Republican proposals supporting vouchers and block grants could dilute or wipe out solid reform efforts that were added to Title I in 1994.

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

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

Richard Long, executive director of the National Association of State Title I Directors, said there hasn't been enough

time since the law's passage to see concrete changes in student and school performance.

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

Long added that ED hasn't been given the staffing resources by Congress to adequately implement the law.

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

Looking Forward

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

It says the central tenets of the law

—high standards, assessments and school accountability—are important tools for educating low-income children.

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

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

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

18. Education Daily

September 18, 1998

House HEA Conferees Reach Loan Consolidation Truce

by —Eli J. Lake

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

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

In The Interim

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

Once the four-month period expires, the interest rate on loans consolidated through both the direct loan and Family Education Loan (FEL) programs would be based on a weighted average of the interest rates on the loans the student consolidated. The House compromise resolves a long-standing dispute between Republican and Democrat

lawmakers who have been at odds on the rates borrowers should pay on loans they opt to refinance once the new HEA interest rates kick in.

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

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

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

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

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

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

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

"I don't think this will be automatic. The Senate Democrats are in particularly close communication with the administration," said Brian Fitzgerald, staff director of the Advisory Committee on Student Financial Assistance, which analyzes financial aid issues for Congress.

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

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

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

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

19. Education Daily

September 18, 1998

Poll: Public Wants Better Teacher Training

by —Jonathan Fox

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

The survey by the Association for Supervision and Curriculum

Development says that about half of Americans favor more training and testing rather than firing poor workers (30 percent) or linking salary to student performance (18 percent).

The poll also found that 83 percent of 800 respondents, favor lowering

class sizes and increasing the average teacher salary from \$38,900 to \$43,000.

The poll also found that nearly half (49 percent) think most children will be educated outside public schools in the next century. ■

20. Education Daily

September 18, 1998

AASA Hears Call For Change In Budget Law For Education

by —William J. Cahir

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

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

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

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

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

Several factions in Congress have different priorities for the budget surplus —including cutting taxes,

paying down the national debt and spending more on domestic programs — which the Congressional Budget Office says will reach \$63 billion after fiscal 1998.

Collender, however, didn't suggest specific changes to budget law, leaving AASA members to develop their own legislative strategy.

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

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

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

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

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

grant, would be ineffective, he said.

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

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

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

'No One Loses'

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

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

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

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

21. Education Daily

September 18, 1998

With Session Ending, House Sets Education Task Force

by —William J. Cahir

House Speaker Newt Gingrich announced yesterday that first-term

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

Rep. Anne Northrup, R-Ky., will chair a new GOP task force on education and literacy.

The Education and Learning Task Force "will help us adjust and prepare for long term changes and goals

affecting our schools," Northrup said at news conference yesterday.

She did not mention specific proposals.

Sen. Paul Coverdell, R-Ga., chairs a similar Republican task force on

education in the Senate, that has advanced education savings accounts for public and private K-12 tuition.

But President Clinton already has vetoed Coverdell's bill. ■

22. Education Daily

September 18, 1998

Panel: Teachers Need Skills To Spot Learning Problems

by —Rob Jennings

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

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

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

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

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

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

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

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

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

"Even today, I can only read at the

6th grade level ... and that's on a good day," Grizwold said.

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

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

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

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

23. Education Daily

September 18, 1998

Ariz. High School Tackles Tough Special Ed Cases

by —Rob Jennings

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

He judges himself a success when a student doesn't graduate from his Edward S. Gray Educational Program, a fully-accredited private high school in Phoenix which enrolls about 90 troubled teenagers every year.

"We can give kids high school diplomas," said Lane, now in his third decade with the high school, "but our intent is not to graduate students. Our intent is to send them back to public school."

Lane, of course, could hand out as

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

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

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

"Our purpose is to help kids feel

good about themselves academically," Lane said. "Academic gains kids make do more than anything to help their self-esteem."

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

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

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

One example of the creative

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

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

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

It "does provide to students with learning disabilities as well as to those

who have emotional problems," she said.

"Our first responsibility is to show them that they can succeed in learning," Lane said. "Every child needs to succeed somewhere. If they need to succeed at breaking and entering, they do that." ■

LOCAL

24. The Virginian-Pilot and The Ledger-Star

09/16/98; Edition: FINAL; Section: LOCAL; Page B9

NSU TEACHER TRAINING PROGRAM ONE OF 18 RECOGNIZED NATIONWIDE

By ALICE WARCHOL
STAFF WRITER

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

During his annual back-to-school speech in Washington, D.C., U.S. Secretary of Education Richard W. Riley said the nation needs to improve how it prepares and recruits new teachers. He unveiled a report that listed programs that have been effective in reaching those goals.

"Once a new teacher enters the classroom, we allow a 'sink or swim' approach to define the first years in teaching," Riley said. "New teachers are usually assigned the most difficult classes in addition to all the extracurricular activities that no one else wants to supervise."

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

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

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

of students in grades kindergarten to 12 are minority.

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

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

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

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

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

In Norfolk, the program offers teacher training in specific areas of need, such as: early childhood education, math, science, foreign language and special education, said

Denise Littleton, the acting dean of education for NSU and director of the Pathways project.

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

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

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

So far, 106 people have been enrolled in the program; 92 have graduated and 66 are certified. Those who aren't yet certified are waiting to take the National Teachers Exam or are awaiting their test results, according to the U.S. Department of Education. The majority have been rehired by Norfolk Public Schools as teachers.

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

ART Caption: Photo
Richard W. Riley ■

25. Seattle Times

September 18, 1998

Home-schoolers get help from Seattle district

by Dick Lilly Seattle Times staff reporter

Home-schooling parents who approach their local school asking that their child be allowed to take just one or two courses - tough subjects they can't teach themselves - often do so with trepidation.

Too often, veteran home-schoolers

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

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

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

Schools benefit, too

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

The district has budgeted \$900,000 for the center's first year. If enrollment reaches 375 students, the maximum the district will allow this year, the center will cost about \$2,400 per student; if enrollment is smaller than that, the per-student cost will be higher. Assuming there is some surplus from the state funds, the district expects to spend part of it for overhead costs at the center, but it also expects a significant amount that can be applied to general district needs including busing, bilingual education or special education

say, the answer from school officials is the same: "I don't think we can do that."

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

Classes start Tuesday at the district's new Homeschool Resource Center. Following the lead of centers in such where state reimbursement doesn't keep up with costs.

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

Program aimed to help parents

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

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

Academically, the on-campus classes will be rigorous and students will be expected to behave or leave, said Rosenzweig. Parents are required to be present with children under 13.

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

For the school district, the idea was to serve "parents we don't have any contact with," said Doug Danner, the district's middle-school coordinator who proposed the Homeschool Resource Center to Superintendent John Stanford about a year ago. Stanford "just gave me the complete authority to see it through," he said.

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

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

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

Program began with computers

In the summer of 1996, Edmonds

districts as Edmonds, Federal Way and Bellevue, it's intended to help home-schoolers teach their kids and smooth the rough spots between often fiercely independent families and "institutional schooling," says Beth Rosenzweig, manager for the new center.

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

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

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

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

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

"We knew that Beth Rosenzweig understands home-schoolers. We don't have to educate the administration of

the Homeschool Resource Center to the needs of the home-schooler," said Francisco.

While many families will continue their own home-based schooling and

use the new center only for resources and networking, others, such as Orriss, aren't afraid of losing some of their independence in exchange for access to classes at the Homeschool Resource

Center.

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

26. Los Angeles Times

* 09/18/98; Edition: Home Edition; Section: Metro Desk; Page A-24

Wilson Signs Bills to Raise Number, Skills of Teachers

From Associated Press

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

A bill by Assemblywoman Kerry Mazzoni (D-San Rafael) sets up a pilot program to accredit six private colleges or out-of-state colleges with satellite campuses in California to train teachers.

Currently, their graduates cannot teach in California schools.

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

The other bills encourage the UC and Cal State systems to offer undergraduate minor programs in

education to reduce the time it takes for teachers to get credentials, streamline credentialing for out-of-state teachers, provide loans for aspiring teachers who study math and allow students to do work-study programs in public schools.

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

27. Los Angeles Times

* 09/18/98; Edition: Valley Edition; Section: Zones Desk; Page A-1

Clinton Debate in Class Is Delicate Affair

Teachers are focusing on legal aspects of scandal.

By LIZ SEYMOUR; DUKE HELFAND
TIMES STAFF WRITERS

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

The Bill and Monica story? No. The students were reenacting the Salem witch trials of 1692 after having read the classic Arthur Miller play "The Crucible," in which an adulterous affair between a young woman and a married man ultimately plays a role in his demise.

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

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

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

At Monroe's law and government

magnet school, where 80 history and English students reenacted "The Crucible," teachers have used the scandal to explore arcane issues about the Constitution, political parties and congressional impeachment proceedings.

Elinson used the controversy to introduce his Law and Youth class to the Supreme Court, telling his students that the current crisis began when the court allowed the Paula Jones civil lawsuit to proceed. Elinson also asked his U.S. history students to write essays about the constitutional ramifications of the affair.

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

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

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

lurid details of the report."

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

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

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

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

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

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

"These children are no longer children—they are mature enough to handle this," he said this week, after taking his government class through the process and timeline of an impeachment.

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

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

inquiry and outlining various investigations into Clinton's administration.

"Tomorrow, we'll get into the grounds for impeachment, the legal definition of sexual relations [from the Jones civil suit] and the issue of whether oral sex meets that definition," he said. "We'll address this in an overview.

"My concern is going to be if they many teens.

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

Some public schools are completely shying away from the controversy.

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

If any questions arise about the

ask specific questions. How far do you go?"

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

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

Contributing to this report were staff writers Kate Folmar and Doug Smith.

ART * PHOTO: Monroe High students get a historical perspective on the

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

PHOTOGRAPHER: DAVID BOHRER / Los Angeles Times■

28. The New York Times

09/18/98Section: Metropolitan Desk; Section B; Page 3, Column 1

Serious Crimes Dip in Schools, but Total Incidents Rise

By RANDAL C. ARCHIBOLD

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

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

Of the most serious offenses, there was a 12 percent drop in those committed against people. There were no homicides in schools last year, down from one the previous year; 33 armed robberies, down from 50; 506 robberies without a weapon, down from 542, and 758 unarmed assaults, down from 859.

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

Christopher Stone, director of the Vera Institute of Justice, the Manhattan-based nonprofit organization that conducted the study for the board and is revamping the reporting and data analysis methods under a three-year, \$98,000 contract, said the overall picture was one of better personal safety.

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

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

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

Schools Chancellor Rudy Crew was unavailable for comment, but a spokesman, J. D. LaRock, pointed to preventive measures like improved

deployment of guards and weapons screening, which is done at 61 schools with airport-style metal detectors and at 9 other schools with hand-held scanners.

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

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

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

The report reflects the second year of a three-year program to revamp the data collection and analysis of school crime and disciplinary problems, a perennial

problem for the board, which has tinkered with its methods so much it has been almost impossible to make year-to-year comparisons on crime.

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

The comparison between last year of violent incidents was Hillcrest High School in Queens, with 35 such reports among its 4,066 students (8.6 per thousand). The principal was not available for comment, a secretary said.

Jim Baumann, director of safety for the United Federation of Teachers union, which will soon release its own

and this year's overall numbers was made only after statisticians adjusted much of the 1996-97 total to fit the new accounting methods, but

school-by-school, year-to-year breakdowns were not available because of the complexity of working with more categories, Mr. LaRock said. It will not be until the year 2000 that board officials will have a year-to-year comparison without such adjustments, Mr. LaRock said.

Reaction to the crime figures was cautiously optimistic.

Granger Ward, the superintendent of safety report, said that he had not yet seen the board's data but that they seemed to reflect anecdotal reports from the schools.

ART Chart: "KEEPING TRACK: Crime in Schools" An annual school incident report shows offenses against people are down and incidents involving property are up. More

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

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

misconduct is also being reported. Chart shows various crimes reported and the percent change in those crimes, for the 1996-98 and 1997-98 school years in New York City

Schools. (Source: New York Board of Education)■

29. Philadelphia Inquirer

September 18, 1998

At a new charter school in Phila., the test begins

Its goals are ambitious. Now, can it deliver?

By Laura J. Bruch

INQUIRER STAFF WRITER Page A1

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

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

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

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

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

Simply by opening Tuesday, the West Oak Lane Charter School enrolled itself in an ongoing, closely watched experiment in education: Can a school with more flexibility, more room to innovate and maneuver deliver more to its children?

To its advocates, the new school, in a former grocery at Washington Lane

and Stenton Avenue, is a key to keeping the middle class in the city. It is also about offering options, especially to poor and middle-class parents.

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

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

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

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

The new school is different from a typical public school because the charter decides whom to hire, what to teach, and how to spend the money it receives on a per-student basis from the school district. The charter also answers to a seven-member board of trustees, rather than to the city school board. But parents, in theory, have the ultimate say-so, since they can vote by removing their children from the school.

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

Sharmain Matlock-Turner, president of the West Oak Lane Charter School

Board of Trustees, was awed at what her group had accomplished: "I honestly believe God was with us all the way."

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

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

Horton, 39, who rescued a parochial school in the South Bronx from fiscal mismanagement, articulated many of the same ideas as Philadelphia School Superintendent David Hornbeck in talking about education. So why would

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

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

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

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

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

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

a parent move a child from one of Hornbeck's schools to the West Oak Lane Charter?"

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

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

Testing the ability of the charter to deliver more with more flexibility are 548 navy-and-white-uniformed children in kindergarten through fourth grade. to stay here," said Andrea Thomas-Reynolds, executive director of the nonprofit Ogontz Avenue Revitalization Corp. OARC, as it is known, was founded by Evans to stimulate economic development in the West Oak Lane community.

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

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

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

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

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

When Evans, a nine-term Democrat, was asked recently whether he wanted to move ahead on the project to help in his bid for mayor, he said the timing was "about the children. There needs to be options available to the children of Philadelphia."

Matlock-Turner and Thomas-Reynolds said they were determined to push ahead because of

Officials at the school said a majority of the older children came from public schools.

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

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

the commitment they had made to the community and because of the community's interest and response to the project. Hundreds of people attended meetings about the new school.

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

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

Matlock-Turner said the charter school would receive \$5,250 per pupil and \$9,731 per special education student from the school district. In addition to salaries and other costs, she said, the money will be used to pay off the conversion loan and rent for the property.

Some nearby schools eye the charter with interest.

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

30. The Washington Post

09/18/98; Edition: FINAL; Section: A Section; Page A01

Clinton Affair Surprises Few Area Students

Scandal Leaves Teens Unfazed

By Dale Russakoff and Cindy Loose
Washington Post Staff Writers

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

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

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

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

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

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

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

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

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

The question caused Bell to burst out laughing right in the middle of the raunchiest bit.

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

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

'She Kept the Dress!'

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

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

"Yes, it's a shock because he's president and this is our first encounter

Prince George's Community College parking lot. "Hells, NO!" he said, shaking his head at adults who lament the effect of presidential adultery and dishonesty on the nation's youth.

Other teenage eyes rolled in world-weary fashion in response to the same question. Not that they approve: Overwhelmingly, they called President Clinton's conduct wrong and expressed complicated feelings about how and whether he should be punished. But most found the massive national attention focused on his sexual practices to be — well — childish. It would be nice, they said, to have a president who is a model of how things should be; but it's hardly shocking that he's a model of how things often are. with something so appalling with our president, but we'll get over it," said Dana McDaniel, a Largo High senior, who insisted Clinton's conduct was a private matter. "The first time is always the toughest. It was very appalling too, when Mayor Marion Barry turned out to be a drug user. But we're mature about these things."

Examples Old and New

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

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

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

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

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

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

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

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

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

hero falls, usually because of excessive hubris, excessive pride. After they fall, they lose respect, they die — stuff like that."

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

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

Taking It Personally

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

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

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

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

Staff writers Amy Argetsinger, Jacqueline L. Salmon and Fern Shen contributed to this report.

ART ph..CRAIG HERNDON
CAPTION: Largo High School senior Dana McDaniel said that President Clinton's conduct was a private matter.

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

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

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

At Annapolis Area Christian School, a group of students was talking with clear-eyed conviction about what they saw as Clinton's moral failures long before Lewinsky. Christy DeHenzel, 14, an evangelical Protestant who has attended the school since kindergarten, said she has had long talks with her parents about the erosion of morals in American society. She cited the prevalence of abortion and the rise of gay rights — both issues on which she vehemently disagrees with Clinton. She said she is not surprised that such a politician betrayed his wife.

CAPTION: Erica Speight, left, and Melissa Hardy wait for friends outside Largo High

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

31. The Washington Post

09/18/98; Edition: FINAL; Section: Metro; Page B07

Students Miss School Over Residency Deadline

Some Children Stay Home Because They Haven't Provided Proof They Live in D.C.

By Valerie Strauss
Washington Post Staff Writer

Some D.C. public school students stayed home yesterday because they had not provided proof of city residency by

the deadline set by Superintendent Arlene Ackerman, who is trying to force nonresident students to pay tuition or leave.

Parents raced to one of six

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

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

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

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

Ackerman sent letters during the summer telling every family in the system that very specific proof of residency needed to be supplied by Tuesday. On Wednesday, children who hadn't provided such proof were sent home with notices telling them not to come to school until they could prove residency.

However, any student who showed

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

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

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

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

Jim Frazer, who has two children at Oyster Elementary School in Northwest

Washington, said that despite the notes sent to all D.C. school parents, he did not realize he had to produce residency proof.

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

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

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

32. The Washington Post

09/18/98; Edition: FINAL; Section: Metro; Page B04

In Fairfax, School Guard Shortage Thins Police

Up to 50 Officers Staff Crosswalks

By Victoria Benning
Washington Post Staff Writer

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

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

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

Mendelsohn and Supervisors T. Dana Kauffman (D-Lee) and Penelope A. Gross (D-Mason) have asked county staff to look into the problem and report back with possible solutions by Sept. 28. Kauffman said he has heard of

vacancies at 11 schools in his district — many of which are in areas that typically have a high number of police calls.

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

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

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

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

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

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

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

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

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

Mendelsohn said he would not be

opposed to increasing the guards' pay.

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

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

In Prince George's, crossing guards

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

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

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

33. The Washington Post

09/18/98; Edition: FINAL; Section: Metro; Page B03

Tough Rules Get Tougher at Naval Academy

Off-Campus Privileges Are Restricted So Students Will Hit the Books, Not the Road

By Amy Argetsinger

Washington Post Staff Writer

It has never been an easygoing kind of place. But things just got a little tougher at the U.S. Naval Academy.

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

Vice Adm. John R. Ryan said

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

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

yesterday he imposed the policies in response to faculty complaints that, in schedules crowded with mandatory military training and athletics, midshipmen don't have enough time to study.

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

Sophomores, who once were allowed to go to town on Friday nights,

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

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

Some faculty members have complained that the academy's huge

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

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

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

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

34. The New York Times

09/18/98Section: Metropolitan Desk; Section B; Page 4, Column 6

Assemblyman Asks State To Control City Schools

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

Assemblyman Steve Corodemus, a Republican of Atlantic Highlands whose district includes Asbury Park, said a state takeover was warranted because of a pattern of abuse by board officials. He cited the indictments on

Tuesday of Kim Fellenz, the board's lawyer, and Robert Sullivan, a local contractor.

Mr. Fellenz and Mr. Sullivan are accused of conspiring to violate state bidding laws to award Mr. Sullivan an

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

authorities of the bidding scheme, Mr. Feldman said.

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

Peter Peretzman, a spokesman for the state Department of Education, said state officials were not considering a takeover. Since July, the department has been monitoring the Asbury Park schools because of the investigation of Mr. Fellenz and because of persistently low student test scores, he said. ■

35. Philadelphia Inquirer

September 17, 1998

The boys gathered with boys, girls with girls.

By Matt Stearns
INQUIRER CORRESPONDENT

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

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

But yesterday was the first day at the Hill School, and that made everything about her pioneering. Waterman was one of 89 female students at Hill

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

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

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

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

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

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

"The school is changing a lot," Tanser said as he pushed the sleeves of

yesterday — the first girls in the prestigious boarding school's 147-year history.

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

By the time classes were over and she was headed to field hockey practice, though, she was positively sanguine. "It went pretty much the way I thought it would," she said. "Nothing seemed out of normal."

his Brooks Brothers jacket up his forearms. "It's a different school. You can't really put your finger on it."

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

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

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

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

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

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

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

year at Hill before starting anew — again — at college next year.

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

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

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

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

Still, Waterman said, it was not easy starting her senior year at a school where she did not know the other students or the teachers.

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

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

36. Albuquerque Journal

09/17/98 Page 1

Teachers Rally For Pay, Respect

By Arley Sanchez Journal Staff Writer
Board Meeting Turns Contentious

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

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

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

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

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

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

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

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

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

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

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

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

"You are encouraging failure," she said.

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

"The worst part of being an educator is when we have to beg for a salary increase that is badly needed and well-deserved," she said, recalling when

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

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

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

The statement said the district opened contract negotiations in good faith as soon as it had determined a budget and that it has continued to

someone laughed at her \$98-per-week paycheck a few years ago, thinking it was a mistake. She said she doesn't make much more than that now.

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

Teacher Robert Chavez said it all comes down to respect for teachers, their feelings and their contributions to the district. He noted that teachers worked hard earlier this summer to pass a 2-mill levy for the district after it had been defeated the first time in April.

"The fact we weren't given respect for helping to do that is a shame," he said. "I also don't feel you're showing respect when our Legislature says you're going to give teachers a 9 percent raise they deserve and you don't give it to them."

Board member Paul Trujillo said he agreed with Chavez's remarks about respect. "I'd like to assure you that I've not distanced myself from you or from teachers. I know what you're talking about in terms of salaries and the kind of respect not being accorded the teaching profession. I am still with you."

honor the old contract, although that's not required.

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

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

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

■

37. Riverside (Calif.) Press-Enterprise

09/17/98Section: LOCAL; Page B01

Students cope without bilingual teaching

The Lake Elsinore School District has opted to take a literal interpretation of a new law by teaching "overwhelmingly" in English.

By Kamrhan Farwell

The Press-Enterprise

LAKE ELSINORE

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

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

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

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

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

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

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

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

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

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

"Right now we discuss the lesson in English, and if students answer in

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

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

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

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

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

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

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

Guillen's students still revert to speaking Spanish when discussing ideas Spanish, I take whatever language I get," she said.

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

Somehow, they said, they must do it all.

"They have to do more than just learn English," said Elsinore Principal John Schrom. "To be successful in

of any complexity. She tries to make learning English a special game and strives to preserve excitement about school.

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

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

She has noticed students are quieter.

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

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

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

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

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

society, you must have a total education."

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

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

38. The Hartford Courant

09/17/98; Edition: 5E WEST HARTFORD / FARMINGTON VALLEY; Section: TOWN NEWS; Page B1

STUDENTS SCORE INCREASE ON SATS

OFFICIALS PROUD OF PARTICIPATION RATE

Clinton Presidential Records
Tape Restoration Project [Email]

By PAUL H. JOHNSON;
Courant Staff Writer

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

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

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

Students in the class of 1998 scored an average score of 574 on the verbal portion of the test, up from 570 the previous year. In the math portion, students scored 579, up from 564 the

previous year. The scores were well above the state average of 1,019 and the national average of 1,017 on the SAT.

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

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

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

In 1996, the scores on the test were "recentered" to make the average score 500 on both sections of the test. The

average score had been 428 on the verbal section and 482 on the math section.

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

SIMSBURY SAT SCORES

Math Verbal Combined
Year Score Score Score

1993 567 571 1,138

1994 560 574 1,134

1995 568 571 1,139

1996 567 573 1,140

1997 564 570 1,134

1998 579 574 1,153

39. Orlando Sentinel

09/17/98; Edition: VOLUSIA; Section: LOCAL & STATE; Page D1

NEW CHARTER SCHOOL MAY BE CLOSED

THE SCHOOL TO HELP TROUBLED TEENS HASN'T TURNED IN PAPERWORK TO VOLUSIA'S SUPERINTENDENT.

By Gwyneth K. Shaw
of The Sentinel Staff

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

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

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

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

The problems could have been avoided if the district had worked more

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

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

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

closely with the school, he said.

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

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

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

In comparison to the other charter

Those three addressed school finances, Colwell said.

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

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

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

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

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

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

In Brevard County, the board revoked Buczek's charter last month

after he failed to turn in required paperwork, Deputy Superintendent Daniel Scheuerer said. Buczek has

asked that the charter be reinstated and the board will consider it at its Tuesday meeting, Scheuerer said.

He also filed a request in Lake County. ■

40. New York Daily News

September 18, 1998

Schools See Dip In Serious Crimes

By NANCIE L. KATZ
Daily News Staff Writer

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

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

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

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

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

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

The board this year adopted a new

classification system that moved several offenses to less serious categories. For instance, sexual misconduct — defined as sexual harassment — was moved from a Level 1 to a Level 3, the least grave.

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

This year, menacing — defined by the board as "unlawfully placing another person in reasonable fear of bodily harm through threatening words . . . or stalking" — was dropped from Level 1 to Level 2. The number of those incidents nearly doubled, to 617 from 346 the year before.

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

Nearly 1,000 more guns, knives and

box cutters were seized in schools last year than the year before. And that figure did not include the 1,556 weapons confiscated at metal detectors in 61 schools, 279 more than last year.

As in past years, board officials linked the rise in incidents to better reporting.

"Robberies went down 34%, and assaults with weapons went down by 51%," said spokesman J.D. LaRock. "The fact that more weapons are being seized accounts for that decline."

He called the increase in sexual misconduct incidents "not serious."

"Part of the increase is due to better reporting of small incidents, like pinching and kissing that in past years would not have been reported," he said. "There is greater sensitivity to taking these instances seriously."

High schools accounted for half the serious offenses. ■

41. New York Post

September 18, 1998

TALKS WITH PRINCIPALS ARE STUCK ON TENURE

By SUSAN EDELMAN

Mayoral and Board of Education officials said yesterday they have no plans to resume contract talks with school principals after their union rejected a hefty salary hike in exchange for giving up tenure.

Principals - who have been without a contract for three years - said they want to go back to the bargaining table, but will refuse to give up their job security.

Our tenure is not for sale, said Donald Singer, president of the Council for Supervisors and Administrators.

Deputy Mayor Randy Levine called the union foolish, saying it walked away from an offer to raise principal pay by a whopping 33 percent over the

next five years.

Other city unions have received an 11 percent wage increase over five years.

The increase would boost the \$84,000 top principal's salary to more than \$109,900 - plus benefits - a level comparable to that in suburban schools.

But the extra cash will not come without more time on the job - and more accountability, Levine said.

The city wants principals to add two hours to their seven-hour, 20-minute day - and work 12 months instead of 10.

You want more money - you've got to do more work, Levine said.

The city is also demanding

principals march to Albany and lobby legislators to take away their tenure.

The city wants to give principals contracts - like those used for superintendents and the chancellor - that can be terminated if performance doesn't measure up.

Singer called it extortion.

Tenure protects principals from the whims of politics and favoritism, he argued.

The union countered with an offer to streamline the now-cumbersome, time-consuming process for firing principals for misconduct or incompetence.

Levine dismissed the proposal as tenure dressed up and called something

else.

Mayor Giuliani and Schools

Chancellor Rudy Crew have made the elimination of tenure a keystone of their

school reforms. Susan Edelman ■

42. Richmond Times Dispatch

September 18, 1998

City schools to receive \$1 million

GE aims to boost college admissions

BY ROBIN FARMER
Times-Dispatch Staff Writer

A charitable foundation of General Electric Co. will give Richmond Public Schools a \$1 million grant today to help double the number of John F. Kennedy High School seniors who graduate and go to college.

Kennedy, which has a math, science and technology magnet program, fits with the grant's emphasis to prepare students who want careers in those fields, city school officials said.

Of last year's 118 graduating seniors at Kennedy, only 32 percent went on to college. The goal of the grant is to double that number by 2003.

The grant also will be used to help strengthen skills of students at Kennedy's feeder schools, Whitcomb Model Elementary School and Chandler Middle School.

The grant, which is to be distributed

over five years, will provide for teacher training and parent education opportunities, school officials said.

Hundreds of GE employees will volunteer as tutors and mentors at the three targeted East End schools, according to a news release from GE Financial Assurance, a group of investment and insurance companies with headquarters in Richmond.

Richmond is the 17th site in the GE Fund's College Bound Program. Already, the fund has committed \$20 million to aid schools in the past 10 years.

The announcement is the latest example of a private-public partnership designed to increase the number of Richmond students pursuing careers in math, science and technology.

Last week, Capital One Financial Corp. announced a program that will award \$99,000 in scholarships at the

end of the school year to city seniors planning to pursue such careers.

The latest efforts augment the school district's \$3 million grant awarded last year by the National Science Foundation to improve science and math instruction by increasing the number of city students in honors, accelerated, dual enrollment and college courses. School officials also hope the NSF grant will improve standardized test scores and the number of scholarships awarded to city students.

An official announcement of the GE Fund's grant will be made today at a news conference at Kennedy High School. Michael D. Frazier, president of GEFA, will be joined by Joyce Hergenhan, president of the GE Fund, Richmond School Superintendent Albert J. Williams and Richmond Mayor Timothy Kaine for the announcement. ■

43. Austin American-Statesman

September 18, 1998

Stepping into the classroom, fast

AISD experiments with a program to ensure the supply of substitute teachers

By Andy Alford
American-Statesman Staff

They may not come dressed in capes and tights, but teachers in the Austin school district's new Super Sub program could save the day for schools that find themselves short on teachers at the last minute.

Increased student enrollment and low unemployment in Central Texas keep substitute teachers in short supply, often leaving principals and students in the lurch.

That's where the Austin school district's super subs come in.

"They have to be committed to work a certain number of days per semester.

They're also committed to go to the schools that we assign them," said Gina Flora, who directs the program for the district. "This way we can target schools that maybe are having trouble obtaining substitutes."

Officials say about 160 substitutes have signed up for the program, which asks them to work at least 64 of 72 possible workdays in each semester in order to receive \$15-\$20 more than the standard pay rate. In Austin, substitutes without degrees are paid \$55 for an 8-hour day. Those with degrees are paid \$60, and certified teachers are paid \$65 a day. The extra money is awarded in the form of a bonus — up to \$3,500 a

year — that's paid at the end of each semester.

With more than 4,800 teachers, Austin has struggled in recent years to fill substitute teaching needs. The district may need as many as 700 substitutes in a day. Austin officials are using the Super Sub program to address a problem common to school districts nationwide.

The U.S. Department of Education is sponsoring a study on the shortage of substitute teachers at the Substitute Teacher Training Institute at Utah State University. About 100 districts across the country, including two in San Antonio, will report on the supply of

substitutes in their area.

So far, the institute's research has found that a growing number of substitutes are being asked to fill-in for teachers who are out of the classroom for professional development or personal leave. And more states are legislating smaller class sizes to improve student performance, creating a greater demand for permanent teachers and shrinking the pool of substitutes.

When schools can't find substitutes, it's hard on principals and teachers, who might spend the day splitting their time between two full classes of students. The Super Sub program was developed to guarantee that at least 100 substitute teachers could work at any of the district's 98 schools whenever they are needed.

"We're like super men and women. We go anywhere and do anything —

we're the caped crusaders," said Robin Britton, a Super Sub who taught at Allan Elementary this week.

Britton said the program offers her flexible and steady work with a possible \$1,780 bonus around Christmas. "I have all the joys of teaching, without the book work," she said. "I adore being with children and young adults, but I'm not interested in career teaching."

Flora said the program is designed to attract substitute teachers who were being lured away by better-paying positions in suburban schools. "It's a pilot. It's something new for us. I don't think there's another district in Texas that's tried this," she said. Because they would work so consistently, Super Subs would be more knowledgeable about curriculums and could pick up where teachers leave off, school officials say. "We have the same people coming here quite often to substitute," said Barbara

Diviak, a fifth-grade teacher at Allan. "They know me, they know the children, they know what problems may (arise), what kids have special needs — they step right in and it's like I've not been gone."

Diviak also said discipline problems can be stopped before they start with knowledgeable, steady substitutes. "Students know when a certain sub comes in that there's no foolishness and that they have to get down to work, because the sub and their teacher have worked together before."

Flora said the district could expand the Super Sub program if all goes well this year. But she acknowledged that the program won't suit everyone. "Not everybody is willing to commit to work in any school we assign them or to commit to any subject that we assign them. That's why these guys are super." ■

44. San Francisco Chronicle

September 18, 1998

UC Graduate Programs See Fewer Blacks

Affirmative action ban cited at regents meeting

Laura Hamburg, Chronicle Staff Writer

An impending shortage of minority students stirred the University of California Board of Regents yesterday to further examine ways to improve recruitment of "disadvantaged" students.

"If the present trend continues, the university will be less and less reflective of the population of California," Pister told the regents meeting in San Francisco. "This calls for a serious intervention."

Intervention would be a key element of the outreach program — the university's first response to the consequences of the end of affirmative action.

It includes an anticipated \$135 million this year to boost "partnerships" with K-12 schools, to increase scholarships for "disadvantaged" high school students and to expand a variety of student tutoring programs.

STUDENTS UNSATISFIED

But some students said that even if the plan works as outlined, it does not have enough muscle to bring minority students back.

Two years after affirmative action was abolished, the number of African American graduate students enrolled at the University of California at Berkeley is expected to plunge by at least 30 percent this fall.

Unless the university takes action, "This outreach program does nothing but blow smoke on the problem," said Kami Chisholm, a UC Santa Cruz graduate student and chairwoman of the system's Students Association, representing 170,000 students. "They could, spend a billion dollars on outreach but unless they change the eligibility requirements for underrepresented students, it's not going to work."

She said the expected drop in numbers of graduate students would prove that ending affirmative action has been a disaster.

PRELIMINARY FIGURES

The final tally of graduate students systemwide will not be made available until next month. But for university officials, preliminary figures are already providing an unsettling glimpse at the racial makeup at one of the nation's most prestigious graduate programs.

minority enrollment will continue to plummet, Karl S. Pister, senior associate to the UC president who proposed strategies for an outreach program.

The expected drop-off in African American students is in part because fewer blacks applied to graduate school at UC Berkeley.

Top minority students — especially black students — are apparently choosing to go elsewhere.

"It's very disheartening but not unexpected," said Professor Percy C. Hintzen, chairman of UC Berkeley's African American Studies Department. "One would understand why these students might prefer to go to Yale, Harvard, Stanford or Chicago. Those programs not only welcome their black students but heavily recruit them as well."

BATTLING THE PERCEPTION

University officials at Berkeley say they are working to combat the impression that minority students receive a chilly reception.

"The message we are trying to get

out there is that we do want minority students and are happy to have them," said Joseph Duggan, associate dean of graduate programs. "There's this perception that that isn't the case, but it's not the reality."

Duggan said that although African American enrollment dropped sharply, that fact may not tell the whole story.

The percentage of students admitted to graduate programs — excluding the law school — was nearly equal among blacks, Latinos and whites, hovering at 24 or 25 percent.

And the number of graduate Latino students enrolled this year actually climbed slightly, from 109 last year to

119 this year.

But like African American students, fewer Latino students actually applied to UC Berkeley graduate school year — 751 this year compared with 876 last year.

The decline of African American applicants was the most dramatic. This year, 475 black students vied for spots, compared with 697 last year.

NATIONWIDE DROP

Meanwhile, a national survey of 93 graduate schools shows that the number of African Americans who enrolled as science and engineering graduate students last year declined by 20 percent. The decline was nearly 18

percent for Latinos.

Shirley Malcolm, of the American Association for the Advancement of Science in Washington, D.C., who conducted the study, said she talked to hundreds of educators at other top schools and found them taking advantage of California's anti-affirmative action policy to woo top minority students.

"Other schools are taking a look at what's happening in California and . . . are basically advertising, saying 'Come to us and not California,'" she said. "What's happening is that by abolishing affirmative action, California may be contributing to its own brain drain."■

45. San Francisco Chronicle

September 18, 1998

'Scarlet Letter' Suit Against Religious School

Teacher says she was fired for being pregnant, unmarried

Charlie Goodyear, Chronicle Staff Writer

Jessica Martin doesn't consider herself a sinner, but she claims that a Walnut Creek religious school branded her with "The Scarlet Letter" when it allegedly fired her for being pregnant out of wedlock.

Now Martin, an Antioch resident, has sued the Walnut Creek Christian School for pregnancy discrimination and violation of state and federal fair employment laws.

"She has been devastated by this," her attorney, Daniel Feder, said yesterday. "She feels like she has been tarnished with the Scarlet Letter."

Hired in 1996 as a teacher's aide in the school's kindergarten classes, Martin was fired on Aug. 5, 1997, two

But Feder said, "We stand by all the allegations. Jessica Martin is young, highly motivated and very credible. They had no problems with her before this, in fact they renewed her contract. If they didn't dismiss her for the pregnancy then why did they dismiss her?"

Martin, who is in her early 20s and has since given birth to a daughter, has sued the school for unspecified financial damages, saying her termination caused her embarrassment,

days before she was supposed to apologize to the school board for her conduct, according to the suit filed in Contra Costa Superior Court.

"She wasn't just terminated for being pregnant," Feder said. "They viewed her pregnancy as a significant breach of faith."

When school officials found out in July 1997 she was pregnant, she told them she planned to marry her fiance eventually. But the school's superintendent, Bob Illman, "informed (Martin) that he could not employ a pregnant teacher," court papers show.

The Walnut Creek Christian School, now known as Contra Costa Christian High School, was founded in 1982 and has about 500 students in kindergarten through 12th grade taught by a staff of difficulty in finding another job and emotional distress. She filed the lawsuit after lodging complaints in May with the U.S. Equal Employment Opportunity Commission and the state's Fair Employment and Housing Administration which gave her clearance to file the suit.

School officials allegedly wanted Martin to promise not to engage in further premarital sex with her fiance. And the school denied her six weeks of paid leave when she first went on

40, Illman said yesterday.

The school requires its students and their families to be regular churchgoers. Parents and teachers are asked to sign a statement of faith, which Illman described as "broad" and evangelical. Illman, a Presbyterian minister, said he could not comment directly on Martin's lawsuit or why she left the school. But he admitted first talking to her about her pregnancy in a "pastoral" setting. Of the alleged August 1997 discussion, Illman said, "This is not the way I would describe the meeting.

"We would not dismiss someone for being pregnant out of wedlock," he added. "We had a female student here at the same time who was pregnant and she continued in her classes up until she had the baby."

pregnancy disability, according to the lawsuit. The suit also seeks a court order to prevent the school from destroying any notes or documents relating to her employment.

Illman denied that the school had acted inappropriately, saying, "We had nothing but care and concern for her situation.

"We're not that kind of place where we're looking around to get rid of people," he said. "I was very surprised by this."■

46. Denver Post

September 18, 1998

CU spends \$350,000 to improve campus safety

By Geoffrey Koss
Special to The Denver Post

Sept. 18 - The University of Colorado at Boulder is spending more than \$350,000 on safety programs this year following a string of killings and violent sexual assaults around Boulder.

"Boulder has experienced a number of well-publicized incidents over the last several years, and public awareness has increased. We're responding to people's needs and concerns," said Lt. John Kish of the CU-Boulder police department.

Among those incidents: last year's off-campus killing of student Susannah Chase; the on-campus discovery of a homeless man beaten to death; and a series of winter assaults that left some students afraid to walk alone on campus.

"I'm very happy to see them be so responsive. Right from the beginning they've been very concerned and helpful with everything," Susannah Chase's mother, Julie Chase, said Thursday in a telephone interview from her Connecticut home.

Members of Chase's family will be in Boulder next week to dedicate a safety campaign in her memory. Several hundred posters and about 15,000 bookmarks have been printed with a

sunflower on them to spread the safety message, said Ron Stump, associate vice chancellor for student affairs. The sunflower logo was suggested by the Chase family.

Strategy developed

Violent crime is down so far this semester compared with the same time last year, Kish said.

Numerous meetings between CU-Boulder students and officials and city of Boulder administrators have resulted in strategies to make the campus and surrounding areas safer.

Chase's parents will appear at a press conference in Boulder on Monday to introduce the new campaign.

Already, the school has spent more than \$150,000 to improve lighting on campus, including in parking lots and the section of the Boulder Creek bike path that passes the campus from 17th Street to Folsom Avenue.

The body of David Simpson was found along that section of the path last September. That case remains unsolved. Eighteen additional emergency call-boxes will be installed at various campus locations by December, at a cost of \$263,000. The additions will bring the total number of emergency call-boxes to 46, including 16 that exist in campus parking structures.

CU's facilities management department and transportation center have begun an "Eyes and Ears" program to provide readily identifiable people on campus that students can go to for help, or to report unusual incidents. The program, which began in August, identifies campus vehicles with radios or cellular phones with a sticker bearing an eye-and-ear logo. "We're hoping to train every person on campus with a radio or cell phone to participate in the program," said Bryan Flansburg, director of transportation services and head of the program.

The Boulder campus administration has also provided additional funding to the student government to expand Nightride/Nightwalk, a student-run service that provides escorts after dark.

The money for the projects has come from a number of campus sources, said CU spokeswoman Jeannine Malmsbury. Money for future projects and initiatives will be found as needs arise, said Malmsbury.

Chase, a 23-year-old senior from Connecticut, was found brutally beaten last December in an alley near her home at 18th and Spruce streets. She died a short time later. The investigation is continuing, said city spokeswoman Leslie Aaholm. ■

47. San Diego Union Tribune

September 18, 1998

UC to spend \$40 million to help recruit disadvantaged students

SAN FRANCISCO — University of California regents yesterday adopted a budget that pumps nearly \$40 million into outreach efforts aimed at shoring up enrollment of disadvantaged students in the post-affirmative action era.

"This is not a marginal activity for the University of California," said Karl Pister, the former UC Santa Cruz chancellor who is overseeing the program. "It has to be considered part of our mission."

UC's emphasis on outreach stems from the regents' controversial 1995 vote to stop considering race and gender in admissions. At the time,

regents said race-based admissions were unfair, but they agreed to increase outreach to students hampered by individual disadvantage, such as poverty.

The affirmative action repeal took effect for undergraduates this fall, resulting in about a 9.5 percent drop in enrollment of blacks, Hispanics and American Indians — the three groups UC considers "underrepresented minorities" — at UC's eight general-admissions campuses.

The decline was much sharper at UC's most competitive campuses, Berkeley and UCLA.

In his presentation to regents, Pister

said it's imperative that UC take action.

If trends continue, he said, by 2006, blacks would comprise 8 percent of California high school graduates and 3 percent of the UC eligibility pool. Hispanics, meanwhile, would make up 37 percent of graduates and 12 percent of the UC pool, he said.

The new funding, \$33.5 million from the Legislature and \$5 million from reallocated UC funds, is expected to be matched by an additional \$31 million from participating schools, for a total of \$135 million.

That is more than double the amount spent last year and about how much UC officials had estimated

would be needed to mount a successful race-blind outreach program, said Margaret Heisel, director of UC outreach. UC had been spending about \$60 million a year on its old affirmative action programs.

Kami Chisholm, chair of the UC Students Association, told regents they're wasting money as long as they handicap admissions officers by refusing to acknowledge race as a disadvantage.

Regent Ward Connerly, who led the repeal of race-based admissions, reminded his colleagues that race should not be part of the new outreach.

"What we're doing here is not a surrogate for race and ethnicity." ■

48. Sacramento Bee

September 18, 1998

Supporters of bilingual education lose ruling

By Janie Har Bee Correspondent

OAKLAND — Supporters of bilingual education suffered a setback Thursday when an Alameda County judge ruled that the state Board of Education was not in contempt in ignoring requests for districtwide waivers from Proposition 227 pending an appeal.

Superior Court Judge Henry E. Needham Jr. ordered the state board in August to consider such waivers, but had not issued a formal written judgment. On Thursday, he ordered that it be issued.

With the judgment, the board can now appeal Needham's decision, said Rae Belisle, counsel for the Board of Education.

Proposition 227, passed by 61

percent of the voters in June, effectively eliminates bilingual education and requires teachers to conduct their lessons "overwhelmingly" in English. Parents are allowed to request waivers for individual children after a 30-day period.

Last Friday, the board voted unanimously to postpone action on requests from five school districts, pending an appeal.

Needham also denied motions that would have compelled the board to accept, consider and vote on bilingual education waivers until the appellate court reviews his earlier ruling.

Lawyers for the Oakland, Berkeley and Hayward school districts sued the board in August over the waivers and said the board was violating Needham's

ruling.

"They are not defying the court order. They are waiting for the court's order," said Angela Botelho, representing the state board in court Thursday.

Gov. Pete Wilson issued a statement Thursday praising the court "for rejecting this frivolous effort by these scofflaw school districts to seek a temporary restraining order against any efforts by the state to enforce Proposition 227."

"I also applaud the court's rejection of their efforts to hold the Board of Education in contempt simply because it has chosen to seek appellate guidance before it considers granting any . . . waiver," the governor said. ■

49. Milwaukee Journal Sentinel

September 18, 1998

State's third-graders read better

Most districts score well; Milwaukee cuts gap

By Alan J. Borsuk
of the Journal Sentinel staff

The reading ability of third-graders across Wisconsin has moved up a few notches and is strong to very strong in most school districts, a mass of test data released by state officials Thursday shows.

The performance of students in Milwaukee Public Schools overall was up. Milwaukee scores were, by some measures, about the same as those of several other cities in the state. For example, the data show that Milwaukee had a higher percentage of third-graders testing as at least basically proficient readers than did Wausau or Green Bay.

The gap between Milwaukee schools and schools statewide as a whole

narrowed from 16.7 percentage points in 1997 to 10.6 percentage points in 1998, based on the proportion of third-graders who got what could be considered at least minimal passing scores each year.

The results of the reading proficiency test taken by 57,811 students in March show that almost one in five third-graders statewide was rated as showing "advanced proficiency" in reading. Just under half were rated "proficient." Another one in five showed "basic" proficiency.

That left 5% — one in 20 — showing "minimal" proficiency, which was the lowest level, while 9% of students in the state did not take the test, generally because they have

exceptional educational needs or are not proficient in English. The average student statewide got 52.1 out of 63 possible points, which would rate that student in what was established as the "proficient" category.

"We have reason both to celebrate and to look for improvement in the future," said John Benson, state superintendent of public instruction.

The third-grade scores have received increasing scrutiny in recent years at every level of interest, from parents and school boards up to the governor and state Legislature.

"By the end of third grade, reading is the foundation for much of the rest of student learning," Benson said. "It is imperative that children who didn't do

well on this test be evaluated and receive whatever services they need so they can achieve reading proficiency."

State officials said scoring at the basic level or higher was acceptable as a definition of "doing well," but that the real goal is to get students to at least the "proficiency" level.

The need for improvement remained most noticeable in schools with high numbers of students who are from minority groups or low-income households.

Only nine of more than 1,100 public elementary schools in the state had 30% or more of their students score in the bottom rung of results. Eight of the nine are Milwaukee schools, several with long records of poor performance on academic tests. The ninth is a school in Antigo that had only nine students in third grade, three of whom were in the lowest bracket.

This was the first year the state used proficiency ratings to describe the results. Previously, students were rated as having met or not met a performance standard or fallen in an "inconclusive" range.

State Department of Public Instruction officials said it was inappropriate to make comparisons of the new results with previous years because of the different ways of categorizing the results.

However, the test itself was structured the same as in previous years. Students read three selections. Last year, they were scored on their answers to 60 multiple-choice comprehension questions; this year they were scored on 61 multiple-choice

He also said parents have high expectations of their children and send them to school well-prepared for learning. "The kids see their parents reading, and they want to be like them," Cronin said.

Districts in Ozaukee and Washington counties also generally outperformed the state average for the proportion of proficient and advanced scores.

The strong performance by students

questions and one short-answer question worth two points, for a maximum possible score of 63.

In 1997, those who scored 31 or less were considered below the performance standard. This year, those who scored 33 or less were rated as showing minimal proficiency.

Statewide, 5.5% of students were in the lowest category in 1997; 5.1% were this year. For Milwaukee schools, 17% were in the bottom group in 1997 and 13.1% were in 1998.

On the other end, 381 schools in the state had no students scoring in the minimal range, and 11 schools had all their students scoring at proficient or advanced levels, Benson said.

An analysis of the results for Wisconsin cities with populations of at least 25,000 in 1996 put five Milwaukee-area communities in the spotlight for outstanding scores.

In West Bend, 84.6% of students got either advanced or proficient ratings. Greenfield had 82.7% at those two levels, with New Berlin at 80.3%, Elmbrook at 79.9% and Franklin at 79.5%.

Also standing out among larger districts were West Allis and Waukesha, which each had 72.4% in the top two rungs, and Wauwatosa at 70%.

On the other end of the range for larger cities, Milwaukee had 49.7% of students in the advanced or proficient categories and Racine had 51.6%.

MPS Superintendent Alan Brown listed steps that have been taken since the tests were given in March that he expected would lead to better results in West Bend, the largest school district in either county, included more than 90% students in three of the district's six schools scoring at the advanced or proficient level.

In Cedarburg, 84.7% of the students were scored at the proficient or advanced level. Two of the district's three schools had no students scoring at the minimal level.

The release of the test results was

when this year's third-graders take the test in March 1999. Included were the reinstitution of summer school, expansion of after-school academic programs, and the expansion of the state SAGE program under which 14 schools in Milwaukee have reduced class sizes and increased their emphasis on phonics in reading instruction.

Last January, Gov. Tommy G. Thompson proposed a bill — which later died in the Legislature — that would have called for the state to take over Milwaukee schools unless several specific performance goals were met within two years. One of the standards was that the overall MPS score on the third-grade reading tests reach at least 90% of the state average. By the calculation of MPS officials, the figure for this year is 87.6%, up from previous years.

In Waukesha County, all 18 districts had a higher percentage of pupils score at the proficient or advanced levels than was the state average. The scores ranged from a low of 67.3% of third-graders who scored at the proficient or advanced levels in the Muskego-Norway School District to a high of 93.1% at those levels in the Swallow School District in the Town of Merton.

David Cronin, superintendent of the Swallow district, said that among things that contributed to the scores were kindergarten through third-grade teachers who "stress the basics early on and encourage children to be lifelong readers."

accompanied by a glitch. The announcement sent to news media included data breaking down results by sex, race and other factors. But public instruction officials announced, even before the release was received, that a flaw had been found in the results and that those breakdowns were not valid.

A spokeswoman for the department said new data would be provided later.

Mike Johnson an■

50. Minneapolis Star Tribune

September 18, 1998

Minnesota joins nation's growing teacher shortage

Rob Hotakainen / Star Tribune

Nearly one of every five teachers in Minnesota will retire in the next five

years, giving schools a rare chance to hire more teachers of color and bolster the state's teaching force, according to a

study released Thursday.

But it won't be easy: With more than 8,400 teachers set to retire, Minnesota

is joining a national teacher shortage that could force the state to boost pay and offer new incentives.

Other states already are offering housing allowances, signing bonuses and the like. Across the nation, the shortage is fueled by record school enrollments, demands for smaller classes and a prosperous economy.

Nearly 18 percent of Minnesota's 47,000 active teachers are 55 or older and will retire in the next five years, according to a study by Humphrey Institute of Public Affairs researchers at the University of Minnesota.

"We're at a critical juncture here; we know it, but very few people outside know it," said Rep. Betty Folliard, DFL-Hopkins, chairwoman of a new House Teacher Preparation Subcommittee that held hearings across the state this summer.

"The first thing we need to do is get the message out," Folliard said.

The issue is commanding attention this week in St. Paul and Washington, D.C., from state and federal officials alike.

On Tuesday, U.S. Education Secretary Richard Riley pressed the case for higher teacher salaries by citing the case of Mary Beth Blegen, a 30-year Minnesota teaching veteran, who was named the national teacher of the year in 1996.

"The best teacher in America was being paid \$36,000 a year, . . . a fraction of what she deserved and what other professionals would expect after those years of qualified service," Riley said. "If we are going to entice more Americans . . . to enter teaching, we need to offer them fair and competitive salaries."

In a speech at the National Press "We are facing a significant shortage of both teachers and administrators in the very near future," he said. "We must address that issue, and we must be bold and innovative in our thinking."

In New York City, school officials this year went so far as to recruit math teachers from Austria. Riley said the experience highlighted the shortages that schools are experiencing in such fields as math, science and bilingual education.

Ostlund said it's clear that the state's new teachers will need new skills to serve a changing student population. He said he just learned that 30 percent of the children age 0-4 who live in the

Club, Riley said that U.S. schools will need to recruit 2.2 million teachers over the next decade.

"We do not seem to recognize the magnitude of the task ahead of us," he said.

On Thursday, Blegen told her story to a group of state and school officials who attended a Minnesota Education Policy Seminar at the Sheraton Midway in St. Paul. Blegen, who taught in Worthington, Minn., is now a teacher-in-residence at the U.S. Department of Education.

"We can raise standards," she said. "We can continue to talk all we want about education, but we must also talk about salaries. We also have to talk about what we do to new teachers."

The study found that new teachers often are assigned to the most difficult classes, and are given extra responsibilities and little mentoring. It said they're exposed to a "sink or swim" atmosphere.

Blegen said her daughter left teaching after a bad experience: In her first year, she was assigned to five classrooms, including one that had 27 eighth-grade boys.

"She's not teaching now," Blegen said. Her daughter went to work in the private sector: "In her first year in business, she made more than I did after teaching for 30 years."

Minnesota ranked 18th among the states in teacher salaries in 1996-97, paying an average of \$38,281, according to the National Education Association. Average salaries ranged from a low of less than \$27,000 in South Dakota to a high of more than \$50,000 in Alaska. Minnesota ranked just below the national average of \$38,611.

Shakopee district are from non-English-speaking homes.

"That shocked me," he said.

In Minnesota, only 2.5 percent of the state's teaching force is made up of teachers of color, even though students of color make up 13.5 percent of the student population, the study found.

"In both urban and Greater Minnesota, teachers of color are greatly needed," the study said.

Despite much talk of the need to diversify the state's classrooms in recent years, little has changed. In 1991 teachers of color made up 1.5 percent of the state's teaching force. At that time, a state study recommended that

The call for higher pay was endorsed immediately by the president of the Minnesota Association of School Administrators.

"We clearly have a diminishing supply of well-trained sophisticated applicants to replace our number of retirees, and the gap is getting wider every year," said Bob Ostlund, who's also the superintendent of the Shakopee schools. "It's getting real difficult to find people. . . . Raising pay and benefits will help greatly."

Ostlund said the public will support higher pay for teachers if it's linked to a longer school year.

Competition takes toll

The shortage is showing up in many ways.

At Thursday's seminar, state officials cited the experience of the Osseo district, which advertised in Milwaukee, Des Moines and Kansas City to fill 150 teaching positions this year.

In Shakopee, Ostlund said, his principals were overworked this summer.

"I was concerned about our principals when school started this year because they were not rested," he said. "They were not rested because they spent so much time this summer trying to find qualified teachers."

In White Bear Lake, 20 percent of the teachers are new this year, according to Education Minnesota, the state's teachers union. It said that schools are hiring teachers at rates not seen in decades.

State Education Commissioner Bob Wedl called it a "crucial issue" for Minnesota.

Minnesota should provide such incentives as help with rent, child care and automobiles.

While those types of large-scale incentives never have gotten off the ground in Minnesota, they're popping up elsewhere.

To lure teachers, Dallas is offering signing bonuses. Baltimore is offering help with closing costs on homes. And the Maryland Legislature will consider state income-tax breaks for teachers.

"This is an issue around the country," said Eugene Piccolo, assistant commissioner of the state Department of Children, Families and Learning. ■

51. St. Petersburg Times

September 18, 1998

Computer degrees all the rage

Computer majors are so much in demand that some companies are trying to recruit students even before they graduate.

By LARA WOZNIAK

TAMPA — Stephen Skop was 6 years old when he started playing with computers, and he has been playing ever since. Now he's about to turn his pastime into his profession.

At 23, the computer science in engineering major at the University of South Florida is graduating at just the right time: when computers are hot and computer majors are in demand.

Computer majors are landing jobs that offer starting salaries between \$35,000 and \$50,000.

Students studying computers say businesses have tried to woo them into full-time jobs before they've gotten their degrees.

At USF, students can either major in computers through the College of Business (in the Information Systems and Decision Sciences department housing the management information systems major), or through the College of Engineering, where students can earn a computer science in engineering major.

Within these departments there are several sub-tracks that further pinpoint what discipline students want to target. "Both (departments) are facing the same circumstances," USF spokesman Michael Reich said. "Those who graduate from the programs are virtually guaranteed a job. Supply and demand are tremendous."

Similarly, students at the University of Tampa can major in computer information systems in the Information

& Technology Management Department in the the College of Business.

"They walk out of here with those CIF degrees, and they just make tons of money," said Grant Donaldson, a spokesman for UT.

Many of those higher-end salaries, though, are found in jobs outside the Tampa Bay area.

"Our graduates in this area of the country are making about \$35,000 on graduation," said Gordon Couturier, associate professor in the Information & Technology Management Department of the College of Business at UT. "If graduates want a high starting salary, they need to relocate to the Northeast where starting salaries are in the \$40,000 to \$50,000 range."

Or they could move to California, which still sizzles with technology job opportunities.

Brian Pages, a 25-year-old USF senior, took a vacation to San Jose during spring break, and potential employers "basically just wanted to know when I was graduating."

The reason jobs are so plentiful and high-paying is because more and more products have computers in them, increasing the need for programmers with the expertise to build, upgrade and repair them.

"Hardware is getting to be so cheap, computers are being put into things like toasters," explained Dewey Rundus, a professor in the computer science in engineering program at USF.

"Hardware people have been leading us to this job heaven."

That means graduates with more technical, engineering backgrounds are doing well.

Similarly, computer majors from business departments also are doing well. As companies continue to downsize, many jobs previously handled by people are now done by computers. And manufacturers need people who understand business to help create those computers. Internet security, and how to handle year 2000 problems also are driving the demand for workers.

As word gets out that graduates are raking in the bucks, students are starting to rush to major in computers.

"Five years ago we had 250 undergraduates; we now have 750 undergraduates in the MIS program," said Stanley Birkin, chairman of the department of Information Systems and Decision Sciences at USF.

Professors in all computer-oriented departments — engineering or business — are reporting that classes have doubled and tripled in size this year alone, particularly the entry-level ones.

"At the moment, we basically have been offering a certain number of seats in our classes," said Birkin. "Basically, the students who telephone first get the classes, which typically close out in the first two weeks of registration." ■

52. Miami Herald

September 18, 1998

Union's ad targets tuition vouchers

By MARK SILVA Capital Bureau Chief

TALLAHASSEE — Florida's biggest teacher's union is unloading an attack against anyone supporting tuition vouchers for private schools in this

year's elections, with a big-budget TV ad aimed at rattling voters.

Although the ad does not target anyone in particular, John Ryor, executive director of Florida Teaching Profession/NEA, acknowledges that

vouchers are "a critical issue" in the governor's race.

"It's a two-week campaign to warn Floridians of a hot new product that has hit the market this season . . . school vouchers," said Maureen Dinnen,

president of FTP/NEA and a history teacher at Broward Community College.

With \$750,000 invested in its commercial, the union says, it should get plenty of viewing — enough, in the markets where it is playing, that the typical TV viewer will see it 10 times a week or more. This includes neither Miami nor Orlando — too costly, the union says, but also home to some of the greatest concentrations of Republican voters likely to support vouchers.

A veteran pollster commissioned by the union, Keith Frederick, said awareness about tuition vouchers among Republicans runs 20 percent higher than it does among Democrats. Overall, Frederick said, his survey of 800 likely voters between Aug. 3-6 —

carrying a likely 3.5 percent margin of error — found 54 percent calling vouchers a bad idea, 39 percent a good idea.

The campaign of Republican Jeb Bush, proposing a limited plan for vouchers if elected governor, says the union is peddling Buddy MacKay's "myth" about vouchers. The union endorsed MacKay's candidacy in May.

"It just seems to be part of an ongoing effort by several groups to try to mislead people about this issue," said Cory Tilley, spokesman for the Bush campaign. "Anybody who reads Jeb's public education plan will see vouchers are put in the proper context. This kind of ad does nothing for voters, other than scare them about something they shouldn't be scared of."

The union's 30-second ad portrays a

classroom full of children where books suddenly disappear from desks, bookshelves vanish from the wall and a roomful of saddened children are left standing in the dark.

The union maintains that spending public money on children who attend private schools — the basic arrangement of any plan for tuition vouchers — will drain the public schools of resources already in short supply.

Supporters say the state will send only a percentage of the money it now spends on each child in a public school to a private school accepting any tuition voucher — leaving the public school with one less student to teach, but a share of the money once spent on that student to use for other needs. ■

53. San Diego Union Tribune

September 18, 1998

More class-size reductions set for Cajon Valley Union

Student-teacher ratios to fall for third-graders

By Christie Ritter STAFF WRITER

EL CAJON — Holding classes in the library or an auditorium isn't the ideal solution, but for now, it will do.

At a special board meeting yesterday, the Cajon Valley Union School District board unanimously approved an expansion of the class-size reduction program to third-graders at all district schools.

A vocal group of parents had been lobbying the district to expand class-size reduction. And Kate Coyne, mother of a third-grader at Fuerte School, said she was happy with the board's decision.

"There is nothing to compare to the experience of one teacher, hands-on, teaching 16, 17 or 18 children," Coyne told the board.

To implement the plan, the district Third-grade classes at the affected schools, Blossom Valley, Meridian, W.D. Hall, Rancho San Diego and Fuerte schools will be reconfigured beginning Monday. The number of students in each class will go from a maximum of 32 to 20 or fewer. Some students will get new teachers. A total of 506 of the district's 2,252 third-graders will be affected by the decision.

will hire 13 teachers and purchase 15 portable classrooms.

The state pays for the additional teachers required to lower the student-to-teacher ratio to a maximum of 20-to-1 in kindergarten through third grade. Although a bill is awaiting the governor's approval, state money has yet to be made available to pay for extra classrooms to reduce class sizes.

Wayne Oetken, Cajon Valley's assistant superintendent of business services, went to Sacramento earlier this week to get assurances that Gov. Pete Wilson will sign the state expenditures measures. If approved, the legislation would give the district just over a million dollars to pay for portable classrooms. The portables will cost \$1.27 million. The district will meet the shortfall by taking \$258,000

Barbara Miller, principal of Fuerte School, assured parents after the board meeting that she will hire only experienced teachers for the temporary contracts.

About 30 parents attended the meeting. Some expressed concern about disruption that the action will cause. Students in other grades will be affected, because access to libraries and multipurpose rooms will be

from its general fund.

Oetken said he feels confident Wilson will sign the bill, or that it will be brought back and approved in the next legislative session.

Two years ago, Cajon Valley reduced class sizes in kindergarten, first and second grades. In February, the program was expanded to third grade at half of the district's schools. Since beginning of school this fall, third-grade classes were reduced at an additional six schools.

Five schools that had not been able to reduce the number of students in classes because of a lack of space will now temporarily convert multipurpose rooms, computer labs or rooms currently used for child care into classrooms for third-graders.

restricted to make room for the third-graders.

"We need a commitment from the board to figure out how to preserve programs that may be displaced or eliminated," said parent Jane Alfano.

District officials said they will order 15 portable classrooms immediately. But having them ready by January would be a "best-case scenario," said Superintendent Marge Dean.

The school auditoriums and libraries will go back to their original use once the new classrooms are brought in.

Dean told the board that the delay in reducing class sizes was due to late information from the state that additional money would be available

for portable classrooms. "We do regret the acrimony that has occurred in some places," she said. ■

INTERNATIONAL

54. Times Educational Supplement

September 18, 1998

Measuring a moving target

Education accounts for huge budgets in developed countries.

Brendan O'Malley

As most developed countries spend 3 to 4 per cent of gross domestic product on school education, governments are always anxious to know if this investment is effective in raising standards compared to other countries.

One way is to compare results of terminal exams for school-leavers at 18. But this is fraught with difficulty. For a start, the leaving exam may not be representative. In the United States, marks in the American College Test, which measures achievement, are holding steady, but a third of first-year college students require remedial education in reading, writing and maths.

In Germany, the Abitur pass rate under-represents the numbers capable of reaching that level because many pupils choose instead to take an apprenticeship due to high industrial wages.

Establishing whether standards are

rising or falling is more difficult still, because it depends on tracking exam results over a period of time in which the questions asked and the marking criteria may have changed.

Hilary Steedman, programme director of the Centre for Economic Performance in London, says it is easier to compare levels at any one time.

A more accurate indicator would therefore seem to be comparative tests such as the Third International Mathematics and Science Study. But even then, performance in two subjects may not reflect standards across the spectrum of subjects in that country. In Singapore, which consistently excels in TIMSS tests, achievement is lopsided with much stronger results in mathematics, physics, chemistry and economics. This may be due to the high value placed on these subjects in Singapore.

Dr Steedman, who led a study of assessment, qualifications and standards

in the UK, France, Germany, Singapore and the United States, said that while comparisons with Asian countries are always salutary, the standards expected in Germany and France are impressive too. "The quality of French education is very good, the depth and breadth of learning is far in excess of anything we insist on for our students."

In Germany, she said, most people take apprenticeships rather than full-time schooling but two-thirds of the active population reach a standard equivalent to NVQ level 3, twice as many as in the UK.

America is a different case, because it puts a lot of effort and energy into retaining non-academic pupils to the age of 18. "This means on average they don't reach the level of our sixth formers when in high school. But in the end they get a large number to a higher standard than we do," Dr Steedman said. ■

55. Times Educational Supplement

September 18, 1998

Why selection won't work

Sir Cyril Taylor

There has been much talk about whether we need a new educational philosophy that combines the best of existing competing policies, including those favouring choice and diversity and relying on market forces, and those

Despite huge increases in spending on state education, nearly 40 per cent of our 11-year-olds enter secondary school two or more years behind in reading skills. At 16, more than a third of our

whose concern is to ensure equal opportunity. Is this so-called "third way" a practical option?

I used to be a strong supporter of choice and diversity and the applications of market principles to education. However, recent closer secondary pupils do not obtain even one A to C pass at GCSE.

Those who favour the establishment of a new selective grammar school in every town have perhaps failed to

examination of how the unencumbered market actually works in the provision of free state education has shown some pretty convincing reasons why a purely market-driven approach is not the best way forward.

appreciate that rejection is the other side of the selection coin. In the 21st century we cannot afford to undereducate large numbers of our young people.

Moreover, the unfettered introduction of selection does not work. In Bromley, South London, nearly all schools have now adopted some form of selection. The result is that many parents have to wait until August to receive confirmation of a school place for their children.

And yet, the egalitarian philosophy which has dominated many of our colleges of education and local education authorities since the 1960s is not attractive either. All too often, this has led to levelling down of educational standards. The abolition of more than 1,000 grammar schools in the Sixties and Seventies clearly deprived many inner-city children of a good education.

The concept of the neighbourhood comprehensive is attractive if you live in a leafy suburb with a good local school but is discouraging to some inner-city parents whose local school may have become associated with low standards and poor discipline. The tragedy is that the market philosophy gurus and the egalitarians both implicitly, if reluctantly, accept that raising standards for all is too difficult.

The advocates of market forces seek to re-introduce grammar schools which by their very nature could only favour the few. Egalitarians, on the other hand, would restrict choice and impose the monolithic system of the neighbourhood comprehensive, often using particular models of teaching, ill-suited to the needs of many young people.

Is there a third way which combines the best of both approaches?

Clearly, many of the pro-market

reforms of the past decade are working well and should be retained. These include: the publication of performance tables, establishment of a rigorous school inspection system, introduction of local management, a national curriculum and specialist schools.

But we need to temper the discipline of the market with the principle of inclusiveness. All children are entitled to receive a good education and indeed the nation's future prosperity depends upon this.

The new emphasis on raising standards of literacy and numeracy in all primary schools is clearly right, as is the emphasis on returning to effective teaching methods such as phonics in reading. Tough targets have been set. However, sooner or later either local education authorities or the Department for Education and Employment will need to have the courage to close schools that persistently fail to teach pupils adequately and to reallocate their resources to successful ones.

Similarly, the teacher unions will need to temper their desire to protect members' interests with a willingness to allow schools to get rid of poor teachers. It is an irony that our teacher unions defend so rigorously the existing contract of employment for teachers, with all of its problems.

The thorny issue of admissions to popular schools will need a careful, transparently fair and practical solution that combines the principles of choice and diversity with the right to attend a good local school. The principle that inner city and other areas of social deprivation should receive additional

funding and should be test beds for innovative practices has been recognised through the establishment of the education action zones. Other initiatives, such as summer literacy schools, homework clubs, beacon schools and master classes, also have a role to play. Business and community groups must also be active, both in the provision of sponsorship and in helping comprehensive schools to modernise their management.

Above all, we will need to make the teaching profession more attractive to new graduates, especially in the sciences, IT and mathematics, and to persuade more existing teachers to remain in the profession. This will inevitably mean a greater share of the national budget being directed to education as well as the introduction of imaginative ways such as the new advanced skills scheme to retain good teachers and "golden hello" measures to attract new trainees.

The role of local education authorities must change from their traditional one of managing schools to one of ensuring good standards are delivered. The principle should be that intervention will be limited to those schools whose performance is not satisfactory.

The simple overriding objective should be to raise standards of achievement. All proposed measures should be judged against this criterion. If we could do this, we would deliver a new inclusive approach to excellence which would attract considerable support across the political spectrum. ■

56. Times Educational Supplement

September 18, 1998

Domesday on the Internet

Clare Dean

Pupils from thousands of schools across Britain will this month turn super-sleuth to create a treasure chest of experiences for the millennium.

They will be interviewing grandparents and parents and some of the oldest residents in their towns and villages to draw together a collection of memories to be showcased in the Millennium Dome.

More than 8,500 schools are contributing to the Domesday Book for

The results will be placed on the

the 21st century, sponsored by the supermarket chain Tesco.

They will produce data for the nation on community life in the UK yesterday and today and reveal aspirations for the future in an Internet record to be viewed by generations to come.

The £12 million project, called Tesco SchoolNet 2000, will run for four academic terms finishing in December 1999.

And Terry Leahy, Tesco's chief executive, said: "Our aim is to celebrate website either at school or at one of the

the millennium by asking children to help create the biggest and most innovative schools educational website in the world."

This term pupils will focus on "Where we live" - looking at their local communities, people, places and events. Other topics are "How we live", an insight into lifestyle and environment, learning and leisure; "The world around us" which is a focus on communicating and travelling and "What we want to be".

special Internet centres at Tesco stores

or local libraries.

Pupils will create their own pages containing text, pictures, photographs and recorded speech.

Their findings will be displayed in the Learn Zone, a 1.5-acre site devoted to education, in the Millennium Dome as well as at Tesco stores.

Tesco has appointed 52 advisory teachers to give assistance and to "buddy-up" computer literate schools with their less confident counterparts.

The project has the backing of the Department for Education as well as the Scottish Office, Welsh Office and the Northern Ireland **education department.**

It is supported by Anglia Polytechnic University's Ultralab, whose director Stephen Heppell sits on the Dome's education committee and Xemplar, the technology services supplier.

Its curriculum links include literacy, numeracy, geography, science and

history.

And Hackney Free and Parochial School in London, one of a number of schools which has been trialling the scheme, said: "The project is deepening our links with the community and bringing the community into the classroom. "This makes our class work more immediately relevant." ■

57. Times Educational Supplement

September 18, 1998

New light on autism treatment

Major research project will assess the most effective methods of treatment.

Karen Thornton reports

Early intensive education can help children with autistic disorders, according to a new review of recent research.

But there is no strong evidence that one approach is better than another for a particular child.

The literature review - carried out by Rita Jordan, Glenys Jones and Dinah Murray, of Birmingham University and published by the Department for Education and Employment - will provide a starting point for a major new research project.

The £115,000 project, funded by the Local Government Association, aims to plug the gaps in current research and identify the most effective educational interventions for autistic children.

The review says research has consistently shown that early intervention is effective with autistic children, and the LGA project will

focus on the early years and key stage 1.

But the evidence on the effectiveness of the various educational approaches to autism - including well-known methods such as TEACCH (treatment and education of autistic and related communications handicapped children) and the "daily life" therapy practised at the Boston Higashi School - is not conclusive.

"There is no really strong evidence to suggest that one approach is better than another, although there is a consensus of findings that early intensive education that involves the parents and includes direct teaching of essential skills with an opportunity for planned integration, can produce significant changes," says the review.

The LGA's research proposal acknowledges that education authorities are concerned about the increasing costs of providing for autistic children, as parents seek placements in private

schools and appeal to the special educational needs tribunal.

Ivor Widdison, the LGA's education policy co-ordinator, said authorities had a responsibility to identify effective ways of educating autistic children.

"The parents of children with autism would be very fed up if they thought we were only doing this to save money," he said.

"But there is a responsibility on all of us to find something that is cost-effective. If you are sending two or three children to the Boston Higashi School at a cost of Pounds 56,000 each a year, you have got a big hole in your special needs budget."

The review was welcomed by Paul Cann, chief executive of the National Autistic Society, who said autistic children should have a right to pre-school support. ■

58. Times Educational Supplement

September 18, 1998

Good teachers aren't too literal

Karen Thornton

The best teachers of literacy in primary schools are not necessarily those who can tell their phonemes from their morphemes*, according to new research.

Good teachers scored as badly as less effective colleagues in a quiz on the technical rules and structures governing

language. And both sets of teachers were observed using and teaching linguistic techniques, such as phonics, in their classrooms.

But less effective teachers approached technical issues as skills to be learned for their own sakes - whereas good teachers ensured pupils saw them as a means to the end of improving their

reading and writing.

The research has implications for in-service training, and also the revised primary teacher-training curriculum which was introduced this month. The new curriculum puts a heavy emphasis on trainees' technical knowledge of language, grammar, morphology and phonology.

Researchers from Plymouth and Exeter universities questioned 228

In the quiz effective teachers were better at picking out word types such as adjectives and adverbs, but less able to identify phonemes, onsets and rimes, and morphemes - despite sometimes using them in class.

"Our interpretation of this contradiction is that the effective teachers knew the material they were teaching in a particular way... they appeared only to know their material by how they represented it for their children," says the report.

The report, *Effective Teachers of Literacy*, was commissioned by the Teacher Training Agency which is responsible for changes to the teacher-training curriculum.

Philippa Cordingley, the TTA's chief professional research adviser, said:

"What these (effective) teachers have got is understanding of how to teach those things to children, even if it wasn't evident in out-of-context tests

effective teachers and developed case studies on 26. They compared them to a that they understood it in an abstract form.

"The key question is how teacher training helped teachers acquire that knowledge and do it in the form that is useful to them in the classroom."

Effective teachers highlighted extensive in-service training as key to developing their expertise, although courses on grammar were not considered relevant. English co-ordinators gained from their access to external in-service training, with non-specialists missing out. The report suggests professional development should focus less on teachers' own content knowledge and more on how subject knowledge is taught to children. Subject co-ordinator posts should be rotated to help spread expertise through a school.

* Phonemes are the units of sound that distinguish one word from another - for example, d, t, in pad, pat.

control group of other teachers, mainly maths co-ordinators.

Morphemes are units of language that cannot be further divided - for example "in," "come," and "ing" in "incoming".

The Government's literacy strategy

* 80 per cent of 11-year-olds to reach level 4 or above in English by 2002. It has allocated £59 million from the Standards Fund to support literacy in 1998-99. This includes:

* £49 million for training primary school heads, teachers and governors; recruiting literacy consultants; and buying books

* £3m for local projects to address the potential drop in pupils' progress when transferring to secondary school * £4m for family literacy projects, and;

* £3m to support the Premier League Study Support Scheme.

Ministers also made available another £23m for books for schools at the end of the last financial year.■

59. Times Educational Supplement

September 18, 1998

Unions unite over teachers' pay rise

Frances Rafferty

The six teacher unions are gearing up for a show of strength over pay, with an unprecedented joint demand for a substantial pay rise for school staff.

The joint submission of all the head and teacher unions to the pay review body limits itself to arguments concerning recruitment and retention. They will turn to pay in their response to the Government's forthcoming Green Paper on the modernisation of the profession.

But union officers say they hope the new-found unity will lead to a united front on the proposed changes to teachers' pay and conditions.

This week at the Trades Union Congress annual conference, a debate on public-sector pay put down a marker for the Government. Nigel de Gruchy, leader of the NASUWT, the second largest teaching union, warned the Prime Minister and Chancellor that graduates would vote with their feet and not become teachers.

Mr de Gruchy castigated the Government for phasing in last year's pay award. The recommended 3.8 per cent was worth only 2.6 per cent,

despite Tony Vineall, the review body's chairman, making it explicit he wanted it paid in full.

Mr de Gruchy said: "The Government saved just over Pounds 100 million. In the same week, Britain paid £1 billion to the International Monetary Fund to pour down the dark holes of Russian gangster capitalism and the murky waters of Asian banking systems."

He said the teacher unions' positive attitude to the Green Paper could be undermined if the next pay settlement is not satisfactory.

Doug McAvoy, general secretary of the National Union of Teachers, said:

"The joint submission shows the unions can put aside their sectional interests in the interests of the profession."

The unions have not named their price. "It's not our job to put up a high figure - although we deserve it - only to have it ridiculed," said one union leader.

"We hope our evidence will show how serious the situation is and, if we are talking in market terms, the Government will realise what it needs

to do to attract good candidates to carry out its standards agenda."

The teachers' employers have already called for pay restraint because of pressures on local government finance.

The unions' submission reports a fall of 7.4 per cent in applications for PGCE courses and notes the demand for other teacher-training courses has sharply declined. Technology, maths and modern languages remain shortage subjects, despite the fact that they attract bursaries.

The report quotes Glamorgan University's Headship? No Thanks!, by Chris James and Denis Whiting, which found workload and stress is putting off potential headteachers.

In a separate submission, the National Association of Head Teachers has stressed the difficulties schools have appointing heads and said a 17 per cent pay rise would be needed to bring heads in line with comparable management posts.

The report said: "Teachers have not seen any significant benefit from the improving economy. The review body must recommend salary increases to address this situation before irreversible

damage is done to the teaching profession and, by extension, the

quality of the educational service." The teachers' pay review body will

publish its recommendations early next year.■

60. Financial Times

09/18/98; Edition: London Edition; Section: NATIONAL NEWS; Page 9

Education minister attacks 'elitist' A-levels

By Simon Targett
Education Correspondent

A government minister yesterday unleashed an assault on the A-level exam, dismissing it as "wrong", elitist and designed "for a world which no longer exists".

In a speech to university vice chancellors in Manchester, Baroness Blackstone, the higher education minister, said the "gold standard" qualification was too specialised and had become a stumbling block to the government's drive to widen access to higher education.

The attack marks a new offensive by Baroness Blackstone to put A-level reform at the top of the government's education agenda now Stephen Byers, the former schools standards minister who championed the A-level, has joined the Treasury.

It follows calls by the government's skills taskforce for qualifications more

attuned to the needs of industry, and comes amid fears that plans to broaden the A-level could be scuppered by universities' preference for candidates with traditional qualifications.

Baroness Blackstone, former master of Birkbeck College, London University, called on universities to reform their admissions policies, warning that they could be missing "potentially brilliant" students by laying down inflexible entry requirements.

She said the traditional post-16 curriculum was designed for a "world in which higher education was the preserve of a highly specialised elite". But with a third of young people going to university, and with employers demanding students with a "far wider range of skills than those of 10 years ago, never mind 40", she said the A-level qualification must change.

The narrow A-level curriculum had "bedevilled" the education system "for

too long", she said, adding that "an understanding of technology is likely to be at least as important as specialist knowledge which may be out of date within months".

From September 2000, students will be able to take five new-style AS levels — each worth half an A-level — in the first year of the sixth form, followed by three full A-levels in the second sixth form year. They will also be able to take a "key skills" qualification designed to meet the needs of business and industry.

Baroness Blackstone said the government could "only do so much", and insisted admissions tutors reviewed selection procedures.

Martin Harris, chairman of the Committee of Vice Chancellors and Principals, acknowledged that "the need for widening participation is the strongest rallying cry from universities."■

COMMENTARY

61. Washington Times

September 18, 1998

Directing funds toward classrooms

By Joseph Pitts

Even amidst hollow presidential calls for focus on education, the veto ink is barely dry on the pages of a bill that would have empowered middle-income families to save for their children's school expenses.

This week, will the administration and bureaucracy-happy members of Congress again thwart congressional efforts to improve learning opportunities for our nation's children?

The answer will become apparent with today's vote on legislation that sends \$800 million more in education dollars into the classrooms of this nation. This

bill, in fact, can even accomplish President Clinton's goal of smaller classrooms.

Just as children return to school, the House will vote on the Dollars to the Classroom Act. As the president knows, while American children lag behind the rest of the developed world in basic academic skills, Washington's bureaucrats still decide the "best" use of federal elementary and secondary education funds. As a result of this process, fewer vital federal dollars make their way to local schools, parents, and teacher cooperatives to use as they see fit for their specific classroom needs.

As the funding stream currently flows, even if they wanted to achieve the president's goal of reducing classroom size, these local communities would not be free to make that decision with federal help. However, the tide is turning after 30 years of the federal government's attempts to improve America's schools by creating big federal programs. The Dollars to the Classroom Act (H.R. 3248) was designed to take the success of local control to its logical next step — ensuring that 95 cents on every federal elementary and secondary education dollar makes it into classrooms — where

students actually go to learn their ABC's and 123s - instead of remaining stuck in Washington or sent with tight strings attached.

One thing is certain - it is not enough. In the midst of a rapidly growing federal education budget, the actual amount of funds making it into our classrooms is drastically reduced by an increasingly large Washington-based education bureaucracy. The Dollars to the Classroom Act, instead, would send funding for 31 federal education programs to the states, requiring that 95 percent of \$2.7 billion in education tax dollars be used directly in classrooms, instead of on paperwork, administration or unproven programs.

This would prevent the use of this money for anything but classroom needs. That means Washington and state-level bureaucracies would be hard pressed to waste money they don't have. Until now, nothing has prevented that. States' rights to make their own decisions would be protected, but rather than tying teachers' hands with heavily regulated and tightly restricted grant programs, the act will allow educators greater flexibility to receive money for any of the authorized uses of the existing 31 programs.

School districts could choose to put greater amounts of federal money into priority initiatives such as school safety, school technology, teacher improvement and school reform or reducing teacher-student ratios.

The opportunities are endless. As a

Right now, it is unclear exactly how much of our federal education funds make it into classrooms. Figures have ranged from 40 percent in New York former high school math science teacher, I have seen and experienced firsthand the funding shortfalls many school face. Year after year, thousands of teacher nationwide - in affluent and poor districts alike - are not given the proper resources to conduct the necessary classroom experiments that facilitate the learning process. Yet the Department of Education finds ways to fund pet projects like the closed captioning of the Jerry Springer Show.

The Dollars to the Classroom goal of directing funds into the classrooms would change all of that, injecting an additional \$425 into each classroom across the nation and giving \$9,300 to all schools nationwide. Because the underlying assumption behind the bill is that parents and teachers know best what the children's educational needs are, these local decision makers will be given the wherewithal to decide what's best.

In "concern" for what they've called a dismantling of numerous federal projects, opponents have suggested that poor children are losers with H.R. 3248.

Exactly the opposite is true. The Dollars to the Classroom Act does not touch Title I or the Individuals with Disabilities Education Act (IDEA), so no child is put at a disadvantage through this bill. The Dollars to the Classroom Act also includes a

City to the 84 percent indicated in an April 1998 report issued by the U.S. Department of Education.

hold-harmless provision, guaranteeing that states receiving formula-based grants could not receive less than the amount they would otherwise received for these programs. The plan gives teachers, parents and principals the flexibility they desire for programs such as Goals 2000, school-to-work efforts and most programs under the Elementary and Secondary Education Act (ESEA).

If a program is working well at the local level, they can decide to continue it. If not, local educators are given flexibility with these funds to find a way to meet the needs of the kinds they see each day. Getting back to basic academics and putting more dollars into the classroom makes a winning combination. President Clinton himself has said, "In an age of tightening budgets, we should be spending public funds on teachers and children, not on unnecessary overhead and bloated bureaucracy." Republicans welcome him to our philosophy on education and ask him to join us in the best gift we could give to this nation's students as they head back to school this fall - the Dollars to the Classroom Act. It puts our children first and takes us back to basics.

Rep. Joseph R. Pitts, Pennsylvania Republican is the author of the Dollars to the Classroom Act. ■

62. Governing

September 1998

The Conglomerate College

Community colleges are engaged in a never-ending struggle to address a plethora of needs. So far, they're pulling it off.

BY ANNE JORDAN

In the old industrial city of Lowell, Massachusetts, a modern, six-story hexagonal building rises up from between the Lower-Locks Canal and the banks of the Concord River. Gleaming gold letters on its facade announce that this is Middlesex Community College. The array of faces and languages seen and heard in the corridors of MCC attest to the fact that the school's student body boasts 46 countries of birth, predominantly in

Southeast Asia and Latin America. Liberal arts and health-career programs are among the most popular courses of study.

Fifteen miles to the south, along a winding country road near Bedford, lies a campus whose 200 wooded acres and neoclassical architecture evoke the centuries-old private liberal arts colleges of New England. The majority of its students are drawn from white, upper-middle-class towns outside of Boston. Many of them are particularly

interested in the school's business programs. It turns out that this, too, is Middlesex Community College, another part of the 28-year-old public institution where tuition averages \$2,400 a year and the only admission requirement is a high school diploma or equivalent.

"It's the most diverse constituency I've ever seen," declares MCC President Carole A. Cowan. Yet for all the variety of people and corresponding academic, vocational and remedial programs that abound in these two places, they

account for only part of the whole enterprise. The college's role not only as an educational entity but also as a corporate and civic partner extends throughout populous Middlesex County.

In downtown Lowell, MCC oversees one of the state's first charter schools (a reentry program for high school dropouts), a child-care facility, a public dental clinic, a small-business

MCC is by no means unique. Throughout the country, more than 900 public community colleges are providing an astonishing and ever-expanding array of educational services, from the traditional two-year associate degree programs, to job training for welfare recipients as well as displaced workers looking for second careers, to English-language classes for immigrants, to personal-enrichment classes for retirees. The pressure to be all things to all people never lets up, yet community colleges always seem to be able to find a way to add yet another program for yet another constituency. As Quentin J. Bogart, a specialist in community colleges at Arizona State University, noted recently, "The concept of setting priorities tends to fly in the face of the traditional community college mission statement."

All told, public community colleges serve almost 10 million students; nearly half of all undergraduates in the country attend a community college. In fact, about 5 percent of the entire U.S. population over the age of 18 takes credit classes at community colleges, and when non-credit courses are factored in, the figure approaches 40 percent in some urban areas. Even dogs take classes at community colleges.

"Middlesex has gotten more comprehensive because the core mission is to respond to the changing community," says Cowan. She could be speaking for community college presidents across the United States. Community colleges increasingly are becoming the higher-education crossroads of America, where many of the forces that are reshaping the national economy and the country's demographics come together in one place.

As never before, community college administrators must scramble to find new ways to serve a local population that is becoming ever more diverse and whose educational needs reflect a rapidly changing economy, the modern-day wave of immigration, and

assistance center, and the New England Folklife Center. It also set up two dozen programs in collaboration with the Lowell Public Schools as well. Out in suburban Woburn, MCC faculty operate the Career Place, a one-stop employment-services center, and they also provide customized, on-site training for thousands of employees at dozens of companies along the high-tech Route 128 corridor. At the demands of political initiatives such as welfare reform. And they are being asked to meet those challenges with little or no increases — and in some places, decreases — in state or local government funding, while holding tuition costs to levels affordable to people of limited means. As a result, they are becoming more and more entrepreneurial, even while learning to make the resources that are available work for them. MCC's Lowell campus wasn't built to house the community college, for instance. It once was a training facility for the Wang computer company. And the buildings at the core of the Bedford campus once were a seminary. A few years ago, Cowan even had her eyes on a struggling 220-room hotel across the canal from the Lowell campus; she wanted MCC to run it as for-profit lodging while using the facility to teach hospitality management.

While that idea didn't fly, Cowan's brand of do-more-with-less enthusiasm is anything but rare among community college administrators these days, and in most places, community colleges seem to be resourceful at finding ways to keep up with the ever-increasing array of demands being placed on them. But some who follow the fortunes of America's community colleges worry that the effort to teach just about anything to just about anyone will begin to work against them, that at some point they will be so overburdened by a demand for wide-ranging and nontraditional educational services that they will find their traditional strengths diluted and their traditional constituencies unsatisfied. Here and there — on the issue of whether community colleges should provide comprehensive remedial education, for example — those pressures are beginning to show.

Questions about what community colleges should — and should not — be doing reflect the strain of limited resources that all public higher education must contend with these

Ironstone Farm in Andover, students even earn credits by helping disabled youngsters with horseback riding. The college also hosts summer science, computer and aerospace camps for 7- to 14-year-olds, as well as "Elderhostel" programs, part of a worldwide network of week-long academic courses for people 55 and up.

days, and their grassroots-level popularity hasn't necessarily made them any less vulnerable to budgetary restraints. On average, state funding for community colleges dropped from 50 percent of total revenue in 1980 to 39 percent in 1994, and local funding, which is a much smaller share, was flat. Although no one expects a reversal of this trend, the picture has brightened a bit with recent state budget surpluses. In fiscal 1998, fast-growing Nevada increased higher education funding by a whopping 33 percent — much of it targeted at enrollment growth occurring in community colleges; California's community college system received a \$430 million boost, the largest in its history; Missouri and New Jersey also funded substantial increases. Most of the revenue growth, however, comes from tuition, which has more than tripled in the past two decades.

Still, community colleges' relatively low costs — average annual tuition and fees are about \$1,500 — and policy of open access have attracted a student body with a wide range of goals and needs. And the much-publicized federal HOPE "scholarship" (a \$1,500 tax credit for the first two years of postsecondary education in a program leading to a degree or certificate), along with the broader "lifetime learning credit" (covering 20 percent of the first \$5,000 of tuition and fees for low- and middle-income students, including adults returning to college and those attending less than half-time) are expected to put community colleges within the reach of even more people.

Nowhere are popular stereotypes of college attendees further from the truth than on community college campuses, where less than half of the students are between 18 and 24 years old. The average age, in fact, is 29. These older students, the American Association of Community Colleges reports, "tend to be quite different from their younger counterparts in terms of demographic and socioeconomic characteristics, enrollment patterns, employment

experience while studying, use of financial aid to pay for their education and persistence."

Largely because older students tend to be either married with dependents or single parents (especially women) who must work to support their families, only 2 million students at two-year schools are enrolled in credit classes full-time, compared with 3.5 million part-timers. Between 1970 and 1995, the percentage of part-time community college students grew from 48 to 64 percent.

Women and minorities make up Community colleges are also filled with non-degree-seeking adults returning to college to update their skills or change careers. Wake Technical Community College in Raleigh, North Carolina, reports that one in four students already has a bachelor's degree. "They're either not satisfied with their income stream or decide they want to do something different with their lives," says President Bruce I. Howell. And in hot areas such as computer sciences and engineering technology, he adds, "we cannot turn out enough grads to meet the insatiable demand." Middlesex offers a part-time, eight-month Software Technical Writing program that admits only people with a bachelor's degree and three years of work experience.

Finally, millions of people look to community colleges as a source of recreation and leisure programs. Retirees, for example, may enroll in continuing education classes to learn floral arranging, Italian or how to send e-mail to their grandchildren.

Of course, all of these special populations have implications for when, where and how courses are taught, and the sorts of support services necessary. For community colleges, convenience is the order of the day. In its 20-year history, Rio Salado Community College in Tempe, Arizona, has never even had a traditional campus and is widely regarded as the prototypical "college without walls." Classes are offered in public schools, churches, businesses, military bases and shopping malls throughout Maricopa County — and increasingly via the Internet.

Scheduling also must take into account work and family needs. A course may be offered not only during the day but also evenings or weekends. When Middlesex contracts to provide classes in business or industry facilities, instructors must be available to teach

three-quarters of all community college attendees. In higher education, "community colleges have always had an over-representation of under-represented people," says Arthur M. Cohen, director of the Center for the Study of Community Colleges at UCLA. Looked at from another angle, 55 percent of all Hispanics, 50 percent of all Native Americans, 42 percent of all African Americans and 40 percent of all Asians enrolled in U.S. higher-education institutions attend community colleges.

Nearly all of the 8,000 students at different shifts — say, at 1:30 a.m. or 5 a.m. Open classrooms, where students can essentially drop in at convenient times, are another approach colleges are utilizing.

Transportation and child care are also important issues, especially for low-income students. Community colleges are almost always commuter schools. But although more than 90 percent of the U.S. population has a community college within a 25-mile radius, it doesn't mean their trips are easy or cheap. When Middlesex set up a pilot welfare-to-work program with M/A-COM, an electronics manufacturer, the biggest obstacle that arose was getting students from campus to the company's facility. When the company explained the situation to the Lowell Regional Transit Authority, it agreed to run several shuttle buses. Both MCC campuses have day care centers, which offer some slots for students' children on a sliding fee. And true to MCC's knack for wringing maximum use out of every resource, the child-care facility in Lowell also serves as a demonstration site for the college's Early Childhood Education program.

While vocational training, leisure classes and remedial programs are becoming larger parts of the curricula for community colleges everywhere, the schools still must keep one of their original constituencies satisfied: students who want to use the community college as a stepping stone to a bachelor's degree.

A number of states, including Colorado, Florida, Michigan, North Carolina and Ohio, have passed legislation guaranteeing that basic coursework will transfer without a loss of credits to their public university system. Middlesex has a joint admissions program that guarantees acceptance at any Massachusetts state college or University of Massachusetts

Bronx Community College in New York are black or Hispanic, and more than half are foreign-born. Many of these recent immigrants lack proficiency speaking, reading or writing English. And the burden of helping the growing number of newcomers adapt to life in America seems increasingly to fall on community colleges. Middlesex's Community Outreach Center, for example, has served as a linguistic and cultural bridge between the college and more than 1,800 non-native area residents.

campus for those who graduate from an approved program at MCC with a grade point average of 2.5 or higher.

Around the country, however, fewer than 20 percent of community college students ultimately transfer to four-year schools. The drop from nearly 30 percent in 1970 has sparked a debate between what Manhattan College sociology professor Kevin J. Dougherty calls "collegiate" and "non-collegiate" reformers. The former, he writes in his book *The Contradictory College*, call for "a major renewal of the community colleges' commitment to transfer and academic education." The latter argue that community colleges "should not try to remain a major force in prebaccalaureate preparation," but instead should shift even further toward occupational/technical programs.

Vocationally driven programs have also become the darling of policy makers, many of whom, AACC President David R. Pierce says, seem to have just recently "discovered" community colleges and begun incorporating them into their strategic thinking about economic development. At Middlesex, courses that prepare students for direct entry into the work force range from traditional associate-degree offerings in subjects such as nursing, paralegal studies and graphic design to newer, shorter-term certificate programs such as Web developer or nanny/child-care specialist.

It is in the area of vocational education targeted to the specific needs of business, industry and government that community colleges are experiencing some of the most rapid growth. While this aspect of the community college curriculum sometimes comes under fire for being too narrowly targeted at a particular employer's short-term needs or failing to provide credit that students could

apply toward a credential down the road, there's no doubt that it is getting ever more popular, particularly with state legislators looking for something to offer businesses thinking about moving into a state or expanding their existing operations.

This summer, Middlesex and a dozen other New England colleges announced a partnership with 20 microchip manufacturers to develop common curricula for an associate degree program to help fulfill the anticipated regional demand for more than 5,000 semiconductor technicians — jobs that start at \$25,000 to \$30,000 — over the next five years. Iowa, Florida, Mississippi, North Carolina, Texas and Virginia all have adopted legislation that designates community colleges as the primary focal point in

Yet, ironically, state and federal welfare reform efforts so far have had something of a perverse effect on community colleges as agents of welfare-to-work. In Massachusetts, the number of community college enrollees on welfare plummeted from 7,210 in 1994 to 3,533 last year. The culprit: the strict limits on the amount of time welfare recipients are being given for job training and other support services. When Massachusetts tightened its welfare laws in 1995, eligibility for benefits was capped at 24 months within a five-year cycle, and recipients were also required to perform 20 hours of community service or paid work per week. Many who were attending community colleges dropped out because of the part-time-work mandate or pressure from their caseworkers to quit school and get a full-time job before their benefits stopped. Middlesex lost about one-third of its students receiving public assistance; at Greenfield Community College, in the rural northwest part of the state, welfare-recipient enrollment dropped by 82 percent.

A similar scenario played out in many other states. Last year, dozens of university and community college presidents formed the National Coalition for the Education of Welfare Recipients, whose goal is to push for revisions of welfare reform so that students may be exempted from some of the work requirements and from termination of benefits. Maine has already taken steps in this direction, allowing 2,000 of its 15,000 welfare recipients to attend school by paying their benefits with state, rather than

coordinating work force education and training within each state.

Community colleges have one particularly good reason for embracing these training programs as enthusiastically as they have: In some cases, they provide a source of much-needed revenue. Over the past 13 years, MCC has worked with 150 area businesses to provide on-site training to some 36,000 employees. One of its biggest corporate clients is Raytheon. In 1996, the company decided to shrink its job classifications from 500 to 50. "The engineers and manufacturing folks came to us and said, 'We don't know what we want, but we need to train 3,000 people,'" says Judith M. Burke, MCC's director of corporate education and training. The college ultimately developed 250 on-site courses in federal money.

Meanwhile, California Governor Pete Wilson's budget for fiscal 1998 included \$65 million to develop new curricula and subsidize child care for welfare recipients. Minneapolis Community and Technical College and North Seattle Community College are examples of places that have begun fast-tracking students into eight-week-long training programs for jobs such as nursing assistant that pay around \$8 an hour.

Every public community college also offers remedial classes in reading, writing and mathematics, and while welfare clients are often in need of remedial education, they are hardly the only community college students enrolled in remedial classes. Nationally, a full 41 percent of first-time community college freshmen take remedial classes; in some urban institutions, the proportion is as high as 95 percent. Middlesex is, well, in the middle: Half need remedial work in reading and English, three-quarters in math.

The remedial education issue presents what UCLA's Cohen has dubbed "the thorniest single problem for community colleges." The main point of contention seems not to be money — as a percentage of instructional budgets, remediation is not a huge deal — but rather whether these students belong in college at all.

This January, New York Mayor Rudolph Giuliani blind-sided the City University of New York's board of trustees by threatening to withhold the city's contributions to its six community colleges unless they shifted the

communications, writing, reading, math, problem-solving and safety that employees can take for two hours per week on company time. MCC's revenue from all its customized training programs has climbed from \$250,000 in 1986 to \$1.7 million last year.

Vocational programs, of course, also are a natural focal point for welfare-to-work efforts. Although recipients of public assistance now make up less than 5 percent of the student body on average, community colleges are quickly being pressed into service to play a key role in welfare reform. About half of them currently offer welfare-to-work programs, while many others are designing courses specifically for welfare recipients.

responsibility for remedial courses to the private sector. Subjecting all students to a proficiency test, he argued, would weed out at least 75 percent of the underprepared students in the system and thereby improve the colleges' quality.

Although the numbers seem to support his cause — 87 percent of those entering CUNY in 1996 failed at least one of three placement tests — Giuliani's proposal met with vehement opposition from faculty, alumni and minority groups. Administrators argued that such a move could decimate enrollment and that remedial courses actually subsidize more costly programs. In May, the CUNY board adopted a resolution, backed by Giuliani and Governor George E. Pataki, to phase out all remedial education in the baccalaureate programs at CUNY's 11 four-year colleges. The effect of this policy is to transfer the remediation burden almost entirely onto the shoulders of the community colleges.

There are other aspects of the community college curriculum where the question of what the proper role of these institutions should be comes up as well. Community colleges offer a cornucopia of "community education" programs — personal skills and leisure-activities classes that may run for an hour, a weekend or a semester and generally do not award academic credit or require the approval of any governing board or agency. They are wildly popular, offering something for just about anyone. Where else might you find a retiree with a Ph.D. from an Ivy League university sitting next to an

inner-city high-school dropout in a word processing class — both equally in need of the training? A glance at the course catalog for Mount Hood Community College in Gresham, Oregon, shows hundreds of entries that include not only such standard fare as arts and crafts, computer skills, financial planning and photography but also more unusual offerings: "Fundamental Dog Care Management" (the dog gets the diploma), "Writing War Stories," and "Eyesight Without Glasses." This summer, Middlesex offered a noncredit course entitled "Get a Job (Helping 20-Somethings Find Work)" for frustrated parents whose adult children have moved back home.

While continuing education programs "most closely parallel the tenor of the times in corporate and community life," as Albert L. Lorenzo, president of Macomb Community College in Michigan, has put it, their nontraditional nature causes some people to question the validity of their

The country will also continue to absorb huge numbers of immigrants. The term "minority," as it has traditionally been applied to groups such as blacks and Hispanics, has already become a misnomer on many campuses. Not only will students be more diverse, but there will be more of them: Enrollments are projected to

contents and whether taxpayers ought to be funding them. While, in fact, these programs tend to cover their costs through fees, an even larger issue, AACC's Pierce says, "is the failure of policy makers to grasp the importance of the shift to life-long learning."

Indeed, it's not hard to understand why community colleges are sometimes criticized for trying to be all things to all people. "In business, people talk about 'core competencies' — that organizations should figure out what they do best and concentrate on that and not other things," says Thomas Bailey, director of the Community College Research Center at Columbia University. There is a good bit of concern, he says, over whether community colleges' very comprehensiveness could start to work against them. "Some people argue, 'We can do all of this' and other people are more skeptical." Bailey's center, in fact, has just begun a project to study the implications of the incredible diversity increase 14 percent over the next 10 years, as Baby Boomers' children graduate from high school. And as Baby Boomers themselves retire, experts anticipate substantial growth in the elderly education market.

Assuming they remain affordable and accessible to students from all walks of life — with all their learning

of activity taking place within America's community colleges. Even the AACC's Commission on the Future of Community Colleges warns of "danger...in attempting to respond to every need."

Few of the experts, however, expect to see the wholesale jettisoning of any of the current functions of these hybrid and highly adaptable institutions. Middlesex's Carole Cowan clearly takes pride in "the flexibility of community colleges to study what the needs are and develop solutions." And the needs will only be greater in the foreseeable future. The trends that have shaped community colleges over the past decade are expected to accelerate in the coming years. Rapid technological changes will require frequent retraining of millions of workers, as well as influence the way colleges deliver services — at any time of the day or night, operating on a year-round, 24-hour-a-day schedule.

potential and problems — community colleges will reflect the adult population in America more closely than perhaps any other institution, and it seems certain that the links between "community" and "college" will become even stronger.■

63. Commentary

September 1998 Page 34

The war against testing

By David W Murray

IT IS safe to say that Thomas Jefferson never took a standardized test, and would probably consider them hopelessly inadequate as measures of what an educated person should know. Yet Jefferson, in his way, was the inspiration behind our present vast apparatus for assessing academic aptitude and achievement. Looking toward America's future, he imagined an educational system that would seek young people from "every condition of life," students of "virtue and talents" who would someday form a "natural aristocracy" to replace the old-fashioned kind based on wealth and family background.

The U.S. of course has never fully achieved this ideal. But particularly in the period after World War II, as ever

larger numbers of Americans entered colleges and universities, Jefferson's educational vision did begin to appear closer than ever to being realized. To an extent unimaginable a few generations earlier, access to American universities, and especially the elite ones, became based on considerations of merit. The chief instrument of this transformation was the standardized test-mass-administered, machine-scored, and utterly indifferent to every characteristic of a student save his ability to get the answers right.

And yet, for all its obvious benefits in helping to identify Jefferson's "natural aristocracy," and for all its widespread acceptance—this year, the Educational Testing Service (ETS), the organization that does the bulk of such evaluation, will administer its tests to

some nine million students—the enterprise of testing has never been free from criticism. Today, in fact, its critics are more numerous and more vociferous than ever.

Indignant over the recent drop in minority enrollment at some state universities as a result of bans on affirmative action, the foes of standardized assessment argue with bitterness that America's vaunted meritocracy has never served all its citizens equally well. As they see it, moreover, the real issue is not the abilities of the test-takers, minority or otherwise. Rather, it is the tests themselves, and the unreasonable emphasis placed on them by the gatekeepers of American higher education.

THE OLDEST and most familiar

accusation against standardized tests is that they are discriminatory. As the advocacy group FairTest puts it, a seemingly objective act, namely, "filling in little bubbles" with a No. 2 pencil, conceals a process that is "racially, culturally, and sexually biased."

The prime evidence for this charge is the test results themselves. For many years now, the median score for blacks on the Scholastic Assessment Test (SAT) has fallen 200 points short of that for whites (on a scale of 400 to 1600, divided equally between math and verbal skills). Less dramatic, but no less upsetting to groups like the Center for Women's Policy Studies, has been the persistent 35-point gender gap in scores on the math section of the SAT.

The SAT produces such disparate results, say critics, because its very substance favors certain kinds of students over others. Thus, fully comprehending a reading selection might depend on background knowledge naturally available to an uppermiddle-class white student (by virtue, say, of foreign travel or exposure

It is likewise contended that no mere standardized test can capture the qualities that translate into real-world achievement. Thus, when it emerged last year that American children ranked dead last among the major industrial nations in the Third International Mathematics and Science Study, the Harvard education expert Howard Gardner declared himself unconcerned. The tests, after all, "don't measure whether students can think," just their exposure to "the lowest common denominator of facts and skills." Besides, Gardner observed, at a time when America enjoys unrivaled prosperity, what could be more obvious than that "high scores on these tests . . . aren't crucial to our economic success"?

In a similar vein, the social commentator Nicholas Lemann has called for a reassessment of what we mean by meritocracy. Our current view of it, he argued recently in the *New York Times*, is "badly warped." If universities are to regain the "moral and public dimensions" that once connected them to the wider society, instead of being mere instruments for "distributing money and prestige," they should begin to select not those students who excel on standardized tests but those with the skills necessary to lead "a good, decent life."

THIS VARIED chorus of critics has already won some significant

to the performing arts) but just as naturally unavailable to a lower-class black student from the ghetto. The education writer Peter Sacks calls this the "Volvo effect," and has offered for proof an ETS study according to which, within certain income brackets, the difference between the test scores of white and black students disappears.

At the same time, women are said to be put at a disadvantage by the multiple-choice format itself. Singled out for blame are math questions that emphasize abstract reasoning and verbal exercises based on selecting antonyms, both of which supposedly favor masculine modes of thought. "{F}emales process and express knowledge differently, and more subtly," explains FairTest's Robert Schaeffer. "They look for nuances, shades of gray, different angles."

In fact, so biased are the tests, according to their opponents, that they fail to perform even the limited function claimed for them: forecasting future grades. The SAT, says Peter Sacks, consistently "underpredicts" the college concessions from the current testing regime. For one thing, ETS, faced with both adverse publicity and threats of legal action by activists and the U.S. Department of Education, has tried to remedy differences in group performance. On the Preliminary Scholastic Assessment Test (PSAT), which is used for choosing National Merit Scholars, a new method of scoring was recently introduced in the hope that more women might garner the prestigious award. The old formula, which assigned equal weight to the math and verbal sections of the test, was replaced by an index in which the verbal score, usually the higher one for female test-takers, was doubled. The point, as a prominent testing official put it, was "to help girls catch up."

More widely publicized was the massive "recentering" of SAT scores that went into effect with the 1996 results. Though the declared aim of ETS was a technical one—to create a better distribution of scores clustered around the test's numerical midpoint—the practical effect was a windfall for students in almost every range. A test-taker who previously would have received an excellent score of 730 out of 800 on the verbal section, for example, is now granted a "perfect" 800, while the average scores for groups like blacks and Hispanics have received a considerable boost.

marks of both women and minorities, which hardly inspires confidence in its ability to measure the skills it purports to identify. As for the Graduate Record Exam (GRE), required by most academic graduate programs, a recent study of 5,000 students found that their scores told us almost nothing, beyond what we might already know from their grades, about how they would perform in graduate school.

Another line of attack against the tests grants their accuracy in measuring certain academic skills but challenges the notion that these are the skills most worth having. High test scores, opponents insist, reveal little more than a talent for taking tests. According to a 1994 study by the National Association of School Psychologists, students who do well on the SAT tend to think by "rote" and to favor a "surface approach" to schoolwork. Low scorers, by contrast, are more likely to delve into material, valuing "learning for its own sake."

But since neither "recentering" nor any other such device has succeeded in eliminating disparities in scores, opponents of tests have had to look elsewhere. At universities themselves, affirmative action has long been the tool of choice for remedying the alleged biases of tests. With racial preferences now under siege, economic disadvantage is being talked about as a new compensating factor that may help shore up the numbers of minority students. The law school at the University of California at Berkeley, for instance, has introduced a selection system that will consider a "coefficient of social disadvantage" in ranking applicants.

Some schools go farther, hoping simply to do away with standardized tests altogether. There are, they insist, other, less problematic indicators of student merit. High-school grades are a starting point, but no less important are essays, interviews, and work portfolios that offer a window into personal traits no standardized test can reveal.

Bates College in Maine, like several other small liberal-arts schools, has already stopped requiring applicants to take the SAT. According to the college's vice president, William Hiss, standardized scores are far less meaningful than "evidence of real intelligence, real drive, real creative abilities, real cultural sensitivities."

These qualities, moreover, are said to be especially prominent in the applications of minority students, whose numbers at the school have indeed shot upward since the change in policy.

TAKEN AS a whole, the campaign currently being mounted against standardized testing constitutes a formidable challenge to what was once seen as the fairest means of identifying and ranking scholastic merit. Since that campaign shows every sign of intensifying in the years ahead, it may be relevant to point out that every major premise on which it rests is false.

In the first place, the SAT and GRE are hardly the meaningless academic snapshots described by their critics. Results from these tests have been shown to correspond with those on a whole range of other measures and outcomes, including IQ tests, the National Assessment of Educational Progress, and the National Educational Longitudinal Study. Though each of these uses a different format and has a somewhat different aim, a high degree of correlation obtains among all of them. This holds true for racial and ethnic groups as well. Far from being idiosyncratic, the scoring patterns of whites, blacks, Hispanics, and Asians on the SAT and GRE are replicated on other tests as well. It was in light of just such facts that the National Academy of Science concluded in the 1980's that the most commonly used standardized tests

Nor is it even clear that relying more exclusively on grades would bump up the enrollment numbers of blacks and Hispanics, as many seem to think. While it is true that more minority students would thereby become eligible for admission, so would other students whose grade-point averages (GPAs) outstripped their test scores. A state commission in California, considering the adoption of such a scheme, discovered that in order to pick students from this larger pool for the limited number of places in the state university system, the schools would have to raise their GPA cut-off point. As a result, the percentage of eligible Hispanics would have remained the same, and black eligibility actually would have dropped.

In Texas, vast disparities in preparation have already damped enthusiasm for a much-publicized "top-10-percent" plan under which the highest-ranking tenth of graduates from any Texas high school win automatic admission to the state campus of their

display no evidence whatsoever of cultural bias. Nor do the tests fail to predict how minority students will ultimately perform in the classroom. If, indeed, the purported bias in the tests were real, such students would earn better grades in college than what is suggested by their SAT scores; but that is not the case. As Keith Widaman, a psychologist at the University of California, showed in a recent study, the SAT actually overestimates the first-year grades of blacks and Hispanics in the UC system.

Foes of testing are a bit closer to the mark when they claim that women end up doing better in college than their scores would indicate. But the "underprediction" is very slight—a tenth of a grade point on the four-point scale—and only applies to less demanding schools. For more selective institutions, the SAT predicts the grades of both sexes quite accurately.

As for the claim that test scores depend heavily on income, the facts again tell us otherwise. Though one can always point to exceptions, students who are not of the same race but whose families earn alike tend, on average, to perform very differently. A California study found, for example, that even among families with annual incomes over \$70,000, blacks still fell short in median SAT scores, trailing Hispanics by 79 points, whites by 148 points, and Asians by 193 points.

This suggests that universities choose, regardless of their test scores. Passed in the wake of the 1996 Hopwood case (1996), which scuttled the state university's affirmative-action program, the plan has forced many high schools to discourage their students from getting in over their heads when choosing a college. As one guidance counselor quoted in the *Chronicle of Higher Education* warned her top seniors, "You may be sitting in a classroom where the majority of students have demonstrated . . . higher-order thinking skills that are beyond what you have. You'll have to struggle."

Grades aside, what of the various less measurable signs of student potential? Should not a sterling character or artistic sensitivity count for something? What of special obstacles overcome? Certainly, such things should count, and always have counted—more so today than ever, to judge by the sorts of questions most schools currently ask of applicants. But

turning to economic disadvantage as a surrogate for racial preferences will be disappointed with the results. And this has already proved to be the case. When the University of Texas medical school mounted such an effort, it found that most of its minority applicants did not qualify for admission, coming as they did from fairly comfortable circumstances but still failing to match the academic credentials of lesswell-off whites and others. In fact, as a University of California task force concluded last year, so-called economic affirmative action, by opening the door to poor but relatively high-scoring whites and Asians, might actually hurt the prospects of middleclass blacks and Hispanics.

WHAT ABOUT relying less on tests and more on other measuring rods like high-school grades? Unfortunately, as everyone knows, high schools across the country vary considerably, not only in their resources but in the demands they make of students. An A- from suburban Virginia's elite Thomas Jefferson High School of Science and Technology cannot be ranked with an A- from a school in rural Idaho or inner-city Newark, especially at a time of rampant grade inflation aimed at bolstering "self-esteem." It was precisely to address this problem that a single nationwide test was introduced in the first place.

Gaining a fuller picture of a particular student's promise is a difficult business, especially in an admissions process that very often involves sorting through thousands of individuals. Moreover, it can only go so far before it ceases to have anything to do with education. What a student is like outside the classroom is surely significant, but until we are prepared to say outright that the heart of the matter is something other than fitness for academic work, a crucial gauge of whether a student is going to be able to pass a biology final or write a political-science research paper will remain that old, much-maligned SAT score.

THERE ARE, to be fair, social commentators who acknowledge this ineluctable fact, and who therefore urge us to direct all our remedial efforts toward improving the test scores of American blacks. But for the true opponents of testing, such efforts—the work of generations—are clearly beside the point. Basically, what these critics

are hoping to do is to achieve the ends of affirmative action by other, more politic means.

Hence the search for supposedly more "nuanced" measures of scholastic merit like "creativity" and "leadership," tacitly understood as stand-ins for skin color. But there is no reason to think that minority students possess these qualities in greater abundance than do their peers. The attempt to substitute them for test scores will thus only perpetuate the corrupt logic of affirmative action by piling deception

upon deception.

Whatever the euphemism used to describe it, only counting by race and gender can produce the result that will satisfy the most determined critics of standardized testing. If they have their way, and such testing wholly or partly disappears, we will have forfeited our best and most objective means of knowing how our schools are doing, as well as any clear set of standards by which students themselves can judge their own progress. On that day, America's astonishingly successful

experiment in educational meritocracy will have come to an end. How this will benefit the poor and disadvantaged among us, or help them get ahead, is anybody's guess.

See "America's Next Achievement Test" by Christopher Jencks and Meredith Phillips in the September-October American Prospect.

DAVID W. MURRAY, a new contributor, is director of research at the Statistical Assessment Service in Washington, D.C. ■

64. The New York Times

09/18/98Section: Editorial Desk; Section A; Page 28, Column 5

Can Colleges Be Diverse and Fair?

To the Editor:

In your Sept. 14 editorial on the recent study of affirmative action, you note that "the study looks at very selective colleges because it is primarily at these institutions that race-sensitive admission policies are an issue." If so, why the hue and cry on your editorial page about the abandonment of

affirmative action in the California university system?

It should come as no surprise that race-based preferences have a less detrimental effect at elite schools, since only the most motivated and prepared need apply. It is at the more broad-based institutions (like the California university system) that racial

preferences need to be examined. What was the control group for this study? Are there any elite schools with a color-blind admissions policy?

DAVID CURTIN

Logan, Utah, Sept. 14, 1998

The writer is an assistant professor of music at Utah State University. ■

65. The New York Times

09/18/98Section: Editorial Desk; Section A; Page 28, Column 4

New York Schools Are Already Policed

To the Editor:

Placing police personnel in charge of security at New York City's public schools may not be the best idea, but not for the reasons school officials cite (news article, Sept. 17). More police officers involved in the schools means fewer officers out on patrol in the

streets.

Fears that the police will make schools feel like prisons are belated. Metal detectors, security guards and the like have already created a prisonlike atmosphere in many public schools.

As long as teachers and administrators remain unable to

discipline students, the schools in our larger cities will remain in the state they are in. Funny, we don't have metal detectors in Catholic schools.

BART BAKER

Jersey City, Sept. 17, 1998 ■

66. The Washington Post

09/18/98; Edition: FINAL; Section: OP-ED; Page A28

Eager to Teach

The front-page story Aug. 31 concerning the schoolteacher crisis in our local schools is puzzling. In June, I retired from the Navy after 30 years as a submarine officer. I had command of two nuclear submarines, and I commanded two shore establishments. Teaching mathematics at the middle school or high school level had always been one of my second-career interests.

I have a bachelor of science in naval engineering/naval architecture and a master of science in mechanical engineering. Additionally, I recently completed 20 credit hours in the Graduate School of Education at Boston University to help prepare me for a possible career in teaching. I maintained a 4.0 average for those 20 credit hours. I was a professor of naval

science at Boston University and a visiting professor at MIT for three years, and I designed and taught a four-credit university course in leadership and ethics. I also supervised eight assistant professors in teaching a 10-course curriculum.

Early this year, I applied for a teaching position with both Fairfax County and the City of Falls Church. I

also sent a letter with my resume and transcripts to every middle school and high school principal in the Fairfax County area. I received the courtesy of a reply from only one principal and that was simply an acknowledgment of my letter.

I see that schools are scrambling to fill a desperate need for math teachers at the last minute in the crisis management mode. Meanwhile, I have found another job and have embarked on a new career. I was not a certified teacher, but I was close to meeting all

the requirements for certification through the state's alternative licensure procedures. I needed one principal to take a chance on me in a provisional status. This crisis is puzzling indeed.

M. L. McHUGH
Dunn Loring ■

67. The Washington Post

09/18/98; Edition: FINAL; Section: OP-ED; Page A28

My Stuyvesant High

My recollections of the teachers at Stuyvesant High School in New York City are very different from those of Howard David Greyber ["A Learning Environment," letters, Sept. 3]. Also, he implied that when he attended, there was no entrance examination. That must have been a very long time ago, because there was an entrance examination when I went there, back in 1953-1956.

While it is true that Stuyvesant collected a lot of bright (then male-only) students, the teachers I had contributed greatly to the intellectual

spirit and ferment in the place, inspiring many students to strive to excel academically. I can still recall excellent, well-prepared teachers of English, history, math, physics, chemistry and biology. When I was there, the faculty included several teachers (they were not administrators) who held PhDs — e.g., in English, physics, etc. Some of the best teachers had come from an experimental school called Townsend Harris, whose existence I understood to have been discontinued by the city for reasons unknown to me. Other teachers

were published scholars and authors of textbooks. They had gone into public school teaching during the Depression because of the paucity of academic career opportunities back then.

I also remember most of those teachers expecting us to do what in retrospect seem like prodigious amounts of homework, almost daily. Doing it prepared us for the next class, and thereby we learned and learned.

PHILIP FILNER
Owings Mills, Md.
■

68. The (Wis.) Capital Times

09/17/98; Edition: All; Section: EDITORIAL; Page 13A

STUDENT VOICES ARE SILENCED

By Gina Bosben
Madison

Dear Editor: The attempt of University of Wisconsin-Madison students to voice their opinions about how their university should be run at a recent speech of Tommy Thompson was met with aggression and closed minds.

Out of a crowd of about 60 people demonstrating, two known activists, Ben Manski and Erin-Clare Quinn,

were picked out and arrested. Manski was pulled out of the crowd early on in the demonstration by an officer from behind and, as one witness put it, "was wrestled to the ground at my feet" during the arrest. Quinn, who was also among many other demonstrators, was singled out from the front of the crowd and hauled off to jail. Other demonstrators at the rally were not allowed to even speak with or voice their opinions directly to Thompson.

If corporations are allowed to play major roles in our education while the voices of dissent are muffled, the door is opened for violations of the worst kind such as the downfall of higher education to better and protect ourselves and our world, the downfall of the right to speak against atrocities in our society and the downfall of free speech altogether.

ART Caption: Gov. Tommy Thompson ■

69. Greensboro News & Record

09/16/98; Edition: ALL; Section: EDITORIAL; Page A8

BLACK NEIGHBORHOODS NEED NEW SCHOOLS

By the Greensboro Community Initiative

After two years of thoughtful discussions, the participants in the Greensboro Community Initiative concluded that the most significant step we could take as citizens interested in helping our economically deprived

neighborhoods is to focus on improving the quality of education provided to each of our children.

This is not surprising. Forecast 2015 and other citizen groups have concluded that education is one of Guilford County's most pressing issues. Indeed, it seems that virtually every

citizen recognizes that schools are critically important. The crying need for new and improved facilities is widely agreed upon, and the quality of public education is an important consideration in corporate relocations.

But GCI has focused on a truly vital issue not widely-recognized - that in

east Greensboro, that area of Guilford County with the largest concentration of children below the poverty-line, there are few convenient schools. Our history is that six schools in the historically black community have been closed under the banner of integration since the early 1970s. Subsequent school construction has been in predominantly white suburban areas. For the last 20 years, black children have borne the primary burden of busing for integration, and black parents have had geographic and other obstacles to participation in their children's schools.

In response, GCI has concluded:

Our overriding principle must be educational excellence and equity for every child; and integration must serve this principle, not negate it.

The return, renovation and construction of schools in the historic black community should receive the highest priority, so that all of our children can attend high quality schools within reasonable distance of their homes and so that obstacles to parental involvement can be removed.

Our community should rally to encourage our elected representatives to provide the necessary resources to fulfill these objectives, including needed additional resources to ensure that "at-risk" children achieve educational excellence.

Some have expressed concern that a cry for excellent schools convenient to black children may be motivated by a desire for segregated schools. We would be remiss not to acknowledge that there are people who desire segregated schools and who would misuse our position to advance that agenda. On the other hand, our position has been confused with the historic separate but equal doctrine. Neither of these views accurately represents the GCI position statement.

We acknowledge the importance of diversity and integration. However, the priority must be excellence in all of our schools. Diversity and integration must be carried out to serve that end. It is better for black children to attend an excellent school with parental and community involvement than it is for

black children to be bused to suburban schools without that nurturing environment. It is also important for our black communities to have the infrastructure a good school provides.

We must work together to eliminate the old framework of "good" schools and "bad" schools - usually racially defined - and to replace it with excellence in all schools. When all schools are good schools, much of the problem of achieving diversity will be solved.

What we ask is that our fellow citizens speak out in support of excellent schools in excellent facilities that are convenient to all of our children.

Members of the steering committee of the Greensboro Community Initiative are: Mayor Carolyn Allen, the Rev. George Brooks, the Rev. Nelson Johnson, Suzanne Plihcik, Priscilla Taylor, council member Claudette Burroughs-White, John Hopkins, Alex Spears and Otis Wilson. ■

70. Philadelphia Inquirer

September 18, 1998

Casting a thoughtful new light on the racial gap in test scores

A new book may do what "The Bell Curve" did not: Bring civil discussion to a serious disparity.

David Boldt / Alarms and Diversions

The sensitive subject of the differences in black and white test scores is about to make a reappearance in the public arena — pushed forward this time by, of all people, liberals.

The subject was shoved aside for the most part after the intense flare-up of controversy following the publication in 1994 of *The Bell Curve* by Charles Murray and Richard Herrnstein, who attributed the gap largely to inherent differences between blacks and whites.

It will be brought back by *The Black-White Test Score Gap*, edited by Christopher Jencks of Harvard and Meredith Phillips of UCLA, and published this month by the Brookings Institution. A synopsis appears in the current issue of *The American Prospect*, a liberal journal.

The Jencks book is intended to be a rebuttal to *The Bell Curve* but, ironically, may accomplish something Murray hoped his book would do, yet did not.

That is, the Jencks book may succeed in bringing the subject of the test-score disparity out into the open; provide a vocabulary with which it can be discussed civilly; and open the way to formulate constructive social policies.

The Bell Curve, by contrast, zoomed through public policy debate like a Stealth bomber. Its name was seldom, if ever, spoken aloud in legislative or judicial debate, though its effects were clearly felt. Affirmative-action policies that had been sacrosanct for years were suddenly wobbling.

One can, if one wishes, go down for

the third time in a stormy debate over the degree to which Jencks, Phillips and the two dozen other contributors have succeeded in their goal of showing that *The Bell Curve* overstates the role of innate intelligence and understates the importance of social environment.

What might be more useful, however, would be to use the conclusions drawn by Jencks and Phillips in their introductory summation as representing a more or less universally accepted baseline of conclusions about the test-score debate — and to use that as a starting point for policy discussions.

Without attributing the differences to genetics, Jencks and Phillips make clear that the present gap is large and important. Blacks score lower than whites on vocabulary, reading and

mathematics tests, as well as on tests that claim to measure scholastic aptitude and intelligence.

"The gap appears before children enter kindergarten, and it persists into adulthood," they write. "It has narrowed since 1970, but the typical American black still scores below 75 percent of American whites."

This gap is not the result of cultural bias in the tests, they conclude, and equalizing the social and economic background of blacks and whites would have only a small effect. Moreover, the tests do measure skills that matter in the real world.

The editors believe that the gap can be greatly reduced or even eliminated. To demonstrate that test scores are subject to change, they point to the fact that IQ scores generally have generally been rising, that the gap between blacks and whites had been narrowing until very recently, and that black children adopted by white parents post higher test scores, at least until adolescence.

(The drop-off in the scores of adopted black children when they become teenagers could be the result of

negative pressures from other black teenagers, though the power of these peer pressures is left unresolved in the book.)

The precise causes for the current differences between blacks and whites aren't known, Jencks and Phillips acknowledge, largely because the subject has been seen by researchers as too hot to handle — a state of affairs that will have to change, they say.

Their "best guess" is that new theories will emerge based less on families' economic and educational resources, and more on "the way family members and friends interact with one another and the outside world."

Parenting styles and analyses of subtle aspects of school environment, such as the expectations of teachers, will probably turn out to have larger effects than can now be proved, they hypothesize.

Some factors that are known, but haven't been acted on, can be put to better use, they say. For instance, it's known that one of the most important things is to have teachers who themselves have posted high scores in

achievement and aptitude tests, yet too little is being done to attract such people into teaching.

Interestingly, the conclusions in the book are largely congruent with the attitudes of black parents reported in a recent Public Agenda study, *A Time to Move On*. It showed that far more black parents believed that standardized tests "measure real differences in educational achievement" than believed the tests were culturally biased.

An overwhelming majority of black parents (78 percent) would like to see the test-score disparity highlighted, rather than covered up, believing this will justify the need to improve educational opportunities for blacks.

The black parents also want the best possible teachers hired, regardless of race, and higher standards in the schools their children attend, things Jencks and Phillips can buy into — as well as Murray.

No one, after all, would dispute the concluding line of Jencks and Phillips' introduction: "We can do better." ■

EDITORIAL

71. St. Petersburg Times

September 18, 1998

A smart university plan

Politics and parochialism have long undermined the mission of Florida's public universities. It is a mix that jeopardizes the quality of Florida's work force just as the state takes on increasing importance within the global economy. So it was encouraging last week to see a little political muscle being used to defend, rather than destroy, a laudable plan by the Board of Regents to reorganize Florida's university system.

The plan is an overdue antidote to the duplication and waste caused by the needless competition among Florida's 10 public universities. It would divide the universities into three categories that reflect the distinct history, geography and mission of each institution.

The University of Florida, the University of South Florida and Florida State University would be classified as

Research I schools, meaning they would have the flexibility needed to distinguish themselves as research and graduate institutions.

The remaining seven universities would put a greater emphasis on undergraduate education, and some would be rewarded with academic programs that cater to minorities and other students underserved in their corners of the state.

Critics are picking apart the regents' plan, but the reorganization would only codify the obvious. The Big Three universities already are in a separate league — academically, geographically, financially — from their sister campuses, and they deserve to make the most of their corporate ties, faculty, alumni base and academic potential.

Nothing in the regents' plan would bar any other university in the system

from seeking higher status in the future. Indeed, the reorganization may make it easier for historically black Florida A&M University and Florida International University, in fast-growing South Florida, to show the need for obtaining specialized programs to serve minorities or distinct areas of the state.

The regents improved the plan last week by calling for statistical benchmarks to measure whether the tiered system proves effective. That addition will make the regents and the university presidents more accountable. It should provide a fair and responsive mechanism for deciding whether and when a university deserves higher status within the system. It also makes the tiered plan an easier sell to skeptical lawmakers.

Some legislators are grumbling that the tiered plan will stifle the growth of

universities in their home towns. But the opposite is true. The plan gives newer schools a framework for excelling without having to engage in the lost cause of expensive competition against older and better-established institutions. That is why the regents want the Legislature to cede some authority over education spending, a move that would benefit the universities both individually and systemwide.

The current funding system rewards universities for their academic depth and political weight, a process that benefits the oldest and largest schools at

the expense of a coordinated university system. It encourages empire-building on individual campuses and allows powerful lawmakers to pull strings for their alma maters.

The regents have finally crafted a thoughtful plan that reflects the varying missions of Florida's public universities without balkanizing them into warring fiefdoms. The regents also would increase accountability by bringing some budgetary authority to the local level. These are priorities that lawmakers of both political parties have espoused not only for education

spending, but for government as a whole.

Republican lawmakers have special reason to embrace the proposal by Chancellor Adam Herbert. The plan reflects traditional GOP principles, and Republicans were instrumental in helping Herbert win his job. They should seize this first, best and perhaps only chance to bring focus and efficiency to a system plagued by the compounding spiral of infighting and growth. ■

72. Syracuse Post-Standard

09/16/98; Edition: Metro; Section: Editorial; Page A14

FINALLY, SCHOOL YOUNGSTERS MAY BE MORE EAGER THAN USUAL TO START STORM-DELAYED CLASSES.

Who ever thought the day would arrive when most Central New York youngsters - not just parents - actually looked forward to the first day of school?

That may have been the case this week, when classes finally started for

The decision to postpone the start of classes was a wise and necessary one. Not only was there damage and potential damage to school buildings and grounds to contend with, but it took days before some streets and sidewalks could be restored to a condition sufficient to accommodate buses and the patter of little feet.

Drivers still negotiating around small mountains of piled-up logs and tree branches now must exercise extra caution so youngsters arrive safely at their classrooms. Innately curious young scholars are not usually the most attentive pedestrians under normal circumstances. Now they have many more reasons not to pay attention to traffic as they gawk at the lingering emblems of the Storm of '98 - the flattened car; the giant, gnarled roots of a fallen oak; the sudden alteration of a once-familiar landscape.

It's still a disorienting time, so please be careful.

Students, parents, faculty and administrators at Syracuse's Fowler High School and Grant Middle School

thousands of elementary, middle and secondary students in Onondaga County. Monday was the first day some districts felt they could safely accommodate their young charges in the aftermath of last week's killer storm. Most Syracuse schools followed suit have reason to be even more disoriented this week. Today is the first scheduled day of school for these students, who are due to be sharing Grant Middle School for at least three weeks, until the damage at Fowler can be brought under control.

It won't be an easy time for either student body. School days for each will be compressed - Grant's from an earlier-than-usual start of 7:15 a.m. to just 11:40 a.m., Fowler's from 12:10 p.m. to 5:30 p.m. That's a quick turnaround for a total of 1,850 enrolled students. It imposes added burdens on parents who can't leave work for their children's early arrival home or give a ride to their late-starting high schoolers. Students with after-school jobs will be inconvenienced - and the problem is compounded when that "job" involves looking after younger siblings already home from school. Some parents have expressed concern about shortchanging their kids' education by this improvised arrangement. There is also concern about mixing older and younger students.

Tuesday.

"The students were anxious to get back," said one principal. "This had to be the longest summer vacation in recorded history."

But the staggered schedule is designed to limit contact between the age groups. And there will be an additional guard on hand to keep the peace.

Syracuse school officials explained that the compressed schedule sacrifices little if any instructional time during the school day by eliminating lunch period and "passing time" between periods.

As for problems with child care, Superintendent Thomas Cappa was right in saying the district cannot be expected to make that consideration its top priority. Since there was no facility available that could house all of Fowler's students, and since staff and student leaders agreed keeping the student body together was their chief concern, this appeared to be the best temporary arrangement.

Here's hoping that Fowler and Grant students and their families can muster the same resourcefulness - and draw on the same wellspring of community support - that helped them and their neighbors weather the storm and its damage with such grace and spirit. ■

73. Omaha World-Herald

09/17/98; Edition: Sunrise; Section: Editorial; Page 22

UNO Teacher Program Earns Praise

An unusual Omaha-based partnership is one of only 18 programs around the country that received favorable mention from the U.S. Department of Education in a report on the improvement of quality teaching. Being named in the report reflects well on the University of Nebraska at Omaha Education Department and on five school districts that are participating.

The five-year-old program, known as Career Advancement and Development for Recruits and Experienced Teachers, links experienced teachers with younger teachers. The idea is to give assistance and mentoring by experienced teachers for new teachers who are pursuing a master's degree at UNO. For the experienced teachers, the program provides the opportunity to do research, pursue additional education and work with school administrators.

Nancy Edick, director of the program, said it originated 10 years ago as part of a university-sponsored mentoring effort in which experienced teachers are paired with new teachers to provide advice and guidance.

What evolved was an expansion of the mentoring concept. Experienced teachers leave the classroom, turning their classes over to the first-year teachers for a school year. The older teachers then provide guidance and support. They are allowed to spend time on research projects or educational study. Some teach undergraduate classes at the university. They are also available for administrative duties.

Young teachers are encouraged to develop their skills while earning their advanced degree. More-experienced teachers have a chance to pursue professional advancement.

Edick said the hope is that the experience will affect teacher retention and satisfaction as well as having a positive impact on teacher effectiveness. This year, 29 beginning teachers and 15 veteran teachers are involved. Edick said that officials want to expand the program because demand is high, but they don't want to affect its quality.

"I really think the success of the program speaks to the quality of teachers we have in the metro area," she said.

The UNO partnership puts appropriate emphasis on professional development. It represents a creative approach to improving educational quality. Recognition in Washington is a well-deserved compliment. ■

74. The Atlanta Journal-Constitution

09/17/98 Section: Editorial; Page A; 18

Now it's up to Cobb schools

STAFF

The future of education in Cobb County looks brighter this week after voters embraced a 1 percent sales tax that will generate \$673 million over five years. The money will fund desperately needed new schools in the Cobb and Marietta school districts.

The tax failed last year after a dismal 10 percent of voters turned out at the polls. But backed by a coalition of PTAs and business leaders, the tax succeeded this time, in large part because of a good turnout by parents unhappy with school campuses dotted with hundreds of trailers.

Opponents of the tax measure now pledge to switch their focus to unseating Cobb school board members. They maintain that Cobb already spends enough on education and that schools could get by on less by concentrating on basics.

But parents in Cobb and throughout

metro Atlanta have to understand that the "basics" of the one-room schoolhouse aren't sufficient to prepare children for the next century.

Students no longer return to family farms where mathematical skills were limited to basic accounting. Nor do they graduate to high-paying factory jobs with a guarantee of lifetime employment and a gold watch at retirement.

Today's high school sophomores undertake chemistry classes that their parents wouldn't have encountered until college. The amount of information that schools must impart has increased tenfold with the science and technology revolution. Along with their ABCs, children have to learn about DNA, HIV and "http".

In considering what public schools spend, it helps to remember that many of Atlanta's top private schools charge \$10,000 a year or more. Public schools

on average spend about \$6,000 per student.

Private schools also enjoy the luxury of handpicking their students. They reject the children with serious learning disabilities or behavioral disorders because special-needs students are more expensive and more challenging to educate.

The Cobb system provides one of the finest educations in Georgia, and superintendent Richard Benjamin promises more accountability and openness.

This doesn't mean public schools deserve a blank check. As the county and city school districts embark on their ambitious building plans, taxpayer oversight will be all the more crucial. The "yes" vote on the sales tax shows faith in the schools and the administrators. It's up to the school systems to prove that faith warranted. ■

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: MAWALDMAN (MAWALDMAN@aol.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:14-NOV-1998 00:26:00.00

SUBJECT: Outreach list

TO: Leslie Bernstein (Leslie Bernstein@eop [UNKNOWN])

READ:UNKNOWN

TO: Maria Echaveste (Maria Echaveste@eop [UNKNOWN])

READ:UNKNOWN

TEXT:

Maria) Here is my current list of names. I will get together with Sid on

Monday to begin figuring out the thinkers , dinner. We ,re light on Asians

and

Hispanics; I ,ll call Christopher to see who he ,s been reaching out to. As

I

said in my earlier e-mail, I want to reach out to these people in the next

week. (The list is a bit too long, so I will be trimming.)

Benjamin Barber

Diane Blair

Taylor Branch

Tony Campolo

Stephen L. Carter

Hugh Price

Henry Cisneros

Al From

Robert Kaplan

Deborah Tannen

Toni Morrison

James Fallows

Eric Liu

George Soros [we ,ll wait until we ,re back from Malaysia for this one!!]

Pauline Maier, MIT History Professor, author of American Scripture: Making
the

Declaration of Independence

Arthur Schlesinger, Jr.

Sean Wilentz

C. Vann Woodward

Cass Sunstein

Alan Brinkley, professor, Columbia University, author, Liberalism and Its
Discontents

Theda Skocpol

Robert Dallek, author of Flawed Giant (biography of LBJ), Hail to the
Chief:

The Making and Unmaking of American Presidents

William Galston, professor, University of Maryland

Elaine Kamarck, Harvard Universiy

Randall Kennedy, professor, Harvard Law School, author, Race, Crime, and
the

Law

Patricia Williams, professor of law, Columbia University, Seeing a
Color-Blind

Future: The Paradox of Race

Ted Sorenson, Paul Weiss Rifkind

Richard Leone, President, 20th Century Fund

Alan Wolfe, Sociologist, author One Nation, After All

Sylvia Ann Hewlett, author, The War Against Parents

Barbara Dafoe Whitehead, author, The Divorce Culture

Walter Russell Mead

Willie Morris

Vartan Gregorian, president, Carnegie Corporation of New York

Ted Sorenson

Henry Louis Gates

Michael Sandel, Harvard, author, Democracy's Discontent

Nathan Glazer, author, We Are All Multiculturalists Now

Richard Ford, author of The Sportswriter and the Pulitzer Prize winning

Independence Day===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
id <01J455DO5128002WAC@PMDF.EOP.GOV>; Fri, 13 Nov 1998 23:27:08 EST

Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J455DMF51S003F96@PMDF.EOP.GOV>; Fri,
13 Nov 1998 23:27:06 -0500 (EST)

Received: from imo27.mx.aol.com ([198.81.17.71])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)
with ESMTP id <01J455CXMI6O0028GA@STORM.EOP.GOV>; Fri,
13 Nov 1998 23:26:32 -0500 (EST)

Received: from MAWALDMAN@aol.com by imo27.mx.aol.com (IMOV16.10)
id AFXBa02243; Fri, 13 Nov 1998 23:26:27 +0000 (EST)

X-Mailer: AOL 4.0 for Windows 95 sub 224

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