

Washington Post, May 15, 1996, P. 19

Franklin L. Smith

In D.C., Closing Schools But Opening Doors

This week the District of Columbia's school board will vote to determine the fate of six schools I have recommended be closed as a result of a control board mandate. This vote will determine if the D.C. public school system is a collection of buildings or an organization dedicated to providing the best possible education for students. As the budget tightens, we must make tough decisions about what can be curtailed or made more efficient to save money that will continue to raise student achievement.

While our student population of 79,802 does not require us to maintain the current number of school buildings, the decision regarding school closings cannot be based solely on decreasing student enrollment. This is because curricula and community needs require us to use space differently to create more computer labs, parenting centers and special education classrooms. But we need to redirect resources to ensure that we can move forward with improvements while still meeting our budget targets.

This means consolidating our schools to shed our oldest, most dilapidated buildings. We pay twice as much to heat and repair two underutilized schools as it costs to run one after consolidation. And for the past few years, our maintenance budget, spread over 164 schools, has only covered emergency patchwork repair. It is far more efficient to get a smaller number of schools in top shape than to maintain a fleet of aging, half-empty schools sinking under their own weight. We already have reduced the system by more than 2,000 employees, but we still face a budget cut of \$31 million (nearly \$100 million has been cut during the last five years). Consolidation is simply the best alternative.

Closing these schools not only will save money but will also create an opportunity to provide students with better facilities. After all, the Fillmore Arts Center was built in the 19th century, and the Armstrong Adult Education Center would reach its century mark in just six years. Parents do not want their children sent to outmoded schools when room is available in newer ones.

We selected buildings in areas where other nearby schools have room for their students. Two are adult education centers, and while adult education is not part of the school system's mandated mission, we realize its importance to this community. Therefore, these programs must be moved into existing K-12 buildings.

Chamberlain and Burdick are career high schools whose enrollments have dwindled and whose programs can be incorporated within comprehensive high schools under the federal School to Work Opportunity Act. This will enable more students to participate in career education. Langley, the oldest junior high school building, is more than half empty, and Hardy Middle School, with a top capacity of only 201 students, lacks a cafeteria, gymnasium and auditorium.

In addition to sending students to neighborhood schools, the school system is exploring other options—including charter schools, enterprise schools and schools designed and run by third parties—to offer all D.C. students additional choices. We will locate these schools and programs where the demand is greatest, including areas formerly served by the schools now being closed. Furthermore, since these students will still be in our system and will need the

same level of service as before, teachers need not fear for their jobs. When a school is closed, the staff will be transferred to other schools.

The savings from this consolidation are significant. The money that would have been required to bring these schools into a state of good repair (\$5 million to \$7 million each) can now be applied to the complete renovation of a smaller number of schools. Closing these schools will save the District millions of dollars a year in maintenance and other costs, not to mention the tens of millions in deferred maintenance costs. Also, the school system strongly encourages the D.C. government to sell or rent these buildings, as well as the previously closed schools, to provide additional funds for our children's education.

Quality schools and a stable school district make a difference to everyone who lives or works in the District or who visits the city, not just the parents of children in our schools. I believe our schools are strong enough not just to survive these closings but also to improve our services. Despite the new budgetary realities, we will not abandon our school improvement programs, which have already begun to yield higher standards, better teaching and greater student achievement. We may be closing schools, but we will never shut down our hopes for our children.

The writer is superintendent of the D.C. Public Schools.

David S. Broder

Coming Up Short On Goals 2000

When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

Calling for "meaningful standards" in the schools, he said, "While I believe they should be set by the states ... we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, Calif., as it does in Palisades, N.Y."

The thought was not a new one for Bill Clinton. A decade earlier, he had led a bipartisan effort, along with such Republicans as Lamar Alexander of Tennessee and Carroll Campbell of South Carolina, to raise the standards of American education across the board.

In the late 1980s, those governors got their colleagues to set out a half-dozen ambitious national goals for school reform and said they wanted to be held publicly accountable for reaching them by the end of the century. President Bush embraced them at an education summit in Charlottesville, Va., in 1989 and made them the centerpiece of his 1990 State of the Union Address. With urging from Clinton, Congress put them into legislation in 1994 and voted funds to help states achieve "Goals 2000."

Last month, almost unnoticed, Congress scuttled that grand plan, and the same President Clinton signed a bill that may make Goals 2000 a toothless tiger. Both the Republicans who forced the changes and the Education Department officials who told Clinton it was okay to acquiesce insist that nothing has been lost in the process—that individual states will continue to press for better results from their schools. But for a reporter who watched the

birth of the effort to create national goals and standards—so our kids measure up to international competition—this looks like quite a comedown.

Under the old plan, groups of scholars were given federal funds to develop national standards for core subjects. The English panel produced what many have called useless jargon. The history panel's first try was highly controversial; its second, much better. Math, science and civics standards were almost universally acclaimed. The standards were voluntary, but the Goals 2000 program—adopted by 46 states—encouraged competition in standard-

setting by having all the state plans sent to Washington, where panels of educators from other states could rate them.

Now each state will vouch for the worthiness of its own plan, without reference to the national standards. And if it chooses, it can bail out of the standard-setting exercise and instead use its share of the \$350 million appropriated for the program to buy computers for classrooms or other high-tech equipment.

In fact, that is the ardent hope of the man who wrote the classroom-computer option into the bill, Rep. Ernest Istook (R-Okla.). "My desire was to zero out [kill] the money for the program," Istook told me. He was delighted when the House Republicans did just that last year. But Sen. Arlen Specter (R-Pa.), his opposite number on the Senate Appropriations Committee, got the money restored in the Senate, and when they went into conference to meld the bills, the two men had to cut a deal.

Under pressure from his own party leaders, Istook agreed to fund Goals 2000 for another year. But he insisted on new language explicitly giving states the option to divert their Goals 2000 grants into classroom computer purchases, and he wrote the governors personal letters urging them to spend their dollars for computers, not standards and tests. If, as Istook predicts, most states go that way, the whole federal standard-setting exercise that Clinton helped launch a decade ago may end. But the White House signed on, knowing that few would recognize how far the president had moved from his original position.

That is how the system works in Washington these days. And what of the governors who started all this standards-raising effort a decade ago? Veterans such as Wisconsin's Tommy Thompson (R) and Colorado's Roy Romer (D) say they couldn't care less. They have a new scheme in mind. They are attempting, with corporate support, to put together a private clearinghouse for individual state reform efforts. The structure, the staffing and the financing are not yet in place, but Thompson and Romer say they will be soon.

I hope that is true, but for now, the United States remains one of the very few advanced nations with no national standards for its schools. And parents still must guess whether their children are really getting a 21st century education.

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Norman Greenberg, Editor

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Wanted: 100,000 tech-wise teachers to be mentors

By Susan Page
USA TODAY

A consortium of education groups Wednesday promised to recruit 100,000 computer-savvy teachers over the Internet this summer as volunteers to mentor five other teachers each on using technology in the classroom.

The grassroots initiative, called "21st Century Teach-

ers," aims to train more than one of every six teachers in the nation next fall on using computers for everything from third-grade reading to high school science. The USA has 3 million teachers.

"It's like throwing a stone in a creek and seeing the ripples," says Carla Schutte, a teacher at Moton Elementary School in Brooksville, Fla.

Schutte has mentored 30

middle-school teachers in a pilot project.

Much of the training is expected to be teachers instructing others at their school or in their district.

President Clinton, announcing the program as he honored 266 "Blue Ribbon Schools" in a South Lawn ceremony, said teachers need to be "as comfortable with computers as with chalkboards."

The 11 sponsors include the National Education Association, American Federation of Teachers, National PTA, National School Boards Associations and other groups that will urge their members to participate and finance a home page on the Internet.

The temporary web site for teachers to sign up: <http://www.ustc.org/21stcentury/>.

New York Times, May 30, 1996, P. 21D



Paul Rosetron/The New York Times

New Step Toward the Computer-Friendly Classroom

President Clinton yesterday announced a computer training program for teachers, a volunteer initiative that is separate from plans announced earlier this year to link classrooms to the Internet. The President

congratulated Jill Mahler of Mainland High School in Daytona Beach, Fla., a demonstration site for new technology. At left is Education Secretary Richard W. Riley, and at right, Vice President Al Gore.

House To Consider 100 School Choice Sites

House leaders plan a vote this summer on an economic development package with a seven-year, \$5 billion school choice plan.

House Majority Leader Dick Armey has promised mid-July action on H.R. 3467, which would authorize scholarships for impoverished students to attend private and religious schools, said a spokeswoman for one of its sponsors, Rep. James Talent, R-Mo.

The plan by Talent and Rep. J.C. Watts, R-Okla., would allow federal funding for school vouchers in 90 cities and 10 rural areas that would qualify for special tax incentives and federal waivers to spur economic revitalization.

H.R. 3467, introduced last week, would require all communities participating in the bill's other benefits to offer scholarships to low-income students wanting to attend private or public schools they would not normally attend.

That language may create problems when the House Economic and Educational Opportunities Committee takes up the school choice section of the bill.

"I'd have a real problem with any mandate from the federal level," Chairman Bill Goodling, R-Pa., said in an interview this week. "We shouldn't be making determinations for all the public schools out there."

Trying Again

H.R. 3467's choice program is modeled after a House proposal to offer \$3,000 scholarships to Washington, D.C., students. That plan died after Senate Democrats led a filibuster against it

Under H.R. 3467, the federal money could be spent at any private school, but receiving schools could refuse to accept students.

The scholarships would equal at least 60 percent of the local public school district's per-pupil spending. But the community could not give students more than that public school per-pupil funding.

\$2.5 Billion In 2002

The bill would start by authorizing \$200 million for school choice in fiscal 1996, but Congress is unlikely to appropriate money for the fiscal year that ends Sept. 30.

The bill would allow appropriators to spend \$200 million in fiscal 1997 and 1998, \$400 million in 1999, \$500 million in 2000, \$1 billion in fiscal 2001 and \$2.5 billion in fiscal 2002 for the school choice program.

Goodling said he has not thoroughly reviewed H.R. 3467 and said his panel will struggle to find the time to debate it soon. The bill also must clear the House Ways and Means and Banking committees before it will be ready for a vote in the House.

No companion to H.R. 3467 has been introduced in the Senate. —David Hoff

ED Speeds Appeals For Loan Default Rates

The Education Department has reorganized its default review process as it tries to drastically reduce the time it takes to examine an appeal, an ED official says.

The department's goal is to chop the review period from two years to just a few months.

With the changes, the 1993 default rate appeals should be finished by Sept. 30, said David Longanecker, ED's assistant secretary for postsecondary education.

Instead of accepting appeals from every school dissatisfied with its rate, ED will focus only on postsecondary institutions that stand to lose eligibility to participate in federal student aid programs based on their default rates.

"We have heard from schools that want to have their appeals heard," Longanecker said. "We'd like to be able to do that, but in the hierarchy of needs, they don't rank as high."

Last year, ED accepted the default rate figures without review for a number of schools not at risk of losing eligibility. This year, those schools will not be able to file an appeal

Schools with default rates of 25 percent for three consecutive years are booted out of the two major federal student loan programs, while schools that reach a 40 percent default rate in one year are excluded from all federal student aid programs.

This year schools had a chance to examine the default rates before they were officially released. At that point, he said, schools could take steps to correct the figures by working with their lenders and guarantee agencies.

But Nancy Broff, general counsel for the Career Colleges Association, said the process hasn't run as smoothly as it should.

She said some schools that tried to correct their default rates before the official publication date found that the problems were not fixed when the final numbers were released.

Although these schools were not at risk of losing their eligibility, some banks set a lower cutoff threshold for default rates, she said.

"It can be important for schools with rates in the teens because there are banks that have a cutoff at 10 percent or 20 percent," Broff said.

For fiscal 1993, 471 appeals were filed.

But before ED can begin processing the 1993 appeals, it must clear the backlog left from fiscal 1991 and 1992.

On average, it's taken two years to process the appeals. During the appeals period, schools still can participate in federal loan programs.

Clearing Up The Backlog

This year, ED created two new staff positions to help process the appeals, and plans to hire four more employees.

It also has contracted with KPMG Peat Marwick to process the erroneous data claims and held an intensive two-week work session with 40 staffers to process the backlog.

"They worked off three years of data in two weeks," Longanecker said. But there are still some 1992 appeals that await processing.

—Rebecca S. Weiner

House GOP Rejects Democrats' ED Addition

House Democrats failed yesterday to win the cash they say is needed to guarantee appropriators won't have to cut education spending next year.

Budget '97

Appropriators refused, 19-29, to raise the amount going to their Labor, Health and Human Services and Education Appropriations panel by \$2.9 billion over their chairman's plan.

The House Appropriations Committee accepted, 28-20, the plan from Chairman Bob Livingston, R-La., to raise the amount Labor-HHS-ED has to spend by \$1.6 billion over the amount appropriated for this year. Both votes fell primarily along party lines.

The increase falls short of covering accounting maneuvers Congress used to boost fiscal 1996 spending in ED, Labor and HHS, which will sap the 1997 pool Rep. Dave Obey, D-Wis., wanted an extra \$2.9 billion for the subcommittee, to cover \$1.3 billion in Title I money coming out of the 1997 account, the use of \$869 million Pell Grant student aid surplus and several other gimmicks Congress resorted to for fiscal 1996.

A Small Step Forward

The Senate yesterday okayed, 75-25, an amendment from its Budget Committee chairman that would add \$1.7 billion to his fiscal 1997 recommendation for education, job training and social services

Spending in the account, which includes money Congress appropriates as well as spending on programs which guarantee services to all eligible applicants, such as student loans, would reach \$51.4 billion after the change proposed by Sen. Pete Domenici, R-N.M.

Appropriators, however, may choose to ignore the budget blueprint's suggestions for education, as long as they stay under separate caps for total domestic and defense spending.

The Senate was preparing to vote late yesterday on its overall six-year spending blueprint, S. Con. Res. 57. —David Hoff

Education, Justice Kick Off Effort To Keep Kids In School

The Education and Justice departments yesterday launched an \$800,000 initiative to help bring children back into classrooms.

The Youth Out of the Education Mainstream Initiative will target truants, dropouts, children afraid of going to school, suspended or expelled students, and youngsters recently released from correctional facilities.

A joint grant to Pepperdine University's National School Safety Center (NSSC) in Westlake Village, Calif., will fund a variety of activities over the next year.

"Programs include everything from truancy prevention and community policing to alternative education, job training and school-based probation," said Shay Bilchik, administrator of Justice's Office of Juvenile Justice and Delinquency Prevention, said in a statement announcing the initiative with ED's Safe and Drug-Free Schools program.

"Through regional training, we will give communities the tools they need to develop a pro-

gram that serves their specific needs," Bilchik said in a statement.

This summer, NSSC will conduct four regional public forums to teach community representatives how to build programs.

NSSC is inviting communities to apply to become one of 10 sites where the center will provide technical assistance and training to help education, law enforcement, social service and business leaders address students' academic, psychological and social needs.

At least half of those communities will be empowerment zones, enterprise communities or enhanced enterprise communities.

And the center plans to produce a resource document to help other communities develop programs.

For more information, contact Justice Department, Office of Juvenile Justice and Delinquency Prevention, Juvenile Justice Clearinghouse, Box 6000, Rockville, Md. 20857, (800)638-8736. —Geoff Camphire

Middle Schools Improving, Still Need Work, Study Says

America's middle schools have implemented some key education reforms during the past 25 years, but they still have ground to cover, says a report released yesterday.

The National Middle School Association (NMSA) report commends schools on improvements in instruction and organization.

Researcher Kenneth McEwin, an education professor at Appalachian State University, hailed the rise of "developmentally responsive" practices, such as team teaching, which research shows are effective ways of reaching 10- to 14-year-olds.

In 1993, the share of middle schools reporting they use team teaching in the four core subjects of language arts, math, science and social studies ranged from 42 percent to 59 percent, depending on the subject and grade.

That's up from a range of 6 percent to 8 percent in 1968, based on one of several studies the report examines.

Middle schools are maintaining a sharp focus on the core curriculum, NMSA says.

All of the 1,800 schools surveyed in 1993 said they require students to take a full year of math in sixth, seventh and eighth grade. Ninety-nine percent had such rigorous mandates for language, 97 percent for social studies, and 95 percent for science.

And middle schools are moving away from a traditional class schedule divided into uniform periods: 34 percent reported using flexible scheduling in 1993, compared to 25 percent five years earlier.

Despite the advances, NMSA offers 32 recommendations for further change

The report condemns middle schools for not widely using many strategies that education research shows are effective, such as interdisciplinary instruction.

And McEwin says more schools would be using developmentally appropriate strategies if teacher training programs focused more on middle school-age students.

"America's Middle Schools: Practices and Progress, a 25 Year Perspective" is \$28 from National Middle School Association, 2600 Corporate Exchange Dr., Suite 370, Columbus, Ohio 43231, (800)528-6672. —Geoff Camphire

Recipe For Middle School Success

Among the National Middle School Association's recommendations:

- Hold enrollment between 400 and 800, or reach out to students through approaches, such as cross-grade teaching;
 - Allow two daily planning periods for all teachers teaching on teams;
 - Rely less on lecturing and more on approaches such as cooperative learning; and
 - Consistently use interdisciplinary instruction.
-

Local Schools Get Goals 'Go'

State Board of Education Gives Permission for Districts To Join Competition for Federal Dollars

From Staff and Wire Reports

CONCORD — New Hampshire school districts can apply for federal Goals 2000 money on their own, as long as the state Board of Education remains convinced the grants will not undermine the state's ability to oversee and manage public education.

The board gave local school districts permission yesterday to compete for millions of dollars in federal education grants after reaffirming its opposition to having the state apply.

It also urged the Legislature to uphold Gov.

Steve Merrill's veto of a bill directing the state board to apply for the money.

The arguments against applying as a state were identical to those the board made against the federal program when it voted not to apply last year — that there are too many federal strings attached. The board denounced the program as "an unwarranted encroachment of states' rights."

But board members said changes Congress made to allow local boards to apply on their own, as long as state boards approve, bypass the provisions they found offensive.

"This is not a program that I want our state to participate in, but it also isn't a program that I want to say to school districts 'You don't have the right or the ability to consider the impact for you,' so long as that impact doesn't undermine our position to manage and oversee education in this state," Board Chairman Ovide Lamontagne said.

As chairman, Lamontagne, who is running for governor, did not vote, but relinquished the gavel to outline his position.

Lamontagne and other board members said the

changes and letters from the federal Education Department have convinced them the government will not review local education improvement plans required by applicants, will not exercise jurisdiction over the state or school districts and will not undermine the board's authority.

After minimal debate, the board voted 5-0 to authorize the local applications. Board member James Steiner, a lawyer, was not present because he was involved in a court case. He sent a statement supporting the local application.

After the vote, Lamontagne said the state's opposition to Goals 2000 forced Congress to change the law and its administration. "We can claim victory for both states' rights and local control," Lamontagne said.

Districts will compete for grants that typically range from \$20,000 to \$100,000. Nearly \$9 million

will be available over five years. The schools competing in the first round of applications will be going after a share of about \$2.5 million, half of which was available last July, but not awarded because the state did not apply.

A half-dozen districts already have said they will apply.

The state education board also said the state will not obligate itself to continue funding projects should the feds cut off funding for Goals 2000.

Board member John Root of Bristol said applying for any type of federal money carries built-in hazards.

"The federal government is very prone to drying up program funds," Root said. He cited the crime bill that was supposed to put many extra police on the streets but cuts funding to communities in about three years, leaving local taxpayers to pick up

More...

GOALS 2000

(Continued . . .)

expenses.

Merrill, who opposed the state application, commended the board for "standing up for New Hampshire's local control last year and for recognizing New Hampshire's local control this year."

Democratic gubernatorial hopeful Jeanne Shaheen called the vote a victory for school children, communities, "and those of us who have fought for the last two years to force the state Board of Education to reverse its indefensible and irresponsible opposition to Goals 2000."

After denouncing federal "strings," board members disagreed mildly about what some perceived to be a string attached to its own action in authorizing the local applications.

Member John Root asked the board to include a strong recommendation that local boards restrict their requests to areas that "minimize the likelihood of federal interference in the management of their schools," such as buying computers, computer programs or training teachers to use them.

Member Tracy Hatch objected, saying if the board didn't want to get involved in Goals 2000, it should stay out entirely, "and that includes giving direction to local districts."

But the provision was added after other members said it was merely a recommendation.

It was on Root's suggestion that the board rejected state participation. "I feel very strongly that this is the sentiment of the vast majority of the people

of the state of New Hampshire," he said.

Gail Paine, the sole member to vote against the state rejection, said she had too many calls to count from people urging state participation.

Member Pamela Lundberg said her major concern against having the state apply was federal strings.

Education Commissioner Elizabeth Twomey said her phone began ringing off the hook soon after the board meeting as local school officials called to find out what happened, and then asking "what do we do now?"

She said her office would send application material to school superintendents today. They have until July 15 to apply. The applications will be reviewed in Washington in August, and awards made in September, she said.

"I agonized every step of the way," Twomey said. "Clearly, I was in support of the state application, but I'm delighted that at least the locals are not blocked out of doing this."

In Washington, the Goals 2000 office also was busy answering calls from New Hampshire. Staff member Frank Sobol said the program director walked by with a stack of about 20 telephone message slips.

"The school boards for last two years have been trying to participate," he said. "Now that it's going to become possible, it sounds like they are really ready."

They're Out of the Starting Gate for Goals 2000

CONCORD (AP) — Now that they have permission to compete for federal Goals 2000 money, New Hampshire school districts have a month and a half to get their paperwork together.

Information is in the mail from the state and from the Goals 2000 office in Washington. Federal officials plan to hold a workshop in the state next month to answer questions.

The requirements are that grants be made to develop or implement "comprehensive local improvement plans to help all students reach challenging academic standards."

At the Goals 2000 office in Washington, staffer Frank Sobol said the application is short, and can be completed without a grant writer.

New Hampshire school districts will compete with each other, not districts from other states as they shoot for a share of \$2.5 million available from last year and this year.

Their proposals will be ranked on criteria including:

- Meeting the purposes of the law authorizing Goals 2000 (30 points).
- Need for the project. (24).
- Plan of operation. (18).
- Quality of key personnel (7).
- Budget (5).
- Evaluation plan (13).
- Adequacy of facility, equipment and supplies devoted to project (3).

School districts including Dover, Rochester, Keene, Chichester, Nashua and Somersworth said they intend to apply.

State Education Commissioner Elizabeth Twomey expects maybe a dozen more applications.

She said the projects could range from enhanced teacher training to putting computers in the classroom. "They just need to demonstrate how they are going to do it."

P.G. Official Seeks Easing Of Tax Limit

Proposed Referendum Could Spark Battle Over County Spending

By Terry M. Neal
and Wendy Melillo
Washington Post Staff Writers

The chairman of the Prince George's County Council yesterday proposed a November referendum over county tax rates, setting the stage for a battle over control of spending priorities in a cash-strapped county struggling to compete with wealthier neighbors.

By altering the county's long-standing property tax limit, Chairman Stephen J. Del Giudice's measure would give elected officials more power to raise and spend money. At the same time the chairman is proposing to ease the tax cap, a well-organized group of private citizens is gathering signatures for a ballot initiative that would give voters even more control over taxation than they have now.

The tax cap issue is central to a county that is trying to define its priorities and promote itself as a good place to live among its more affluent neighbors, such as Montgomery, Howard and Fairfax counties.

Proponents of lifting the tax limit say it has strangled the county's ability to fund schools, public safety and other important government services. Opponents say lifting the limit and increasing taxes would send the wrong message to county homeowners and others who may be contemplating moving into Prince George's.

Del Giudice's measure would have to be approved by the County Council to get on the November ballot. Although they haven't committed

themselves to Del Giudice's wording, most of the council's nine members, including those who support the tax cap, have said they'd be willing to put the issue of modifying it on the ballot for voters to decide.

But perhaps the more difficult part is, what happens next: Someone or some group must run the campaign to convince voters that the property tax limit, known as TRIM (Tax Reform Initiative by Marylanders), has outlived its usefulness.

County Executive Wayne K. Curry (D) has made no secret of his desire to see TRIM modified. According to business and community leaders, Curry has been working diligently behind the scenes to build

support for plans to modify or overturn TRIM. But he has been unwilling to be at the forefront of any public campaign to modify or overturn it. Curry did not return calls seeking his comment.

And when the campaign to persuade voters to lift the taxation restrictions begins, the citizen group, with a history of success in running referendum campaigns, will be trying to persuade them to do just the opposite.

Private groups need to gather 10,000 signatures from registered voters to get an issue on the ballot. The anti-tax group, Truth in Taxation, has gathered about 2,000 so far, one of its leaders said yesterday.

Truth in Taxation is proposing a measure even stricter than TRIM,

which prevents elected leaders from increasing the property tax rate. The measure would require voter approval of all new taxes and tax increases, as well as voter approval of many government fees.

Del Giudice (D-2nd District) stood alone behind a lectern yesterday to announce his plan, just minutes after the council approved a \$1.2 billion county government budget that maintains most services at current or lower levels. But he said council member Anne T. MacKinnon (D-3rd District) will co-sponsor the TRIM bill. Under Del Giudice's plan, voters would be asked to revamp the structure of local government.

TRIM applies only to taxes levied by county government. It has limited the property tax rate to \$2.40 per

\$100 of assessed valuation. But it does not limit property taxes levied by other agencies, such as the Maryland-National Capital Park and Planning Commission and the storm water management district. Those agencies have property tax rates of 61 cents and 13.5 cents, respectively.

Under Del Giudice's proposed measure, those agencies and their tax rates would be brought under county control. The grand total tax rate of \$3.145 could be increased by a maximum of 3 percent a year with only the approval of two-thirds of the council.

The county executive and council would have the flexibility to use money from the planning commission and storm water district for other

priorities, such as schools and public safety, as long as the grand total tax rate stayed within the new limit. State Senate President Thomas V. Mike Miller Jr. (D-Prince George's) said that such a structural change might have to be approved by the legislature.

Del Giudice said increasing property taxes by a maximum of 3 percent would generate about \$18 million of additional revenue a year.

He argued that the county's future was being imperiled by severe budget problems.

In the budget the council passed yesterday, Del Giudice said, elected leaders had to find millions of additional dollars to fund schools at the minimum level required by state law. To do that, it had to cut \$14 million out of other government services, including the fire department, sheriff's department and community colleges.

"What we have now is a situation that has enslaved us," Del Giudice said of TRIM. He said Truth in Taxation's plan "would further enslave us" by eliminating elected officials' ability to respond to budget emergencies.

More...

EASING TAX LIMIT, continued...

Hyattsville resident Judy Robinson, one of the leaders of Truth in Taxation, said: "The only way they can overturn TRIM is if the government lies to the people" about how dire the county's fiscal situation is.

For weeks, county leaders have been discussing whether now was the time to put the question on the ballot. But the county's elected leaders have not been eager to have their names associated with attempts to repeal TRIM.

Del Giudice called the Prince George's Chamber of Commerce and said he was willing to sponsor an initiative to modify TRIM, business and community leaders said. The chamber decided to call together a group of business, labor and civic leaders to study the idea.

On Tuesday, Del Giudice met with the chamber, members of the school board, police and fire union representatives and several other groups at Prince George's Community College to discuss the issue. The same group will meet again next week to determine whether it would support efforts and also put together a coalition to overturn TRIM.

"Any effort to support a modification of TRIM must involve a coalition," said Bonnie L. Beck, the chamber's executive vice president.

County Council member Isaac Gourdine (D-8th District) has filed a bill that would ask voters to eliminate TRIM and allow the council to increase property taxes equal to the increase in the Consumer Price Index.

But some council members were cautious about supporting any measure. Council member M.H. Jim Estepp (D-9th District) said he would not support an attempt to overturn TRIM until Curry takes a public stand.

"It's time for him to step up to the plate and decide whether he's going to lead," Estepp said.

Legislature Sends \$5M Kindergarten Bill

By DONN TIBBETTS
State House Bureau Chief

CONCORD — Although opponents insist the state doesn't have the \$5 million to fund it, the House and Senate yesterday sent to Gov. Steve Merrill's desk a bill that will provide first-time ever \$500 per pupil aid to public school's conducting kindergarten.

"No, it (the bill) is not perfect, but it's a heck of a lot better than doing nothing, which is what we would have done for years and years and years if we didn't act this year," Merrill told legislators yesterday.

The kindergarten measure passed the House on a 226-120 roll call vote. The Senate adopted it by an 18-5 roll call vote.

"How can we spend \$5 million from the general fund when we are broke?" asked Rep. Warren Goddard, R-Portsmouth. "This is more a tribute to the NEA than a benefit for children," he said.

Rep. Neal Kurk, R-Weare, likened the state Legislature going down the path of the Congress, which he said spends money it doesn't have. "There is no money to pay for kindergarten, none, we have a deficit."

But Rep. Charles Ferguson, R-Milford, insisted that the kindergarten bill "is \$5 million of property tax relief for your cities and towns." Others argued that it typically costs \$1,500 a year for each kindergarten student and that if a community without kindergarten has to spend \$1,000 per pupil to get a \$500 per pupil grant, that won't provide property tax relief.

Rep. Frances Riley, R-Manchester, said this "is legislation to make us feel like we're doing something, but we're borrowing from Peter to pay Paul."

Rep. David Scanlan, R-Canaan, urged legislators "to look at the bigger picture" and make an investment in children. Rep. Channing Brown, R-Lebanon, suggested the issue be delayed to the 1997 Legislature.

The bill would provide Manchester with about \$500,000 toward its kindergarten costs, while for Laconia it would be about \$106,000.

Sen. Tom Colantuono, R-Londonderry, said he was voting for the kindergarten bill because he had assurances through Gov. Merrill's legal counsel and the attorney general that "local school districts can establish vouchers for this program if they wish."

Sen. David Currier, R-Henniker, said, "If you believe in the tooth fairy, the money is there to fund this bill. I can't hold my nose and vote for this."

But Sen. George Lovejoy, R-Rochester, said, "The \$500 per pupil isn't enough but it's an incentive."

Sen. Debora Pignatelli, D-Nashua, said she was "surprised and very pleased" the kindergarten bill was being passed "because I would have bet it wouldn't have made it." She said it will provide \$459,000 "in property tax relief for Nashua."

Sen. Bruce Keough, R-Exeter, said Senate Bill 7 was a good bill funded by excess Powerball lottery money when it left the Sen-

ate. It became "a bad bill" in the House because "it's down the path so the \$5 million bill becomes a \$40 million bill."

to Merrill

"It's not a kindergarten bill, it's a revenue-sharing bill," said Sen. Jim Rubens, R-Etna, terming it "a deficit bill."

Sen. Sylvia Larsen, D-Concord, hailed passage. "It's right for the state to pay for kindergarten. We will find the money and we will fund it in the future," she insisted.

Senators Carl Johnson, R-Meredith, Rubens, Currier, David Wheeler, R-Milford, and Keough voted against the bill. Sen. Tom Stawacz, R-Hollis, was not present for the vote.

Gov. Merrill, as well as his arch rival, Sen. Jeanne Shaheen, D-Madbury, had advocated the kindergarten bill and he is anxious to sign it into law.

Shaheen termed it "a small step forward in the over 20-year fight to bring kindergarten to every child in New Hampshire."

Kindergarten Bill Content

Facts on New Hampshire's plan to spend \$5 million on kindergarten next year:

- Districts would get \$500 per kindergarten pupil.
- Pupils could be sent to private kindergartens that meet state standards.
- An estimated 9,000 5-year-olds will attend qualifying kindergartens next year.

Student prayer debate has Fla. governor on spot

By Lori Sharn
USA TODAY

The latest twist in the national debate over school prayer has put Florida Gov. Lawton Chiles on the spot.

He must decide by Friday whether to veto or sign a bill allowing student-initiated prayer at graduations, athletic events and other "noncompulsory" student assemblies. The proposal is a new attempt by school prayer advocates to overcome Supreme Court rulings restricting religious activities in public schools.

Florida is the eighth state since 1992 to pass a student-initiated prayer bill. Opposition has been unusually strong in Florida. Through Tuesday, calls and letters from the bill's opponents totaled 7,716, compared with 6,555 from supporters.

Chiles' decision puts the Democratic governor in a lose-lose situation. If he vetoes the bill, he risks alienating conservative Democrats and swing voters at a time when they're crucial to President Clinton's hopes of carrying Florida in his bid for re-election.

"In the last two elections, (Florida) has become very competitive," says political scientist John Green of the University of Akron in Ohio. "An aroused minority can make a difference in a close election."

If Chiles signs it, he antagonizes Jewish and liberal groups that helped him narrowly defeat President Bush's son, Jeb, in 1994's gubernatorial election. "It is the kind of situation that defines the word 'dilemma,'" University of Florida political scientist Kenneth Wald says.

Chiles could allow the bill to become law without his signature. Some Democratic incumbents don't want to have to answer for a veto. The GOP controls the state Senate, where half the members are up for re-election. Republicans need four seats to take over the state House; all its members face re-election.

Religious preferences of Floridians

Florida's religious profile closely approximates that of the USA as a whole, according to a 1990 telephone survey. Top nine responses to the question, "What is your religion?":

Religion	Florida	USA
Roman Catholic	23.2%	26.2%
Baptist	22.2%	19.4%
Protestant	9.3%	9.8%
Methodist	8.2%	8.0%
None or agnostic	8.2%	8.2%
Christian	4.1%	4.6%
Jewish	3.6%	1.8%
Presbyterian	3.6%	2.8%
Lutheran	3.3%	5.2%

Source: One Nation Under God by Barry A. Kosmin and Seymour P. Lachman

A Presbyterian, Chiles says he is praying about the decision. He won't announce his decision until Friday.

"The governor is a very spiritual man, someone who prays often and has relied on prayer throughout his life," spokeswoman April Herrie says. "At the same time, he ... has always had a deep respect for others' personal beliefs."

Polls indicate that a majority of Americans favor some form of school prayer.

The proposal, part of a popular bill to toughen education standards, specifies that the prayer must be nonsectarian and nonproselytizing. It must be student-initiated and led; no school personnel may participate.

The Supreme Court ruled in 1992 that clergy-led prayer at graduation was unconstitutional. Since then, seven states have passed laws allowing student-initiated prayer, at least at graduation: Delaware, Mississippi, Alabama, Tennessee, Georgia, Arkansas and Louisiana.

Florida mirrors the religious profile of the USA, according to a 1990 survey. But it is split internally: The northern portion tends to have a

greater number of socially conservative Protestants, while south Florida has more Catholics, more Jews and more political liberals.

"If Florida were a person it would be diagnosed as having multiple personality disorder, and I think it shows up in an issue like this," Wald says.

Jewish groups are among the bill's main opponents. Florida has the third-highest percentage of Jews in the USA, at 3.6%. In the Miami metropolitan area, 10% of the population is Jewish.

The American Jewish Congress has distributed 40,000 postcards addressed to the governor, urging him to veto the prayer bill.

More...

Student prayer debate

continued...

Also opposing are groups that promote separation of church and state and the Florida Council of Churches, which represents 25 religious groups.

"Students are faced with the choice of either not going to graduation, or going to graduation and listening to somebody pray," says Marc Stern of the American Jewish Congress. Such laws "focus exclusively on the speaker and run roughshod over the rights of listeners."

Supporters include many pastors and the Christian Coalition, which has 180,000 members and activists in the state. State Executive Director John Dowless sent out alerts to county chapters and to Christian radio talk shows. "We wanted to make sure the governor knew there was strong support," he says.

Chiles' decision won't affect his political future. Chiles, 66, is barred from seeking a third term. The former U.S. senator says he won't seek another office.

Snuffing out teen-agers' cigarettes

Minnesota's strict laws offer others a blueprint

By Doug Levy
USA TODAY

MINNEAPOLIS — Fear of a \$3,000 fine and a year in jail is enough to make store clerk Mollie Torjesen and her colleagues check IDs every time a young customer wants to buy a pack of cigarettes here.

Even though the typical teen tells her to "go to hell" when she refuses to make an illegal sale, she holds her ground.

The store owner "doesn't want us to go to jail,"

"What we want is total compliance, not periodic compliance," says Plymouth, Minn., official Craig Gerdes of efforts to cut tobacco sales to minors. "The sellers are part of our community."

Torjesen says. The law is the law: no sales of tobacco products to anyone under 18. And besides, she says, teens are too young to understand the risks of smoking. "I care very much. Smoking is bad for you."

Minneapolis and at least 47 other Minnesota communities

have fashioned local solutions to a national problem. Figures out last week show youth smoking is at a record 35%. Despite adult smoking hitting all-time lows, more kids are smoking now than at any time since the 1970s.

The Minnesota efforts seem to be paying off, and other states are watching to see what works.

The Centers for Disease Control and Prevention reports that 3 out of 4 teens nationwide can buy cigarettes illegally, but a recent Minnesota survey finds the illegal sales rate in that state is 49% or less.

"They card everywhere," says Zoe Kardasis of St. Paul, who at 21 has to carry her ID whenever she wants a pack of cigarettes. She thinks it's a good thing and hopes it deters some teens from following her lead.

In Plymouth, Minn., the city council declared reducing tobacco sales to minors as a top goal for the year. Public safety chief Craig Gerdes worked with more than a dozen local tobacco merchants to write a law that bars vending machines and requires sellers to check IDs.

Because the community got together and agreed that teen tobacco use was a problem and that fighting it would also help reduce other risky behaviors, merchants were willing to cooperate, Gerdes says. This plan gets better results than occasional "stings" by a state or federal agency. Only 36% of Plymouth stores made illegal sales during a recent compliance check.

"What we want is total compliance, not per-

odic compliance," Gerdes says. He and his officers try to work with stores and help them train their employees. "The sellers are part of our community."

Other towns emphasize stiff fines for clerks and store owners who make illegal tobacco sales to minors. Most also penalize teens who make illegal purchases. Minnetonka restricts self-service tobacco displays and vending machines.

"We don't have an extremely restrictive tobacco ordinance," says Karen Anderson, mayor of Minnetonka and president of the League of Minnesota Cities. "We all got together and came up with an ordinance that will work for us."

Minnesota Attorney General Hubert Humphrey says the successful laws are ones that require tobacco sellers to be licensed, that penalize store owners, clerks and illegal purchasers and that have regular methods of enforcement.

Tobacco companies say that tough new laws are unnecessary and that voluntary programs to get stores to check IDs can make a big difference. The tobacco industry and the Minnesota Grocers Association have pushed for legislation that would override the individual local ordinances in favor of looser statewide controls.

"If we can encourage retailer training to just automatically card anyone they even remotely suspect may not be of age, that would reduce substantially the number of illegal sales," says Nancy Christensen, who lobbies on behalf of the grocers.

But local officials say the industry's programs — which feature in-store signs, window decals and training videos for cashiers — are nearly invisible. Two programs rolled out by tobacco companies last year — "Action Against Access" and "We Card" — haven't had any apparent impact at all, Gerdes says.

Aaron Foster, 16, agrees. He helps the Association for Nonsmokers-Minnesota monitor compliance with age restrictions. On a recent afternoon, two out of six randomly chosen Minneapolis stores sold him cigarettes without any check of his ID. Both the stores that made the illegal sales had signs indicating they complied with tobacco company age restriction programs.

And the clerk on duty at one corner store where he couldn't buy smokes told him to come back when the manager wasn't around.

The question is, if everyone agrees that kids shouldn't smoke, why can't they agree on steps to keep tobacco away from them?

President Clinton wants the Food and Drug Administration to regulate tobacco marketing. Philip Morris, the world's top cigarette company, and UST, the biggest seller of chew and snuff, propose instead a federal law that includes more limited restrictions, such as barring tobacco brand T-shirts, some kinds of ads and all vending machines.

More...

Snuffing out

continued...

The tobacco companies complain that Clinton and health activists are working toward tobacco prohibition. The health community counters that the tobacco companies have a 40-year track record of making promises that they don't keep.

Humphrey says if the tobacco companies were serious about keeping cigarettes away from minors, they would work with local officials instead of lobbying against them.

"Why don't we sit down and put together a comprehensive program? If they want something real, let's sit down and talk. Instead, we get full-page ads ... and excuses," Humphrey says.

Last year, Philip Morris announced a program that it said would penalize merchants who sell to minors and reward those who comply with age restriction laws.

"We took them at their word," Humphrey says. "We sent them the

paperwork (on 17 stores fined for sales to minors). They came back and said they can't take action because of their contracts."

Philip Morris vice president Ellen Merlo says the company has since revised its contracts and has contacted the Minnesota stores to remind them of the laws. Philip Morris is asking stores to post signs warning teens that tobacco sales to minors are forbidden. The company may cut marketing payments to stores convicted and fined and will reward retailers not caught selling cigarettes to minors.

What the tobacco company's ads

don't say is that the program applies to only slightly more than half of the estimated 400,000 places that sell cigarettes in the USA. If Philip Morris has no direct contract with a retailer, it cannot act, Merlo says. But it does reach stores that account for 80% of all tobacco sales, she says.

This program and the company's proposed marketing restrictions show that the tobacco industry is taking the youth access issue seriously, Merlo says. "We're moving forward, and it's time the antis stop taking shots," she says. "If they really want to make a difference on youth smoking, we all need to work together."

The Philip Morris proposal would bar tobacco billboards within 1,000 feet of schools and playgrounds.

But that proposal wouldn't do much, says Bonnie Hammer, a St. Paul parent. She watches as her 4-year-old plays on a jungle gym in a neighborhood park. Directly in front of him, on a billboard several hundred feet away across Interstate 94, Joe Camel puffs away on a cigarette.

Kids see tobacco billboards no matter where they are, she says. "Kids notice cartoon character kinds of ads. I know from other parents that their children recognize Joe Camel right away," Hammer says.

Hammer thinks the most effective approach is for parents and older kids to get involved and teach children about smoking. She uses the billboard as an opportunity to talk to her children about how advertising "makes you think (products) are better than they really are."

The bottom line is that all sides have to get involved on an individual basis, says Minnetonka's Anderson. Reducing teen smoking is not something any government can do on its own.

"Parents, teachers, aunts and uncles, retailers and sales clerks, we can all help in some ways."

Minnesota Administrators Weigh In Early On HEA Renewal

Minnesota's student aid community is suggesting a more streamlined delivery of federal funds, in one of the first proposals for retooling programs next year.

Until a coherent approach is developed, "our destiny is to have a number of random programs without specific direction that have been designed to meet political ends," the Minnesota Association of Financial Aid Administrators (MAFAA) says in a position paper.

MAFAA last week released its proposal for reauthorizing the Higher Education Act (HEA), which expires in September 1997.

"Our intent was to get something on the table," said Dale Thornton, chairman of MAFAA's reauthorization task force.

While lawmakers have put off any serious consideration of HEA until after the November elections, many student aid groups are organizing for what could be a fight over the current lending systems.

GOP lawmakers have been trying to dismantle the Direct Student Lending program and are also concerned about how colleges are handling rising tuition costs.

Congress is expected to approve a one-year extension to HEA while it works on the reauthor-

ization, meaning changes probably won't take effect until the 1998-99 academic year.

The group said the government must first examine its student aid role. It suggests generating more corporate and family contributions by establishing tax incentives that encourage saving and spending on college.

MAFAA calls for schools and states to provide greater matching funds for the Work-Study and Supplemental Educational Opportunity Grant programs, and supports an Education Department proposal to relax regulations on schools with low default rates

But, MAFAA asserts, similar oversight should be used for all postsecondary institutions. After schools operate within standard regulations, "regulatory relief can be provided on a case-by-case basis."

"The problem should be with the defaulter, not the school," MAFAA's position paper says.

The group plans to distribute its paper to the National Association of Student Financial Aid Administrators, as well as other regional and national higher education associations.

For more information contact Dale Thornton, director of financial aid at Concordia College in Moorhead, Minn., (218) 299-3010.

—Rebecca S. Weiner

Washington Times, May 30, 1996. P. 4

Return to racial policies urged

Professors chide U. of California

By Carol Innerst
THE WASHINGTON TIMES

An organization representing college and university faculty members yesterday urged the University of California board of regents to rescind its decision to end race- and sex-based hiring and admissions practices.

A special task force created by the American Association of University Professors to investigate the regents' decision charged that the board dealt with the issue of affirmative action "in a partisan political manner" and violated the spirit of "shared governance" in coming to its decision.

"Indeed, the striking fact about the July 20 decision was that it involved no sustained consultation with faculty and administrators about the educational issues at stake," their report says.

"It's truly ironic that the AAUP, with its long history of defending academic freedom, would condemn the board of regents for violating the norms of shared governance in defense of a policy that represents the acme of politicization," said Stephen H. Balch, president of the National Association of Scholars.

"They've surrendered the academic case for immunity against interference by nonacademics."

"Partisan" and "political" describes the AAUP's meddling in the matter, said Jerry Cook, who in 1992 sparked examination of the system's admissions policies that

led to the regents' vote last year to end preferences.

"They have a political agenda here," said Mr. Cook, who teaches statistics at University of California at San Diego and owns a computer software development firm.

When his son, who made Phi Beta Kappa and graduated magna cum laude, failed to get into Cal's medical school, Mr. Cook looked into the admissions records, discovered the practice of racial preferences and persuaded the system president to investigate.

"Affirmative action was the most researched thing University of California ever looked at," he said. "Hearings went on for months."

Despite his wealth of information on the affirmative-action debate, Mr. Cook said the AAUP Commission on Governance and Affirmative Action Policy refused to talk to him or look at his data in preparing its report.

"I have all the pieces here," he said. "Others have bits and pieces. In December, I called Joan Wallach Scott [chairwoman of the task force and a professor of social science at the Institute for Advanced Study in Princeton, N.J.].

"I said, 'If you want the correspondence, get to me.' I tried again in January and February. I talked to secretaries and left messages on machines.

"I called A. Leon Higginbotham Jr. [of Harvard University].

"It's just irresponsible to ignore talking to the people closest to this. They have a political agenda here. Their problem is this is a sacred cow to them. It's awfully arrogant to say they should decide what this university should do.

"They're a union, for God's sake. They wrote their conclusions and went backwards to fill in the story."

Much of the AAUP report is devoted to a defense of affirmative-action practices. Released yesterday at a news conference, the report says the decision was "technically correct" but "ill advised."

The AAUP commission recommends that regents, administration and faculty reaffirm a commitment to "shared governance," that the university "avoid partisan political activity in deliberations about educational policy," and that the regents not end affirmative action until a thorough review of its impact has been conducted by a joint task force of regents, administrators, faculty and students.

Kansas City, State Agree To End Desegregation Payments

The Kansas City school district will join Missouri in asking a federal judge to end state support of one of the nation's most controversial integration efforts.

State Attorney General Jay Nixon announced Wednesday that the state and the city's board of education have agreed on a plan to phase out state integration support over the next three school years.

Set at \$110 million for the next school year, state funding would end after payments of \$105 million in 1997-98 and \$99 million in 1998-99.

"This proposal recognizes the eventual end of desegregation payments and provides what the parties have sought all along: certainty about the amount to be paid," Nixon said in a statement this week.

Serious Belt-Tightening

How the 37,000-student district would recoup the loss is uncertain. The state's contribution to integration efforts next year will represent about a third of the district's total \$230 million budget.

The state and district are looking for the support of the two other parties in the case: the teacher union and the attorneys for the parents and students.

Kathleen Reed, president of the Kansas City Federation of Teachers, said the union hasn't taken a position but is concerned about potential layoffs and increased workloads.

Dianne Moritz, an attorney with Benson and Associates, the firm representing the parents and students in the case, said eliminating state funding would be catastrophic.

"As one parent put it, there's going to be a \$314 million party, then a big hangover," she said in an interview. "In three years the district will fall off a cliff if something isn't done."

Edward Newsome, president of the Kansas City School Board, said the district could spend the state money over five years while it explores fund-raising alternatives, such as levies.

The state's payments for desegregation efforts have helped fund such initiatives as magnet schools, capital improvements and salaries.

Missouri has asked federal judges to declare that St. Louis and Kansas City are free of segregation. The state filed a motion for Kansas City last month.

Nixon said he expects the federal judge overseeing the Kansas City case, *Missouri v. Jenkins* (63 USLW 4468), to consider the request this fall. —Xavier Briand

Crew Plans To Continue Board Fight

Re-election Expected For Ousted President

By JACQUES STEINBERG

Schools Chancellor Rudy Crew will use "every bit of legal authority available" to prevent Carmelo Saez Jr., the ousted president of Community School Board 9 in the Bronx, from reclaiming his seat should he win re-election to a new term, an aide to the Chancellor said yesterday.

Officials at the Board of Elections are still tallying the ballots cast in the May 7 school board races, and by early last night they had released the results in only 14 of the city's 32 community school districts. District 9 in the West Bronx was not among them. But Mr. Saez's victory seemed all but assured, given that only he and four other candidates were listed on a ballot seeking to fill nine seats.

Mr. Saez had knocked four other opponents off the ballot before the election by challenging their petitions. But a number of candidates, including several removed from the ballot, mounted write-in campaigns that threatened his lock on re-election.

In a year in which Mayor Rudolph W. Giuliani and Sheldon Silver, the Speaker of the State Assembly, have called for the abolition of the 32 boards, the results in District 9, with its long history of corruption and poor academic performance, are being watched closely.

Twice before, in 1988 and 1992, Mr. Saez was suspended by chancellors because of questions of financial impropriety. In both instances, Mr.

*School board race
results are tallied in
just 14 of the city's
32 districts.*

Saez, who has served on the board since 1975, was subsequently re-elected.

In February, Dr. Crew suspended Mr. Saez and the other eight members of his board, citing the district's poor reading and math scores, which are the lowest in the city, and allegations that district employees had been pressured to give money to board members's re-election campaigns.

A Bronx judge dismissed the Chancellor's suspension order in April, saying he had acted without proper evidence. But earlier this month, Dr. Crew removed Mr. Saez from office again, citing a report by school investigators that corroborated the fund-raising allegations. Mr. Saez and the rest of the board remain locked out of their offices, pending the Chancellor's appeal of the judge's decision.

Dr. Crew's aide, Harry Spence, said that, in the event of Mr. Saez's re-election, the Chancellor was hoping to test a new state law, signed by Gov. George E. Pataki in April, that would allow him to wait up to a year before seating the newly elected members of boards under suspension. The new boards are to assume office in July. The law is being reviewed by officials at the Justice Department to determine whether it violates the Voting Rights Act.

Three weeks after the elections, the Board of Elections has released results in Districts 2 through 6 in Manhattan; 7, 8, 10, 11 and 12 in the Bronx; 32 in Brooklyn; 24 and 26 in Queens, and 31 on Staten Island.

In District 8 in the Bronx, two parents from Hunts Point, Edith Colon and Anna Calderon, won first-time seats on a board that, they contend, has favored the more prosperous neighborhood of Throgs Neck. In District 1 on the Lower East Side, four candidates backed by Mr. Silver's political club won seats, and a stronger voice, on a board that the club had controlled for decades, but later lost.

And in District 5 in Harlem, a slate of candidates who ran as progressives took control of the board. The slate was headed by incumbents Regina L. Smith and Sandra Rivers, who have spent a frustrating three years on the losing end of votes against a majority headed by Wynola Glenn, who has served on the board since 1976 and was also re-elected.

The opposition slate had accused Ms. Glenn and her supporters of spending more time doling out jobs to friends and relatives than improving performance in a district that has 5 of the 18 schools on the state's failing schools list.

Washington Post, May 30, 1996, P. 3 B

Anne Arundel Studies Ways to Tie Teacher Ratings to Student Performance

By Deirdre M. Childress

Washington Post Staff Writer

Just as great teachers leave an indelible mark on their pupils, so do poor ones, says Tom Twombly, an Anne Arundel County school board member.

Recalling his childhood education in Dover, N.H., Twombly vividly remembers one of his elementary school teachers who was overwhelmed by her responsibilities to students.

"I had a bad teacher in second and third grade," Twombly said. "It formed a real scar on me. I was doing more teaching than being taught. Those were years that put me behind."

Now, Twombly and the rest of the county Board of Education are studying ways to evaluate teachers based on student performance, chipping away at what many education critics have considered systems of virtual tenure in the nation's public schools.

"We can no longer dance the lemons around, sprinkle the lemons by moving them around the school system," Twombly said, referring to the practice of transferring the poorest teachers within the school system.

"We have to look at the issue of accountability and [public] confidence."

The Anne Arundel board's demand for tougher measures of teacher performance comes as school systems in the Washington area are trying to weed out weak educators, and as state education officials are pushing for higher standards for education generally. A committee of teachers and administrators gave the board a report this month suggesting that student scores on standardized state tests be used as one measure of a teacher's

performance. But board members say they want more measures and have asked school system administrators to find additional ways to link a proposed "teacher report card" to student progress.

And at least one PTA official is asking why educators don't add parent comments as well.

But unions representing teachers throughout Maryland oppose linking teacher ratings to student learning because, they say, every student does not enter the classroom with the same ability and support for learning. The blame for failing students does not rest solely with teachers, they say.

"You look at a situation like this, and why

would anyone teach in a place like Baltimore City if evaluations were tied to student performance?" said Bob Moore, an education reform specialist for the Maryland State Teachers Association. "The playing field would not be level for all teachers."

D.C. School Superintendent Franklin L. Smith and Virginia Superintendent William C. Boshier Jr. have been interested in tying teacher evaluations to student performance, but politically powerful teachers unions have expressed concerns and outright opposition.

District parents have been stymied for years in their efforts to get tougher evaluations of their teachers, many of whom have long held tenure. Smith is working with teacher representatives to develop a "union-friendly" evaluation tool that would include measures of student progress, said Beverly Lofton, spokeswoman for the District schools.

"Even when the board does [Smith's] evaluation, it is based on student achievement, and he said accountability does not stop with him," Lofton said. "It goes down to the front lines to the people working in the classroom."

More...

ANNE ARUNDEL, continued...

Bosher floated the idea in Virginia last fall, but despite some interest from the state Board of Education, he never submitted it as a formal proposal, said Margaret Roberts, director of community relations. The idea met criticism from groups such as the Virginia Education Association, which represents 52,000 teachers.

If Anne Arundel did add student scores to the measures of teacher performance, the county would be going further than state education officials. The state overhauled its regulations for teacher evaluations in June 1994 after a debate that pitted the state Board of Education against the 45,000-member Maryland teachers union.

Maryland officials adopted regulations that for the first time tied teachers' license renewals to their performance evaluations. The state board also cut the period for teacher recertification from 10 to five years and required that teachers show satisfactory evaluations from local school systems for three of those five years. The regulations became effective in January 1995, and it will be 1998 before the initial outcome can be reviewed by state officials, said Rochelle Clem-

son-Ingram, assistant state superintendent for certification and accreditation.

In Anne Arundel, John Kurpuweit, president of the local teachers union, said increased links to student progress such as looking at grades would be unfair because the learning environment is unequal even within the same school system. He compared Van Bokkelen Elementary School, which is on the state's list of failing schools, with Shipley's Choice, often called the county's only private public school because of its affluent neighborhood.

"People say if a kid can't pass a test, it is the fault of the teacher, but there is a lot more that goes into that," Kurpuweit said.

Parents probably would support a stronger link between teacher evaluations and student progress if an equitable measure could be found, said Rita Lowman, president of the county Council of PTAs. She said such links also might pinpoint students who are being promoted before they are ready.

"I think they have to be accountable in some respects because it is their ultimate responsibility to make sure Johnny can read at the level they say," Lowman said.

Washington Post, May 30, 1996, P. 7 B

New Roundtable Chairman

■ The incoming president of George Mason University has agreed to serve as chairman of the Northern Virginia Roundtable, a group formed three years ago to bolster the influence of school and business leaders who want more state money sent to the region.

Alan G. Merten, now dean of Cornell University's graduate business school, had expressed some reservations about leading the group after he was chosen to replace outgoing GMU President George W. Johnson in July. But on Tuesday, after the group indicated it wanted him as chairman, Merten said he would accept the post.

As current chairman, Johnson, has been criticized for becoming too involved with state politics. Some Roundtable members were taped during meetings suggesting that the group should reward legislators who support its agenda. Critics, including Gov. George Allen (R), have said university officials should not appear to be lobbying. Merten has said he wants the group to hold some of its meetings off-campus and to become less political.

Roundtable members met Tuesday with 23 of the region's legislators on GMU's Fairfax County campus to discuss their legislative agenda for the coming year. The group also discussed its intentions to have Merten succeed Johnson as the Roundtable's next chairman, Johnson said.

Merten said he will attend the group's next meeting, June 27, as an observer. In the meantime, he said, he is scheduled to meet June 14 with Allen and his staff.

Washington Times, May 30, 1996. P. 1

At PG school, a justice is still denied

Thomas' 'uninvitation' spurs council vote

By Lisa Nevans
and Susan Ferrechio
THE WASHINGTON TIMES

Prince George's County Schools Superintendent Jerome Clark will not reverse his decision to "uninvite" Supreme Court Justice Clarence Thomas from a graduation program at a county school, despite cries of censorship and intolerance, a spokesman said.

Mr. Clark withdrew an invitation for Justice Thomas to speak June 10 at the Thomas G. Pullen Creative and Performing Arts School in Landover, after some parents and the local school board member threatened to disrupt his appearance.

Opponents said Justice Thomas — the only black on the Supreme Court and one of its more conservative members — had no business speaking at a school in a mostly black area because his court rulings have hurt blacks.

Faced with threats of a large demonstration, Mr. Clark told Pullen Principal Kathy Kurtz last Thursday to rescind the invitation. Christopher Cason, a spokesman for Mr. Clark, insisted yesterday there were "no ideological undertones" to the decision.

But angry parents and elected officials demanded that Justice Thomas be invited back.

"We showed an incredible amount of disrespect and we looked like fools," school board Chairman Marcy Canavan said yesterday.

"You're talking about one of the most powerful men in the country not being allowed to speak here," she said. "This is not some guy off the street with an agenda, this is a Supreme Court justice."

Mrs. Canavan said she plans to write a letter of apology, and the Prince George's County Council voted 6-2 yesterday, with one abstention, to either apologize or invite Justice Thomas to speak elsewhere in the county.

Council member Audrey Scott, Bowie Republican, called Mr. Clark's decision to withdraw Justice Thomas' invitation "the epitome of intolerance and bigotry."

Mr. Clark pulled the invitation at the insistence of school board member Kenneth E. Johnson, who told The Washington Post that "there's no place anywhere in my district for Clarence Thomas."

The Pullen PTA extended the invitation nearly a year ago, after Justice Thomas spent 1½ hours with 40 of the school's eighth-graders during a tour of the Supreme Court.

"He motivated the kids about staying in school, staying off drugs — messages kids really need to hear in this day and age," said Mary Modderman, president of Pullen's PTA. "The parents on the trip were so impressed when we came back, we said, 'This is the man we want to have speak at our graduation.'"

With the permission of the PTA's executive board and the school administration, Mrs. Modderman wrote Justice Thomas, who accepted readily, she said.

When the superintendent ordered Pullen's principal to withdraw the invitation, Mrs. Mod-

derman said, Justice Thomas "graciously" agreed to back out. But the PTA still wants him to speak, she said.

"We feel very saddened the adults in this community have tried to steal this away from the kids, taking an awards ceremony for children and putting a political agenda to it," she said.

Mr. Clark was concerned only for the students' graduation and awards program, Mr. Cason said.

"He wanted to protect the kids from having their awards program marred by a demonstration. These kids probably wouldn't have remembered their awards program, but would have remembered the pickets," he said.

Largo High School and Potomac High School, which offer law and public policy career courses, might make "the perfect venue" for Justice Thomas to talk to students about legal theory, Mr. Cason said. Mr. Clark will discuss that

possibility with the school board.

Mr. Clark did not respond to a request for an interview. Mrs. Kurtz's office referred calls to the superintendent's office.

Justice Thomas' secretary said he would have no comment on the scrubbed appearance.

Mr. Johnson could not be reached yesterday. But even his supporters on the school board said banning Justice Thomas probably went too far.

"I supported the idea that the invitation not be offered in the first place," school board member Alvin Thornton said. "What I'm against is [Justice Thomas'] access to our children in a context where there is the absence of competing information about what he represents."

But Mr. Thornton, a political science professor at Howard University, said he would not have demanded that Justice Thomas' speech be canceled if a school in

his district had issued the invitation.

The school system has no official policy on graduation or guest speakers in general — and the school board is not likely to start one now, Mrs. Canavan said. Past speakers have spanned the spectrum from President Reagan to President Clinton to numerous members of Congress.

"I'm chairman of the Board of Education, not the Board of Censorship," Mrs. Canavan said.

Pullen is a "magnet" school for performing arts, with 826 students in kindergarten through eighth grade. The program is designed to draw white students to the predominantly black neighborhood in an effort to racially integrate the school.

More...

A JUSTICE DENIED, continued...

Some parents and observers said they were angry or embarrassed by the treatment of Justice Thomas and questioned whether one school board member should be able to veto a speaker.

"If a member of the school board has gone solo, it's an abuse of office to be that high-handed," said James Lipovsky, who has three children at Pullen, including one who will graduate in June.

The county chapter of the National Association for the Advancement of Colored People has not taken a position on the issue, but chapter President Hardy Jones said he did not "know any one person in the county who has the authority to uninvite someone."

"Justice Thomas is a national figure. I'm not always in step with his views, especially on affirmative action, but this is not the way to deal with those issues," said Mr. Jones.

Internet Access Weaves a Tangled Web for Schools

By Victoria Benning
Washington Post Staff Writer

At Hylton High School in Woodbridge, astronomy students come in at 6 a.m. to link up by computer with a telescope in Pasadena, Calif. They order the telescope to take pictures of stars and galaxies that they then post on the World Wide Web, where they can be seen by students and scientists all over the world.

"Two or three years ago, we would have just sat down in class, the teacher would have passed out a lab [exercise], we'd do it, review our notes and then take a test," said Dennie Boice, a senior at Hylton.

"The Web makes astronomy more tangible. We can actually see the things we're studying. We can get on the Web and get the most up-to-date information," said Boice, who designed his class's Web page.

The explosive growth of the World Wide Web—where many thousands of computer sites offer lesson plans, projects and other information that can be used in schools—is changing the classroom experience for computer-savvy teachers and their students.

But that shift is far from universal. Educators and technical specialists say the big problem schools now face is figuring out how to make use of the overwhelming amount of information available by computer. And few teachers have the time, skills or training to take advantage of the technology, educators say.

Washington area school systems are spending millions of dollars to wire classrooms and get their districts on-line, but officials acknowledge that a relatively small amount of money is being invested in training teachers. Schools say their priority is to get the equipment, which doesn't leave much money for training in tight budgetary times.

Complicating the issue is the uneven distribution of hardware and equipment. Some schools have computers in every classroom while others have only a handful used mostly as word processors.

"Education is still in the industrial age, while the rest of the world is in the information age. We have

all this technology and nobody knows what to do with it," said John Wilkinson, an instructional psychologist with JDL Technologies, a Minnesota-based company working to help teachers use the Web and other computer technology.

Every Washington area school district is providing some computer training for teachers, but it varies greatly and often depends on teachers taking the initiative.

In classes with Internet access, Web use often is limited to teachers directing students to search for information on a topic—using the Web as a kind of encyclopedia.

That can be a frustrating and tedious exercise. Say, for example, that a student is looking for information about dolphins for a report. A search for all Web sites that include the word "dolphins" brings up everything from recipes for mahi-mahi to information about the National Football League's Miami Dolphins.

But teachers who have gone beyond such basics say the Web has made a tremendous difference, both in the way their students learn and in their enthusiasm for school.

"It really expands the walls of our classroom," said Andrea Cobb, who teaches advanced biology and honors chemistry at Chantilly High School in Fairfax County. Her students have visited a "Jurassic Park" site to study evolution, used periodic tables at the University of California at Berkeley to study chemical reactions, and studied samples from Northern Virginia's deciduous forests—all via the Web.

Students such as Hylton senior Lora Stevenson echo Cobb's enthusiasm.

"It makes things more real," Stevenson said. "We're not just studying what the sun is made of or how things interact with each other; we can actually see how these things work."

Teachers say the Web can be used to teach students at all levels. Fourth-graders at Aldie Elementary School in Loudoun County collected water samples and typed in information for analysis by scientists in the Florida Keys as part of a Web project sponsored by the National Science Foundation.

Although science seems to be the most popular

Internet subject, mainly because of the wealth of government and university information available, there are many Web sites for other subjects.

Government classes, for example, followed news of the Republican presidential primaries and caucuses on the Internet. Geography students can find the most up-to-date maps of places such as the former Soviet Union and the former Czechoslovakia. A Prince William County English class studying Beowulf found pictures of the original parchment manuscript on a museum Web site.

"It breaks down barriers; it totally empowers students," said Nancy Carey, a technology specialist for Montgomery County schools. "We now have students coming in before school, coming in over their lunch hour, staying after school, to work on the computer—students you wouldn't expect to put so much extra time into their schoolwork."

One obstacle to more teachers integrating the Web into their curriculums is the sheer volume of information available—all with little or no quality control. Anyone with a computer and a modem can post information on the Web.

"If you asked teachers with Internet access a year ago about what's out there, they would have said there isn't enough. There's been a mass proliferation since then. . . . Unfortunately, there really is a glut of mediocre content on-line," said Andy Carvin, new-project officer at the Corporation for Public Broadcasting and moderator of an on-line education discussion group.

Some Web sites offer teachers guidance. Professional magazines and organizations such as the National Education Association also are trying to screen and catalogue Web information for teachers. For the most part, however, teachers are learning through word of mouth and trial and error.

"It's getting to a point where there is so much out there that teachers are coming on-line and getting overwhelmed," Carvin said. "Until it becomes more focused, until we have things like annotated Web directories, it's still going to be a very anarchical and confusing environment. The 80 percent of teachers who don't have the time, interest or know-how are not going to bother."

Ah, the academic life after the Senate: Simon, Pryor, Simpson to go back to school

By Jamie Stiehm

When Senate Majority Leader Bob Dole (R-Kan.) is either in the White House or nursing wounds in his Watergate home, three of his departing Senate colleagues will be leading the leisurely academic life.

In the spring semester of 1997, Sen. Paul Simon (D-Ill.) is going to teach at Southern Illinois University; Sen. David Pryor (D-Ark.) is going back to a post at his alma mater, the University of Arkansas; and in an unusual twist, Sen. Alan Simpson (R-Wyo.) will be a visiting professor at the Kennedy School of Government at Harvard University.

At Simpson's farewell "roast" dinner last week, his old friend and ideological adversary, Sen. Edward Kennedy (D-Mass.) joked, "We're looking forward to civilizing that cowboy in Massachusetts," at the graduate school named for his late brother.

"I'll be teaching them a few things," Simpson said in an interview, describing plans for his course, "The Creating of Legislation: Congress and the Press." The Wyoming senator added, "I'll be talking about stuff they never read about in textbooks: How to reach across the aisle, how to keep the president in your own party from vetoing a bill, how to scratch and claw."

Most important of the messages he wants to impart to young minds, said Simpson, is to "tell them our line of work is not a profes-

sion to be scoffed at. It's not good enough to sit and bitch. Any damn fool can be a critic."

Simpson said his January to June stay at the Joan Shorenstein Center, directed by Marvin Kalb, will be a "wonderful transition" for him and his wife Ann after 18 years in Washington. She will take art courses and the couple will live in one of Harvard's undergraduate student houses, where they were asked to take at least one meal a week with students. "I said, hell, we'll take more than that, because we love young people," said Simpson.

"They'll be the brightest, sharpest kids I'll ever meet. Also the most privileged."

Simpson has already prepared a 17-page outline and reading list that includes his own book on the First Amendment, due out in the fall. But he says it is far from academic theory. "I'm not a wonk, I'm a doer," said the senator, who has crossed swords with the press at several points in his colorful career, most memorably during the Clarence Thomas confirmation hearing in 1991.

While the Simpsons will live in a new environment, Simon and his wife Jeanne will be returning home to Makanda, 15 miles away from the newly named Simon Public Policy Institute at Southern Illinois University in Carbondale.

"Some people have the misimpression that he was a professor before coming to the Senate," said his press secretary David Carle, perhaps because of Simon's bow tie, horn-rimmed glasses and generally bookish appearance.

In fact, Simon was a small-town newspaper editor and publisher before entering politics. One course he will teach next spring is on nonfiction writing, and the other is on the legislative process. Simon, the author of 16 books, will also complete his next book and continue to write on issues important to him, such as television violence.

Good politicians and professors both have "a bit of the ham" in them, observed

Simon. "I enjoy the give and take with students," he added.

Pryor is going back to Arkansas, but the university town of Fayetteville is not his hometown. After he teaches for one semester, he and his wife Barbara will return to Little Rock.

"I will be the beneficiary of this experience," said Pryor. "I will learn a lot more from students than they will from me." As a Fulbright Distinguished Fellow of Law and Public Affairs, the Arkansas Democrat will give a roving series of lectures to political science, business and journalism students.

Referring to himself modestly as a "substitute" teacher, Pryor said he will not give grades or tests, but might hold office hours once in a while. "And if no one shows up, I can go to the creek and go fishing," he said.

Both he and Simon plan to steer clear of academic politics, which they fear could rival the Senate in minutia and intrigue. One of Simon's conditions for joining the institute was not having to serve on any faculty committees. "You can waste an awful lot of time deciding whether to have peas or carrots for lunch," said Simon.

Like Simon, Pryor edited and published a small newspaper before running for office. Discussing their future academic phase between Senate votes last week, Pryor told Simon about a class exercise idea: analyzing the front page of The New York Times.

What this year's graduates know

By Daniel J. Flynn

In the upcoming weeks, academia's elite Ivy League institutions will hold graduation ceremonies and send the Class of 1996 off into the real world.

If past performance is a good indicator of future results, these students will have a disproportionately large influence in government, higher education, the media and other institutions that shape our society. It is because these students will hold such power in molding public opinion and formulating governmental policy that it is important to investigate the ideas they will be taking with them from the academy on commencement day.

At best, today's students are portrayed as apathetic and lazy, and at worst as filling their heads with frivolous ideas. The proliferation of

courses with titles sounding more like pornographic movies than academic seminars — Yale's "Drag Queens, Transsexuals and Queers: Anthropological Approaches," Brown's "Unnatural Acts," Penn's "Female Power and Male Dominance" — hasn't helped to erase this stereotype.

The demise of the core curricu-



lum and the ascendancy of "victim studies" — courses which address the grievances of women, minorities, homosexuals, the poor and any other group that may have been slighted in history — has left many wondering the extent to which students now receive a watered down and ideologically laced education.

Critics charge that these courses almost always give a one-sided presentation and are often characterized by the propagation of bizarre theories and historical untruths. A concept advanced in the field of women's studies holds that intuition and feeling are women's "ways of knowing," while logic and reason are men's "ways of knowing." A number of African-American studies courses trumpet the idea that Ancient Egypt was a "black" civilization. These are just two examples among many why these areas of study are found to be so objectionable.

While it may be the case that overzealous faculty have attempted to forced feed young people ideological themes in the classroom, are students all that willing to sacrifice their education by enrolling in vacuous courses?

Evidence that the growth of "victim studies" is a supply-side driven phenomena is illustrated by contrasting the small amount of student

interest in such topics, with the enormous amount of classes offered by professors in African-American studies, women's studies, and now, even gay and lesbian studies.

Exemplifying this trend is that, with the exception of Princeton, every Ivy League school now offers undergraduates more courses in

women's studies than in economics. This, even as graduating seniors who majored in women's studies will be outnumbered by those earning degrees in economics at commencement ceremonies by more than 28 to 1 at Yale, 23 to 1 at Penn and 10 to 1 at Cornell.

At Harvard, where women's studies is the primary concentration of only 13 students (less than one-third of 1 percent of all who have declared majors), there are a whopping 63 undergraduate classes listed under the program in the university's "Courses of Instruction" student handbook. The 18 students majoring in African-American studies can pick from over 60 courses. In contrast, there are 540 students who have opted for economics as their

major, yet only 52 courses are offered primarily to undergraduates in the subject.

Students, who presumably realize that they will have to earn a job and become contributing members of society after graduation, choose their courses with the rules that govern the real world in mind. If mankind is in need of experts in the disciplines of economics, bio-medical science or government, students generally meet that demand by concentrating on those fields of

More...

WHAT GRADUATES KNOW, continued...

study. Conversely, if the job market dictates that the only occupations available to students focusing on "victim studies" is to remain in academia to teach many of the same classes they enrolled in as undergraduates, then the demand for such

fields will be minimal.

Professors, on the other hand, live in a sheltered world that is not governed by the rules which apply everywhere else. Despite almost no demand from students, professors continue to offer up a steady stream of ideological drivel in such courses as Columbia's "Race, Gender, and the Politics of Rock 'n' Roll," Dart-

mouth's "Deconstructing Gender Identity" and Cornell's "Housing and Feeding the Homeless," which stresses "community volunteerism."

The much maligned Generation X should be cheered for its commitment to traditional scholarly pursuits. Baby-boom faculty and administrators, who are entrusted with educating today's crop of students, have a lot to learn from their students.

Daniel J. Flynn serves as program officer of Young America's Foundation.

A Much Needed Rally for Children

A few years ago, Mark Lewis gave up his job working for the Library of Congress and writing Middle East history books to pursue what he calls his "burning desire" to help disadvantaged kids. His energy, devotion and commitment permeate his third grade classroom at Washington's inner-city Garrison Elementary School. Says colleague Dori Wilson, "Mark is our Mr. Holland," of opus fame in the movie.

Mr. Lewis has a secret weapon: A number of his students participate in a special program called Elementary Baseball, which organizes a student baseball league

and also includes teaching tools, like using the locations of major league baseball teams to teach third graders about geography. The program was put together by another Mr. Holland-type character, John McCarthy, a former minor league player who combined his two abiding passions in life, baseball and disadvantaged kids.



Politics & People

By Albert R. Hunt

and also includes teaching tools, like using the locations of major league baseball teams to teach third graders about geography. The program was put together by another Mr. Holland-type character, John McCarthy, a former minor league player who combined his two abiding passions in life, baseball and disadvantaged kids.

For 90 kids at Garrison Elementary School—about 90% of whom live below the poverty level and without a father—Elementary Baseball is more than just a sport in this recreation-starved city. It also includes tutoring programs with high school seniors and special mentoring by judges from the D.C. Superior Court. The tutors work with the children on reading and writing weekly for the full school year, while the judges attend their games and take them on field trips to the Smithsonian or the Chesapeake Bay, places they would otherwise only dream of going.

Mr. McCarthy scraped up financial help from the courts and local businesses, but the Elementary Baseball program has expanded and flourished this year because of a \$50,000 grant from the Justice Depart-

ment's Office of Juvenile Justice. Republicans who love to ridicule feel-good programs—remember the derision two years ago over midnight basketball—ought to talk to William Motley and Terrence Collier. They are third graders in Mr. Lewis's class who only a year ago barely could read, but who recently scored over 90% on their standardized tests; their enthusiasm for schoolwork is rivaled only by their ardor for baseball. This is a terrific investment for taxpayers.

It's also a microcosm of the agenda of this weekend's Stand for Children march on Washington to demonstrate for kids' causes. The march is being supported by 3,000 organizations, including the Girl Scouts, the American Academy of Pediatricians, Catholic Charities and some six dozen Junior League chapters.

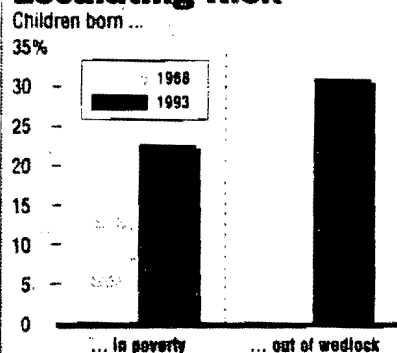
The organizer is Marian Wright Edelman, who heads the Children's Defense Fund, the leading advocacy organization for children in America. Critics complain that she's an out-of-style liberal and arrogant. But Ms. Edelman's passion and knowledge about what ails kids in America transcends the easy criticism of her. She rattles off data the way nine-year-olds cite baseball statistics—three children die every day from abuse or neglect, every 32 seconds a baby in the U.S. is born into poverty, and America, the wealthiest land in the world, ranks only 16th in living standards for our poorest children. The Saturday event, she hopes, will be a launching pad for greater commitment to helping children.

Kristin Moore, executive director of Child Trends, a research organization, reports that real progress has been made for the core needs of many children: education, health and housing. But for at-risk kids, disproportionately minorities, things have gotten worse. The percentage of children living in extreme poverty has doubled since 1975.

Politicians of all stripes give lip service

to children's interests but the simple fact is kids don't vote. Thirty years ago liberals, with knee-jerk fear of racism, rejected Daniel Patrick Moynihan's prophetic warning about the breakdown of the black family. Thus for years they ignored the fundamental problem—the black illegitimacy rate has soared to almost 70% from 25% during that span—and ceded the cultural and values issues for decades.

Escalating Risk



Source: Census Bureau and National Center for Health Statistics

Many liberals also refuse to acknowledge that you can't help kids without making politically difficult choices. Over the past quarter century the number of children living in poverty has risen appreciably but the number of elderly in poverty has been cut in half—mainly because of government. A lot more is spent supporting the elderly and those priorities ought to be altered.

When it comes to children conservatives are worse. House Republicans last year constantly talked about the "future of our children" in defending their rollbacks of social services and tax cuts. Precious few of these kids at Garrison Elementary School would have benefited from anything in the GOP Contract With America, and many of their families would have

More...

Rally for Children continued...

been hurt by the proposed cutbacks in welfare, Medicaid, the earned income tax credit, and nutritional programs.

And the push to turn most of these social services over to the states is ominous for children's interests. Some states do serve children's interests well; under Republican Gov. George Voinovich more than 70% of the kids in Ohio participate in Head Start, almost double the national average. But there are more failures. Today, 17 states are under court order to improve inadequate child protective services.

The simple truth, as Ms. Edelman reminds anyone who will listen, is that there are so many children with so many problems that helping them requires much greater efforts by corporations, charities, churches, state and local governments as well as the federal government.

It also requires desperately needed role models. The other day at Garrison Elementary young Terrence Collier's tutor from last year, Teddy Sullivan, a freshman at Duke University and baseball pitcher there, came back to see him. Terrence says the Elementary Baseball program not only taught him how to play, "but also taught me how to read." What does he want to do when he grows up? "Play baseball for Duke."

A few days earlier, Eugene N. Hamilton, chief judge of the D.C. Superior Court, umpired third base at one of the Elementary Baseball games. "All we're trying to do is give these kids what most other kids get at home," he explained between innings. John McCarthy has a simple answer when asked how he determines the success of the program: "If our players come back as fathers and mothers and coaches some day to help other kids, we will have succeeded." To help the tragic plight of too many children in America we need considerably more resources; we also need lots of people to leave the Lincoln Memorial with the commitment of a John McCarthy.

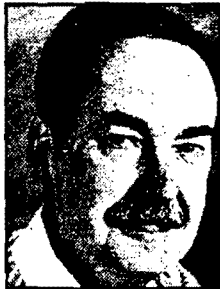
The Coming Phonics Revolution

By CAL THOMAS

WHEN CALIFORNIA instituted the "whole-language" approach to reading nearly a decade ago, it abandoned a tested and proven method — phonics — in favor of one that has children guessing at words and inventing their own spelling and grammar.

Whole language quickly spread to virtually every public school. Attempts to restore phonics were rebuffed by the teachers' union and educational "experts," who claimed the new way was better.

The results of this new approach are now in. Standardized tests in California placed that state's public school children in a tie for last with Louisiana as the worst readers among 39 states tested. Now, California public schools are beating a hasty retreat from the whole-language approach — word recognition taught by associating words and pictures — and re-embracing phonics, which teaches children to string consonant and vowel sounds together.



CAL THOMAS

Because California set the national whole-language trend and is now abandoning it, other states and cities are following suit. The Houston (Texas) Independent School District (HISD), seventh-largest in the nation, issued a report by scholars and citizens (under the leadership of honorary chairman former first lady Barbara Bush) that demanded a return to systematic phonics.

Citing a study funded by the National Institutes of Health, researcher Barbara Foorman, head of the HISD Reading Committee, said, "What was found was that the more explicit the instruction in phonics, the greater the growth and outcomes in reading. Specifically, even though children started the school year at the same low levels of phonological and word reading skills, by the end of the year the children receiving direct instruction with phonics were at the 42nd percentile on a standardized test of reading, whereas children receiving an embedded (incidental) phonics approach were at the 23rd percentile (if the teachers were trained by the researchers) or at the 21st percentile (if the teachers were trained by the district)."

Jack Pikulski, president-elect of the International Reading Association and a professor of education at the

University of Delaware, believes "phonics is a necessary part of a balanced reading program. There is plenty of evidence that phonics can get children off to a good start."

There's also plenty of evidence that teaching children to read earlier and better is only part of the solution to failing public schools. Columnist William Raspberry wrote, "The schools are dreadful because teachers are ill-trained or afraid to exert discipline, or because the schools are cheerless, underfunded and unsafe."

I would take issue only with his assertion that schools are underfunded. The Opportunities Committee of the U.S. House of Representatives reports there are 720 federal programs identified as "funding education" at an annual cost of \$120 billion. The total cost of education in America exceeds \$474 billion.

"Public schools," noted Raspberry, "are becoming the educational counterfeit of public hospitals: supported by taxpayers who will use them only as a last desperate resort."

Last week, GOP Presidential candidate Bob Dole said, "Instead of instilling hope and discipline, too often our schools breed resentment, despair and mediocrity. Our schools are teaching recycling and AIDS prevention, but our kids can't add and too often aren't allowed to pray."

Education reform is one issue Dole can make his own. President Clinton is beholden to the National Education Association, though he sends his daughter to a private school. For starters, Dole should recruit the first ladies of several states, such as Mary Lord Beasley of South Carolina, Susan Allen of Virginia and Laura Bush of Texas, to help him endorse a return to systematic phonics in every state.

Dole should also press Clinton on school choice. If parents could direct where they want their children educated — in government or in private schools — such competition would lift all educational boats. Now, the schools function as the phone company used to: as a monopoly that benefits the education lobby and allows schools to exert political influence. They have failed America's children and their taxpaying parents.

Improving the reading skills of children will help them do better in every subject. Granting parental choice will improve their minds and spirits. The NEA is for choice on abortion. Why isn't it for choice for those fortunate enough to have been born and for their parents? It is because the NEA wishes to reproduce its own worldview — and the only way it can do this is to keep most children trapped in a system even the moderately liberal William Raspberry calls "dreadful."

■ ON SOCIETY

BY JOHN LEO

Miss Piggy was a smarter choice

Kermit the Frog won an honorary degree from Southampton College the other day, a "doctorate of amphibious letters." Apparently the first non-mammal to earn a degree on Long Island. Kermit was nice enough to deliver the keynote address, most of it in his familiar rat-a-tat comedic style. ("Don't let my spindly little arms fool you. I can slam-dunk one mean basketball.") Not to give away any trade secrets, but muppeteer Steve Whitmire was scrunched down inside a specially constructed podium, while a miniversion of the college's academic robes was draped over his green and froggy hand.

A hundred or more students threatened to turn their back on the "Sesame Street" star to show their displeasure with the college's publicity stunt. It isn't easy being green. At the last minute the rebellion faded, though a fair amount of muttering occurred. After five years of hard work, said Samantha Chie, a marine biology major, "now we have a sock talking at our commencement. It's kind of upsetting."

Over at Montclair State, honorary degrees went to Bruce Willis and Yogi Berra. Showing a grasp of popular culture, Montclair State President Irvin Reid said school loyalties "die hard" for Willis, whose life reads like "pulp fiction." (We get it.) Berra, who never went to college or high school, once again cast himself in his familiar role of Mr. Dim. Festooned in cap and gown, he read a series of Yogiisms, all originally concocted and polished to make him seem as stupid as possible. Among those he read: "When you come to the fork in the road, take it," and a mangled version of his well-known one-liner, "Nobody goes to that restaurant any more; it's too crowded."

That's entertainment. Welcome to the modern commencement ceremony, where colleges strive to close the gap between education and entertainment by spraying out degrees to any recognizable performer.

Among those who won degrees this year are Arnold Schwarzenegger (University of Wisconsin at Superior), Donald O'Connor (Chapman University) and Bill Cosby. Cosby, who earned a Ph.D. in education, also has a number of honorary degrees and he added at least three this spring. Comedians usually do very well. In past years, honorees included Jerry Seinfeld (Queens College), Chevy Chase (Bard), Dan Aykroyd (Carleton), Da Fonz (Henry Winkler, Emerson) and Jackie Mason, who received a degree from Oxford. Go figure.

Anyone attending a graduation these days must prepare for the perplexing sight of academic robes being

placed on the shoulders of who-is-he-again? minor characters from sitcoms and other TV shows. This is indeed a strange phenomenon, but there is a reason. Many students are delighted to see their TV friends right there on campus. Many administrations are delighted because any kind of celebrity will create buzz. If the big stars can't be bothered, or if they demand huge appearance fees to come get a degree, it's smart to go with lesser lights.

The granting of honorary degrees is an odd business at best. It's supposed to be done to recognize intellectual excellence, but variety is important on an honors list. Does it matter much that Barbra Streisand is now Dr. Streisand thanks to Brandeis University or that Captain Kangaroo (riding the nostalgia boom) is one of our leading collectors of such degrees, with 18?

Probably not much. Finding 2,500 commencement speakers every year is a daunting job. Often a degree has to be dangled to attract a well-known speaker, and graduates pay so little attention to commencement talks that few will care (or remember) whether the speaker was Mother Teresa or Bullwinkle. Bill Buckley calls the commencement speech "a kind of final obstacle to their emancipation." The form is so tired, the rhetoric of youth facing the future so cliché ridden, that colleges might be forgiven if they import a Trekkie idol once in a while.

Still, it seems clear that colleges no longer show much ability to resist entertainment values and the marketing power of the celebrity culture. In this culture, any Muppet can put a college on the map in a way that most doctors, scientists, lawyers or public

officials can't. This same procedure has invaded the curriculum, too. Since colleges tend to be financially desperate, consumer-driven places now, the curriculum is more entertaining, more open to popular tastes and what students already know and want to hear more about. Courses on Batman, comic strips and TV shows are routine. Yale offers one on "Troubadours and Rock Stars," possibly covering the career of Dr. Sting, a recent honorary degree winner.

Look for more honors to go to singers and sitcom characters. In the past few years, degrees have gone to Cliff the mailman from "Cheers" (Sacred Heart University), Scotty the engineer from "Star Trek" (Milwaukee School of Engineering), George the fall guy from "Seinfeld," and this year, Vivian and Uncle Phil from "Fresh Prince of Bel Air" (Norfolk State, Virginia State) and Billy the hunk from "Melrose Place." Coming next May to a university near you: the former key grip from "Gilligan's Island." ■

Colleges no longer show much ability to resist celebrity culture.

Washington Post, May 30, 1996, P. 31

Richard Cohen

Sorry, Wrong Ideology

The shunning of Clarence Thomas continues apace. Supreme Court justice though he may be, highest-ranking African American in the nation, almost certain to remain influential well into the next century (he's only 47), he nevertheless cannot get ordinary speaking gigs. Now he's even been disinvited from an awards ceremony at a Prince George's County middle school. Children, it turns out, must not hear what Thomas has to say.

The invitation was originally extended when a group of kids from the Thomas G. Pullen Creative and Performing Arts School visited the Supreme Court last spring, and Thomas, alone among the justices, asked them into his chambers. They found him personable and friendly and willing, once the matter was raised, to be their awards day speaker. He had everything they wanted, except, as it happens, the proper ideology.

"I don't want him to have a forum in Prince George's County," said Kenneth Johnson, a member of the school board. Johnson, who is black, demanded of the school superintendent, who is black, that Thomas (who is black) be disinvited for, essentially, not being black enough. "There is no place for Clarence Thomas anywhere in my district," Johnson said. What he means, in effect, is that there is no room for unpopular views.

For Thomas this is nothing new. (He graciously withdrew.) He has been denounced by the conventional black leadership in the most personal, vituperative terms. The eminent jurist A. Leon Higginbotham Jr. has

"Children, it turns out, must not hear what Clarence Thomas has to say."

said of Thomas that he exhibits "a level of racial self-hatred which is clinically observable."

Joseph Lowery, the head of the Southern Christian Leadership Conference, last year likened Thomas to Benedict Arnold, Judas Iscariot and "what Brutus was to Caesar: an assassin." Lowery told his audience, "We must pray for him," but given what was already said, not even prayer could redeem such a man.

Thomas keeps such strange company (Judas, Arnold, Brutus) because he opposes affirmative action in all its forms. That means he has voted against "black majority" voting districts and minority set-asides. He feels—and feels strongly—that discrimination in favor of blacks is still discrimination by race, and he doesn't like it one bit. Such programs are unconstitutional and, as luck would have it, I happen to think he's right.

I also happened to think that Thomas was not qualified for the Supreme Court and that some of his decisions have been downright bizarre. His conservatism is not to my taste, and for too long he has been in the thrall of Antonin Scalia, for whom conservative is, really, an inadequate term. Still, on matters dealing with race, Thomas's is an important voice. It is also an impassioned one.

Thomas argues that affirmative action is demeaning to blacks and stigmatizes them as needing help—not being good enough to make it on their own. He has spoken about his experience as one of the few blacks at Yale Law School and the burden of being falsely perceived as not being quite up to par.

He has talked, too, about the "culture of victimology" of which affirmative action is an essential component, and he has chided those of his fellow

African Americans who are quick to blame "the man" for what may be their own shortcomings. He extols his own life story. In a compelling New Yorker article last month, Jeffrey Rosen quoted Thomas telling Tuskegee students that he knows their fears: "I was there. . . . I'm no brighter than you all, and, except for being older, no different."

Thomas, of course, is different. His ideology is hard-right and suggestive of Booker T. Washington's. He has been attacked as fawning—more white than black and Republican white to boot—but his arguments are hardly nonsensical. In fact, a small but impressive group of black academicians share his views, and their numbers—and their influence—seem to be growing. Thomas is vilified as an Uncle Tom of yore, but he well may be the wave of the future.

Whatever he may be, schoolkids anywhere could benefit from hearing him. In the first place, his personal story is worth hearing. And second, it's not as if his critics can claim such success. The black inner city has gone to hell in a handbasket while Lowery & Co. have been leading the African American community. If they are so sure that their path is the correct one, they should spend less time vilifying Clarence Thomas and more time engaging in a battle of ideas.

As for the Prince George's County school system, its first obligation is to educate its students—not impose ideological conformity. The kids could have benefited from hearing Thomas. Now, though, they could benefit most from at least one new school board member and a school superintendent with some guts.

New Sense of Race Arises Among Asian-Americans

By NORIMITSU ONISHI

It was on a late May afternoon in 1969, three months after he had left the Philippines for New York City, that Peter Bersamin says he began to realize he was Asian.

Driving up to Cape Cod, he stopped at a cottage with a sign promising vacancies. But when Mr. Bersamin asked about a room, the keeper looked at him, told him no and closed the door. "Before I got back to the car, I knew it," he said. "That was my first experience with racial discrimination and the beginning of my awareness as being somebody other than white."

Until then, Mr. Bersamin had identified himself only as Filipino. But after meeting other Asian immigrants in Queens over the years, the 50-year-old psychologist has come to feel less part of a national or ethnic group and more part of a racial one. He now felt kinship for the Chinese, whom he had regarded suspiciously in the Philippines, and for the Japanese, whom his father, a colonel during World War II, hated so much he refused to stop in Tokyo on a trans-Pacific flight.

Even as anti-immigrant sentiment attracts attention, including comments hostile to immigrants from Julia Harrison, the Councilwoman from Flushing, Asian-Americans are arriving at a crossroad. A generation after large numbers of Asian immigrants arrived here, many, like Mr. Bersamin, say they have undergone transformations in how they think of themselves.

Many Asians still feel a strong sense of their separate ethnic identities, and ethnic clubs still

MERGING IDENTITY

A special report.

flourish in some cities and colleges. Yet the emerging racial consciousness is giving birth to many pan-Asian clubs, particularly in Queens, lower Manhattan, Los Angeles and San Francisco, where only in the last two decades have Asians of different origins begun to live together.

But if personal experiences and social and political pressures are instilling in Asian-Americans the American sense of race, the consequences are unclear. They include more interethnic and interracial marriages.

Will members of the nation's fastest-growing racial group identify themselves as Chinese-Americans or Filipino-Americans, the way Italian-Americans or Irish-Americans often designate themselves? With a nod to their ethnic roots but their feet planted in the mainstream? Or will they end up defining themselves as Asian-American, a term like black or African-American, with its suggestion of a separate race?

Talk of Asian-Americans as a distinct racial group grew out of the civil rights movement. At the University of California at Berkeley and at Los Angeles, students and faculty members sought to unify Japanese- and Chinese-Americans, who had remained divided since immigrating a century ago. But starting in 1965, with the repeal of laws that had sharply restricted immigration from Asia since the 1920's, the number

of Americans of Asian descent rose to a critical mass, from one million in 1960 to nine million today.

"Now you really have an emergence of the second generation," said Yen Le Espiritu, a Vietnamese-born ethnic studies professor at the University of California at San Diego. "They're going to college. You see them not only identifying with each other. They're also protesting at places like Columbia and Princeton to create Asian-American studies departments. It's another indication of their becoming racialized and politicized in the United States context."

Heritages Differ

A Melting Pot For Old Conflicts

In Queens, the county on the East Coast with the highest number of Asian-Americans, the most recent Asian immigrants remain divided by Asia's historical conflicts, while the older immigrants and their children mix and identify racially with one another. It is perhaps surprising these conflicts have melted in those cases, because their reminders, especially those of Japanese imperialism, are etched throughout the borough, sometimes subtly and unexpectedly.

At the Flushing public library, they are hidden on one shelf lined with Japanese children's books that older Taiwanese immigrants, who grew up under Japanese rule, read to their grandchildren. They appear on Kissena Boulevard in Flushing on a Korean-owned store called Tokyo Bakery and in Japanese restaurants in Queens, almost all owned by Korean immigrants.

In downtown Flushing's western end are shops and restaurants belonging to Taiwanese immigrants. Their Korean counterparts are clustered along Union Street, a block east and a world away.

Ryota Waki, 19, whose parents immigrated to Elmhurst, Queens, from Japan, saw how fresh some wounds can be in a seventh-grade math class when a Korean-American girl sitting behind him learned of his Japanese ancestry. "She had this shocked look on her face," Mr. Waki said. "Like, you got to be kidding. And she told me, 'I don't want to be your friend anymore.' And we didn't talk after that."

More...

New Sense of Race Arises Among Asian-Americans continued...

(2)

But Mr. Waki said it was an isolated incident. He has fallen among second-generation Asian-Americans. Two years ago, he left a Japanese-American church in Manhattan, with few congregants his age, for the Reform Church of Newton in Elmhurst, where second-generation Taiwanese-Americans attend English services. Recently, he joined a Korean Christian Fellowship club at New York University.

For Asian-Americans raised in neighborhoods with many Asians, racial awareness begins early.

After immigrating to Flushing from Taipei when he was 7, John Lee went to a public school most of whose students were black and Hispanic. He was teased and made few friends. But a year later, things changed when he transferred to Public School 32, with many Asian-American students. He made friends easily, even though his closest friends turned out not to be Taiwanese or even Chinese, but Koreans and a Thai.

"It just seemed that they looked like me," said Mr. Lee, 22, a senior at Baruch College, explaining why he gravitated toward them. "There was a comfort zone. Everybody was in the same boat, struggling to learn English. We didn't say, 'Oh, you're Chinese,' or 'You're Korean.' It was one big group."

On college campuses, away from the Asian immigrant neighborhoods of Queens, ethnic distinctions seem to matter less and less. Jennifer Bersamin, 19, the daughter of Peter Bersamin, is a sophomore at the State University at Binghamton, whose large population of Asian-Americans, she said, is from the New York area. Because her last name lacks a telltale ethnic root, some of her Asian-American friends are not aware of her Filipino ancestry.

"They don't ask," she said. "If they do, it's only out of curiosity."

School Ties

When Campus Radicalizes

In a survey of 237 second-generation Korean-American high school students in New York, Pyong Gap Min, a Korean-born sociol-

ogist at Queens College, found that nearly three-quarters identified themselves as Korean-American, compared with three-quarters of first-generation immigrants who thought of themselves simply as Korean. Only a few of the high school students chose the term Asian-American.

But Professor Min said that will change when they go to college, especially on campuses with Asian-American studies programs. To some extent, there is evidence that this is happening. At the University of California and at Ivy League schools, for example, Asian-American clubs are organized increasingly around race rather than ethnicity. At U.C.L.A., about half of the 65 Asian-American student organizations are pan-Asian, said Don T. Nakanishi, director of U.C.L.A.'s Asian American Studies Center.

Dr. Min said this is partly owing to the influence of Asian-American studies programs, which are concentrated in California and spreading to the East Coast.

"Many of the people who teach Asian-American courses are activists," he said, adding that Queens College lacks Asian-American studies. "They indoctrinate students by emphasizing a common destiny. They make them demonstrate for Asian-American studies."

"If you have an institutional basis, you can do that. It's very important to shaping students' identities. When they come to college,

they may not think of themselves as Asian-American. They may think of themselves ethnically as Korean, Chinese or Japanese. But their identities are changed."

Colleges hold a special power in shaping Asian-Americans' identities. Only 3 percent of the country's population, they represented 5.4 percent of the students in colleges and at universities nationwide in 1994, according to the United States Department of Education. It is the only racial group whose percentage of students was above their proportion of the national population.

Even at New York University, which does not offer Asian-American studies but which recently held an Asian-American heritage month and Asian athletic games for the

university's Asian-American clubs, social forces can have a powerful effect.

Chi Truong, whose family left Vietnam in 1975 and settled in Elmhurst, Queens, said she consciously tried to make non-Asian friends in her freshman year. "I would see a big group of Asians and think, 'Oh brother, I hope I don't end up like that,'" she said. "I thought it would cut away your uniqueness, stifle your growth."

Now a junior, Ms. Truong, 19, said all her close friends are Asian-American, and her boyfriend is Mr. Waki. She felt she was missing something by not having friends of other races. But her choice was inevitable, she thought. As a freshman, she had started

going to the university's Korean Christian Fellowship club, which despite its name had become pan-Asian in the last year. She is now vice president of the club where she has made all her close friends.

On a recent Wednesday evening, about a third of the 40 students who crammed into a small room at the student center to worship and sing included students of Filipino, Taiwanese, Japanese and Vietnamese ancestry. (Last year, the Chinese Christian Fellowship club changed its name to the Asian-American Christian Fellowship because so many non-Chinese Americans had joined.)

Edmund Chiang, 19, a freshman from Woodside, Queens, whose parents immigrated from Taiwan, led the Korean-American fellowship in song. At Stuyvesant High School, where half the students are of Asian descent, Mr. Chiang said his identity began shifting from "just being Taiwanese."

"Now," he said, "I first think of myself as a Christian, then Asian and then Taiwanese."

The Enemy Within

Antagonism Or Assimilation?

Some Asian-Americans say the political

climate on campuses is widening and multiplying the country's racial fissures by producing a generation with an antagonistic attitude toward white Americans. Just as the Irish, Italians and Jews encountered hostility at the turn of the century but eventually assimilated, Asian immigrants and their children can follow the same path if they try, they say.

More..

New Sense of Race Arises (3)

Among Asian-Americans continued...

Lance T. Izumi, a fellow at Pacific Research Institute in San Francisco who served as a speechwriter to Attorney General Edwin Meese 3d during the Reagan Administration, said the climate is delaying the integration of Asian-Americans. Although Chinese- and Japanese-Americans were excluded until after World War II, they have assimilated quickly in the last two or three decades, Mr. Izumi said.

He pointed to the high number of marriages between whites and third- and fourth-generation Japanese- and Chinese-Americans. For Japanese-Americans, about half of all marriages are now interracial.

"There are many in my generation, and I include myself, who see more of the commonalities and don't cling on to this idea of Asian-American," said Mr. Izumi, 37, a third-generation Japanese-American. "But how many of those third-generation Vietnamese- and Korean-Americans will feel the same as I do now if they had it beaten into their heads that the majority culture is the enemy?"

Critics like Mr. Izumi say Asian-American advocates, by emphasizing historical wrongs, promote the idea of victimhood, a label that they say rings false when Asian Indians are the most educated ethnic group in the nation, Japanese- and Chinese-Americans earn higher incomes than whites, and two-thirds of all Asian-Americans were born abroad.

And while advocates stress solidarity with black and Hispanic people, many Asian-Americans say they think policies like affirmative action hurt them, especially in college admissions, by favoring black and Hispanic applicants as well as whites. Asian-American high school seniors have the highest grades and test scores of any racial group, and usually do not qualify for affirmative action programs.

Politically, even in areas with concentrations of Asian immigrants, like Flushing or Los Angeles, Asian-American candidates so far have had little success in uniting the Asian vote behind them. Because a small percentage of Asian immigrants register to vote — and when they do, Japanese-Americans lean toward Democrats and Chinese- and Korean-Americans favor Republicans — Asian-American candidates now must discreetly appeal to their core constituency while being ethnically neutral enough to broaden their appeal.

Second-generation Asian-Americans are likely to become more politically involved, experts predict. But how their identities take shape over the years will determine whether they become involved in racial or mainstream politics.

"Which direction they take," said Michael Woo, a Chinese-American who ran unsuccessfully for mayor of Los Angeles in 1993 and has since taught at Harvard and U.C.L.A., "will depend on two factors: the level of continuing racism and discrimination, and whether there is a continuing flow of immigrants revitalizing the ethnic communities."

Asian-American advocates, who say racism is at the core of American society, say that Asian-Americans must form a voting bloc. They point to the comments by Mrs. Harrison, the Councilwoman, who described the arrival of Asian immigrants in Flushing as an invasion.

"I don't know if they're Korean or Chinese," she said. "I can't tell by the name." The remarks drew more than 2,000 protesters, mostly Chinese and Korean immigrants, also backed by other Asian groups, in front of City Hall.

"It's all interest politics," said Mr. Nakaniishi of U.C.L.A., adding that Asian-Americans might become a swing vote in a generation in areas like California and New York. "It's been played out for decades. The competition, 50 years ago, for example, between the ethnic whites and white Anglo-Saxon elites. It's very much part of the American tradition."

But others, like Dinesh D'Souza, the Indian-born writer, say Asian-Americans are already assimilating into the mainstream through education and entrepreneurialism. These efforts provide a quicker ladder to success than political activism based on promoting an Asian-American racial identity, Mr. D'Souza said.

"This is a uniquely American phenomenon," he said. "In other parts of the world, identity is not so fluid. You're born with it, so you have no choice. But here it's constructed. And if you fail, you feel your life has been a waste."

Washington Post, May 30, 1996, P. 30

Goals 2000: Strong, Local Academic Standards

I agree with David Broder's assessment of the potential of Goals 2000, but I disagree with his analysis that recent changes have watered down its benefits ["Coming Up Short on Goals 2000," op-ed, May 15].

Mr. Broder's analysis is based on three misunderstandings. First, he assumes that as Goals 2000 was originally enacted, states were required to use nationally developed academic standards in their education improvement plans. But Goals 2000 has always been anchored in academic standards that each state sets for itself. There never was any requirement that states use national model academic standards.

Second, he assumes that Goals 2000 originally involved federally sponsored review of state academic standards as a condition of participation, but there is no longer such a provision. In fact, there never was such a review. Goals 2000 maintains a long-standing and appropriate prohibition on federal control over state curriculum and instructional matters.

Goals 2000 originally provided for

accountability in the use of federal funds through U.S. Department of Education review of state education improvement plans. An amendment included in the appropriations bill provides another option. It instead requires governors and state education officials to make their state education improvement plan widely available for public review and comment, and to report to the public each year on the progress they make in improving student achievement.

Third, he assumes that under Goals 2000 as originally enacted, states and schools could not use Goals 2000 funds to purchase education technology. But now they are able to use the funds in this way. In fact, states are accountable for how they use Goals 2000 funds. States and schools could always use Goals 2000 funds for technology, as long as this use fit into an overall plan for raising academic standards and improving student achievement. Wyoming has been focusing its Goals 2000 funds entirely on the introduction of computers in classrooms since last year.

In Windsor, Colo., the local school district has used Goals 2000 funds to enable parents, educators and school staff to be deeply involved in establishing local academic standards. Delaware is using Goals 2000 funds to enable local schools to develop model curricula based on state academic standards and to develop assessments tied to those standards.

Scores of other states and localities are using Goals 2000 funds to accelerate their drive to set and meet tough academic standards. Mr. Broder's concern that new amendments weakened Goals 2000 is not warranted.

RICHARD W. RILEY
Secretary of Education
Washington

Legislative Update May 28, 1996 ■ Education Daily P-5

House education policymakers once again plan to take up special education amendments this week, but progress on a six-year budget will be delayed until the Senate returns next week from its recess.

Awaiting the President's Signature ...

School Meals Revisions

H.R. 2066: Would negate Agriculture Department rules requiring schools to undertake detailed nutritional analyses of the breakfasts and lunches they serve. Instead, schools could continue to use their existing analysis or any "reasonable approach". (ED, May 2).

Last action: The House passed H.R. 2066 by voice vote on May 14, the Senate passed it May 16.

Next action: President Clinton is expected to sign the bill into law.

Recent or Upcoming Action ...

Fiscal 1997 Budget Resolution

H. Con. Res. 178: The House's version of the six-year blueprint calls for spending \$47 billion on education and training in fiscal 1997, down from \$47.8 billion this year. It recommends eliminating bilingual education and Goals 2000 school reform, as well as level-funding Title I. It recommends the elimination of the Direct Student Loan (DSL) program and the elimination of "excessive subsidies in the Family Education Loan (FEL) program. The Senate version of H. Con. Res. 178 calls for spending \$51.4 billion on education and training in fiscal 1997, with level funding for Title I. It would cap DSL to 20 percent of new loan volume and about \$3 billion in FEL reductions.

Last action: The Senate passed its budget resolution Thursday, 53-46. The House passed its budget, 226-195, May 16.

Next action: House and Senate negotiators won't discuss a compromise until at least next week.

Fiscal 1997 Appropriations

President Clinton's proposal would raise Education Department funding 7 percent above the fiscal 1995 level, with increases focused on Title I, Pell Grant student aid and Clinton's initiatives. For example, Title I school district grants would rise to \$7.2 billion; Goals 2000 school reform would jump to \$491 million; and school-to-work funding would hit \$400 million. The maximum Pell Grant award would increase from \$2,470 this year to \$2,700 in fiscal 1997.

Last action: The House Appropriations Committee gave its Labor, Health and Human Services and Education Appropriations Subcommittee \$64.8 billion to spend next year

Next action: House education appropriators may write a line-by-line plan June 6. Their Senate counterparts are to hear from Education Secretary Richard Riley on June 13.

Special Education Amendments

H.R. 3268: Would change the formula distributing Individuals with Disabilities Education Act (IDEA) money over 10 years to be based on state population and poverty figures rather than special education enrollment. The bill also would permit states to use a broad "developmental delay" category for children up to age nine, and would expand schools' authority to remove disruptive disabled students from classrooms (ED, April 25). **S. 1578:** Would retain the current IDEA funding formula but would allow schools to use a broad, two-prong test of disability to qualify students for services instead of the existing 13 specific conditions.

Last action: The House Economic and Educational Opportunities Committee on Thursday postponed action on H.R. 3268, which is being revised. The Senate Labor and Human Resources Committee passed its bill in March.

Next action: The House panel plans to take up H.R. 3268 on Thursday. The Senate has not set a time to debate S. 1587.

Vocational Training Reform/Higher Ed Repeal

H.R. 1617: The House version would convert more than 100 education and training programs into three block grants for youth workforce development, adult literacy and dislocated workers, authorized at \$4.9 billion in fiscal 1997. It also would let the Student Loan Marketing Association become a private venture. The Senate version would create a training block grant for youths and adults authorized for \$5.9 billion in fiscal 1998.

Last action: House and Senate conferees met twice last week, but made little progress.

Next action: Conferees won't meet again until at least next week.

Goals 2000 Compromise

Lamontagne and Local Control of NH Schools

The unanimous decision of the New Hampshire Board of Education, under the leadership of Chairman Ovide Lamontagne, authorizing local districts to apply for federal Goals 2000 grants was a reasonable and principled action. Here's why:

The state of New Hampshire still declines to enter into an unequal partnership with the power-hungry federal government for control of public education. Allowing local districts to apply for the competitive grants does not encumber the state or invite federal meddling at a state level.

The Goals 2000 program, as amended by the Republican Congress, is not the same boondoggle as the original. Under the amendments, the program is now being managed on the same basis as existing federal block grants. It will not, as the original would have, federalize New Hampshire's schools.

As Chairman Lamontagne points out, simply because local school boards are authorized to apply for the grants does not mean they should or that all of them will. There isn't a lot of federal money — \$2.5 million over the next two years, not the \$9 million windfall being boomed by some — to spread around New Hampshire's 167 school districts.

Also, the Board's action authorizes only elected local school boards to apply, not district superintendents or other bureaucrats. And local boards

should think twice before applying. Money is not the panacea for all educational ills, and becoming addicted to an unreliable source of federal money would be foolish.

□□□

For now, conservatives should focus on the larger issue of the federal government's continued involvement in education. Less than 7 percent of all school funding nationwide issues from Washington, which has no constitutional authority for such federal do-gooderism. Goals 2000 is a side-show; abolishing the Department of Education is the ultimate objective. This only will be possible if the Republicans retain their congressional majorities and Bob Dole is elected President.

Doubtless Mr. Lamontagne's gubernatorial opponents will attack him for an alleged flip-flop on his past opposition to Goals 2000. They will be wrong.

Bill Zeliff will try to take credit for Sen. Al D'Amato's Goals 2000 amendments. Al Rubega will continue to oppose Goals 2000 despite the changes. And Democrat Jeanne Shaheen will say New Hampshire should have taken the money two years ago when Goals 2000 was an outright Washington power-grab.

We've long opposed state participation in Goals 2000, but it looks to us that Mr. Lamontagne has this just about right.

—Richard Lessner

No tax credit for religious schools

**Public dollars for parochial education
violates church-state separation.**

Iowa should never have cracked open the door for public financial support of religious education. But it did and, predictably, religious leaders are demanding ever-increasing hunks of public taxes.

Iowa recently doubled the amount of tax credit allowed parents for each student in parochial or other accredited private schools to \$100 from the \$50 voted in 1987. Now, the state's four Catholic bishops want it bounced to \$500 per elementary student, \$1,000 per high-schooler.

It matters not how large a credit is involved, nor which religion. Such credits are direct taxpayer support of religion in clear violation of the concept of separation of church and state.

Bishop Joseph Charron of the Des Moines Catholic Diocese said, "We believe that parents have a right to choose the most appropriate education for their children" (no argument) "and tax dollars they pay should be available to help them." Wrong. Tax dollars diverted to support religious education must be replaced by additional tax dollars taken from the billfolds of all taxpayers.

If it is proper to give tax support to those who choose not to patronize the public schools, it is equally proper to give tax breaks to those who patronize expensive country clubs rather than public parks, or

who build walled subdivisions and hire private security guards rather than relying on the police force.

The argument that the tax break would go to support the nonreligious aspects of religious schools simply won't wash. It conjures the vision of an army of skilled theo-

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logians monitoring classrooms to be sure that religion doesn't creep into secular subjects.

Parents choose parochial education precisely *because* it offers religious instruction, which is precisely why the taxpayers should not be expected to subsidize these schools. If government promotes religion, citizens can no longer have confidence that it will not interfere with religion.

When the door was cracked open on tax credits for parochial and other private elementary and secondary education in 1987, the cost to taxpayers was \$3.2 million.

Now the bishops are asking for \$26 million (next time — who knows?). But the credit is wrong in principle, regardless of the price tag.

No justice for the Roosevelt beating

Anyone still clinging to the hope that the judicial system might provide some relief or protection for our violence-ridden schools had a rude awakening last week. That was when D.C. Superior Court Judge Harriet Taylor handed down less than rigorous sentences to three men who beat up a teacher at Roosevelt Senior High School in January.

Kenneth Matturi and Nicholas Kennedy, both 19, and Nabieu Seisay, 20, were hanging out in a hallway at Roosevelt (where they are not students), making noise and smoking marijuana. ROTC instructor Col. Frank Scotti stepped out of his classroom to ask them to leave. Shortly thereafter, the three attacked Col. Scotti and beat him until he was bloody and unconscious — cheered on by a group of Roosevelt students (whose names and punishment have not been released). The beating, during which Matturi, who is black, allegedly called Col. Scotti a “white [expletive],” left the teacher with a broken nose, cheekbone and eye socket, as well as a concussion and facial-nerve damage; he still has no feeling in part of his face.

Matturi, Kennedy and Seisay admitted their crime and pleaded guilty to aggravated assault. One might have assumed that the nature and severity of the crime merited the maximum sentence — particularly since Kennedy and Seisay had been accused two years ago (when they were students there) of assaulting another Roosevelt teacher, who refused to press charges. Judge Taylor felt otherwise. She chose to sentence the men under the District's Youth Rehabilitation Act — which allows a judge to send 18- to 22-year-old criminals to the Youth Rehabilitation Center, a special jail-within-a-jail at Lorton. The act also allows the criminals' record to be cleared if they stay out of trouble after their release.

And for Matturi, Kennedy and Seisay, release will come far sooner than they deserve. Judge Taylor sentenced them to only five years; and she piled insult

on injury by suspending all but 16 months for Matturi and Kennedy; two years for Seisay. Matturi and Kennedy will have to do 100 hours of community service, Seisay 150 hours. (This can only seem like some sort of cruel parody to D.C. high school students, all of whom are automatically “sentenced” to 100 hours of community service as a graduation requirement.)

Exercising remarkable restraint, Col. Scotti refused to criticize the judge — citing his faith in the judicial system. But he had spoken up in court before the sentencing, asking the judge to consider the damage wreaked upon education by fear and violence. Nor, of course, was Col. Scotti the only one hoping the full weight of the law would be brought against the three criminals. Indeed, many in the city were outraged when these three demonstrably violent men, who had committed a vicious act in a place meant to be a haven of peace and sanity for children, were permitted to plea-bargain and avoid a trial, a jury, and additional charges of mayhem, burglary, and drug possession.

The usual explanation — an overload in the court system — was offered. No doubt it was true. But one can't help feeling that a jury might have made it more difficult for Judge Taylor to impose her fun-house mirror view of the situation.

Judge Taylor's explanation for her remarkable leniency toward Matturi, Kennedy and Seisay? “I believe they can benefit from it. They need a great deal of help, help of the sort that youth today have no chance of getting at an adult jail facility,” she said.

The truth is, of course, that the “youth” really in need of help here are the decent, peaceable students beset by danger and violence at Roosevelt and other schools. They need the sort of help that can prevent predators like Matturi, Kennedy and Seisay from ruining their schools — or their lives. But that's help of the sort that youth today have no chance of getting from the likes of Judge Harriet Taylor.



FOR RELEASE
May 16, 1996

Contact: Diane B. Jones
(202) 401-3725

**CEOs, EDUCATION SECRETARY ENDORSE FAMILY-FRIENDLY WORKPLACES
BY SIGNING *EMPLOYERS FOR LEARNING* PROMISE**

U.S. Secretary of Education Richard W. Riley announced today that nearly 80 businesses have joined the Partnership for Family Involvement in Education, and many have signed the *Employers for Learning Promise* committing their companies to family-friendly practices and partnerships to support children's learning. Last December, at a ceremony at Marriott International Headquarters in Bethesda, Md., business leaders joined the Secretary in launching this nationwide initiative, encouraging family and employee involvement in improving learning for all children.

Several members of the *Employers for Learning* steering committee attended President Clinton's Corporate Responsibility Breakfast today including Gerald Greenwald, CEO, United Airlines, Inc.; John Hendricks, CEO, Discovery Communications, Inc.; and Charles R. Lee, CEO and President, GTE Corporation.

Other steering committee members include American College Testing, Hemmings Motor News, Hewlett-Packard Corp., John Hancock Mutual Life Insurance Co., Marriott International, Mattel, Inc., Northeast Tarrant Chamber of Commerce, Pizza Hut, School Specialty, Southern California Edison, and the U.S. Army.

Riley applauded the employers' commitment to promoting family involvement in learning. "In this effort, good citizenship and good business sense converge," Riley said.

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"These business leaders understand that being family friendly is not just the right thing to do, but the smart thing to do. It can help an employer recruit and keep top workers, improve productivity, and increase employee motivation and loyalty. It is one of the best investments an employer can make in the future."

Family-friendly employers who have signed the Promise actively promote family involvement in learning by allowing time for employees to get involved in schools; initiating, implementing and supporting specific programs that promote family involvement in education; and providing resources to employees about how to become more involved in their own children's education. Employers decide independently what policies and practices they will follow.

Some examples include:

- o GTE Corporation's "College Planning Seminar for Employees and their Families," a day-long, interactive seminar transmitted via satellite linking college admissions and financial planning experts with GTE employee families to help them plan for their children's college education;
- o United Airlines' "Believers' Program" partnership, which allows employees to tutor and mentor 6th grade students at a local elementary school during and after school hours. United pledges to provide up to four years tuition and fees for children in the program who graduate from high school;
- o Discovery Communication's "Ready, Set, Learn!," alternative programming with the mission of offering parents educational programming that helps prepare youngsters to begin school;
- o John Hancock's program allowing new mothers to take up to one year of unpaid pre- and post-natal leave, their management training seminars highlighting child care issues, and their sponsorship of educational activities for children during school vacations and holidays;

-MORE-

- o Marriott International's Employee Resource Center and parenting information series, which provide employees with expert information on parenting, child care and work/family issues;
- o Pizza Hut's "Kids Hall of Fame" program, which rewards children ages 8-14 who make a difference in their family and community, with post-secondary scholarships;
- o the U.S. Army's partnership between Fort Hood's First Cavalry Division and the Killeen Independent School District which incorporates parent/teacher conferences as part of military duty for all soldiers with children;
- o Hemmings Motor News "Education Participation Days," which allow all employees, not just parents, two days off with pay in half-day increments to attend classes with children in local schools;
- o School Specialty's matching funds program, which matches up to \$1,000 donated by an employee to any public or private K-12 school;
- o Hewlett-Packard's flexible work hours that allow employees to stagger their start time to accommodate their children's schedules and volunteer at the corporation's on-site elementary school;
- o American College Testing's "Realizing the Dream" program which provides a workshop and resources to involve parents in their teenagers' educational and career planning;
- o The Northeast Tarrant Chamber of Commerce actively recruits small and medium size businesses to sign a family-friendly business pledge;
- o Southern California Edison's sponsorship of school-based parenting programs, such as the Parent Institute for Quality Education, a series of nine week, two-hour courses on parenting.

A committee of employers developed the *Employer Promise for Learning* to formalize their commitment to family-friendly policies. They, in turn, will use the promise and additional recruitment materials to encourage other employers to incorporate family-friendly policies for learning into their corporate culture. The promise is one way to help achieve the 8th National Education Goal -- by the year 2000 every school will promote partnerships that

-MORE-

will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

The *Employers for Learning Promise* is an initiative of the Partnership for Family Involvement in Education, an informal coalition of almost 300 family, education, business, religious and community organizations who promote children's learning through the development of family-school-community partnerships. For more information about the *Employers for Learning Promise* and other Partnership for Learning initiatives, call 1-800-USA-LEARN.

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FOR RELEASE
May 21, 1996

Contact: David Thomas
(202) 401-1579

FINAL RESULTS OF HISTORY REPORT CARD ISSUED

The U.S. Department of Education today released the final results of a tough new assessment of student achievement in U.S. history.

"The test results say that our children simply don't know enough about our national past," Education Secretary Richard W. Riley said. "The challenge for states and communities is to set challenging standards, make sure teachers are well-equipped and then get busy with teaching and learning."

- Using key historical events, documents, photographs and maps, the new test asked students not only to demonstrate knowledge of facts, events and people, but also to have a sound understanding and appreciation of history.

The National Center for Education Statistics *1994 National Assessment of Educational Progress (NAEP) U.S. History Report Card*, confirms initial findings issued last November, which provided information on student performance according to major background characteristics of students in the 4th, 8th, and 12th grades.

Three achievement levels — basic, proficient and advanced — were used for each grade assessed and reflected what students should know and be able to do. In grades 4 and 8, more than 60 percent scored at or above the basic level, while only 43 percent of 12th graders scored at or above the basic level of achievement.

Compared to other NAEP tests conducted in 1994, smaller percentages of students in the 8th and 12th grades scored at or above the basic level on the history assessment. For example, in reading 75 percent of 12th graders scored at or above the basic level. While in geography, 70 percent of 12th graders reached the basic level achievement.

The final NAEP history report card offers information on home and school factors that contribute to academic achievement. For example, 4th and 8th grade students who read textbooks and used maps and globes almost every day had higher average scores than those who didn't. And students generally performed better if they regularly discussed their studies at home, if their homes contained literacy materials, and if television viewing was held to a minimum.

Among other findings in the final history report card:

- o 8th and 12th graders who did more homework had higher average scores than those who did less;
- o students whose parents had more education scored higher;
- o students in the Central and Northeast regions of the country had higher average scores than those in the Southeast and West.

The test, based on a framework developed by the National Assessment Governing Board, measured student performance in knowing, understanding, and applying knowledge in eight periods of U.S. history and focused on several themes:

- o change and continuity in American democracy — ideas, institutions, practices and controversies;
- o the gathering and interaction of peoples, cultures and ideas;
- o economic and technological changes and their relation to society, ideas and the environment;
- o the changing role of America in the world.

- 3 -

Approximately 22,500 students in 1,500 schools participated in the 1994 assessment.

NAEP has monitored trends in achievement since 1969 and is the only continuing, nationally representative assessment of academic performance.

Single copies of the NAEP history report are available while they last from the National Library of Education at 1-800-424-1616.

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

May 20, 1996

Editor
The Washington Post
1150 15th Street, NW
Washington, DC 20071

Dear Editor:

I agree with David Broder's assessment of the potential of Goals 2000, but I disagree with his analysis that recent changes have watered down its benefits.

Goals 2000 retains its focus on raising standards in America's schools, encouraging states and communities to improve their schools and promoting more grass-roots involvement in making schools better. These basic principles remain unaltered after recent Congressional action.

Mr. Broder's analysis is based on three misunderstandings. First, he assumes that as Goals 2000 was originally enacted, states were required to use nationally developed academic standards in their education improvement plans, but that there is no longer such a requirement. In fact, Goals 2000 has always been anchored in academic standards that each state sets for itself. There was never any requirement that states use national model academic standards as a condition of participating in Goals 2000 or receiving any federal funds.

Second, he assumes that Goals 2000 originally involved a federally-sponsored review of state academic standards as a condition of participation, but there is no longer such a provision. In fact, there never was such a review. Goals 2000 maintains a long-standing and appropriate prohibition on federal control over state curriculum and instructional matters. From the Charlottesville Summit forward, there has been widespread, bipartisan agreement among elected officials, business leaders and educators that academic standards ought to be set by states, without federal review or interference, and without federal funds tied to approval of these standards.

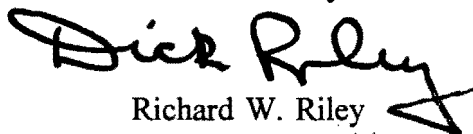
While the federal government should not review and approve state curriculum standards, there must be accountability along with the investment of federal funds. Goals 2000 originally provided for that accountability through U.S. Department of Education review of state education improvement plans. An amendment included in the appropriations bill retains this approach, but also gives governors and state education officials another option to provide public accountability. It requires governors and state education officials to make their state education improvement plan widely available for public review and comment, and to report to the public each year on the progress they make in improving student achievement.

Third, he assumes that under Goals 2000 as originally enacted, states and schools could not use Goals 2000 funds to purchase education technology, but now they are able to use the funds in this way. In fact, states are accountable for how they use Goals 2000 funds. States and schools could always use Goals 2000 funds for technology, as long as this use fit into an overall plan for raising academic standards and improving student achievement. Wyoming has been focusing its Goals 2000 funds entirely on the introduction of computers in classrooms since last year. School districts in Kentucky have been using technology to help students and parents learn together, and schools in Illinois and many other states have been using these funds to train teachers in the use of technology and for a wide range of other technology-related purposes.

Other states and communities are using Goals 2000 funds in other positive ways. In Windsor, Colorado, the local school district has used Goals 2000 funds to enable parents, educators and school staff to be deeply involved in establishing local academic standards. Delaware is using Goals 2000 funds to enable local schools to develop model curricula based on state academic standards, and to develop assessments tied to those standards. Ohio uses Goals 2000 funds as an integral part of its overall accountability system, targeting the funds to assist schools with large numbers of students who do not yet meet state standards.

There are scores of other examples of states and local communities using Goals 2000 funds to accelerate their drive to set and meet tough academic standards. Mr. Broder's concern that the new amendments weakened Goals 2000 is not warranted.

Yours sincerely,


Richard W. Riley

Coming Up Short On Goals 2000

When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

Calling for "meaningful standards" in the schools, he said, "While I believe they should be set by the states . . . we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, Calif., as it does in Palisades, N.Y."

The thought was not a new one for Bill Clinton. A decade earlier, he had led a bipartisan effort, along with such Republicans as Lamar Alexander of Tennessee and Carroll Campbell of South Carolina, to raise the standards of American education across the board.

In the late 1980s, those governors got their colleagues to set out a half-dozen ambitious national goals for school reform and said they wanted to be held publicly accountable for reaching them by the end of the century. President Bush embraced them at an education summit in Charlottesville, Va., in 1989 and made them the centerpiece of his 1990 State of the Union Address. With urging from Clinton, Congress put them into legislation in 1994 and voted funds to help states achieve "Goals 2000."

Last month, almost unnoticed, Congress scuttled that grand plan, and the same President Clinton signed a bill that may make Goals 2000 a toothless tiger. Both the Republicans who forced the changes and the Education Department officials who told Clinton it was okay to acquiesce insist that nothing has been lost in the process—that individual states will continue to press for better results from their schools. But for a reporter who watched the birth of the effort to create national goals and standards—so our kids measure up to international competition—this looks like quite a comedown.

Under the old plan, groups of scholars were given federal funds to develop national standards for core subjects. The English panel produced what many have called useless jargon. The history panel's first try was highly controversial; its second, much better. Math, science and civics standards were almost universally acclaimed. The standards were voluntary, but the Goals 2000 program—adopted by 46 states—encouraged competition in standard-

setting by having all the state plans sent to Washington, where panels of educators from other states could rate them.

Now each state will vouch for the worthiness of its own plan, without reference to the national standards. And if it chooses, it can bail out of the standard-setting exercise and instead use its share of the \$350 million appropriated for the program to buy computers for classrooms or other high-tech equipment.

In fact, that is the ardent hope of the man who wrote the classroom-computer option into the bill, Rep. Ernest Istook (R-Okla). "My desire was to zero out [kill] the money for the program," Istook told me. He was delighted when the House Republicans did just that last year. But Sen. Arlen Specter (R-Pa.), his opposite number on the Senate Appropriations Committee, got the money restored in the Senate, and when they went into conference to meld the bills, the two men had to cut a deal.

Under pressure from his own party leaders, Istook agreed to fund Goals 2000 for another year. But he insisted on new language explicitly giving states the option to divert their Goals 2000 grants into classroom computer purchases, and he wrote the governor's personal letters urging them to spend their dollars for computers, not standards and tests. If, as Istook predicts, most states go that way, the whole federal standard-setting exercise that Clinton helped launch a decade ago may end. But the White House signed on, knowing that few would recognize how far the president had moved from his original position.

That is how the system works in Washington these days. And what of the governors who started all this standards-raising effort a decade ago? Veterans such as Wisconsin's Tommy Thompson (R) and Colorado's Roy Romer (D) say they couldn't care less. They have a new scheme in mind. They are attempting, with corporate support, to put together a private clearinghouse for individual state reform efforts. The structure, the staffing and the financing are not yet in place, but Thompson and Romer say they will be soon.

I hope that is true, but for now, the United States remains one of the very few advanced nations with no national standards for its schools. And parents still must guess whether their children are really getting a 21st century education.

702 408 0359

Proof of story LET/RILEY// Requested by ROHN on 5/24/96 at 14:41:10

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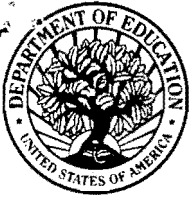
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Secretary of Education
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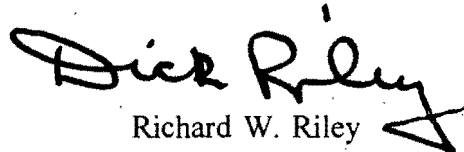
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5/15

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The standards were voluntary, but the Goals 2000 program — adopted by 46 states — encouraged competition in standard-setting by having all the state plans sent to Washington, where panels of educators from other states could rate them.

Now, each state will vouch for the worthiness of its own plan, without reference to the national standards. And if it chooses, it can bail out of the standard-setting exercise and instead use its share of the \$350 million appropriated for the program to buy computers for classrooms or other high-tech equipment.

In fact, that is the ardent hope of the man who wrote the classroom-computer option into the bill, Rep. Ernest Istook, R-Okla. "My desire was to zero out (kill) the money for the program," Istook told me. He was delighted when the House Republicans did just that last year. But Sen. Arlen Specter, R-Pa., his opposite number on the Senate Appropria-

tions Committee, got the money restored in the Senate, and when they went into conference to meld the bills, the two men had to cut a deal.

Under pressure from his own party leaders, Istook agreed to fund Goals 2000 for another year. But he insisted on new language explicitly giving states the option to divert their Goals 2000 grants into classroom computer purchases, and he wrote the governors personal letters urging them to spend their dollars for computers, not standards and tests. If, as Istook predicts, most states go that way, the whole federal standard-setting exercise that Clinton helped launch a decade ago may end. But the White House signed on, knowing that few would recognize how far the president had moved from his original position.

That is how the system works in Washington these days. And what of the governors who started all this standards-raising effort a decade ago? Veterans such as Wisconsin's Tommy Thompson (R) and Colorado's Roy Romer (D) say they could care less. They have a new scheme in mind. They are attempting to put together a private clearinghouse for individual state reform efforts, with corporate support. The structure, the staffing and the financing are not yet in place, but Thompson and Romer say they will be soon.

I hope that is true, but for now, the United States remains one of the very few advanced nations with no national standards for its schools. And parents still must guess whether their children are really getting a 21st century education.

David Broder writes on national political affairs for the Washington Post.

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

To: Mike Cohen		From: David Broder	
Dept./Agency:		Phone: (303) 844-3544	
Fax: (202) 401-0596		Fax: (303) 844-2524	
NSN 7540 01-317-7368		GENERAL SERVICES ADMINISTRATION	

of pages: 1

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P001

TO 80204010596

05-15-96 08:42AM

TITLE: EDUCATION What happened to tough standards?

BYLINE: David Broder

EST. PAGES: 2

DATE: 05/17/96

DOCID: ATJC61390188

SOURCE: Atlanta Journal and Constitution; ATJC

SECTION: EDITORIAL; PAGE: A; 23

(Copyright 1996 The Atlanta Journal-Constitution)

For a reporter who watched the birth of the effort to create national goals and standards a so our kids measure up to international competition a this looks like quite a comedown.

In late March, President Clinton won headlines by challenging the states to set rigorous requirements for promotion and graduation of all of their students.

In the late 1980s, the nation's governors set out national goals for school reform and asked to be held publicly accountable for reaching them by 2000. President George Bush made the goals the centerpiece of his 1990 State of the Union address. With urging from Clinton, Congress put them into legislation in 1994 and voted funds to help states achieve "Goals 2000."

Last month, almost unnoticed, Congress scuttled that grand plan and the same President Clinton signed a bill that may make Goals 2000 a toothless tiger. The Republicans who forced the changes and the Education Department officials who told Clinton it was OK to acquiesce insist that nothing has been lost in the process a that individual states will continue to press for better results from their schools. But for a reporter who watched the birth of the effort to create national goals and standards a so our kids measure up to international competition a this looks like quite a comedown.

TITLE: A gigantic step backward for graduation standards // Congress,
Clinton scuttle **Goals 2000** plan
COLUMN: Minnesota Citizens' Forum
BYLINE: **David S. Broder**
CREDIT: Washington Post
EST. PAGES: 2
DATE: **05/17/96**
DOCID: MSP764130
SOURCE: Star-Tribune Newspaper of the Twin Cities Mpls.-St. Paul; MSTN
EDITION: METRO; SECTION: NEWS; PAGE: 23A
ORIGIN: Washington, D.C.
(Copyright 1996)

This weekend the Star Tribune and KTCA-TV will convene the Citizens' Issues Conference, centerpiece of a yearlong public journalism partnership known as the Minnesota Citizens' Forum. At the conference in St. Louis Park, about 400 Minnesotans representative of the adult population will deliberate which issues the candidates and media should focus on in the campaign. This Commentary article deals with one of the issues that the citizens will consider.

When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

President Bush embraced them at an education summit in Charlottesville, Va., in 1989 and made them the centerpiece of his 1990 State of the Union Address. With urging from Clinton, Congress put them into legislation in 1994 and voted funds to help states achieve "**Goals 2000**."

Quite a comedown

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ART: ILLUSTRATION
DESCRIPTORS: opinion

TITLE: **Goals 2000** gutted
Clinton backpedals from national school standards
BYLINE: **David Broder**
EST. PAGES: 2
DATE: **05/16/96**
DOCID: PRJS205926
SOURCE: Peoria Journal Star; PRJS
EDITION: All; SECTION: EDITORIAL; PAGE: A3
(Copyright 1996)

WASHINGTON, D.C. -- When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

Calling for "meaningful standards" in the schools, he said, "While I believe they should be set by the states . . . we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, Calif., as it does in Palisades, N.Y."

In the late 1980s, those governors got their colleagues to set out a half-dozen ambitious national goals for school reform and said they wanted to be held publicly accountable for reaching them by the end of the century. President Bush embraced them at an education summit in Charlottesville, Va., in 1989 and made them the centerpiece of his 1990 State of the Union Address. With urging from Clinton, Congress put them into legislation in 1994 and voted funds to help states achieve "**Goals 2000**."

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TITLE: CONGRESS, PRESIDENT LETTING US DOWN ON SCHOOL STANDARDS

BYLINE: DAVID BRODER Washington Post Writers Group

EST. PAGES: 2

DATE: 05/16/96

DOCID: GRNB61370155

SOURCE: Greensboro News & Record; GRNB

EDITION: ALL; SECTION: EDITORIAL; PAGE: A15

CATEGORY: OPINION

(Copyright 1996)

Computers are cliché solutions for the problems of our schools,
and they are no substitute for improvement.

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TITLE: U.S. MISSING THE BOAT ON EDUCATION  
BYLINE: David Broder- Washington Post  
EST. PAGES: 2  
DATE: 05/16/96  
DOCID: BFNW61370049  
SOURCE: Buffalo News; BFNW  
EDITION: CITY; SECTION: VIEWPOINTS; PAGE: B3  
(Copyright 1996)

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TITLE: Retreat in education reform going unnoticed  
BYLINE: David Broder  
EST. PAGES: 2  
DATE: 05/16/96  
DOCID: FBEE249161  
SOURCE: The Fresno Bee; FBEE  
EDITION: HOME; SECTION: METRO; PAGE: B7  
NOTES: DAVID BRODER  
(Copyright 1996)

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TITLE: FALTERING ON THE NATIONAL EDUCATION STANDARDS PLAN  
COLUMN: David Broder  
BYLINE: DAVID BRODER  
EST. PAGES: 2  
DATE: 05/16/96  
DOCID: NOTP61370013  
SOURCE: The New Orleans Times-Picayune; NOTP  
EDITION: THIRD; SECTION: METRO; PAGE: B07  
CATEGORY: OPINION  
(Copyright 1996).

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TITLE: No national standards yet in education

BYLINE: David Broder

EST. PAGES: 2

DATE: 05/16/96

DOCID: SAEN147825

SOURCE: San Antonio Express-News; SAEN  
(Copyright 1996)

When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

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TITLE: Did "Goals 2000" lose the few teeth it had?

BYLINE: David Broder

EST. PAGES: 2

DATE: 05/15/96

DOCID: DNVR638010

SOURCE: Denver Post; DNVR

EDITION: Rockies; SECTION: Denver & The West; PAGE: B-07

CATEGORY: COLUMN

(Copyright 1996)

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TITLE: Insuring a 21st-century education  
COLUMN: David S. Broder  
BYLINE: David S. Broder  
CREDIT: THE WASHINGTON POST  
EST. PAGES: 2  
DATE: 05/15/96  
DOCID: SDUN3058033  
SOURCE: The San Diego Union-Tribune; SDU  
EDITION: UNION-TRIBUNE; 1,2,3,4,6,7,8; SECTION: OPINION; PAGE: B-8  
CATEGORY: OP ED COLUMN;  
(Copyright 1996)

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REGION: NME US; UNITED STATES; NORTH AMERICA  
DESCRIPTORS: COMPUTERS; CONFERENCES; CONGRESS; FINANCE; GOVERNMENT; LEADERS;  
POLITICS; SCHOOLS; TESTS; USA; ; POLITICS; EDUCATION



INDUSTRY: COMPUTERS; BUSINESS & FINANCIAL NEWS

TITLE: Coming Up Short On **Goals 2000**  
BYLINE: David S. Broder  
EST. PAGES: 2  
DATE: 05/15/96  
DOCID: WP1016487  
SOURCE: The Washington Post; WP  
EDITION: FINAL; SECTION: OP/ED; PAGE: A19  
CATEGORY: OP-ED  
(Copyright 1996)

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DESCRIPTORS: U.S. President; Education; Political issues and philosophy; U.S. Congress ; EDUCATION; POLITICS  
ORGANIZATION: Education Department  
PERSON: Bill Clinton;

OTHER TERMS: @Slug: A19CO

TITLE: EDUCATIONAL GOALS FALL PREY TO ELECTION-YEAR POLITICS

BYLINE: DAVID S. BRODER

EST. PAGES: 2

DATE: 05/15/96

DOCID: POR61360231

SOURCE: Portland Oregonian; POR

EDITION: SUNRISE; SECTION: EDITORIAL; PAGE: B09

CATEGORY: Column

(Copyright (c) The Oregonian 1996)

Summary:

When President Clinton addressed an education summit of governors and business executives in Palisades, N.Y., late in March, he won headlines by challenging the states to set rigorous requirements for promotion and graduation of all their students.

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TITLE: POLITICIANS SCRAPPING 'GOALS 2000' MUST FIND ALTERNATIVE

BYLINE: David Broder

EST. PAGES: 2

DATE: 05/15/96

DOCID: BSID20609

SOURCE: The Idaho Statesman; BSID

SECTION: Editorial

(Copyright 1996 The Idaho Statesman)

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ART: Mug

DESCRIPTORS: Columns

TITLE: KIDS LOSE AS GRAND EDUCATION PLAN SCUTTLED

BYLINE: David Broder; Syndicated columnist

EST. PAGES: 2

DATE: 05/15/96

DOCID: TCMA182259

SOURCE: The News Tribune Tacoma, WA; TCMA

SECTION: Editorial; PAGE: A20

(Copyright 1996)

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OTHER TERMS: Syndicated, Column

TITLE: SCHOOL'S APPARENTLY OUT ON NATIONAL STANDARDS  
COLUMN: DAVIS S. BRODER  
BYLINE: DAVID S. BRODER  
CREDIT: WASHINGTON POST WRITERS GROUP  
EST. PAGES: 2  
DATE: 05/15/96  
DOCID: SETL2329262  
SOURCE: The Seattle Times; SETL  
EDITION: FINAL; SECTION: EDITORIAL; PAGE: B4  
CATEGORY: OP-ED  
ORIGIN: WASHINGTON  
(Copyright 1996)

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TITLE: **Goals 2000** May Shift To States  
BYLINE: **David S. Broder**  
CREDIT: Washington Post Writers Group  
EST. PAGES: 2  
DATE: **05/15/96**  
DOCID: OMHA480003  
SOURCE: The Omaha World-Herald; OMHA  
EDITION: Sunrise; SECTION: Editorial; PAGE: 29  
ORIGIN: WASHINGTON  
(Copyright 1996 Omaha World-Herald Company)

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DESCRIPTORS: Politics; Education; Federal Aid