Withdrawal/Redaction Sheet
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	owner-justice to William H. White Jr. at 20:45:00.00. Subject: FYI: Gingrich on Media. Duffy on President. SSN (partial) (1 page)	09/10/1998	b(6)

COLLECTION:
Clinton Presidential Records
Tape Restoration Project
Default ([Disabilities])
OA/Box Number: 1100000

FOLDER TITLE:
[09/10/1998 - 09/16/1998]

2007-0143-F
ab1502

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:10-SEP-1998 09:45:00.00

SUBJECT: Bill and Summay

TO: Melissa N. Benton (Melissa N. Benton@eop [UNKNOWN])
READ:UNKNOWN

TEXT:

See attachments

_____ Forward Header

_____

Subject: Re: OK to share bill?

Author: Pat_Morrissey@labor.senate.gov (Pat Morrissey) at Internet

Date: 9/2/98 3:46 PM

yes

========== ATTACHMENT 1 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D98]ARMSZZ000S0MW.000 to ASCII,
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September 2, 1998
Assistive Technology Act of 1998

Today, Senators Jeffords, Bond, Harkin, Kerry, McConnell, Collins, Kennedy, Reed, and Frist are introducing the legislation. The mark up by the Senate Labor and Human Resources Committee is planned for September 9, 1998. The bill includes the substance of the legislation introduced by Representative Deal an Speaker Gingrich that would authorize a national public INTERNET site. The goal is to secure enactment of the Assistive Technology Act this Congress.

The purposes of the Assistive Technology Act of 1998 (ATA) are to:

- support States in sustaining and strengthening their capacity to address the assistive technology needs of individuals with disabilities;
- across Federal agencies and departments, focus the investment in technology that could benefit individuals with disabilities; and
- support micro-loan programs to provide assistance to individuals who desire to purchase assistive technology devices or services.

The ATA reaffirms the Federal role of promoting access to assistive technology devices and services for individuals with disabilities. The bill allows States flexibility in responding to the assistive technology needs of their citizens with disabilities, and does not disrupt the accomplishments of States over the last decade through the State assistive technology programs funded under the Tech Act.

Title I authorizes funding for multiple grant programs from fiscal years 1999 through 2004: continuity grants, challenge grants, millennium grants, grants to protection and advocacy systems, as well as a funding for a technical assistance program. The bill streamlines and clarifies the expectations, including expectations related to accountability, associated with continuing Federal support for State assistive technology programs. The bill targets specific, proven activities, as priorities, referred to as "mandatory activities" in the ATA. All State grantees must set measurable goals in connection to their use of ATA funds, and both the goals and the approach to measuring the goals must be based on input from a State's citizens with disabilities.

If a State has received less than 10 years of Federal funding under the Tech Act for its assistive technology program, title I of the committee bill allows a State, which submits a supplement (a continuity grant) to its current grant for Federal funds, to use ATA funds for mandatory activities related to a public awareness program, interagency coordination, technical assistance and training, and outreach. Such a State also may use ATA funds for optional grant activities: alternative State-financed systems for assistive technology devices and services, technology demonstrations, distribution of information about how to finance assistive technology devices and services, and operation of a technology-related information system, or participation in interstate activities or public-private partnerships pertaining to assistive technology.

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If a State has had 10 years of funding for its assistive technology program, the State may submit an application for a noncompetitive challenge grant. Grant funds must be spent on specific activities -- interagency coordination, an assistive technology information system, a public awareness program, technical assistance and training, and outreach activities.

In fiscal years 2000 through 2004, if funding for title I exceeds a certain level, States operating under challenge grants may apply for additional ATA funding, provided through competitive millennium grants. These grants are to focus on specific State or local level capacity building in an area related to access to technology for individuals with disabilities.

Title I of the bill also authorizes funding for protection and advocacy systems in each State to assist individuals with disabilities to access assistive technology devices and services, and funding for a technical assistance program, and specifies administrative procedures with regard to monitoring of entities funded under title I of the bill. The bill contains an authorization for a National Public INTERNET Site on assistive technology as part of the technical assistance program.

The bill treats year 1999 as a transition year for current grantees of Federal funds for assistive technology. The bill provides the Secretary of Education with discretion on how to treat grantees who have completed 10 years of Federal funding in that year. In addition, grantees who have received less than 10 years of funding for assistive technology programs may elect in fiscal year 2000 to transition from continuity grant status to challenge grant status by submitting a grant application for a challenge grant.

The authorization level will be $36 million for fiscal year 1999, and such sums for fiscal years 2000 through 2004.

Title II provides for increased coordination of federal efforts related to assistive technology and universal design,[1] and authorizes funding for multiple grant programs from fiscal years 1999 through 2004:

Title II strengthens the mandate of the Interagency Committee on Disability Research ("ICDR") to include assistive technology and universal design research, and authorizes funding for joint research projects by ICDR members. Title II also provides for increased cooperation between the National Institute on Disability and Rehabilitation Research ("NIDRR," which oversees the State Tech Projects) and the Federal Laboratories Consortium.
Title II authorizes increased funding for Small Business Innovative Research grants (an existing program under the Small Business Act) related to assistive technology.

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[1]Universal design means to design products, buildings, etc., so they can be used without alteration by the maximum number of people (whether or not they have disabilities).

Title II authorizes funding for grants to commercial or other organizations for research and development related to universal design concepts.

Title II authorizes funding for grants or other mechanisms to address the unique assistive technology needs of urban and rural areas, and of children and the elderly. Title II also authorizes funding for grants or other mechanisms to improve training of rehabilitation engineers and technicians.

Finally, title II authorizes funding for the President's Commission on the Employment of People with Disabilities to work with the private sector to promote the development of accessible information technologies.

The authorization level will be $15 million for fiscal year 1999, and such sums for fiscal years 2000 through 2004.

Title III provides for alternative financing mechanisms for people with disabilities to purchase assistive technology devices and services from fiscal years 1999 through 2004:

Title III requires the Secretary to award grants to States and Territories to pay for the Federal share of the establishment (or expansion) and administration of specified types of alternative financing systems for assistive technology for people with disabilities. These funds may be used to establish specified types of loan programs for individuals with disabilities, and will not be used simply to purchase assistive technology for individuals.

The authorization level will be $25 million for fiscal year 1999, and such sums for fiscal years 2000 through 2004.

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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:10-SEP-1998 11:38:00.00

SUBJECT: Clips

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

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

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

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

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

TEXT:
Good afternoon,

Here are today's education clips.

Carlin Hertz

Education Department public affairs

401-1576

========== ATTACHMENT 1 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

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RFC-822-headers:
Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
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 by STORM.EOP.GOV (PMDF V5.1-12 #29131)
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 by vader.ed.gov (8.9.0/8.8.4) with SMTP id NAA29401; Thu,
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 (IMA Internet Exchange 2.12 Enterprise) id 00227425; Thu,
 10 Sep 1998 13:17:40 -0400
========== END ATTACHMENT 1 ==========

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==================== ATTACHMENT   2 ====================
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Daily Education News

Thursday, September 10, 1998

U.S. Department of Education
Office of Public Affairs
Carlin Hertz, Editor · 202-401-1576
Visit our online version at **intranet/news**

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1. Associated Press
   Ivy League authors say affirmative action works
2. Family News in Focus
   Teens See Drug Use Increase in Schools
3. CBN (Christian Broadcasting Network)
   School Vouchers: Wisconsin Gives Parents The Power to Choose
4. Good Morning America (ABC)
   PARENT TO PARENT SCHOOL SECURITY
5. Associated Press
   Panel Gives Govt. a `D' for 2000
6. The Washington Post
   Office Depot-PTA Deal Comes Under Attack
7. The Washington Post
   U.S. Education Official William C. Young Dies
8. The New York Times
   A College of Few Parties And Fewer Complaints
9. All Things Considered (NPR)
   Use & Abuse of Safe and Drug Free Schools and Communities Act

TRADE

10. LRP Publications
    House Gives Head Start Reauthorization Top Priority
11. LRP Publications
    New ED Report Links Poverty and Student Achievement
12. Education Daily
    Financial Aid Officials Want College Refunds Reformed
13. Education Daily
    Senate Committee Prolongs Tech Program For Disabled
14. Education Daily
    Teacher Can't Get License Without Passing Grade
15. Education Daily

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Sex Ed Instruction Needs Major Revamping, Author Says

16. Education Daily
    House GOP Still Makes Head Start A High Priority
17. Education Daily
    House Staff Sees Opportunity For Few Education Measures
18. Education Daily
    Poorer Schools Gain In Math, Not In Reading, Study Says
19. LRP Publications
    Quick Passage of Education Spending Bill Unlikely
20. CongressDaily/A.M.
    Republicans To Try To Salvage Parts of Education Bill

LOCAL

21. San Francisco Chronicle
    S.F. Schools Get `A' from Gay Group But Oakland gets `C' in safety rating
22. Sacramento Bee
    Schools losing tolerance for anti-gay harassment
23. Miami Herald
    Dade schools get `A' for safety of gay kids
24. San Diego Union Tribune
    Parents upset by size of classes
25. Austin American Statesman
    State board debates issue of TAAS test
26. Columbia (S.C.) State
    Test scores continue to decrease
27. Columbia (S.C.) State
    Teachers balk at Beasley's plan to tie raises to test scores
28. Detroit Free Press
    Suit charges bias at Wayne State
29. Richmond Times Dispatch
    Return billions to citizens
30. Baltimore Sun
    City scores show reforms need time, school officials say
31. New York Post
    CITY'S CLASS ACT GETS UNDER WAY
32. New York Daily News
    There's Room For Improvement
33. Boston Globe
    These students urged to act out
34. San Jose (Calif.) Mercury
    Government Aid for Preschoolers Raises Questions about Early Schooling
35. Chicago Tribune
    REPORT: BILINGUAL EDUCATION SHOWING RESULTS
36. The Washington Times
    Techworld offers a charter school with new rules
37. The Washington Times
    School gives warm welcome to Clinton
38. Riverside (Calif.) Press-Enterprise
    Teachers applaud effects of reducing class sizes
39. The Orange County Register
    O.C. schools begin their experiments with Prop. 227
40. Albuquerque Journal
    Schools Encourage Students To Apply for Free Lunches

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41. Worcester (Mass.) Telegram & Gazette
    Kindergartners to learn by speaking only Spanish
42. Detroit News
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43. Chicago Sun-Times
    Insurer offers assault coverage for teachers
44. Orlando Sentinel
    SCHOOL SAFETY GUIDE: HANDLE WITH CARE
45. Associated Press
    Senator backing school voucher bill already hearing opposition from
46. The New York Times
    City Schools Face Only a Few Glitches on Opening Day
47. The New York Times
    Opening-Day Jitters
48. Los Angeles Times
    Ventura Schools Add 5 Class Days to Meet New Law
49. The Washington Post
    New Strategies For Higher Scores
50. The Washington Post
    In Mayor's Race, Big Pledges for Schools Will Be Hard to Pay For
51. The Washington Post
    New High-Tech Classes Train for Specific Jobs

INTERNATIONAL

52. The Irish Times
    US may contribute $1.5m to new education project
53. The Irish Times
    Taoiseach announces Mitchell scholarship

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54. The Washington Post
    Sorry State of Summer School
55. The Washington Post
    Government, Taxes and the Schools
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    CHARTER SCHOOLS: NOT CHILD'S PLAY
57. The Atlanta Journal
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58. The Las Vegas Review-Journal
    Massachusetts lowers teacher testing standards
59. The New York Times
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60. New York Review of Books
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69. The Orange County Register
    Wilson gets a `C'
70. St. Petersburg Times
    A tough educational truth
71. The Columbus Dispatch
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72. The Atlanta Journal
    School computers: Grade incomplete
73. Richmond Times Dispatch
    Devaluing Education
74. Dallas Morning News
    Test Preparation

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NATIONAL

1. Associated Press

9-10 3:12a

Ivy League authors say affirmative action works

By ROBERT GREENE
AP Education Writer

WASHINGTON (AP) - Racial preferences at top colleges and universities have helped black Americans get ahead, according to a new book by two former presidents of Ivy League institutions.

The experience benefited graduates even though many had lower grades or admissions test scores and did less well academically than white students, according to the study by Derek Bok, former president of Harvard University, and William G. Bowen, former president of Princeton University.

The book, published by Princeton University Press, is being released in the midst of intellectual and legal challenges to affirmative action in higher education. The University of California system and Texas state universities have already abandoned preferences, and the University of Michigan's policies are being challenged in court.

Critics argue that the policies deny opportunity to qualified white and Asian students and cause distress for lesser-qualified students who find it difficult to keep up, causing many to drop out.

But the authors, advocates of race-based admissions policies, said their analysis of records from 45,000 students of all races proved that such policies worked. The study tracked the performance and attitudes of those students, who entered 28 selective colleges in either 1976 or 1989.

Vanderbilt University in Nashville, Tenn., was among the colleges chosen.

"Rather than having been overwhelmed, they clearly appear to have benefited from having gone to these very select schools," Bowen said in a telephone interview from New York.

The 75 percent graduation rate among blacks at those institutions was higher than that for all black college students - 40 percent. It was also higher than the overall 59 percent rate for white students, but lower than for whites at the more select institutions - 86 percent.

The authors reported that black graduates of the select schools were slightly more likely than whites to obtain professional degrees in law, business and medicine "even though they had, on average, lower test scores and grades."

Black men with bachelor's degrees from those institutions earned an average of $85,000 in 1995, which is 84 percent higher than the average for all black men with bachelor's degrees. Black women who graduated from the institutions earned an average of $65,000, higher by 71 percent than what other black women with bachelor's degrees earned.

The black graduates were satisfied with their college experience and became more active than their white classmates in civic activities, including community endeavors, social service activities and politics. The authors called these graduates the "backbone" of an emergent middle class.

The study estimates that without affirmative action, the percentage of blacks entering selective institutions would have fallen from 7.1 to between 2 and 3.5. Because the numbers of white applicants are so large, a drop in black enrollments would have increased the probability of admission for white applicants only from 25 percent to 26.5 percent.

The data were supplied by the Andrew W. Mellon Foundation, which Bowen heads. Bok is a political scientist at Harvard's John F. Kennedy school of government. Because the book, "The Shape of the River," was just being released, no one was available to make a fully informed comment.

But Roger Clegg, general counsel for the Center for Equal Opportunity, a group opposed to affirmative action, said the numbers appear to show that too much emphasis is given to race when the academic records of the minority applicants are considered.

The black students who entered the select colleges in 1989 averaged 2.61 on a 4-point grade scale, compared with 3.15 for whites. Blacks who scored between 1250 and 1299 on the SAT had about a 75 percent chance of being admitted to a smaller group of colleges studied in detail, compared with about a 25 percent chance for white students with the same scores.

Race "is not just a tie breaker" for equally qualified students, Clegg said. "It's a very heavy weight on the scales."■

2. Family News in Focus

September 9, 1998

Teens See Drug Use Increase in Schools

By Jeff Johnson, staff writer

What kind of message are teens getting when the people charged with solving the country's drug problem won't even admit there is a problem?

(Frank Luntz) "Regardless of how you ask the question or evaluate the drug problem, principals don't see it, kids do."

Dr. Frank Luntz recently completed the fourth annual back-to-school survey for the National Center on Addiction and Substance Abuse (CASA). He says 15 percent of school administrators acknowledge increased drug us, a

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statistic that troubles CASA head, Joseph Califano.

(Joseph Califano) "School principals make monkeys of themselves as they reveal their 'see no evil, hear no evil, speak no evil' posture."

More than half of the high school students surveyed said the drug problem is getting worse in their schools. More troubling, says Califano, is that students, teachers and principals agreed that if they really wanted schools to be drug free, they could be.

(Joseph Califano) "If that self-assessment is correct, then the parents of this nation should rise up in anger and demand that students, teachers and principals take the actions necessary to make our schools drug free."

The survey shows almost universal agreement that zero tolerance policies, drug testing and locker searches are effective methods of removing drugs from schools.■

3. CBN (Christian Broadcasting Network)

September 9, 1998

School Vouchers: Wisconsin Gives Parents The Power to Choose

This month thousands of students around the nation are attending private school with the help of school voucher. Its' the latest effort in education reform that is giving parents the power to choose and afford quality education for their children. And for the first time, families can use vouchers to attend private religious schools in Wisconsin. CBN News reporter Kristine Vick was in Milwaukee for the first day of school.

Kristine Vick, reporter

It's the first day of school, and Ray and Denise Cole are getting their children pressed, dressed, and ready to go.

After scrubbing, brushing, and daily family devotions, Titus, Tim, Tara, Toby, and Trevor head out the door, load up the van, and are off.

This year, the Cole children are attending the Holy Redeemer School, one of the private religious schools in the city. The tuition for five kids is a hefty $3600 a month, a cost the Coles would never be able to afford. But with the help of Milwaukee's parental choice program, low income minority families can receive school vouchers from the state that pay for half the tuition.

"We found ourselves having to send them to public school because we weren't able to finance and send them," says Ray Cole. "So the vouchers are a blessing."

In a recent landmark decision, the Wisconsin Supreme Court ruled that vouchers could be used at religious schools. Attorney Michael Dean helped write the amicus brief to the court.

"Finally, the government has ceased to restrict and discriminate against people who happen to believe that a religious orientation is important to their child's education," says Dean.

"It's allowed us to give our children continuous Christian principles," says Denise Cole. "Not just at church, not just at home, but at school also. And we want that thread to be weaved in every area of their lives."

Wisconsin's latest ruling adds more fuel to an already heated national debate over education reform and school choice. Nationwide, support for parental choice in education is growing. Four years ago, 54 percent of Americans opposed it. But now, 51 percent support school choice and think the government should help pay for the cost of private education.

Leading the way, despite intense opposition, is the city of Milwaukee.

"How is it that if you give a family — if you give them more opportunity for their kids — how is that a bad thing?" asks Dan McKinley, the executive director of PAVE, a private scholarship program that supports school vouchers. "For the family, for the community, for anybody, it's a good thing."

For more than a decade, the city has struggled with a failing public school system. The situation is so bad that according to one poll, 50% of Milwaukee public school teachers won't send their own kids to public school. But before vouchers began, most families in Milwaukee couldn't afford to send their kids elsewhere.

According to a 1996 study that Milwaukee public schools did not release to the public, only four out of ten ninth-graders in the public system graduated from high school. For black males, only one out of ten.

At North Division High, one of the largest public high schools, the average grade point average is only .9. But right around the corner from this failing public school is a thriving private school. At Messmer High, a private Catholic school, 98 percent of freshmen graduate, and the average GPA is 2.5.

McKinley believes that school choice could be the saving grace for public education because it will force government-run schools to be more competitive. Banners displayed on public schools around the city suggest that they are already starting to make changes.

Opponents of the Milwaukee school choice program include the American Civil Liberties Union. Milwaukee ACLU executive director Chris Ahmuty insists that the vouchers undermine public education.

"What's happening now is that you have a system that is supposedly in crisis, and you have the governor and other people trying to take even more resources out of the system," he says. "That just doesn't make any sense."

Opponents also believe that the vouchers violate the separation of church and state.

"Tens of millions of dollars are going directly into the coffers of religiously affiliated institutions," says Ahmuty. "So it's these institutions that get the short-term cash benefit of this program, and we think that's wrong, that Americans don't want their tax dollars to support religious institutions with which they might not agree."

But the Milwaukee Supreme Court disagreed with the opponents, ruling that the government dollars were in fact helping individual families with education, not advancing religion.

"We are now looking, not at the state and deciding what kind of education a parent must choose, but rather offering

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a number of options," says Dean. "If that parent chooses religious education, fine. If the parent chooses public education, fine."

At least four other states have pending cases in state supreme courts to include religious schools in their voucher programs. Other cities, like Indianapolis, are creating private scholarship programs to avoid legal red tape. By relying on private donations and awarding them through a lottery process, hundreds of needy children have a chance for a quality education.

"The Wisconsin legislature understood that if we were to ever get to the real interest of the children, we would have to put the power of the decision in the hands of the parents who have no other motive than the best interests of the children," says Dean.■

4. Good Morning America (ABC)

09/09/98Section: NEWS;

PARENT TO PARENT SCHOOL SECURITY

By KEVIN NEWMAN

KEVIN NEWMAN, Host: On this morning's edition of Parent to Parent, a new school year under way, and many educators are making safety their top priority this year, hoping to put an end to the kinds of school violence that we saw last year that just horrified the nation.

(voice-over) Two students killed in Pearl, Mississippi, three dead in West Paducah, Kentucky, four students and a teacher in Jonesboro, Arkansas, and two students killed in Springfield, Oregon. Across the country, school administrators are trying to determine how to avoid a repeat of last year's tragedies. And even schools with no history of violence are starting this year with strict new security measures.

TD For example, Lowell High School in Massachusetts has installed 28 security cameras to monitor doors and hallways, and students will soon be required to carry picture IDs to help teachers know who belongs in the building and who doesn't.

WILLIAM SAMARIS, Principal, Lowell High School: What these type of safety measures do, if you're the type that wants to cause a problem, you wouldn't want to cause it here. The chances of you're getting caught are too high. It's as simple as that.

KEVIN NEWMAN: (voice-over) This year, school administrators in Evansville, Indiana, have hand-held metal detectors and breathalyzers to use if they suspect a student is carrying a weapon or has been drinking.

Covington, Kentucky, high school students have to use mesh or clear plastic book bags so teachers can see what they're carrying. And even elementary school students in Paris, Tennessee, are required to carry the new see-through bags.

For example, I had a case where a

Even students' words are coming under more intense scrutiny. In Springfield, Missouri, a new zero tolerance threat policy means any student who threatens violence will immediately be taken to a juvenile detention facility.

DENNIS LEWIS, Springfield Public Schools: We have an obligation to provide safe and secure schools, and so in order to protect our students, that's what these measures are for, is to protect the students.

KEVIN NEWMAN: Well, let's look a little more deeply at this. Joining me now is Kenneth Trump. He's the president and CEO of National School Safety and Security Services, that's a consulting firm. Good morning, Ken.

KENNETH TRUMP, National School Safety and Security Services: Good morning, Kevin.

KEVIN NEWMAN: I don't want to minimize what happened last year at all. There were 40 deaths associated with guns in schools in the U.S. But in 1992, there were 55. Are schools overreacting this year?

KENNETH TRUMP: Most aren't. I think it's an issue of striking a balance and reducing risks. If you go to a mall or a shopping center, and they've had a history of car-jackings, robberies, assault, or violent behavior, you expect those organizations to reduce the risk. Schools don't create violence, but we shouldn't expect anything less from them as well.

KEVIN NEWMAN: Now, you talk about a balanced approach. What's the balance?

KENNETH TRUMP: You have to have a balance of prevention in terms of curriculum education, but also the security and the enforcement,, your 9:00 prevention class and your 11:00 peer mediation program aren't going to custodian found a bomb on school

be very successful if anybody could walk in the building at 8:00 and shoot someone.

KEVIN NEWMAN: So do you think most schools should have, like, metal detectors at the entrances? And if you do, what does that do to the psyche of the school?

KENNETH TRUMP: Well, I think equipment's just a supplement to, not a substitute for, more comprehensive issues. You have policies and procedures, training of all your school personnel, assessing the physical security, which may include some equipment issues, and also crisis preparedness. I've been — walked through schools completely unstopped, where people don't say "Good morning, can I help you?"...

KEVIN NEWMAN: Yes, so have I.

KENNETH TRUMP:... where you've had metal detectors and cameras. So what good did the equipment do if you don't have the training and an awareness?

KEVIN NEWMAN: Now, talking about awareness, I remember in the Jonesboro shooting, there were a lot of signs, in retrospect, in fairness, that people saw, that there was a kid in the class that was going to be a problem. How well trained are most teachers, are most school staff, in being able to spot the potential problems?

KENNETH TRUMP: Well, unfortunately, security in fast-food restaurants are better than many of our schools. On the other side of the coin, there are some schools that are doing things correctively. Indiana just passed a state rule requiring districts to have crisis preparedness plans. But the reality is, we send most of our educators into schools unarmed in terms of information, not guns.

property. It was marked that it was a

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bomb. He opened the building, let people drop off kids at a daycare center, and waited 18 minutes to call the police. Had another situation where a teacher picked up a pipe bomb, carried it to the office. The principal picked it up, carried it back out on the parking lot, and didn't know that you don't touch it.

And we do training for school personnel. We talk about basic things, because they don't get this in undergrad and grad school and college. And again, if — you — we know two things in a crisis. One is that you revert back to your training. The second is you revert back to your plans and your guidelines. And if our schools don't have these, which many haven't, they have nothing to fall back on.

KEVIN NEWMAN: You talked about walking through the schools, and I did that just to test it one day, just to see, because there were signs on the doors that say, "No, you must check in with the main office." So I did that, I walked in, and I had free access to the school.

Is there anything else a parent can do to sort of test this kind of thing, to get a sense of just how safe their kids are?

KENNETH TRUMP: Well, we tell parents and school officials three things. Be informed, be alert, and to be proactive. And within that, the first step is to ask your kids, "How safe is your school?" Are there places where they won't go, restrooms or certain hallways? Can they walk through the school completely unstopped?

Have they talked with their school administrators before a crisis? After a crisis incident, we see people in news conferences and in community meetings yelling and screaming. My question is, Have you gone to your principals, your superintendents, and your boards ahead of time and said, "This is a priority for me as a parent"?

The two groups that complain the most about security when you implement it are actually staff members and parents. If you reduce the number of doors to a building, those are the two first groups, ironically, that complain.

KEVIN NEWMAN: OK, Kenneth Trump, thanks for being with us this morning.

KENNETH TRUMP: Thank you, Kevin.

KEVIN NEWMAN: We appreciate it.

(Commercial Break)■

5. Associated Press

09-09 4:09p

Panel Gives Govt. a `D' for 2000

WASHINGTON (AP) - A House panel gave the federal government a "D" grade today for its efforts to fix the Year 2000 computer problem, predicting more than one-third of the most important systems won't be fixed in time. It also predicted the government will spend $6.3 billion on the problem. Receiving an "F" were the Justice Department, Health and Human Services, Energy, State, **Education** and the Agency for International Development. Three agencies earned an "A": Social Security, the National Science Foundation and the Small Business Administration.■

6. The Washington Post

09/10/98; Edition: FINAL; Section: Financial; Page C01

Office Depot-PTA Deal Comes Under Attack

By Paul Farhi
Washington Post Staff Writer

PTA fund-raising usually means bake sales and book fairs. Now, the national chapter of the Parent-Teacher Association is selling its name to a corporation — and receiving some unusual criticism as a result.

The 102-year-old educational organization has struck a deal with Office Depot Inc. in which the chain's office-supply stores are promoting themselves as "proud sponsors" of the PTA in newspaper and TV ads that feature the PTA's name and logo. The back-to-school promotion includes coupon books for discounted school supplies, a sweepstakes offering "shopping sprees" at the stores and "teacher appreciation" breakfasts at Office Depot locations.

The National PTA received a fee for the use of its name and logo, but officials of the Chicago-based organization have declined to disclose the amount.

Office Depot also has lined up a series of subsponsors for the promotion, called "Supporting School Values," that include Crayola, Elmer's glue, Eastpak backpacks, Pentel pens and other companies that market products to schoolchildren. Office Depot also calls itself "the official school supply headquarters of the National PTA."

The promotion has led to complaints about excessive commercialism from some of the PTA's 6.5 million members since it began running in late August.

"We've heard from some individuals who've seen the ads and say, `What have you done?' " said Patty Yoxall, the National PTA's spokeswoman. "They are calmer after we explain what we've done and why we've done it."

Yoxall said the PTA's 87-member board voted unanimously to participate in the promotion after Office Depot agreed not to advertise directly to children, not to market within schools, and not to tie prizes or rebates to shopping at the 610-store chain.

But, given the criticism the campaign has received since it began last month, Yoxall said some PTA board members may reconsider their support when the board meets next week.

Critics of the promotion say it follows a larger trend in which many publicly funded and nonprofit organizations, including schools and universities, have lent their names and

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credibility to companies with cash and a

Many of these "cause marketing" promotions are not controversial, but the PTA-Office Depot deal has evoked comparisons with the American Medical Association's tie-in with Sunbeam Corp. last summer. That promotion, in which the AMA was to endorse Sunbeam medical products in exchange for royalties, eventually was dropped following complaints from physicians and others that it compromised the AMA's integrity.

The PTA promotion "is a sad comment on the state of school funding now," said Marianne Manilov, founder and executive director of the Center for Commercial Free Public Education in Oakland, Calif. "Everyone seems to think that the way to remedy the gross inequities in funding is to sell off the schools, the students and even the PTA."

Manilov said her organization has received "several hundred calls" from state and local PTA members critical of the national chapter.

Office Depot spokesman Gary Schweikhart said the company, based in Delray Beach, Fla., tried "to walk a fine line" in developing the promotion so that it would not be perceived as "crass commercialism."

Schweikhart said, "We want to affiliate with the PTA and their reputation. Obviously, we want people to think of Office Depot when they think of the PTA. . . . [But] we know the PTA is not a commercial institution. I don't think they want to be in a position where — how can I put this? — there were boundaries that we didn't want to cross."

Some opponents, however, say the promotion runs counter to the National PTA's general policies. For example, the PTA has joined with other educational groups in criticizing Channel One, a venture that provides schools with televisions and other equipment in exchange for showing commercial-sponsored programming to students. The National PTA's own bylaws prohibit it from endorsing products or services.

"This raises some very serious questions about the PTA's integrity and

members.

about conflicts of interest," said Ronald K.L. Collins, a legal scholar, and PTA member, who has written frequently on commercialism's societal effects. "What I'd like to know is whether [the PTA] did enough comparison shopping" to know that Office Depot was worthy of its backing.

Yoxall, the PTA spokeswoman, said the Office Depot deal isn't violating the PTA's bylaws because it isn't specifically endorsing the company. She said the PTA's lawyers advised it that it could allow its name to be used by Office Depot as long as the company called itself "a sponsor of the PTA," and not vice versa.

The PTA has an agreement with Navistar International Corp., a school-bus maker, to promote bus safety, and had one with Danone Corp. of France to distribute Dannon bottled water at local PTA meetings.

But Yoxall said both of these programs were low-key compared with the Office Depot promotion and have generated no complaints.■

7. The Washington Post

09/10/98; Edition: FINAL; Section: Metro; Page D06

U.S. Education Official William C. Young Dies

William Collin Young, 75, a retired **Department of Education** executive who co-authored the 1993 "Higher Education Money Book for Minorities and Women," a listing of college scholarships, fellowships and grants, died of cancer Sept. 3 at Georgetown University Hospital.

Dr. Young had worked 20 years for the **Education Department**, retiring in 1990 as its liaison officer for minorities and women in higher education. Earlier, he served as director of the higher education performance assurance division and graduate opportunities programs and as assistant to the associate commissioner for vocational and adult education.

He co-wrote the college scholarship opportunities book with his wife, Doris Young, and frequently appeared on television shows as an expert on education. In 1980, he was appointed director of the White House Initiative on Historically Black Colleges and Universities.

A Washington resident, Dr. Young was a native of Omaha, Tex., and was a World War II Army veteran.

He received a bachelor's degree and a master's degree in education from Bishop College in Dallas, a master's degree in education from Tuskegee University and a Ph.D. in education from George Washington University.

He had worked in public schools in Texas and Rochester, N.Y., before moving to Washington in 1965 to work for the Department of Labor as director of the national office of vocational education and training.

He was a founding member of the National Association for the Advancement of Black Americans in Vocational Education and a member of numerous professional associations.

Survivors include his wife, of Washington; four children, William C. Young Jr., Dorrie Young Aldrich and Rev. Cornell S. Young, all of Washington and Barbara Young Johnson of Silver Spring; 11 grandchildren; and a great-granddaughter.■

8. The New York Times

09/10/98Section: National Desk; Section A; Page 20, Column 1

A College of Few Parties And Fewer Complaints

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By R. W. APPLE Jr.

Nobody calls Berea College a party school.

It has no fraternities or sororities. The campus and most of the county surrounding it are dry. There is no movie theater in town. Only seniors can own cars. Smoking is severely restricted, even though this is tobacco country. And there are no football weekends, because there is no football team.

Must be a religious school, you say. Well, yes and no. It was founded in 1855 by the Rev. John G. Fee, a Presbyterian minister, in what was then a wilderness, where the Bluegrass meets Appalachia. But it is affiliated with no denomination and lives by no dogma, fundamentalist or otherwise. And it has Buddhists and Muslims as well as Christians on its faculty and in its student body.

There is nothing drab or monastic about Berea. The campus is a leafy, pretty, neo-Georgian place, the teachers are talented and enthusiastic, a rich variety of extracurricular activities and organizations are available, and there are intramural and intercollegiate teams in a large number of sports.

The entrance requirements are a little odd, especially the one that says only students from families with incomes below $44,000 a year will even be considered. About 80 percent of the student body is drawn from the hard-luck hills and hollows, villages and cities of southern Appalachia. Berea must be the only college in the country that hangs out a sign: Rich kids need not apply.

It charges no tuition. It requires each of its 1,500 students to work at least 10 or 15 hours a week in a wide range of jobs. Some make brooms or weave cloth in the craft shops, some operate the college's computers, some work in the Berea Hospital, and some wait on tables at the Boone Tavern Hotel near the campus.

Which may explain why the students, most of them at least, voice no complaints about the lack of social facilities taken for granted elsewhere.

"We're all in the same boat here," said Tyra Lainhart, 27, a junior from Erlanger, Ky., who came to Berea, married, had a baby, dropped out, divorced, worked as a prison guard and this summer returned to college. "We have a common bond in our economic situation. Nobody has money for a lot of extra stuff. The money you earn from your job goes to pay for books, room and board."

Angela Hale, a 22-year-old senior from Childersburg, Ala., said that when she went home on vacation some of her friends, students at Tuskegee University and elsewhere, talked "mainly about parties and fashion." Ms. Hale, who had never been out of her home state before she came to Berea, said she was glad to be on a campus "where it's never about what you wear and what you look like."

Many of the students said that if they had not come to Berea, they could not have gone to college anywhere, at least not to an institution that seeks to provide a high-quality four-year liberal arts education. Fully 70 percent of them are the first in their families to go to college. Some had never spent a night away from home before coming here. Many take their first plane flight when they make a college-sponsored or -aided trip to Europe during their time here.

"It's a culture shock," said Larry D. Shinn, the college's president. "The leap from Paint Lick or Stone Gap or Stinking Creek to a tough academic environment in the big city of Berea, population 10,000, takes some doing."

Berea was the first college in the South to admit blacks and women on an equal basis. An outgrowth of the struggle against slavery, it was the creation of Mr. Fee and a fiery abolitionist named Cassius M. Clay, who opened meetings by laying a Bible, a copy of the Constitution and a bowie knife on the lectern — the Bible, he explained, for those who believed in God, the Constitution for those who believed in man, and the knife for those who believed in neither.

Mr. Shinn, a former professor at Oberlin College and administrator at Bucknell University, makes no sweeping claims for Berea's academic standards, though more than 55 percent of its graduates earn advanced degrees and the college regularly scores well in U.S. News & World Report's annual ratings.

"I think I have a realistic notion of what we are and what we're not," he said. "We're not in the top 10 among liberal arts colleges, but we're in the top 50, and we provide an education of real excellence. It's a question of money. Williams College spends $51,000 per year per student; we spend $18,800."

The teacher-student ratio is as good as Harvard's, but teachers carry heavier loads. Students help renovate dormitories. Berea's endowment is $525 million, but it has no tuition income, and it has fewer rich alumni than many colleges. What is more, it turns down the children of the rich alumni it does have, because of the $44,000 income lid. Nonetheless, it raised $17 million last year, more than 80 percent from non-alumni.

The struggle binds the place together and creates "a strong foundation," said one of the college's star students, Addie Sine, 20, from Knoxville, Tenn., the daughter of a single mother.

"It's like our own little culture," she said. "It's a secure place. You know that next year the trees will be in the same place and the teachers will come back because they love teaching here. Most of all, the students will be people who want to be here, who need to be here because it's a chance to make something of themselves, not because someone told them to go to college."

Wendy Stephens, 21, a soft-spoken psychology major from Whitley City, Ky., agreed. What worries her, she said, "is this: When we graduate, into a world where everyone is obsessed with money and possessions, will we be able to deal with real life?"

■

9. All Things Considered (NPR)

09/08/98Section: News; Domestic;

Use & Abuse of Safe and Drug Free Schools and Communities Act

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Robert talks with Ralph Frammolino, a staff writer for "The Los Angeles Times." They discuss how $6 billion dollars of federal money has been spent on marginally successful programs to make and keep schools safe from drugs and violence.

NOAH ADAMS, HOST: This is ALL THINGS CONSIDERED. I'm Noah Adams.

ROBERT SIEGEL, HOST: And I'm Robert Siegel.

The biggest federal program aimed at preventing school violence and drug abuse, has spent huge amounts of money on projects that either are infective or appear to have little to do with reducing youth violence and substance abuse.

That's the finding of a special report by "The Los Angeles Times" today on the Safe and Drug Free Schools and Communities Act. The "Times" quotes the **U.S. Department of Education**'s principle investigator into Safe and Drug Free School spending as saying that "even most people at the department would be disappointed with how the money has been spent."

Studies of school children exposed to the programs funded by the act evidently show that they don't behave any differently from the national norms. Those programs are chosen by the local school districts.

Ralph Frammalino, the lead reporter on the "L.A. Times" story says one factor diminishing the efficacy of the law is that the money is apportioned to local school districts on a per capita basis. Every district gets something, sometimes very little.

RALPH FRAMMOLINO, "L.A. TIMES" REPORTER: We found one school district in California got $53.00 last year. Well, what kind of program can you put together — even though it's a 20-student school district — what kind of program can you put together for that amount of money?

And that seems to be one of the biggest flaws of the program is that Congress has written into the law a funding formula that spreads the money very thin. We quoted Congressman Miller from California saying, that you

Now his own department, and he did say he was concerned about this report, but his own department had a report that said very few of them, however, are proven to be effective.

Now, I might say that the department know, everybody wants this money in their district.

Well, when you do that, you can't focus it on the real trouble spots, and it becomes as he said, a political program and not one to prevent violence and drug use.

SIEGEL: Now you and the other reporters from the "L.A. Times" team dug up some examples of what local school districts did with their Safe and Drug Free Schools Communities Act, which are at the very least embarrassing. There's the, I believe, Utah teacher who used it take a bunch of kids fishing and looks forward to having a fly-tying course covered by this grant next year.

FRAMMOLINO: That's right. It's part of their health curriculum. It's called "Hooked on Fishing, Not Hooked on Drugs." And he had a series of 12 lessons in health class down to filleting fish. And the capper was to take the kids out fishing and to buy fishing equipment for them to use and their parents to use whenever they want.

SIEGEL: On the theory that if you're fishing, you're not doing drugs at that particular moment?

FRAMMOLINO: Right.

SIEGEL: Also there's a whole subculture of performers who do the circuit doing anti-drug performances.

FRAMMOLINO: Right. They're called "edu-tainers" in the business and you're talking motivational speakers. We found Ms. Louisiana of 1997, who has been — was hired to go a lot of different elementary schools and tell her story and sing the love song from "Titanic." We have clown acts. We have magicians. And just a whole — I call it a vaudeville circuit.

And these people are pulled into kind of get the kids' attention, to reinforce the anti-drug message. And their expenditures in the grand scheme has come up with a way to try to get a little bit more control. They proposed to Congress that in the current appropriation that the department be given like a $100, $150 million to parcel out to the different districts who apply for the funds.

In other words, they would be able to say what's worthwhile and what would be worthwhile to be funded. The House, however, rejected that. Said they wanted to stay with the

of things are very minor, but I think they're indicative of the controls or lack of controls on the program.

SIEGEL: So among the things is being spent on by local school districts here, would include these kind of "edu-tainment," as you describe it.

FRAMMOLINO: Correct.

SIEGEL: Also, books that are prepared and are supposed to be worked into lessons which will impart character building lessons and stay away from drugs lessons.

FRAMMOLINO: That's right. The bulk of the money is really used for these for two things: training teachers to administration these different kind of lessons in the classroom, or to counsel students.

And buying the materials. And these materials are being sold by an increasing number of publishers, experts, behavioral experts, each one having their own off-the-shelf kind of program and selling them to the schools.

One is tempted upon hearing of all this, either to say, this is a — this whole thing is a ripoff. It's federal money that is sent out into the country, and a little economy is generated by it.

But on the other hand, one is tempted to say: look if people are going and talking to kids and telling them not to do drugs, is it hurting? And I wonder whether you can find at least any — any beneficial results at all from these programs being delivered to children?

FRAMMOLINO: Well, I asked the **Secretary of Education Richard Riley** what the single greatest benefit that has been derived from this program, and his answer was: it's putting resources out to the local officials to put together their own drug programs.

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formula that spreads the money all across the country, and let the locals decide.

SIEGEL: Well, Ralph Frammolino, thank you very much for talking with us.

FRAMMOLINO: Thank you Robert.

SIEGEL: Ralph Frammolino's story is today's Los Angeles Times.■

TRADE

10. LRP Publications

September 9, 1998

House Gives Head Start Reauthorization Top Priority

Head Start reauthorization is at the top of the legislative "do" list for House members returning today from their August recess, a key GOP lawmaker said.

"It is my understanding that the House may take up Head Start as early as next week," said Rep. Bill Goodling, R-Pa., chairman of the House Committee on Education and the Workforce. "Passing a bill that improves Head Start is a top priority for this Congress. I want to get a bill passed and go to conference with the Senate as quickly as possible."

When the House does consider the legislation, which could occur as early as Monday, it will consider a bill somewhat different in content than the legislation (H.R. 4241) reported out of committee on July 29. A House staffer said Goodling's goal is to have a final bill devoid of several contentious provisions currently in the House bill - - including a provision requiring single mothers to cooperate in establishing paternity prior to being eligible for Head Start benefits.

To pull that off, Goodling plans to introduce the Senate version of the bill (S. 2206) on the House floor, and then offer H.R. 4241 - - minus the contentious provisions - - as a substitute amendment. The altered H.R. 4241 will then serve as the vehicle for any additional amendments offered on the floor. Goodling chose that path because it is easier to start with a clean bill - - in this case the substitute amendment - - than it is to remove unwanted provisions from existing legislation, a congressional staffer said.

"Head Start is an education program that should give disadvantaged children a strong, lasting head start on educational success," Goodling said. "Children should leave Head Start well prepared for academic success. Altogether, our bill will help guarantee that a Head Start child will receive as good a preschool experience as any other child in this country."

Goodling's bill will extend the authorization for Head Start for five years. It will promote language and literacy growth in children, and proposes new education performance standards and measures. The bill also will include new accountability and quality provisions and funding for Early Head Start. It will require that within five years a majority of Head Start classroom teachers have an associate's or bachelor's degree in early childhood education.

The legislation would set a fiscal year 1999 authorization level for Head Start at $4.66 billion - - a 7 percent increase over FY 98. House appropriators have drafted an FY 99 spending bill giving Head Start $4.5 billion, or $100 million less than the expected authorization. The Senate, meanwhile, is considering a spending bill that would match Goodling's $4.66 billion authorization.

The current fiscal year ends Sept. 30, but an FY 99 education spending bill is not expected to be passed until sometime in October (see D.C. Daily story, Quick Passage of Education Spending Bill Unlikely).■

11. LRP Publications

September 9, 1998

New ED Report Links Poverty and Student Achievement

The **Department of Education** today renewed its call for national testing, citing a new study that reports a continuing gap in student achievement between high- and low-poverty schools - - despite progress youths in qualify for free or reduced-price lunches - - perform on the National Assessment of Education Progress math and reading test.

The report, School Poverty and Academic Performance: NAEP Achievement in High-Poverty Schools, found that student performance is generally lower in schools where the majority of youths are from disadvantaged families. The study discussed how fourth-graders in high-poverty schools - - or those in which at least three-fourths of students high-poverty schools are making in math.

"These are the schools that need our most immediate attention," **Education Secretary Richard Riley** said. "That's why I'm absolutely convinced that we must help the neediest schools and students get the resources they need to bridge the gap between rich and poor."

The study found that while student reading achievement has remained largely unchanged over the past few years, national assessment scores in math are improving at all income levels, with the greatest gains coming from high poverty schools. But a significant gap remains between students in high- and low-poverty schools, and

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parents, teachers and students need more reliable information about progress via testing, Riley said.

"We need voluntary national tests that show what students have learned and what they haven't," he said. "The administration supports the National Assessment Governing Board's development of voluntary national tests in fourth-grade reading and eighth-grade math so that parents would be able to know how their children perform against high national standards of achievement."

The ED report also revealed that:

The percentage of fourth-graders in high-poverty schools who scored at least at the basic level in math increased from 26 to 42 percent between 1992 and 1996, but reading scores among these children remained flat between 1992 and 1994. In 1996, math students in high-poverty areas scored an average of 22 points lower than students in low-poverty schools, down from 28 points in 1992 and 24 points in 1994. In 1996, reading students in high-poverty areas scored an average of 38 points lower than their peers in low-poverty schools, down from 40 points in both 1992 and 1994.

"Our practical efforts to encourage school improvement and provide students with extra help in basic skills, more classroom technology, smaller classes in early grades, and safe and modern schools are especially critical," said Riley. "All students must reach for high standards and the Clinton administration's common-sense agenda will help them do that so that all of our young people are all prepared for the 21st century."

President Clinton, who today announced the release of the study at an Orlando, Fla., elementary school, stressed several of his initiatives in response to the report's findings. In particular, Clinton pushed his "Education Opportunity Zones," in which federal funds are provided to those school districts that raise student achievement and end social promotion.

Education Opportunity Zones "would give extra help to the classrooms, the schools, that are prepared to end social promotion but not tag kids as failures," said Clinton.

The House has rejected all of Clinton's new education initiatives, while the Senate has offered tepid support (see D.C. Daily, Sept. 4).■

12. Education Daily

September 10, 1998

Financial Aid Officials Want College Refunds Reformed

by Eli J. Lake

Financial aid administrators are making a last minute push to simplify regulations that govern the refund of federal financial aid when a student drops out of college.

As House and Senate staff attempt to merge final versions of the Higher Education Act (HEA), the National Association of Student Financial Aid Administrators (NASFAA) is pushing a proposal that would simplify procedures and eliminate a requirement for schools to document the last day of attendance for dropouts.

But NASFAA's proposal is being blasted by some corners of the higher education community, which says it penalizes needy students.

Current law requires financial aid offices to apply complex formulas to assess the percentage of financial aid a student should return if he or she leaves school. The formula takes into account the costs a student incurred as a result of attending the school and the amount of time a student attended.

NASFAA sent a more comprehensive proposal to House and Senate conferees Sept. 4 that also would change the formula schools use, essentially basing the amount of a refund solely on the duration of a student's stay in college.

While NASFAA officials say this change simplifies the formula considerably, some college and trade association members said the change is inequitable.

Linda Michalowski, director of federal relations for the California Community College system, said the problem is that once a student must pay back money he or she may not have, that student becomes ineligible for further student aid.

House and Senate conferees are expected to meet late this week or on Monday.■

13. Education Daily

September 10, 1998

Senate Committee Prolongs Tech Program For Disabled

by Rob Jennings

A Senate committee unanimously approved legislation yesterday that would extend a 10-year-old federal grant program that assists states in developing and distributing technology for the disabled.

The bill, S. 2432, would authorize $36 million in grants to states, with similar amounts to be provided annually through 2004.

It seeks to reauthorize the 1988 Technology Assistance Act, which provided aid to the states to offer disability-related technology.

"We have the opportunity to reaffirm the federal role in providing access to special technology for people with disabilities," said Sen. Jim M. Jeffords, R-Vt., chairman of the Labor and Human Resources Committee. "State technology projects make a difference."

For example, the original Tech Act provided loans to disabled persons who needed technology-driven aids, and assisted small businesses in developing such products.

Lack of access to technology, Jeffords said, can mean "dependence and isolation" for disabled people, but

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"this legislation represents that bridge to the next century."

Sen. Tom Harkin, D-Iowa, noted that the computer revolution has enhanced the technology needs of the disabled.

"If it is true that people with disabilities needed technology in the past," Harkin said, "it's even more so in the future, as our society becomes increasingly technology-based."

The bill awaits action in the full Senate and the House, where it's not expected to face opposition.

"Republicans are bound to like this," said one committee staffer.

"It offers a large degree of local autonomy," he said. "It's not like we're telling them to set up midnight basketball."■

14. Education Daily

September 10, 1998

Teacher Can't Get License Without Passing Grade

by Rebecca S. Weiner

A Minnesota teacher who's failed the math portion of the state's teacher certification exam 14 times cannot have the requirement waived, a federal court has ruled.

The U.S. District Court for Minnesota said the teacher's request "would fundamentally alter the nature of Minnesota's certification of qualified individuals" to teach the state's children.

Judy Jacobsen has taught elementary school for eight years in public and private schools under a renewable provisional license. She also holds bachelor's and master's degrees in education.

She is teaching fifth and sixth grade in Independent School District No. 625 as a "non-licensed community expert." That license allows schools to hire uncertified, but qualified individuals for up to one year at a time. She is no longer eligible for a provisional license.

Jacobsen says she has dyslexia and dsycalculia, learning disabilities that make it difficult for her to take tests, according to the court's opinion in Jacobsen v. Tillman (1998 WL 556310 D.Minn). Therefore, she said the test violates the Americans with Disabilities Act.

She has hired math tutors and had testing accommodations —such as double testing time, scratch paper and a reader —but still hasn't met the cutoff score of 169.

"There is no dispute that Ms. Jacobsen is an excellent teacher," said Sonja Kerr, Jacobsen's attorney. "It really is an issue of the test itself." Jacobsen has not yet decided whether to appeal the court's decision, Kerr said.

Nationally Recognized Standard

Twenty-two states, including Minnesota, use the Pre-Professional Skills Test (PPST) as a condition for teacher certification.

Each state sets its own passing score, said a spokesman for the Princeton, N.J., Education Testing Service, which designs and administers the test.

The national median score for the PPST math test is 179 and more than 72,000 people take the test annually.

education.

Shaeffer said his group unsuccessfully attempted to block the Minnesota legislation requiring the PPST. The group now is focusing its efforts on Massachusetts' teacher exam.

Virginia requires the highest math score at 179, while Minnesota's is among the lowest at 169.

Jacobsen's dilemma is becoming more familiar around the country as states turn to more standardized testing for teachers and students.

State lawmakers under pressure to improve education standards are trying to find tangible ways to show teachers are qualified to be in the classroom.

In Jacobsen's case, U.S. District Judge James Rosenbaum said teacher testing is analogous to law school grads taking the bar examination or medical students passing state boards.

"The state which publicly validates the professional's competence by awarding its license is entitled to demand and receive an objective demonstration of competence," Rosenbaum wrote. "The state is not obligated to certify teachers who cannot pass fair and valid tests of basic skills."

The National Center for Fair and Open Testing (FairTest) says courts are siding with state lawmakers on the issue of teacher testing.

Shaeffer said a more realistic way to test if a teacher is prepared for the classroom is to judge performance.■

15. Education Daily

September 10, 1998

Sex Ed Instruction Needs Major Revamping, Author Says

by Darren Goode

The current public acceptance of sexual promiscuity in the White House indicates a need to revamp sex education programs to include teaching character and virtue, author Pat Socia says.

Socia, who tomorrow will release her new book "Weaving Character Into Sex Education," says major changes are needed in the approach and method in which sex ed has been taught in American schools.

"In sex education, the emphasis is still often on products instead of principles," she says, referring directly to open discussions in the classroom on the use of condoms. "We need to get

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back to teaching right from wrong [and] responsibility," she added.

Meanwhile, Norfolk, Va., school officials want to implement a new form of sex education.

They're asking parents to look at how abstinence-only education will benefit their children, and officials reported this week that if enough parental support exists, they will start teaching abstinence-only classes in a five-week session for students.■

16. Education Daily

September 10, 1998

House GOP Still Makes Head Start A High Priority

by William J. Cahir

House lawmakers could address early childhood education policy as soon as next week.

Rep. Bill Goodling, R-Pa., chairman of the House education panel, wants his colleagues to pass a Head Start bill on Monday without taking up potentially divisive amendments.

Spokesman Jay Diskey said Goodling will exercise his rights as chairman of the House Education and the Workforce Committee to offer a substitute for the Head Start bill, H.R. 4241, which his committee approved this summer.

He will strip controversial amendments from the bill, including one that would have let parents send their children to other nursery schools approved by the Health and Human Services Department when Head Start centers lose their funding or fail to comply with performance standards (ED, July 31).

"These [proposals] were quickly demonized as vouchers," Diskey said. "Chairman Goodling's point of view is, 'Let's move on; let's not let that gum up the works on this whole bill.'"

Goodling also will delete a committee amendment that would have required mothers to establish the paternity of their children before enrolling in Head Start programs.

"Head Start is a very important program and this bill contains some strengthening features," said Helen Blank, director of child care for the Children's Defense Fund in Washington, D.C. "It's very important to get this bill passed and get to conference with the Senate."

The Senate already has passed a Head Start bill, S. 2206, by unanimous consent on July 27.

That measure would revise qualifications for Head Start agencies, allowing for-profit organizations to participate and giving priority to those meeting or exceeding performance standards.

Congress provided $4.34 billion for Head Start programs last year. The House spending bill would increase Head Start funding by $152.5 million, to $4.5 billion, while the Senate bill would raise it by $312 million, to $4.6 billion.■

17. Education Daily

September 10, 1998

House Staff Sees Opportunity For Few Education Measures

by William J. Cahir

Having returned from their summer recess yesterday, House education lawmakers plan to address few key issues —such as providing more funds for special education and promoting charter schools —and will skip most of the White House's school agenda this fall.

Showing a remarkable degree of agreement, Republican and Democratic aides told Education Daily this week that budget constraints, the lack of time in this legislative session and the specter of an impeachment report to Congress leaves lawmakers little chance or inclination to address President Clinton's proposals to subsidize school construction or reduce class sizes.

Today, they plan to debate H.R. 3982, a bill that would curtail bilingual education programs, a measure provoking Democratic ire.

"That it's at the top of the agenda is mind boggling," said Jim Lyons, executive director of the National Association for Bilingual Education. "Not a single education organization in the country supports it _ It may pass the House, but it certainly isn't going to pass the Senate."

A Short List

Aides said that Congress this fall is likely to approve only:

* A fiscal 1999 funding bill that would, at a minimum, increase special ed funding by about $500 million, to $5.3 billion overall; * Charter schools legislation that would direct start-up funds to states with the most charters; * A Head Start reauthorization bill that would set benchmarks for early childhood education; * A compromise plan to revise the Higher Education Act; and * A compromise bill to revise the Carl D. Perkins Vocational and Applied Technology Education Act.

Jay Diskey, spokesman for the House Education and the Workforce Committee, said Republicans also hope to come to terms with the Senate and the administration on a new childhood literacy program, but declined to predict the outcome of staff negotiations.

The House last year passed H.R. 2614, a bill that would let families use federal funds to retain reading tutors approved by school districts.

Senate Democrats and school groups, however, fear legal liability for miscreant tutors, and have not yet developed a compromise approach (ED, Aug. 19).

On another controversial front, House lawmakers intend to vote this afternoon on a bill that would curtail

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bilingual education by:

* Changing federal bilingual aid from competitive grants to formula grants to states; * Nullifying legal agreements regarding limited-English-proficient students between school districts and the **Education Department**; and * Setting a three-year time limit for students in bilingual programs (ED, May 22).

Democrats view the bill's emergence with skepticism.

"Bilingual [education legislation] is coming up on the floor, but it's not going anywhere," said one Democratic aide. "So it's essentially a message issue for Republicans."

Charter Bills

The House last November passed H.R. 2616, a measure to channel federal charter school start-up funds to states with laws allowing the most innovation (ED, Jan. 14).

The Senate's education committee has approved a bill, S. 1380, that would require charters to include their students in state- and district-wide tests, but the Senate has not yet voted on the measure (ED, July 30).

"The issue has been how to get it through the Senate without a mass of amendments," Diskey explained.

"I want smaller classes in the early grades all across America. You've got that here. We have a program that would hire 100,000 teachers in the early grades," he said. "If we hired the 100,000 teachers _ we could lower class size to an average of 18 in the early grades all across America."■

Not Likely To Pass

House Republicans were struck by Clinton's Aug. 31 appearance at a Virginia school, Diskey said, because he did not mention national tests in reading and math, two of his pet issues since early 1997.

"Why fight for it when a whole bunch of House Democrats don't like it?" Diskey asked.

The House GOP also plans to force a vote on H.R. 3248, its Dollars to the Classroom Act. The measure would consolidate 30 federal programs and send the money to states as block grants, requiring that 95 percent of the funds be used for classroom activities as defined by the governors (ED, May 7).

But Democrats positively sneer at GOP block grant plans. "That bill is just a non-starter," said the House Democratic source. "It will be vetoed _ Democrats don't want to squander money without accountability."

A Debilitated President

The Monica Lewinsky sex scandal, which has compromised President Clinton's standing within his own party, has weakened the president's negotiating power, GOP aides say.

"More than anything, it may just weaken the president's position on the education spending bills," Diskey said. Clinton has threatened to veto the House bill, H.R. 4274 (ED, July 15).

House Democrats met with the president yesterday to discuss his standing and their priorities this fall. They emerged with funereal faces.

"It was an emotional meeting," said Rep. David Bonior, D-Mich. "He wants to carry on the business of the country, but he clearly understands, I think, the deep pain he has caused his family, his colleagues, the people he works with, members of Congress and the country."

Senate lawmakers may try to pass some kind of school choice plan this month.

Senate Majority Leader Trent Lott said at a news conference yesterday that President Clinton's veto of H.R. 2646, a bill to let families earn tax-free interest for K-12 tuition, "was a tremendous disappointment."

"Stay tuned," Lott said. "You never know when one or all of these may show up again this month. We are not giving up."

President Clinton traveled to Orlando, Fla., yesterday to tout his education program.

18. Education Daily

September 10, 1998

Poorer Schools Gain In Math, Not In Reading, Study Says

by Jonathan Fox

Poor children are making steady progress in math, but a wide achievement gap still exists between high- and low-poverty schools, a new report shows.

Nine-year-olds in poor schools still trail their counterparts in well-off schools by an average of more than two grade levels in math, says a report from the **Education Department** based on data from National Assessment of Educational Progress (NAEP).

But that gap has shrunk from 28 points in 1992 to 22 points in 1996. Each grade level equals about 10 points.

The report also found that the percentage of fourth-graders in poor schools scoring at "basic" levels in math increased from 26 percent to 42 percent between 1992 and 1996.

And the number of fourth-graders in high-poverty schools scoring at "proficient" levels more than doubled during the same period, from 4 percent to 10 percent, the report said.

Reading Skills Fail To Improve

In reading, however, where the gap between high- and low-poverty schools is as wide as four grade levels, the report noted less progress on the NAEP exam.

In 1996, high-poverty students scored an average of 38 points lower than their peers in well-off schools, while the gap was as wide as 40 points in 1992, the study said.

Overall, NAEP fourth-grade reading scores remained flat between 1992 and 1996, the study said.

For purposes of the study, high-poverty schools were defined as schools with at least 75 percent of the student body eligible for free- or reduced-price student lunches.

The report found that even relatively well-off students who happened to attend a high-poverty school fared worse than well-off students in low-poverty schools.

While only 16 percent to 18 percent of all schools serve high-poverty students, those schools serve about one-third of all students in American cities. "These are the schools that need our most immediate attention,"

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Education Secretary Richard Riley said yesterday

The Clinton administration touted the report as evidence that Congress needs to pass the president's education agenda, which has faltered in the House but could fare better in the Senate.

"We cannot go strong into the 21st century if any of our children graduate without being able to read," Clinton said yesterday in Florida, where he was stumping for Lt. Gov. Buddy MacKay, the Democratic candidate for governor there.

The ED study could point to a trend of rising math aptitude, despite abysmal scores by U.S. eighth- and 12th-graders on the Third International Math and Science study, which recorded solid achievement from the nation's fourth-graders against other industrialized nations (ED, Feb. 25).

The average math score on this year's Scholastic Achievement Test (SAT) rose from 511 to 512, the highest level for the test in 27 years and seven points higher than 1994's level of 504 (ED, Sept. 2).

College Board President Donald Stewart attributed the rise for 1.2 million test takers to greater emphasis on math and science courses in the nation's high schools. But SAT verbal scores have also remained stagnant at 505.■

19. LRP Publications

September 9, 1998

Quick Passage of Education Spending Bill Unlikely

When the current fiscal year expires at the end of September, lawmakers probably won't have FY 99 funding in place, forcing Congress to stay in session longer and likely prompting a stop-gap measure to keep the government going.

Appropriators in both chambers of Congress have approved spending legislation, but lawmakers and congressional staffers said it is unlikely that either bill will garner a floor vote before October.

Senate appropriators approved a bill last week that would increase funding for **Department of Education** programs by $1.5 billion, to $30.95 billion. The House version, introduced earlier this summer, would up spending to $30.55 billion, or $1.1 billion over FY 98 levels.

"It's going to be two to three weeks at least," a House staffer said. "It is not unlikely that we will be here into the second week of October." Congress had been scheduled to adjourn by the first week of October, allowing lawmakers to campaign in their home districts for the upcoming November elections.

Sen. Ted Stevens, R-Alaska, chairman of the Senate Appropriations Committee, also suggested that it would be almost impossible for Congress to

Both versions would increase special education funding for school-age students by $500 million, to $4.3 billion, while raising overall IDEA dollars to more than $5.3 billion.

President Clinton has threatened to veto the House legislation, which does not include any funding for Clinton's education initiatives. The veto threat has prompted Senate lawmakers to draft a spending bill more attractive to the president (see D.C. Daily, Sept. 4).■

finish work on a bill by the end of September.

If Congress does not pass a spending bill prior to the end of the fiscal year, it would then have to pass a continuing resolution to ensure that vital programs are supported until an appropriations bill is approved.

"We'll probably see a [resolution] to carry us over for the first two weeks of October," the congressional staffer said.

20. CongressDaily/A.M.

09/10/98Section: EDUCATION;

Republicans To Try To Salvage Parts of Education Bill

Senate Republicans said Wednesday they will try to attach many of the education plans contained in the vetoed education savings accounts bill to other bills that come to the floor before the end of the session.

At a news conference designed to highlight President Clinton's veto of the education savings account measure, Senate Majority Leader Lott said: "Stay tuned. You don't know where one or more of these issues might show up in the next month."

While Republicans likely will not move the savings account portion of the bill, a tax provision costing $12 billion, they do plan to move other sections that did not garner much attention during the summer when the package was approved by Congress.

Those provisions include literacy funding, teacher testing and merit pay, vouchers for low-income families, and more direct federal funding for local school districts.

Senate Democrats have said they will offer their education agenda as amendments to the D.C. appropriations bill when it comes to the floor.■

LOCAL

21. San Francisco Chronicle

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September 10, 1998

S.F. Schools Get `A' from Gay Group But Oakland gets `C' in safety rating

Elaine Herscher, Chronicle Staff Writer

San Francisco public schools scored an ``A,'' but Oakland earned just a ``C'' in a national report card being released today rating the safety of schools for lesbian and gay students and staff.

The two Bay Area school districts fared better the than the national ``D'' average earned for the second year in a study by the Gay, Lesbian and Straight Education Network of New York.

The group rated 42 of the nation's largest public school districts. Aside from San Francisco, districts with an ``A'' grade were Los Angeles, San Diego, Philadelphia and Dade County, Fla.

Grades of ``D'' or ``F'' went to 20 of the 42 districts surveyed, including Orange County, Phoenix, Chicago, New Orleans, St. Louis, Cleveland, Memphis, Houston, San Antonio and Kansas City, Mo.

Studies show that gay, lesbian, biscxual and transgender young people are four times as likely to attempt suicide as their heterosexual counterparts and three times as likely to have been threatened with a weapon at school.

What may turn the tide is that gay ``It means that nearly 2 million students go to school in districts that fail,'' said Kate Frankfurt, the group's director of advocacy. ``Young people are not being prepared for the real world. Corporate America is way ahead of our education system. You can't call somebody a `faggot' in corporate America and get away with it.''

The school districts were rated on criteria that included protection of students and staff from discrimination and harassment, existence of staff training on issues that gay youths face, inclusion of gay-oriented material in the curriculum and school support for lesbian and gay student clubs.

San Francisco and Oakland were the only Bay Area districts included in the report. San Francisco rated a perfect score, with all six criteria in place. Oakland got its ``C'' because although it has written protections based on sexual orientation, it has no district- wide harassment victims are suing their school districts and winning, Frankfurt said.

``We try to educate the educators themselves,'' Frankfurt said. ``If they don't understand it on a human level, we have to address it on a legal level.''

Last week, a jury awarded $220,000 to a 17-year-old girl from Louisville, Ky., finding that her school had acted with ``deliberate indifference'' to fellow students'' taunts of ``lezzie'' and assaults, including an attempted rape.

Two years ago, a Wisconsin high school student won $90■

training, curriculum or explicit support for gay student clubs.

Barry Chersky, chairman of the Oakland's school district's sexual orientation task force, told the group that he was ``very encouraged'' by the progress the district has made.

A sexual harassment training guide for students that covers anti- gay behavior is one improvement in the pipeline, said Oakland district spokeswoman Sue Piper.

``We're not there yet,'' Piper said ``But I think we're on the way, and that's why I think we deserve better than a `C.' ''

The report, called ``Grading Our Schools,'' is being released today at a press conference in New York. It was endorsed by the American Federation of Teachers, the National Education Association and the National Association of School Psychologists.

22. Sacramento Bee

September 10, 1998

Schools losing tolerance for anti-gay harassment

By Robert D. Dávila Bee Staff Writer

Two trends in society are awakening school officials nationwide to anti-gay harassment on campus and offering hope to students who feel unsafe in the classroom, according to youth advocates, teachers and civil rights lawyers.

One change is at work in the law. In 1996, Jamie Nabozny of Ashland, Wis., won almost $1 million after a federal jury found school officials liable for not protecting him from anti-gay abuse ranging from epithets to brutal assaults. The landmark case set a constitutional precedent requiring schools to treat sexual-orientation harassment — whether victims are gay or straight — the same as other illegal discrimination.

Since then, cases alleging anti-gay harassment have been brought against schools in California, Florida, Illinois, New Jersey and Washington. A suit filed recently in Sacramento alleges Folsom officials ignored complaints from a middle school student for two years. New federal education rules also are forcing administrators to take the issue seriously.

"There's no stopping parents once they feel empowered to protect their children," said attorney David S. Buckel of Lambda Legal Defense and Education Fund Inc., which represented Nabozny.

Another trend is among youth. Encouraged by positive mainstream portrayals of gays, many are openly acknowledging their homosexual orientation at an earlier age than previous generations. As more teenagers come out, they are less willing to suffer in silence.

Young people have formed Gay-Straight Alliances to promote campus tolerance and safety at more than 400 high schools nationwide. The first GSA in Sacramento met last spring at Sacramento High School but folded after the faculty adviser left.

The only other GSA in the region

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began meeting last month at Oak Ridge High School in El Dorado Hills.

"It's their generation that's going to make the real changes," said Eric Heins of the gay and lesbian caucus in the California Teachers Association. "We can make it safer for adults today, but it's their generation and maybe the generation after them that will make it better for all gays and lesbians."

They're winning support from straight people who say anti-gay abuse is a safety issue for all students because many — regardless of sexual orientation — are picked on just because they don't belong to common cliques.

The local chapter of the Gay, Lesbian and Straight Education Network is hosting a public forum on age-sensitive ways to discuss sexual orientation in schools at 6:30 p.m. Wednesday at Trinity Cathedral, 2620 Capitol Ave.

Harassment of children who are gay or presumed gay is hard to quantify, because no school districts or civil rights groups collect data. But research indicates the attitudes behind it are very real.

A 1993 study by the American Association of University Women found the worst type of sexual

"This is something that only in the last 10 years has become part of the conversation," said Floyd Andrus, chief for discrimination complaints in Folsom Cordova Unified School District. "We're just getting there in our society."

Administrators' hands increasingly are being forced by the law. A key federal statute is the Title IX education provision of 1972, which forbids discrimination in schools receiving federal money.

Last year, the **U.S. Department of Education** for the first time spelled out that Title IX covers "gay or lesbian students." In the first complaint filed under the new text, officials in Fayetteville, Ark., agreed in June to provide more protection for students from anti-gay harassment.

Meanwhile, more young people are going to court. Last month, officials of a Pacifica school district in San Mateo County settled a suit filed by a harassment for students is "being called gay." It said 86 percent of students would rather be targeted any other way — including getting hit — than called gay.

Last month, a study of almost 500 college students by psychologist Karen Franklin of Washington state found 10 percent admitted violence or threats against men or women perceived as gay. Another 24 percent admitted to anti-gay name-calling.

Examples of intolerance are not hard to find.

At Oak Ridge High School, a group of football players hanging out before practice shouted taunts at skittish teenagers walking to the first GSA meeting Aug. 27.

Even so, about 45 gay and straight students filled the portable classroom near the gym, more than organizers expected. Chatting and laughing with friends, many nervously eyed the door each time a visitor arrived.

Some participants said they were harassed at school and rejected at home because they are gay or might be gay. Others reported negative comments about the GSA from classmates and teachers. A straight boy said he almost got into a fight at lunch standing up for a gay friend.

12-year-old boy with an agreement to provide staff training and crack down on anti-gay harassment.

In Louisville, Ky., a federal jury ordered administrators last Friday to pay $220,000 to a 17-year-old girl for failing to stop abuse that included anti-gay slurs. The case was significant because it was the first that required the victim to prove officials acted with "deliberate indifference," a tough standard for Title IX suits set by the U.S. Supreme Court in June.

In July, a Folsom woman filed a federal suit alleging principals and teachers at Folsom Middle School refused to protect her son from abuse over two years.

The complaint says classmates called the youth anti-gay names, assaulted him, vandalized his bike and threw urine-soaked toilet paper at him. One bully punched him in the head, aggravating a ruptured eardrum, the suit

"I don't think I have ever attended a day at this high school without hearing an anti-homosexual slur," said club founder Greg Vander Pol, a senior.

Oak Ridge Principal Jim Fraysier acknowledged the GSA might stir controversy but said he supports the club's goal of promoting tolerance. Asked if anti-gay harassment was a problem, he said, "It's not so pervasive that it comes to my attention, but it's more pervasive than we think."

Nationwide, efforts are under way to change youth attitudes that foster anti-gay abuse. In 1993, Massachusetts became the first state to ban sexual-orientation bias in schools and set up a statewide program to eradicate it. Connecticut and Wisconsin have similar education code provisions.

But laws offer little protection for students who complain if teachers and principals don't take anti-gay slurs as seriously as racial slurs, said national GLSEN spokeswoman Kate Frankfurt.

While California school districts forbid sexual harassment generally, several Sacramento-area teachers said more training on sexual orientation is needed. The issue of anti-gay harassment is relatively new for schools, where homosexuality is a very sensitive subject for discussion.
says.

When the boy's mother complained to school officials, "They would say that at this age group, kids just call each other names, or that it's normal for this age group to harass kids," she said. "But it's not normal. It's giving them a license to say hurtful things."

Her son, a 14-year-old freshman who is studying at home this fall, thinks he was targeted because he is a "nerd." The quiet teenager is an honor student who excels at math and computers and recently began working for a software firm.

"I could never concentrate in class," he said. "Kids would start calling me 'gay,' and the teacher wouldn't do anything about it. I'd start thinking, 'OK, is someone going to come beat me up now?' "■

23. Miami Herald

September 10, 1998

Dade schools get `A' for safety of gay kids

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Group ranks educators nationwide

By JODI MAILANDER FARRELL
Herald Staff Writer

Miami-Dade County Public Schools is one of only eight school systems in the nation to earn an A for protecting gay and lesbian students in a report card released today by a group dedicated to ending anti-gay bias in schools.

Schools here received high marks for a board policy that forbids discrimination against gay and lesbian students and teachers. They also were applauded for providing awareness training for teachers, as well as counseling and clubs for gay and lesbian students.

By contrast, more than half of the 42 large school districts in the country received failing grades from the Gay, Lesbian, and Straight Education Network (GLSEN), based in New York.

``Our big issue is safety," said Edda Cimino, a retired Dade teacher who co-chairs GLSEN in South Florida. ``These students have a right to learn in a safe environment. If they don't feel safe, they won't learn."

Broward County earned a B from the group. Broward's school district has a policy protecting students from discrimination based on sexual orientation, but it doesn't provide teacher training on the issue. Broward also was marked down for not having a curriculum that includes accurate information about gays and lesbians, and their contributions to history, health and other subjects.

The four other Florida school systems included in the report — Hillsborough, Orange, Palm Beach and Fulton counties — were given F's for their treatment of gay and lesbian students.

In addition to Dade, the other school districts that received A grades were: Los Angeles, San Diego, San Francisco, Philadelphia, Denver, Boston and Seattle.

About 300 to 400 of Dade's 83,000 high school students are openly gay, at least with some of their friends or within small circles in their schools, according to estimates from local GLSEN members.

Guidance counselors at 22 of the 31 high schools in Dade last year offered support groups for gay and lesbian students, Cimino said. Gay and straight students at five high schools formed clubs.

GLSEN's South Florida group has provided training for about 300 Dade teachers in the past two years. The for-credit, one-day classes feature talks by gay and lesbian students, the history of the gay movement and discussions about the school district's policies that deal with sexual orientation.

The group also distributed a documentary — Reaching Out to Lesbian, Gay and Bisexual Youths — with study guides to guidance counselors last school year.

While applauding Dade's efforts, local GLSEN members also say the school district has a long way to go. The group wants the voluntary training to be mandatory for teachers and security monitors.

``Everything is relative," Cimino said. ``If you're going to put it on a normal scale of what we should have, we're a D-. But when we're compared to what's going on in other school districts, we're an A."

GLSEN cites national statistics that claim a typical high school student hears anti-gay slurs as often as 26 times a day. About 19 percent of gay and lesbian students suffer physical attacks associated with sexual orientation. When this occurs, faculty will intervene

This is the second report card from GLSEN, which started grading schools after a 1996 landmark court decision in which a Wisconsin high school student won $900,000 in punitive damages against his school district because of the school's failure to protect him.■

24. San Diego Union Tribune

September 10, 1998

Parents upset by size of classes

3rd-graders affected at 5 of 21 schools

By Christie Ritter STAFF WRITER

EL CAJON — The benefits of smaller classes are obvious, and should be shared by all, say some teachers and parents who have gotten a taste of it.

Children get more attention in small groups. Teachers are better able to track student progress.

"Everyone at this campus believes firmly that class-size reduction works," said Becky Taylor, a third-grade teacher at Rancho San Diego School. "We've seen it for ourselves at kindergarten and grade levels one and two."

It's these beliefs that have parents of students at five Cajon Valley Union School District campuses riled up, since their children are the only third-graders in the district enrolled in classes of up to 32 students.

As second-graders last year, the kids were in classes with a 20-to-1 student-to-teacher ratio. Parents expected that their children would benefit from small classes again this year.

A lack of space is the reason that five of the district's 21 elementary schools haven't reduced class sizes in third grade, said Superintendent Marge Dean.

The state reimburses school districts for the cost of extra teachers for class-size reduction, but so far, there has been no money for extra rooms required at Cajon Valley schools.

Parents of students at the five

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schools — Blossom Valley, Fuerte, W.D. Hall, Meridian and Rancho San Diego — have pleaded with district administrators and the school board to do whatever it takes to reduce class sizes this year, whether the state reimburses the cost or not.

At some schools, auditoriums have been turned into classrooms. Not everyone is convinced that using multipurpose rooms as classrooms for third-graders is the best option.

"We did discuss the problem and the faculty is torn. We would love to have class-size reduction for third grade, but the multipurpose room is used by a population of 550 kids," said Taylor.

Among the options that would reduce the class sizes without taking away learning space are leasing or buying portable classrooms, and hiring more teachers or classroom aides.

"The cost of a portable is insignificant compared to the benefit," said Kate Coyne, whose son is a third-grader at Fuerte School.

About 25 parents cheered as she set forth the parents' demands at a board meeting Tuesday. After hearing their pleas, trustees agreed to return to the issue at their next meeting, Sept. 22.

In 1996, the district began implementing the state's class-size reduction in kindergarten through second grade. In February, it was expanded to third grade by putting two teachers in a classroom during the morning.

Leah Inniss, whose daughter goes to Fuerte School, said transfer students are also impacting the space shortage at the campus.

"I believe it's unfair for the district to say, you folks out there who have space can do it," Inniss said.

She said the district should keep a promise made last year to expand class-size reduction to third grade at all schools. Dean said the vote was contingent upon legislation that would provide funding for buildings.

The funds haven't come, however.

"We want to pursue every possibility" to reduce class sizes, Dean said. "There is great value in it. We are committed to providing it wherever possible."■

25. Austin American Statesman

September 10, 1998

State board debates issue of TAAS test

While Bush wants to raise importance of test, GOP faction on education board questions its validity

By A. Phillips Brooks
American-Statesman Capitol Staff

State Board of Education members

"I have questions about the validity of the assessment program in Texas," said board member David Bradley, R-Beaumont, "There is a potential for fraud, and the reason is there is way too much pressure being put on teachers and administrators."

Such concerns potentially are embarrassing for Texas Education Commissioner Mike Moses, who defends the Texas Assessment of Academic Skills as a valuable tool in determining whether students are performing adequately in reading, writing and math.

Questions concerning TAAS also pose a political dilemma for Gov. George W. Bush, who appointed Moses. The state board's GOP majority is questioning the test as Bush is pushing a plan to use it as the final arbiter of who gets promoted in some grades.

The TAAS was mandated by state lawmakers. It would be up to them to make any major changes in it. State Board of Education members could recommend and lobby for changes when the Legislature convenes in

who believe the state's high-stakes achievement test pressures schools into cheating or fudging will take aim at the January.

Under the Bush plan, third-graders would not be promoted if they did not pass the reading portion of the TAAS, and fifth- and eighth-graders would not be promoted if they did not pass all sections. Bush pitches his proposal as the best way to end social promotions.

Students in grades three to eight are required to take the TAAS, which measures basic skills in reading, writing and mathematics. High school students beginning in grade 10 must pass an exit TAAS to receive their diplomas.

Bush's plan has divided the education community. While most teachers and administrators agree on the concept of ending social promotions — passing failing students to the next grade to keep them with their peers — they disagree over whether promotion should hinge on a single test.

The state's two largest teachers organizations have taken opposing positions: The Texas State Teachers Association opposes Bush's plan, while the Association of Texas Professional Educators has given it tentative approval.

exam today.

As Bush is calling for enhancing TAAS, some Republican education board members are calling for legislation to diminish it in Texas classrooms.

"I do not have the same faith in the TAAS that the governor has," said Bob Offutt, R-San Antonio. "I cannot support his plan."

Instead, Offutt wants the board to propose a bill in 1999 allowing local districts to decide which exam — TAAS or another, such as the Stanford Achievement test or the Iowa Test of Basic Skills — to use to assess their students or decide promotions.

This year, record passing scores on the TAAS won Texas schools rave reviews here and elsewhere. The Texas Education Agency rates schools as exemplary, recognized, acceptable or low-performing based largely on TAAS test scores.

About 77 percent of all students passed the TAAS. The high passage rate resulted in a record low number of schools rated low-performing and record high number of schools and districts receiving high marks. Bush is

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using that dividend in his re-election campaign and could tout the results if he makes a presidential bid in 2000.

Against that backdrop, some board members today will take on the TAAS.

Specifically, they note the Houston Independent School District is investigating whether school officials changed answers on TAAS exams to improve scores. The allegation, reported to the TEA, stems from a high number of erasures on TAAS exams in one school, said TEA spokeswoman Debbie Graves Ratcliffe.

Also, a study publicized earlier this year will be used to question whether some school districts — which exempted 50 percent or more of their students and received high marks from the state — are attempting to weed out poor test-takers.

The study was conducted by University of Houston professor Laurence A. Toenjes and education consultant Darvin Winick. It showed wide variances in exemptions among school districts statewide.

For instance, the Houston district tested 58 percent of its elementary students for accountability purposes last year, and the Spring Branch district tested only 55 percent.

Some districts rated exemplary exempted a third of their students, the study found.

State law allows districts to exempt students if they are classified as in special education or limited-English speaking.

Such practices raised renewed scrutiny on the use of exemptions and the value of state ratings, some board members said.

Despite those problems, Michael Hinojosa, superintendent of the Hays Consolidated School District in Buda, says the TAAS has boosted student performance in Hays schools and he intends to tell board members that today.

"We have seen some amazing success stories among minority and poor students because everyone is held accountable," Hinojosa said.■

26. Columbia (S.C.) State

September 10, 1998

Test scores continue to decrease

By ALAN RICHARD Staff Writer

Girls scored higher in reading and writing. Boys scored higher in science. The disparity between the scores of black and white students remained wide. And this state has an uphill climb to help more children master basic skills.

Educators say those are the trends in this year's Basic Skills Assessment Program, or BSAP, test results — trends that refuse to die even as South Carolina pushes to lift schools toward success.

Girls beat the boys, 83 percent to 71 percent, on the BSAP writing test this year. Boys had a slight edge in science, 54 percent to 52 percent.

Principal Tom Smith said he sees those academic differences in girls and boys every day at Springdale Elementary School in Lexington District 2.

"I don't have an explanation for that, other than that in our enlightened society we still expect boys to explore and make and do, and we tend to expect

University of South Carolina Professor Lorin Anderson has studied results of the BSAP for more than a decade.

He said BSAP scores are generally down since the 1980s — which means fewer students are showing they know basic skills in math, reading, writing and science.

For example, 84 percent of girls to choose activities which are quieter," Smith said.

Another not-so-new trend is the disparity in test scores between black and white students.

Statewide this year, about three of 10 black students passed the science portion of the BSAP compared with 6 of 10 white students. Fewer than half of black male sixth-graders passed the BSAP writing test compared to 76 percent of white males.

Black males also scored lower than 10th-graders statewide passed the BSAP math test in 1990 — a record high.

This year, only 75 percent passed, representing a 9-pointdrop in eight years. "That's a lot of kids," Anderson said.

What hasn't changed are the differences in scores among girls and boys, and among racial groups, Anderson said.

black females in nearly every subject and grade. Fifty-six percent of black males passed the eighth-grade writing test compared with 72 percent of black females.

Not all minority students perform poorly on the BSAP or other tests.

About half of Richland District 2's students in northeast Columbia are black, and the district is among the state's leaders in test scores. About half of Clarendon District 3's students are black, and the district had the s■

27. Columbia (S.C.) State

September 10, 1998

Teachers balk at Beasley's plan to tie raises to test scores

By KAREN E. YORK and
LORI D. ROBERTS

Some veteran educators question new standards Gov. David Beasley has proposed for South Carolina teachers.

Others are simply insulted.

Enter Barbara Thomson, an English teacher at Richland Northeast High School who has taught nearly 30 years.

She said she took the National Teaching Exam in 1963 and scored an A.

"To say teachers like me need to go back and take another . test to qualify for a raise, to tell the truth, is insulting,"

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she said.

"I'm a cum laude graduate of Winthrop, Phi Beta Kappa, with a master's in teaching and writing from Columbia College and almost 30 years of proven excellence in the classroom.

"It does not sit well."

Beasley on Tuesday outlined his nine-point plan for improving schools, including toughening teacher certification standards.

Under Beasley's proposal:

New teachers would be required to score better than half of all the people taking the PRAXIS II national teacher exam to be certified.

Current teachers who volunteer to take the test and score above the 50th percentile would get a salary increase at the national average, about an extra $6,000 a year.

Teachers who don't meet the new standard would be put on a three-year "professional development plan" under their principals' supervision.

Beasley, in outlining his plan, said the aim is to see that there are quality teachers in South Carolina's public school classrooms.

But some teachers say using a test to measure teaching skills and using their scores to determine whether they get more money is not the way to do that.

"There are people who can pass any test you give them, but that doesn't mean they can get the most out of their students," said Melodie Sharpe, a chemistry and physics teacher at Swansea High School.

Mazie G. Lewis, president of the Richland County Education Association, is a music teacher at Hyatt Park Elementary School who's in her 28th year of teaching.

She said mediocre teachers could score higher on the PRAXIS II exam than teachers who are more effective in the classroom.

"There's just no way anybody can convince me that just because somebody scores super-high on a test that that's going to make them a super teacher," she said.

Lewis said the governor's proposal, if approved by legislators, would be a "colossal step backward" to the days when teachers were paid on the basis of how they scored on the National Teaching Exam.

Mary Greene, director of government relations for the 20,000-member South Carolina Education Association, said the PRAXIS II is for beginning teachers.

"It's not a test designed to measure competency in experienced teachers," she said.

"I don't think you can have a test on one day to determine whether a teacher's doing a good job or not. The best way, I think, to improve teaching is professional development programs."

Richland Northeast's Thomson said recruiting good teachers and measuring the effectiveness of their classroom performance are complicated issues with no quick fix.

"I'm fully in compliance and believe that we need to attract and keep the very best and the brightest people we can in teaching," Thomson said. "I'm still not convinced that a single paper-and-pencil test will tell you whether I'm an effective teacher in the classroom."■

28. Detroit Free Press

September 10, 1998

Suit charges bias at Wayne State

Medical school gives advantage primarily to blacks, man says

BY PEGGY WALSH-SARNECKI
Free Press Education Writer

Less than one year after the University of Michigan was hit with two anti-affirmative action lawsuits, a similar suit has been filed against Wayne State University's School of Medicine.

The Wayne State lawsuit, filed Aug. 14, targets WSU's Post Baccalaureate Program. The program is designed to open the door to the medical school to disadvantaged students whose grades or test scores, in the university's view, may not accurately reflect their abilities.

The plaintiff, Nicolas Lorenzini of Grosse Pointe Farms, alleges the medical school program is primarily offered to black students, and therefore discriminates against others who are also minorities.

"I just think there's this secret quota they have to have," said Lorenzini, who is Hispanic. "When you apply to med school, you hear it all the time — if you're a white male, you have a much harder time getting in."

Lorenzini said Wayne State should either open the programs to all minorities, no matter what their income, or the medical school should allow all disadvantaged students to apply to the Post Baccalaureate Program, no matter what their race.

Of the 16 students admitted this year, 10 were black, said university general counsel Louis Lessem.

"No student of any race, coming from Mr. Lorenzini's socioeconomic background, was admitted to the program," he said. Lorenzini's father is a retired plastic surgeon; the family lives on Provencal Road in Grosse Pointe Farms, a gated street where homes cost up to $1 million.

The U-M lawsuits charge discrimination in admissions to the law school and undergraduate College of Literature, Arts and Science by denying admission to white applicants while admitting minorities with lower grade point averages or test scores.

The U-M lawsuits are federal cases. The WSU case, which is based on the state's civil rights law, broadens the attack on affirmative action in Michigan to both the state and federal civil rights laws.

The issue is now under a "two-pronged attack," said Godfrey Dillard, lead counsel for a coalition of minority interest groups seeking to participate in the U-M lawsuits.

"What you see is the majority and white students attempting to squeeze out the true minority and the true disadvantaged students," he said.

"That means there are structural or institutional barriers to black, minority or disadvantaged persons in the system, so there has to be structural responses to it," Dillard said.

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Dillard said the state courts have been fairly liberal in interpreting affirmative action and civil rights cases.

Lorenzini was born in this country, but both of his parents are from Argentina. After graduating from Grosse Pointe South High School in 1991, he received a bachelor's degree in management and economics from Houston's Rice University, which he attended on a tennis scholarship.

This summer he completed a master's degree in biochemistry, with an emphasis on biotechnology at Georgetown University in Washington. He said he had a B average.

Last January, Wayne State University denied Lorenzini admission to the medical school. He then asked to be selected by the university for the Post Baccalaureate Program. Lorenzini based his request on the fact that he is Hispanic and that English is not his first language. "I'm disadvantaged on the verbal part of standardized tests," he said.

Wayne State denied him admission again, saying he didn't qualify as disadvantaged.

"You have to look a little bit deeper than skin color or financial status," Lorenzini said of determining admission.

Students do not apply for the Post Baccalaureate Program, a university spokesman said. The university selects students from among those who are not offered regular admission to the medical school, Lorenzini said.

The latest affirmative action lawsuit against a Michigan university is one more indication of how strongly people feel about race-based affirmative action.

"I think what happens is this helps us to realize the quality, the value of higher education for people," said Michael Nettles, a U-M education professor and director of the Patterson Institute, the research arm of the NAACP. "It shows us how valuable access is because people are willing to fight this hard for it."

Michigan is not the only state where affirmative action is being challenged in the courts. The University of Washington's law school is facing a similar lawsuit. In 1996, a Texas appeals court sided with affirmative-action opponents challenging the University of Texas law school's admissions practices, leading to a ruling that eliminated these programs in Texas, Louisiana and Mississippi.

As for Lorenzini, he is uncomfortable with the notoriety his lawsuit is likely to bring. "I know this is a touchy subject," he said. "I was afraid I'd be called a bigot."

"But this is something that has to be worked out for future applicants."■

29. Richmond Times Dispatch

September 10, 1998

Return billions to citizens

He also spoke softly on higher education

BY MICHAEL HARDY
Times-Dispatch Staff Writer

Gov. Jim Gilmore yesterday pledged to return billions of tax dollars to Virginians so they can better themselves through expanded opportunities in areas from the economy to education.

Savoring his singular legislative achievement of car-tax relief, the Republican said "the people's tax cut" represented a change in government that for too long sought to tax Virginians to the hilt so politicians could spend the cash as they saw fit.

"We are empowering people to be free, not to be directed [by government], and to equip people so they can do best," he said at a meeting of top administration officials.

Despite critics who have ridiculed the relatively small car-tax refunds this year, Gilmore claimed that average Virginians welcome the change from the old government-knows-best approach that dominated the state Capitol under one-party Democratic rule.

"Virginians are saying they've never seen government giving something back and that government doesn't have to have it all," Gilmore said.

"The philosophy of this administration rests on people, not special interests," he reminded the officials. "You are the soldiers as we move ahead to the 21st century" of governance that trusts people.

He made the remarks during a luncheon speech to about 250 top agency officials who attended an all-day, closed-door workshop at the Richmond Marriott. Except for the speech, reporters were excluded from the meeting dubbed the "Governor's Executive Leadership Workshop."

In the address mixing philosophy and partisanship, Gilmore also appeared to extend an olive branch to higher education. He has upset some colleges and universities by appointing a high-profile commission to probe the finances and operations of higher education.

While explaining that the public institutions must be accountable to taxpayers and private contributors, Gilmore interrupted his speech to single out for praise the accomplishments of the University of Virginia and the College of William and Mary.

He even asked Timothy J. Sullivan, Williamand Mary's president who attended the workshop, to stand and be recognized at the gathering.

Later, in an interview, Sullivan, too, sounded conciliatory. "It was very thoughtful of the governor and it was a thoughtful speech," he said. "The governor has been consistently thoughtful about higher education and asked the appropriate questions," said Sullivan. He agreed with the governor that colleges must answer to the people of Virginia.

Gilmore, who has worried the presidents and other legislative supporters of higher education, told reporters that the institutions' "expenditures ought to be known," including those of their private foundations. "College presidents are public servants."

If Gilmore spoke softly on higher education, he carried a big stick against the General Assembly.

He accused the assembly, roughly

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evenly divided between Democrats and Republicans, of lacking the fiscal discipline to make difficult choices to return money and power to Virginians. Some say that if other needs arise or if the economy plummets, "then the tax cut has to go," he said.

"It's as if the people are the last in and the last out," argued Gilmore.

Gilmore's spokesman said his boss would stay the course, even if the state's economy tumbled. "If the economy were to take a downturn and no one is predicting one," Mark A. Miner said, "the taxpayers should not be the first ones to be swept under the carpet."

This year's refund is 12.5 percent and will grow until the levy's abolition in 2002, when the cost is estimated to be almost $1 billion a year to the state.

"Changes are very difficult," said Gilmore, explaining that the state, after more than a century of one-party rule, is finally emerging "from the 19th century in terms of the political power of the state.

"Now we have a two-party democracy" and people can make choices, he said.

Miner defended the closed-door workshops as a chance for administration officials to be briefed on the operations of the governor's office and the administration's priorities, from job creation to tax relief.

"We have an open door policy . . . The Gilmore administration is always open to the press."■

30. Baltimore Sun

September 10, 1998

City scores show reforms need time, school officials say

By Liz Bowie and
Stephen Henderson Sun Staff

At first glance, the most recent test scores from Baltimore's elementary schools look like the vital signs of a patient in intensive care.

Thousands of the city's public school students progressed only a few months in their 180 days, and many schools seemed to slump in the second grade.

The results for some grades so depressed school board President J. Tyson Tildon that he remarked: "I want to cry."

But take a closer look, some experts said yesterday, and the patient's vital signs may not be critical. The medicine — the most recent reforms at schools this fall — have not had time to take effect. And, the long-term prognosis is far from clear.

"I always used to shudder when the board would talk about great change, and in reality, all we were doing was stabilizing the patient," said Robert E. Schiller, the system's interim schools chief who shepherded the school system through its initial year of reform.

Schiller, who has returned to Florida, said yesterday he wouldn't expect to see much change in test scores because only a few reforms started last fall.

"If we're having this conversation a year from now, I'd be really worried," he said.

City schools released the results of standardized tests yesterday given in the fall and the spring which showed the average student fell far below his peers across the nation.

First-graders, while gaining eight months of learning in nine months, still were growing far more slowly than most first-graders nationwide. By fifth grade, students were reading at a third-grade level. Math results were slightly better but not significantly.

Beyond those system-wide scores were some interesting sidelights.

Of the schools that ranked in the top 20, six had been put on a list of failing schools by the state, said Zelda Holcomb, chief of assessment in the city schools. "We should look at those schools and find out what they are doing and account for that achievement," she said.

Two of those schools are Barclay Elementary and Carter G. Woodson Elementary, which made significant gains after using the Calvert School curriculum for several years.

Woodson first-graders, for instance, gained a year and a half in academic achievement compared with just under a year for the average city student. Compared with others nationwide, Woodson first-graders were in the 46th percentile.

Meanwhile, fifth-graders in Woodson — students who have not had

the benefit of the Calvert curriculum — scored in the sixth percentile and appeared to lose ground between fall and spring.

Barclay students, too, showed solid gains. And a third school — New Song Academy, which opened last fall — is using the Calvert School curriculum and had first-graders who posted some of the highest scores in the city.

Calvert, a private school in Baltimore, has a curriculum that has been around since 1907 and stresses the basics. It tries to ensure that students master each lesson in its entirety before moving on.

"It's just a very solid program. It just works. It is being committed to the idea that every moment of the day counts, every piece of instruction counts," said Merrill Hall, headmaster of the school.

Until recently, Calvert's board of trustees had been reluctant to allow its program to be used in other city schools even though the Abell Foundation funded the project at Barclay and Woodson schools for years.

"We are very leery of being cast as a school that can correct the education problem out there," Hall said. "We are probably no better [at] running a school system of 60,000 children than anyone else."

On the other hand, he said, the school felt it could not ignore the requests of schools that asked to buy the materials. So Calvert decided this year to sell the materials and curriculum to Payne Memorial Outreach, a nonprofit group of Payne Memorial African Methodist Episcopal Church, which recently took over Calloway Elementary School.

Other city schools that have embarked on a similarly ambitious and back-to-basics curriculum have not seen the same success.

Six city schools where a program called Direct Instruction was implemented showed progress no better than that of other average city children. Holcomb said, however, that school officials must compare each Direct Instruction school to a city school that has students like theirs before

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conclusions can be drawn.

Using Calvert's teaching method should prove to school officials that staying the course may be the best policy, according to two Johns Hopkins University researchers.

"You have a relatively mature reform in those places. They know what they are doing. They have had time to implement it," said Sam Stringfield, a research scientist who has followed the Barclay and Woodson schools' progress for the eight years since Calvert's teaching method was instituted.

At Direct Instruction schools, Hall

He said yesterday: "There was not the growth expected based on the number of months of instruction. It was a disappointment that it didn't grow as said, reformers attempt to train a staff, adjust a curriculum and put it in place all at once. Of course, he said, it will take longer.

In addition, Stringfield said, nearly every elementary school teacher in the system was retrained this summer to teach students in a new way — using phonics — and with a new curriculum and textbook series. "You wouldn't expect to see dramatic improvements in the system next year, because nearly every teacher is using a new curriculum," he said.

But, too often, public officials get much as had been anticipated."

And he added that he will be disturbed next year if the results are similar.

impatient to see some transformation in a system in a couple years, some say.

"They expect miracles in a short period of time, and when the miracle isn't forthcoming, they say, 'Let's try the next miracle,' " said Robert Slavin, the founder of Success for All, a national school reform program launched in Baltimore 11 years ago and now in more than 1,100 schools nationwide.

And yet, Robert Booker, Baltimore's new school chief executive officer, realizes that the reform begun in the city in June 1997 will soon be held up to scrutiny.

"And if there's not growth there, measurable growth, it means we've got to go back and revisit our master plan."■

31. New York Post

September 10, 1998

CITY'S CLASS ACT GETS UNDER WAY

By SUSAN EDELMAN and
TOM TOPOUSIS

City schools opened without major glitches yesterday for 1.1 million kids - from frightened 4-year-olds clutching teddy bears to swaggering seniors puffing cigarettes.

All in all, it's a good opening, It's pretty tight, said Chancellor Rudy Crew as he wound up a borough-by-borough tour that included some of the city's most unusual and successful elementary schools.

The first day was almost too quiet, said the chancellor.

I don't want anybody to think they can't tell me about problems. he said, listing overcrowding, rundown buildings, more than 200 teacher vacancies and a long-overdue contract for principals among his immediate headaches.

Crew said he was impressed by the advance preparation that let teachers plunge into their first lessons.

He was also impressed by kids like 8-year-old Theo Dentchev at the Children's School in Brooklyn, a unique elementary school that mixes physically- and learning-disabled students in classes with gifted and general-education kids.

When Crew asked hopefully, Did you read this summer? the third-grader whipped out a list of 45 books he had devoured. I started "Robinson Crusoe,' but I didn't have time to finish it, the curly-haired boy said.

The chancellor didn't visit any high schools - which held no classes yesterday, with only programs and subway passes handed out.

At mammoth Franklin K. Lane HS on the Brooklyn-Queens border - with almost 4,000 students - cops and school-safety officers were busy moving along swarms of boisterous kids.

Let's go! You're finished for the day - go home! a hoarse-voiced safety officer shouted at a crowd of youths loitering in front of the school, which was littered with trash and empty bottles.

Feeling like a shrimp, 4-foot-7 freshman Anthony Solis, 14, admitted some terror passing through airport-style metal detectors to walk halls filled with all the gangs.

I was walking around with my head down - I didn't want anybody to see my face, he said.

But nothing bad happened.

It's not that scary, he concluded.

Viviana Ramos, who is repeating the ninth grade, said she is ready to buckle down in her studies.

Last year I cut classes a lot, so I got held back, Viviana said. My future's gonna look pretty bad if I get left back again.

Under tougher state standards, her class is the first that must pass Regents exams in four subjects - English, math, American history and world history - to graduate from high school.

Principals and superintendents of low-performing schools are also struggling to meet higher standards.

At PS 43 in the South Bronx, administrators are hoping to finally get off the state's dreaded SURR (Schools under Registration Review) list - which includes 94 city schools threatened with closure unless they show steady improvement.

Have you heard anything? Please call us right away, District 7 Superintendent Edna Vega asked Crew during his visit.

The school - largely Latino in one of the poorest neighborhoods in the city - has made strides. Last year, 32.8 percent of third- to sixth-graders read at or above grade level, up from 24.3 percent in 1996.

We don't have one bookstore in The Bronx - and just two libraries open part-time, Vega said of the literacy challenge faced by the largely immigrant district.

PS 33 not only teaches kids, but holds classes to help their parents earn a General Equivalency Degree - and to train them to read with their children.

Mayor Giuliani joined Crew at the Family Academy, an alternative school in Harlem that Crew sees as a model for the future.

The school, run with the help of private donations, has an 11-month

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school year and a school day that lasts until 5 p.m. The kids wear gray plaid-and-maroon-colored uniforms.■

32. New York Daily News

September 10, 1998

There's Room For Improvement

By ALISON GENDAR,
NANCIE L. KATZ and
JOANNE WASSERMAN
Daily News Staff Writers

City schools opened yesterday with fewer new students than previous years — but with overcrowded classrooms still a major problem in all five boroughs.

Schools Chancellor Rudy Crew chose to spend the day in some of the system's showcase schools, stopping off at several where test scores have improved dramatically.

But around the city, many parents still worried about the quality of their children's education — and their safety.

At Franklin K. Lane High School in Woodhaven, Queens, Anna Monge worried as she waited for her son, Anthony Solis, 14, to finish his first day.

Monge said she believed Lane was a "rough" school and wanted to transfer her son out. "I hear there are gangs and slicings here," she said.

Crew's first stop was Public School 372, the Children's School, where mainstream and special-education students share the same classes.

Smaller classes, team teaching and a caring atmosphere make the Children's School — the city's model of "inclusion" classes — in high demand.

Crew said he "continued to be concerned" that some districts remain "woefully overcrowded."

Although the school system grew by only 5,000 students — far fewer than in years past — pockets of overcrowding persist.

At PS 135 in Middle Village, Queens, PTA member Anthony Brown echoed Crew's concern.

"Space, we need space," Brown said. "The academics are strong here. We just need the room."

Eight years ago, only 40.8% of the students at PS 135 read at or above grade level. That figure has risen to 65.7% today, according to staff members.

That's no small accomplishment in a building where officials last year had to start serving lunch at 9:40 a.m. to accommodate all 1,300 students in a building meant for 1,000.

At PS 13 in Rosebank, Staten Island, third, fourth and fifth-grade classes all have 30 students enrolled — and only one teacher per class.

Principal Marcia Gaor told Crew the school was built to hold 525 children, but enrolls 650.

At Middle School 142 in the northeast Bronx, 200 elementary school students from PS 111 are stuffed in basement classrooms because a minischool was not completed on time. Another five classes of middle-schoolers are being taught in 142's library, making it off-limits for book borrowers.

District officials believe the minischool will be completed in January.■

33. Boston Globe

September 10, 1998

These students urged to act out

At new performing arts school, stage is set for creative learning

By Beth Daley, Globe Staff

After 20 years of false starts for thousands of Boston public school teenagers, the Boston Arts Academy yesterday opened its doors - and a future in art, music, and dance - to 160 of the system's most creative and talented young performers.

Despite Boston's status as the cultural hub of this region, it has never had a school for the performing arts. Many other cities, from Miami to Los Angeles, have had them for at least a decade.

Yesterday, having auditioned for the school last spring for one of the 160 spots, students were gulping in the potential of the new academy, which is linked to six of the city's arts-oriented colleges.

Eve Tulier, 14, a ninth-grader from Hyde Park who attended the Curley School last year and auditioned with a song from rhythm-and-blues artist Dru Hill, didn't think she had been accepted by the school, ``but then they called my mother during the summer and told me I got in. I am so excited ... You feel special here."

More than 300 applicants had to write an essay, get letters of recommendation, and present one piece of art for evaluators, then perform another, spontaneously, on a teacher's command.

The auditions were even harder for 300 teachers who vied for 23 slots. Some winners included Brunildo Rodriguez, who will be technology coordinator. She previously worked for CNN, has won an Emmy, and loves salsa dancing. Michael Smith, 33, a music teacher, previously worked in Dorchester High School for four years directing the school's concert choir.

Most of the students interviewed yesterday clearly hold hopes that they will be famous some day. But teachers - and even some students - said the real goal of the school is academics through art.

``Here, I do my learning plus something I love to do," said Alexsandra Sabater, 15, who transferred

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from Latin Academy to attend the school. Sabater said she loves writing poetry and acting, and is a theater

The academy, which is a pilot school, operates with city funding but without school union governance. The school was supposed to open two years ago but was delayed due to lack of a building. Teachers yesterday credited Mayor Thomas M. Menino and School Superintendent Thomas W. Payzant for insisting the city have an arts academy.

The students' schedule is unusual. Some classes may last 90 minutes, to focus intensely on ballet or the piano, for instance. Students will have a class in their declared major - visual arts, dance, theater, or music - four times a week, and can practice even more often. Lunch period on Fridays will be filled with performances by students or visiting artists. The students ultimately major.

Of the Academy's students, 80 percent are minorities and 20 percent will be able to take courses at one of the six linked colleges.

While music is a focus of the school, academics - especially writing - will be its foundation, director Linda Nathan and staff stressed yesterday. All students will attend 45-minute writing sessions, three times a week, team-taught by teachers. Class sizes will be in the 20s. A full academic schedule will be required, including science, math, foreign language, and humanities.

``The larger picture is for the students to gain a general education through art and get a passion for learning through their discipline,'' said Beth Balliro, a visual arts graduate school intern from the Mass. College of are special needs, including four deaf students. By the fall of 2000, there will be 350 students in grades 9-12.
Art who will be at the school all year. ``Art for art's sake.''

Already yesterday, in half-hour classes to introduce students to teachers and each other, learning in some unconventional forms was taking place.

In Rosalind Thomas-Clark's theater class, students played a name game - chanting out each other's name while simultaneously clapping, snapping, and stomping.

Afterward, the students called out all the elements of theater they took away from the exercise: projection, direction, rhythm, concentration, memorization, and, most of all, each other's names.

``It's going to be a good year,'' said Tulier.■

34. San Jose (Calif.) Mercury

09/09/98

Government Aid for Preschoolers Raises Questions about Early Schooling

By Steve Johnson

Government aid for preschoolers in need of child care has taken a significant turn upward, easing the immediate concerns of child advocates and low-income families but setting the stage for a wider debate about the merits of having kids start school at younger ages.

The increased aid is welcome news for families such as the Brollinis of San Jose: Jason Brollini, 24, is a law-enforcement student at Evergreen Valley College; he and his wife, Karen, earn only about $20,000 a year. As a result, their son, Avery, has been accepted into the subsidized Blossom Hill state preschool in San Jose.

If the government couldn't help care for their son, says Brollini, "I wouldn't have any time to go to school."

That's a predicament common to many families in Santa Clara County, where more than 13,000 children have languished on the state's child-care waiting list, according to a state-financed survey. But public officials are beginning to do something about it.

Prompted by studies showing the benefits of pre-kindergarten education — as well as the push to get more parents off welfare and into the workforce — federal spending for child care has increased at least 70 percent since 1993, according to White House estimates.

And despite critics who decry added government spending for preschoolers, many states are following suit. In California, for example, child-care subsidies from various sources have surged from $700 million two years ago to about $2 billion in the 1999 budget just signed by Gov. Pete Wilson. The governor's staff said the increase will boost the number of child-care spaces from 280,395 this fiscal year to 502,341 in 1999.

"The investments are increasing dramatically," says Sharon Kagan, president of the National Association for the Education of Young Children, which seeks to improve child-care quality. But while she predicts the trend will continue, she remains dissatisfied with the government's current level of financial commitment, adding, "I don't think it's where we want it to be."

Neither do child advocates in California. So they are pushing two proposals that would boost public child-care dollars substantially.

One is being promoted by filmmaker Rob Reiner, the American Cancer Society and the California School Boards Association, among others. Called the California Children and Families Initiative, it has qualified for the Nov. 3 ballot and would generate $700 million a year for children's services by raising cigarette taxes 50 cents per pack.

While county officials would determine how to use those dollars, "The majority will be spent on early-childhood development," including instructional preschool for children through age 5, said campaign spokeswoman Kristina Parham.

A far more ambitious plan was unveiled in March by a task force headed by state schools chief Delaine Eastin. Dubbed "universal preschool," it would spend an average of $500 million a year to enroll the state's 550,000 3-year-olds and 575,000 4-year-olds in two new public school grade levels.

Like public kindergarten, it would be voluntary. But assuming most parents participated, Eastin's task force concluded, "An estimated additional 3,900 classrooms and 11,700 teaching staff would be needed each year for 10 years."

Not surprisingly, some people find the idea troubling. Cost is the biggest concern. But it's also unclear where the new teachers would come from, given

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the current shortage of K-12 instructors. Moreover, many state schools already

"There's just an awful lot of opposition to it," says Phyllis Schlafly, president of the conservative Eagle Forum, a national education-oriented advocacy group. She views government-paid child-care programs as an unwarranted attempt by public educators to expand their budgets and bureaucratic empires. Besides, she adds, "I don't think people want to pay for babysitters for other people's children."

But a poll by The Field Institute in San Francisco suggests otherwise. Of 1,168 California adults questioned late last year, three out of four would pay higher taxes to broaden access to child care.

That reflects a fundamental shift in society's child-rearing practices in recent years. With more and more moms working, the share of children in child-care centers or preschools rose from 13 percent nationwide in 1977 to more than 29 percent in 1994, according to the most recent Census data. And in many communities, there are barely enough child-care spaces to go around.

Santa Clara County has more than 100,000 children under 14 with at least one parent who works, but just 52,000 licensed child-care spaces, according to local officials. The cost typically exceeds $100 a week. Yet only about 10,000 slots are government subsidized — accounting for the waiting list of more than 13,000 children locally as of June.

That's why universal preschool sounds good, says Jolene Smith, project manager for Santa Clara County's children and youth services division. "Boy we need it," she says. "It would sure solve a lot of problems."

Supporters of the idea had hoped the Legislature this year would authorize drafting a detailed plan for it. But a bill to do that by Assemblywoman Deborah Ortiz, D-Sacramento, died in committee. Some lawmakers weren't sure where the money would come from and "We had an uproar from day-care providers saying we were trying to put them out of business," says Sally Espinoza, an Ortiz aide.

Although Espinoza says the measure probably will be reintroduced next year, she adds, "I think universal preschool is many years from being implemented."

Nonetheless, the concept already is a reality elsewhere. Georgia was the first state to launch the idea in 1993. It has enrolled about 60,000 4-year-olds in its preschools, which are paid for by the state's lottery.

New York approved a similar program last year. And officials in Minnesota, Wisconsin, Kentucky, Hawaii, Florida and Ohio also are considering — or already have adopted — some form of widely accessible preschool, according to California educators.

So has Connecticut. Last year, lawmakers there agreed to funnel $40 million to 14 school districts deemed especially in need of quality child care. Its program, expected to serve 3,000 3- and 4-year-old children initially, is mainly for the poor. But wealthier kids also can get in for varying fees.

"Every family — irrespective of what your income is — is eligible," says George Coleman, Connecticut's associate commissioner of education. "Our objective is to create a preschool slot for every child who needs it in these towns."

Making subsidized child care universally accessible doesn't mean everyone would use it.

"Even if the government pays for me to send my children somewhere, I wouldn't do it," says Maureen Smerdon, who recently placed an ad seeking someone to care for her 4-year-old daughter and 2-year-old son in her Sunnyvale home. Smerdon's evaluation of many facilities the government finances: "I don't trust the places."

To be sure, quality varies widely from one child-care operation to another. But many government programs strive to be educational, child advocates say. And when they succeed, a growing body of research suggests, children's lives are improved.

In a study this year of a broad range of preschool and other early childhood development programs, researchers at RAND, a non-profit Southern California think tank, concluded that "these programs can provide significant benefits." That included better health, schoolwork, emotional development and "economic self sufficiency," the study said, as well as "reduced levels of criminal activity."

Other studies have made similar findings, which is why many advocates are disappointed that more money hasn't been allocated for such care. Some are particularly depressed over Congress' defeat of a tobacco-tax measure earlier this year. Lawmakers had proposed using part of that money to double the number of children in federal child care.

President Clinton has been one of the staunchest supporters of taxpayer-financed care. But many people fear the Monica Lewinsky scandal could seriously dilute his ability to push those programs effectively. "It hurts to have him weakened," says Nancy Sconyers, of the National Association of Child Advocates in Washington.

Even so, Sconyers is encouraged by the growing attention the subject is getting from politicians at all levels of government.

"I can't say I'm pessimistic," she says. "Who would have seen an officeholder who was not female talking about child care 10 years ago?"■

35. Chicago Tribune

09/09/98; Edition: NORTHWEST SPORTS FINAL; NW; Section: METRO NORTHWEST; Page 3

REPORT: BILINGUAL EDUCATION SHOWING RESULTS

By Margaret Van Duch.

Bilingual students are performing at least as well as English-only students, according to a school district report.

In a report on the bilingual programs offered in Community Consolidated School District 54, pupils who were immersed in a language other than their native language performed as well as or

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better than their peers once they return to English-only classrooms.

This year, 2,246 children are enrolled in classes district-wide that include a variety of teaching methods, from English-speaking pupils learning in a classroom where Spanish is the primary language, to classes where Spanish-speaking pupils are immersed in English.

Up to 98 percent of District 54's bilingual pupils perform above average in English-only classrooms, district officials said.■

36. The Washington Times

09/09/98; Edition: 2; Section: C;METROPOLITAN TIMES;COVER STORY; Page C4

Techworld offers a charter school with new rules

By Francesca C. Simon
THE WASHINGTON TIMES

Timothy Flack groaned when he found out he cannot wear his hair in cornrow braids at Techworld, one of the District's 15 new charter schools that opened yesterday.

"I love my hair," said the ninth-grader.

"I never saw a bank president with cornrows," Christine Handy, the new school's principal, told Timothy, 15. "I'm getting you ready for corporate America."

About 3,800 charter school students have started to adjust to new schools, stringent dress codes and challenging academic standards. Those students now attending the newly opened charter schools represent about 5 percent of the school system's 77,000 students.

Techworld, which specializes in computer technology, opened for business at Southeastern University, at 501 I Street SW, for 150 new ninth-grade students. The school will expand through the 12th grade in the next three years. Its motto is: "At Techworld, we do things different."

And former public-school students found out the hard way that cornrows, short skirts and 'do-rags - scarves or caps covering the head - were not welcome at the charter school.

Anita Gray,was not upset when her daughter, Shynita, 15, did not pass the fingertip test - meaning the tips of Shynita's fingers reached past her hemline.

That was an outfit Shynita could have gotten away with at her former school, P.R. Harris Educational Center in Southeast.

From now on it's white shirts and blouses with dark pants or skirts. The boys at Techworld are required to wear ties.

"This is going to be a good experience for her," Mrs. Gray said. "She's been in {public} school and I haven't been satisfied."

There was a long line of parents registering their children at Techworld who felt the same way.

In 1996, an act of Congress allowed as many as 20 charter schools to be created in the District each year as alternatives to traditional public schools. The schools, publicly funded with local and federal money, are privately operated under the oversight of one of two chartering authorities.

Charter schools run independently from the public school system. They have the power to create their curriculum, hire their teachers and set their educational mission.

Some of the other 15 schools that opened between yesterday and last week have programs that emphasize technology, adult education, the arts and public policy.

These new choices have given parents like Janet Butler new hope.

"{My daughter} was falling bchind and getting bored," said Ms. Butler, who escorted her daughter Noreena Dowton, 12, to her new class at Techworld's campus.

"I think this is going to give her a foot forward into the future," Ms. Butler said of Noreena, who attended Hardy Middle School in Georgetown last year.

Depending on the grade level, charter schools receive as much as $6,600 in public funds per student. For parents who have struggled and sacrificed to send their children to private school, having the charter-school alternative is a big relief.

Leah Simms was smiling yesterday as she wrote a check for a $50 security deposit on a laptop computer her son Jovan, 13, will be using for the school year.

Mrs. Simms, a medical secretary, was used to writing tuition checks of $250 a month to the Rhema Christian Center in Northeast for six years.

"You can't beat this with a baseball bat," said Mrs. Simms, 36, putting away her check book. "This is everything I thought it would be."

The school is turning out just the way Daanen Strachan executive director of Techworld, planned it.

"This is an integration of a high-tech background with a university environment," he said.

"We want to have a paperless, wireless environment," he said as a teacher showed off one of the compact, dark green, Apple laptop computers that each student will get.

The "dog ate the homework" excuse, Mr. Strachan said, is now obsolete. Students will do all of their homework on the laptops, then send in the work to their teachers' main computers.

Each laptop is also equipped with a special pen that allows students to write notes and assignments, which the computer will automatically type up.

"People talk about charter schools taking resources away {from public schools}," said Mr. Strachan, 31, who has a master's degree in management from the University of Maryland. "That's not true."

"It's the same resources with a different management organization," he said. "We're going to do a better job with the resources we have."

ART Photos (A, color), A) Nathan Myers (left), 15, Marcellus Magruder, 14, and Dior Paire, 14, take their first quiz on the first day of classes at Techworld, one of 15 new D.C. charter schools. (WILD ART, C1); B) Techworld teacher Brian Shacochis addresses new students to during their first session at the first day of classes at the charter school., Both By Astrid Riecken/The Washington Times■

37. The Washington Times

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09/09/98; Edition: 2; Section: C;METROPOLITAN TIMES;COVER STORY; Page C4

School gives warm welcome to Clinton

By Margie Hyslop
THE WASHINGTON TIMES

A tardy President Clinton got good marks for his message and a strong show of support from Maryland politicians, parents and students at Pine Crest Elementary School in Silver Spring yesterday.

But he did not get the company of Maryland Gov. Parris N. Glendening or Montgomery County Executive Douglas M. Duncan, who both declined to attend the event with the scandal-dogged president.

The Democratic governor also asked Vice President Al Gore to replace Mr. Clinton at a fund-raising event in October.

Mr. Glendening appeared with the president at county schools twice earlier this year.

At least 19 Democratic candidates for federal, state and local office joined Lt. Gov. Kathleen Kennedy Townsend in welcoming the embattled chief to talk about record enrollment in the nation's colleges and public schools - including schools in Montgomery and Prince George's counties, which have seen the 11th- and 22nd-largest enrollment increases in the nation.

"It ought not to be a Republican or Democratic issue" to fix "crumbling" schools, get students and teachers out of portable classrooms, fund 100,000 teachers nationally to reduce class size to 18 in early grades, and hook all classrooms to the Internet by 2000, Mr. Clinton said.

He was clearly playing to a receptive crowd in his first public appearance since returning from Ireland.

Before Mr. Clinton began to speak, after a prolonged ovation, one female voice in the tiny, packed auditorium chirped, "We love you."

Over the weekend several national Democratic leaders and Mr. Glendening criticized Mr. Clinton for his affair with former White House intern Monica Lewinsky and his reluctance to admit it in testimony to a grand jury.

Sunday, U.S. Rep. James P. Moran, Virginia Democrat, said he believed Congress was "bound" to move to impeachment proceedings.

State Delegate Sharon Grosfeld, a Democrat whose children attended Pine Crest, said her 14-year-old son and his friends told her this weekend they think the president should be allowed to focus more on his job and less on the Lewinsky matter.

"They understand when behavior hurts someone and they are sophisticated enough to understand the cutthroat nature of politics, but they believe lines should be drawn and people should be allowed to have a personal life," Mrs. Grosfeld said. She said a 14-year-old female relative visiting from New York agreed.

As did Montgomery County State's Attorney Robert Dean, who last year faced a former woman colleague's accusations that they had an affair.

"It's a personal matter for him to have to deal with as he sees fit," said Mr. Dean, who has two children who attend Pine Crest.

U.S. Rep. Albert R. Wynn said adults need to be realistic with young people and say people make mistakes. Mr. Wynn, Maryland Democrat, called Mr. Moran's comments about impeachment "premature and judgmental."

Mr. Clinton left the school about 3:30 p.m. to the cheers of students lined along the path to his motorcade, reaching out to shake his hand.

Not everyone in the neighborhood was so happy about the visit.

Tom Kelly said security blockades for the president's visit kept his children from leaving nearby St. Bernadette's Catholic School, across the road from Pine Crest, for 35 minutes.

Mr. Kelly also said the president's personal problems have "led to more discussion on sexual relations than I was ready for at this age."

His son, Brian, 12, said that, despite St. Bernadette's policy to leave the matter alone for parents to talk about, he has heard several jokes at school related to the president's actions.

And Mr. Kelly said he didn't like the appearance that children were being used as a "backdrop" to deflect attention from Mr. Clinton's troubles. ■

38. Riverside (Calif.) Press-Enterprise

09/09/98Section: LOCAL; Page B03

Teachers applaud effects of reducing class sizes

By Sherry Parmet
The Press-Enterprise
REDLANDS

Redlands teachers were pleased with the effects of smaller classes, which they said improved student performance, pupil behavior and teacher morale in kindergarten through third grade last year.

Those are the results of a survey

Forty-four teachers surveyed said what they liked most about smaller classes was having more one-on-one time with students. Forty-one said they enjoyed having enough time in class to teach.

distributed last spring after class sizes had been reduced to 20 students for nearly two years.

Two hundred and fifty two, or 83 percent, of the kindergarten through third-grade teachers completed the survey. The results were released Tuesday to the school board.

Linda Frost, director of elementary education for the Redlands Unified School District, said teacher feedback is crucial on programs that have the strong support of the state, which increased funding to school districts that reduced class sizes.

"Sometimes you put something in place, but you don't do a thorough job of evaluating the effects," she said.

In naming what they liked least about smaller classes, the survey found that 96 teachers had no response.

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Thirteen teachers wanted to extend the program to the upper grades.

Most of the teachers said the lower teacher-student ratios improved their pupils' ability to read, especially in the younger grades. Most instructors also said they improved the children's math skills.

Laurie Shelbourne, a third grade teacher at Franklin School, said the reduced class sizes allowed her to evaluate her pupils' reading and writing levels during the first week of school.

"Suddenly, I could individualize my instruction more," she said. "It was like night and day. I had died and gone to teacher heaven."

Nearly all those surveyed said classroom discipline and teacher morale improved greatly.

However, most teachers said smaller classes had no effect on pupil attendance.

Frost said that did not surprise her.

"When I think about it, a class size wouldn't necessarily affect attendance," she said.

Mike Ramos, school board president, said he was delighted with the survey results and hoped the smaller class sizes will translate into increased pupil achievement.

"We should start seeing results in the (standardized) tests as far as reading and math scores," he said. "I'm looking forward to that."■

39. The Orange County Register

09/09/98; Edition: MORNING; Section: NEWS; Page a01

O.C. schools begin their experiments with Prop. 227

By ELIZABETH CHEY;
JOHN GITTELSOHN;
DENNIS LOVE
The Orange County Register

Teachers at Santa Ana's Martin Elementary worry how much Spanish they can speak at the school, in Orange County's immigrant epicenter.

Parents at Gates Elementary in Lake Forest agonized all summer over how to save their school's Spanish-English dual-immersion program.

At Johnson Middle School in Westminster, classroom aides must decide how to help students in English instead of Spanish or Vietnamese.

It has been hailed as California's latest ready-for-export social experiment. But as schools across Orange County and California implement Proposition 227 this month, big questions loom over the landmark initiative.

How much foreign language can teachers use?

How do you teach students who don't know the names for colors or the letters of the alphabet in any language?

What happens if students don't learn English fast enough?

The biggest question of all: Will it work?

The Orange County Register will spend the 1998-99 school year at Martin, Gates and Johnson to answer that question and to report on how the first year under 227 plays out in the classroom.

The initiative _ ending three decades of bilingual education _ requires that California's limited-English students be taught "overwhelmingly" in English and be moved out of special programs, usually after one year.

California has more than 1.4 million limited-English students _ nearly half of the U.S. total _ who will be affected by 227. The initiative has sparked a national debate that has reached Capitol Hill and the White House.

Students are pouring back into classrooms this week, and teachers are girding to put into practice what voters backed.

Champions of 227 say the measure will accelerate English learning and better equip students for higher education and the workplace.

The law comes as California schools are trying to raise academic standards, including new requirements to hold back students who fail standardized tests _ tests administered in English.

While conceding that the old programs had problems, many in the classroom worry that 227 will will create a language barrier that will isolate limited-English students and leave them unable to grasp concepts.

In the early going, teachers, administrators and parents say they must adjust to the language of a new law.

Teachers at Martin, for example, are struggling to understand what the law means to them. Can kids take books home and read in Spanish? Can teachers write homework instructions in Spanish? Can Spanish words hang on classroom bulletin boards?

"The foundation we've built is now thrown up in the air," said Roxanna Owings, principal at Martin Elementary.

CHART/LIST LANGUAGE & THE LAW

The bilingual education battle ended at the ballot box in June, when California voters strongly backed Proposition 227, the law requiring English learners to be taught in English.

Now come the questions: How well are children learning English and how is the law being applied in the classroom?

During the 1998-99 school year, the Orange County Register will chronicle the impact of the law at three schools:

Martin Elementary in Santa Ana, Gates Elementary in Lake Forest and Johnson Middle in Westminster.

Upcoming stories include:

How do teachers determine students' fluency? Are students learning English faster this year?

What factors outside the classroom influence how children learn a second language?

How do schools communicate with parents who don't speak English?

■

40. Albuquerque Journal

09/08/98 Page 4

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Schools Encourage Students To Apply for Free Lunches

By Jeannie Johnson Journal Staff Writer

Santa Fe Public Schools lose thousands of federal Title I dollars each year as students graduate from elementary school to secondary school.

It doesn't have to be that way, Superintendent Lee Vargas said.

"Title I gives the district $305 per student," Vargas said. " We know that 45 percent of our elementary kids are eligible for Title I money, and at the high school level we only have 18 or 19 percent claiming eligibility. You can't tell me when students change grade levels they change socio-economic levels."

Title I is a federal program that provides funding to schools to give students additional help in areas of identified needs such as reading or math, said Gloria Rendon, who oversees Santa Fe's Title I program.

In order for a school to be eligible for Title I funding, 35 percent of its students must be eligible for free or reduced-price lunches. Rendon said the federal government determined that those students tended to need additional help in the classroom.

The majority of Santa Fe schools are Title I schools, Rendon said. Schools not eligible for Title I funding are Acequia Madre, Atalaya, Chaparral, El Dorado, Carlos Gilbert, E.J. Martinez and Wood Gormley elementaries, Capshaw Middle School and Santa Fe High School.

It's the stigma behind the eligibility that bothers middle and high school students, Vargas said.

He said students at those levels don't want to be identified as low income. Unfortunately it costs the district, he said.

For example, Santa Fe High has about 2,000 students. If the 45 percent of students eligible for Title I applied, the school would receive about $250,000 annually.

The district is working diligently to come up with a way to deal with the issue of stigma, Vargas said. One idea is a bar code identification card for all students, he said.

By doing this, all the identification cards would look alike, but the information on the bar code would tell food service staff if the student had prepaid for lunch or if they were eligible for free or reduced-price lunches. No one would know which students were low income, Vargas said.

During the 1997-98 school year, district staff focused on identifying bilingual students to increase the amount of funding that comes to the district and the services that can be provided to those students, Vargas said. Rendon said the number of students identified as bilingual doubled from the 1996-97 school year.

This year the district is focusing on identifying students eligible for free and reduced-price lunches to increase the percentage of students at the schools to hit that 35 percent mark, Vargas said.

It will help all students — not just those eligible for free or reduced-price lunches — in the school to receive additional help through Title I services, Rendon said. For example, all students at Capital High will receive additional help in math based on the number of students at that school who are eligible for free and reduced- price lunches, she said. The district can use Title I money to hire more teachers to help students in identified areas of need. Some elementary schools use the money to start remedial programs.

The district sent out a letter to parents to alert them to potential eligibility for free or reduced-price lunches.

The standard prices for lunches are $1.50 for elementary students and $1.75 for high school students. Breakfast is available for 75 cents.

Families who receive food stamps or welfare are eligible for free lunches. Income level determines if students are eligible for the reduced rate of 40 cents for lunch and 30 cents for breakfast.

To apply for free or reduced-price lunches, parents or guardians must fill out an application form available through the schools or the district's central office. The application must include the child's name, a food stamp or welfare assistance case number, the Social Security number and signature of the parent or guardian, the names of all household members, the amount of income each person got in the last month and where it came from.

For more information, call the student nutrition office at 989- 5434.

Income Guidelines for Free and Reduced-Price Lunches

The federal government has set income standards for families to be eligible for free and reduced-price lunches. Those levels based on household size and income effective July 1, 1998, through June 30, 1999, are as follows:

One-member households may have an annual income of $14,893 or $287 a week.

Two-member households may have an annual income of $20,073 or $387 a week.

Three-member households may have an annual income of $25,253 or $486 a week.

Four-member households may have an annual income of $30,433 or $586 a week.

Five-member households may have an annual income of $35,613 or $685 a week.

Six-member households may have an annual income of $40,793 or $785 a week.

Seven-member households may have an annual income of $45,973 or $885 a week.

Eight-member households may have an annual income of $51,153 or $984 a week.■

41. Worcester (Mass.) Telegram & Gazette

09/09/98; Edition: BLACKSTONE VALLEY; Section: LOCAL NEWS; Page B1

Kindergartners to learn by speaking only Spanish

By Martin Luttrell;
TELEGRAM & GAZETTE STAFF

MENDON - The 26 children who file into Liza Walden's kindergarten class tomorrow will take part in all the usual learning activities of that

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age - counting, singing songs and learning the calendar - except these children will do all this in Spanish.

None of the children in Senora Walden's class have spoken Spanish before, but the Mendon-Upton school district hopes to have them fluent by the time they graduate from high school.

The kindergarten class at the newly renovated Miscoe Hill Elementary School, chosen by lottery, is the first class of the new Spanish immersion program, where the curriculum will be taught entirely in Spanish until second grade, where it will taper off.

Principal Janet E. Goodrich said the immersion program grew out of brainstorming over how to make students fluent in a foreign language by the time they graduate from high school. The district obtained a grant to research language programs, and a year was spent on that and doing a feasibility study, she said.

"Our goal is to have truly bilingual children at the end of the program," Goodrich said. "This is not just a cultural exposure. We need a total or partial immersion. It's the only way to go to achieve that goal."

While looking at model programs, administrators visited Holliston, which has had a highly touted French immersion program for more than a dozen years. They also went to Maryland, which has some Spanish immersion programs, Goodrich said.

The curriculum will be taught in Spanish - after a transition period at the beginning of the kindergarten year - through second grade. Then the Spanish portion of the curriculum will be scaled back to 50 percent in third grade and 25 percent through middle school, Goodrich said.

As the kindergarten class makes its way through the grades in the years to come, some restructuring will be done at the middle||high school to accommodate the program, she said. A self study of the program will also be performed along the way, she said.

The immersion program will continue with each successive grade coming through the system. Administrators will consider expanding the program to include more students, depending on the level of interest and the demands of restructuring the system.

For this first year, almost half of the 192 kindergarten students applied. "It blew us away," Goodrich said.

"Staffing is an issue. There are not that many people who are certified in a world language and early childhood," Goodrich said. "It comes at an ideal time, because we had to add a kindergarten section. Next year it will be a first-grade teacher, and over the years it will follow the bubble" in population.

Walden previously taught English as a second language at an elementary school in Las Cruces, N.M., and regular and Spanish elementary classes at a private school in Denver. The Falmouth native returned to that town to teach seventh-grade Spanish and ESL at the elementary level. She also taught remedial reading and math in Bourne last year.

Assistant principal Nancy Thompson said there will be a transition during the first weeks for the kindergartners, with English being used while words and phrases in Spanish are gradually brought into play. Children in this age group learn a foreign language as easily as a 1-year-old learns English, she said.

"It's natural for children to put new sounds to letters and words," she said. "Songs and jingles make it fun for them. These kids will take it home with them and use it with the parents, brothers and sisters. Adults tend to study, and then leave it until it's time to study again."

Parental involvement will be important in helping children incorporate Spanish into their lives, Thompson said, adding that parents will be encouraged to volunteer in the classroom.

Thompson said that research shows that language acquisition in a child's early years can provide other neural pathways that will make it easier for learning other skills. The capacity to learn a foreign language decreases as the child gets older, research shows.

"Beyond that, we believe it's a valuable skill to know a world language," Thompson said. It provides children with an awareness of cultures where English is not the primary language, she said.

Lucia Rodriguez will be the teacher aide. A native of Peru, she previously worked as a volunteer at the Clough School in Mendon.

ART PHOTO; Caption: Liza Walden, who will be teaching a kindergarten class

in Spanish, prepares her room at Miscoe Hill Elementary School.; Credit: T&G Staff/MIKE CASTAGNARO■

42. Detroit News

September 9, 1998

Census threatens school kids

Poor districts in Michigan stand to lose thousands in U.S. aid in 2000, study says

By Dina ElBoghdady / Detroit News Washington Bureau

WASHINGTON — Detroit pre-schoolers and poor students face less federal money for special programs if the 2000 U.S. Census of the city's population falls as short as it did 10 years earlier. A report out Tuesday said Detroit schools — and many of its neediest students — have a big financial stake in the city's push to get an accurate Census count. Children under age 18 made up about 62 percent of the Detroiters missed in the last Census, according to the report by a coalition of child and minority advocates. The census shortfall is most acute in urban neighborhoods where poor families are hard to count because they frequently move, often ignore Census forms and their children can live with different relatives. Though Census counts in communities surrounding Detroit were generally more accurate than the city's, the issue of accurately counting children also resonates among suburban school

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districts. "We are paid for kids that are physically here," Kenson Siver, spokesman for Southfield Public Schools, said. "So our count is important to us." Because of the inaccurate 1990 Census, said the Children's Defense Fund, Detroit and city schools didn't get credit for 17,470 children under age 18 when Washington calculated the city's share of funds for schools and social services. Michael Casserly, director of the Council of Great City Schools, estimated that as a result, average children in Detroit's suburbs stood to get $25,000 more than the average Detroit student during the course of their pre-college years. Every child not counted in the Census, Casserly said, means about $650 less in federal resources for the school the student attends or the equivalent of $16,250 for every classroom of 25 students. "Resources to improve children's education and provide for their safety can only go where they are needed if we know where our children are," said Deborah Weinstein, a Children's Defense Fund director. Officials with the city and state education administrators declined to comment on the study because they had not reviewed the findings. The report comes amid a politically charged debate about how Uncle Sam should count the nation's population in 2000. The U.S. Census Bureau has proposed a new statistical method that tallies 90 percent of the population using traditional head counts and extrapolate the remainder using statistical "sampling." It's a new technique also supported by Detroit Mayor Dennis Archer as he strives to keep the city's population above 1-million. If Detroit falls below that level it loses its ability under state law to collect corporate and income taxes and will see a reduction in money that comes from the federal government. Many Republicans say the new Census proposal is illegal and unreliable. A special three-judge federal court panel recently upheld that contention, saying sampling is illegal when it comes to reapportioning congressional districts. The U.S. Department of Commerce, plans to appeal the decision to U.S. Supreme Court. Republicans are worried about losing congressional seats if sampling takes effect because it would boost the number of groups who tend to vote Democratic — notably minorities and the poor. By failing to get an accurate head count of children, cities are missing out on federal money tied to the population for services such as special education for pre-schoolers and child care block grants, children's advocates said. "Children can't vote," Weinstein said. "It would be a shame if America decides that children don't count either." In Michigan overall, the study found about 66,000 people were left out of the count and about 77 percent of them were children. Nationwide, the 1990 Census missed 4 million people and more than half of them were children. Other Michigan findings from the 1990 Census include: About 2,000 kids missed in Flint and Grand Rapids, about 1,200 missed in Lansing, and about 430 missed in Ann Arbor.

Cost to Detroit

* Every child not counted by the U.S. Census means about $650 less in federal resources for the school the student attends.

* In part because of low Census counts, average children in Detroit's suburbs can expect to get $25,000 more over the course of their pre-college education than the average Detroit student. * The 17,470 Detroit children missed in the last Census would have filled 36 schools employing 878 teachers. *Source: Council of the Great City Schools, The Children's Defense Fund*■

43. Chicago Sun-Times

September 9, 1998

Insurer offers assault coverage for teachers

BY MARK SKERTIC
SUBURBAN REPORTER

Teachers already have health and life insurance, but an Illinois-based insurance company says many won't be fully protected until they have assault coverage.

The Horace Mann Life Insurance Co. is offering assault insurance to educators and other school workers. The first-of-its-kind coverage makes teachers who are punched, stabbed or shot eligible for a $1,000 payout.

"It's a sad commentary on our times, but sadly, there is a need for it," said John Hoffmann, spokesman for Springfield-based Horace Mann.

A **U.S. Department of Education** survey found that in the 1996-97 school year, there were 11,000 fights involving weapons in schools, 4,000 rapes and 7,000 robberies.

A recent survey by one teachers union, the Illinois Federation of Teachers, revealed that violence is a growing concern among those who spend their days in a classroom.

In a mail survey of federation members, 39.5 percent of elementary teachers responding reported having been victims of violence. In middle schools and junior highs, 47.1 percent said they had been victims of violence, and 44.5 percent of high school teachers said they had been victims.

"We were stunned by the results," said Gail Purkey, a spokeswoman for the federation, which includes the Chicago Teachers Union. "You can't teach and you can't learn in a violent environment." The federation, however, is not endorsing the insurance.

The Illinois Education Association, the larger of the state's teachers unions says its members should study available insurance policies before signing up for additional protection. Policies available to union members and through school districts already may provide adequate coverage, association spokesman George King said.

In addition to the $1,000 payout, the assault coverage will pay as much as $500 a day for up to 180 days of hospitalization and $20,000 for accidential death and dismemberment.

The coverage costs $4 a month, and the policy requires that a police report be filed before benefits are paid.

The company is rolling out the coverage nationally, and in July announced it would sell the insurance over the Internet. Through July, the company had sold 203 policies, 32 of them in Illinois.■

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44. Orlando Sentinel

09/09/98; Edition: METRO; Section: LIVING; Page E1

SCHOOL SAFETY GUIDE: HANDLE WITH CARE

By Kathleen Parker

The promised school guide for identifying potential mass murderers is out, and it's not half bad. But the problem with the written word, no matter how well intended, is the reader - his relative ability to comprehend, to interpret and, most important in this case, to put the guide to proper use.

The booklet - "A Guide to Safe Schools" - was promised last year by **Education Secretary Richard Riley** and Attorney General Janet Reno to address concerns about violence in schools. No one needs to be reminded of the headlines plaguing newspapers about boys opening fire on classmates and teachers.

What went wrong? went the line of questioning. This booklet is an attempt to answer the question and to offer guidelines for prevention.

To the authors' credit - among them

Some of those behaviors are: social withdrawal, excessive feelings of isolation and being alone, excessive feelings of rejection, being a victim of violence, feelings of being picked on and persecuted, low school interest and academic performance, expression of violence in writing and drawings, uncontrolled anger, and patterns of hitting and bullying.

One would hope that any one of educators, psychologists, attorneys and law enforcement officials - the guide cautiously approaches the issue of violent-behavior patterns.

Page after page is dedicated to warning teachers and administrators not to jump too quickly, not to immediately interpret Johnny's black-crayoned rendering as an indicator of a violent personality. There's always the possibility that the black crayon was the only one left in the box.

Context, in other words, is everything. Teachers, who are on the front line in identifying "warning" signs, the writers warn, should be wary of making grand assumptions without considering an individual child's age, emotional development or what is "normal" for today's kids.

"Teachers and administrators are not professionally trained to analyze children's feelings and motives," the guide says.

these would prompt a teacher to call a child's parents, not the school psychologist. What have we been doing all along if not watching for such signs of dysfunction?

What went wrong? went the line of questioning. Right off the bat, I'd have to say a lot has gone wrong if we need the federal government to tell us that paranoid children who hit and bully and perform poorly in school may be having

Amen. Which brings us to the part that's never going to be half good, no matter how benevolent our intentions. My instinctive fear is that some recent college graduate - a young female, say, without male siblings or children and weaned on a strict diet of political correctness - is going to send Johnny to the school shrink every time he pounds his chest.

The warning guide, though filled with common sense that shouldn't need teaching in the first place, could easily become a weapon against normally aggressive boys in the hands of someone inexperienced in real life.

The authors stressed repeatedly that no single behavior is necessarily indicative of a latent violent personality. Instead, the authors modestly propose that a prolonged, escalating pattern of several behaviors combined could suggest that further investigation is warranted.

a little trouble.

One hopes teachers will wield their new psychological power gently. Meanwhile, parents would do well to get their own copy of the guide (http://www.air-dc.org/cecp/guide).

Everyone wants his or her children to be safe, but the question for parents is safe from whom?■

45. Associated Press

9-10 5:04a

Senator backing school voucher bill already hearing opposition from

BIRMINGHAM, Ala. (AP) - Legislation that would have the state help pay private school tuition for students who move out of public schools with consistently low test scores quickly discovered he will be going up against the Alabama Education Association.

State Sen. E.B. McClain, D-Brighton, said Fairfield Mayor Larry Langford asked him to sponsor the school voucher legislation.

Langford's plan would allow parents of any student to take 75 percent of the money the state spends for their child, mostly income and sales taxes, and spend it on tuition at the school of their choice.

AEA Executive Secretary Paul Hubbert said, "Voucher legislation will do nothing more than subsidize private individuals who want to create a school and have it funded at the public's expense."

State Superintendent of Education Ed Richardson said in June that he would ask the Legislature to create a transfer program so children could leave public schools that are consistently substandard academically, in some cases possibly going to other school systems. His proposal did not include using state money to pay private school tuition.

Langford, who spearheaded development of the VisionLand theme

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park and recently said he will run for governor in 2002, said parents who decide to put their children in private schools would get more than $3,200 from the state to pay tuition.

Langford said he first opposed vouchers but recently decided it was the best solution to the serious problems he believes exist in Alabama schools. Alabama's public schools will shape up when they face more direct competition from private schools, he said.

"It's way past time we did something," he said. "What we're doing right now is just recycling ignorance, because we don't have the guts to stand up and say, 'It's broke. Let's fix it.'"

McClain said he thinks added competition would be good for public schools. "Some of our schools have gotten just a little bit complacent," he said.

An executive vice president at Hanna Steel Corp., Jonathan Putman, is working with Langford on the school voucher proposal. Putnam is a longtime school choice advocate.

Putman said Langford's involvement will give school choice its best chance yet at winning approval in Alabama.

"He's probably the only guy in the state who resonates with everybody," Putman said. "I could envision a group organizing in some form. It's really just the mayor stepping out to do something, and the rest of us trying to jump on board and push his wagon."

Langford said he discussed the proposal with state Sen. Bill Armistead, R-Columbiana.

Armistead predicted the Legislature's reaction will depend on the yet-to-be-determined details. Legislators are ready to consider a well-planned, well-written proposal, he said.

"I think we've got to provide an opportunity for all students to have a good education, and if that means opting out and going to another school, then they should have the opportunity to do that," Armistead said.

Hubbert said a voucher system would effectively resegregate schools in some areas.

But Hubbert said the vouchers wouldn't enable most students to get into good private schools, because those schools wouldn't have to accept anyone they didn't want.

"Every place vouchers have been tried, there has been a limited number that could take advantage of them," he said.

With vouchers, "You can obviously hand-pick the cream of the crop, create a school and it's going to be successful. What it does is turn the enrollment decision over to the admissions officer of the school," Hubbert said.

He said expensive programs such as vocational education and special education would be left to the public schools, which would have less money to provide them.

Langford said test scores and graduation rates have improved in Minnesota since the state started a school choice plan in 1988.■

46. The New York Times

09/10/98Section: Metropolitan Desk; Section B; Page 1, Column 4

City Schools Face Only a Few Glitches on Opening Day

By RANDAL C. ARCHIBOLD

It was a day for fifth graders to learn how not to be fourth graders, for a beginning elementary teacher to chase away butterflies in the stomach and face 31 9-year-olds, for the Mayor and Schools Chancellor to go back to school and read to second graders, and for a group of high school students to marvel at their brand-new building.

It was the day, with a perfect autumn crispness in the air, that 1.1 million schoolchildren surrendered to the good graces of their teachers.

The first day of school, filled with the promise and anxiety only a fresh slate can bring, unfurled relatively smoothly yesterday in New York City.

There were few reports of long, chaotic lines that had become the norm in previous years, thanks to an early registration that signed up the bulk of the system's 5,000 new students.

Schools Chancellor Rudy Crew and Mayor Rudolph W. Giuliani, perched on tiny elementary-school chairs at the Family Academy in Harlem, took turns reading stanzas from Ernest Lawrence Thayer's "Casey at the Bat," which the Mayor called the "greatest baseball poem ever" — a nod to Mark McGwire's hitting 62 home runs and breaking the single-season record.

Later, Dr. Crew sized up opening day: "I think the work that goes into planning and staffing and preparing the school buildings can always be done better. But I'm happy with this level of planning that goes on. I don't think there's any reason for anybody to feel anything but the greatest of pride in what we accomplished this year."

The day, however, was not trouble free. In the system's most overcrowded district, Community School District 24 in Queens, schools stretched their resources to accommodate an overflow of students. At Public School 91 in Glendale, an estimated 950 students crammed into a campus intended to hold 650. "This is far from ideal in terms of space and room for growing children," said the principal, Kenneth Lombardi.

Although most of the buildings in the city appeared in good shape, some undergoing renovations or emergency repair were filled with the noise of hammers, to the dismay of teachers.

"If I had to grade today, as if I were a teacher in a classroom, I would give it an A for instruction and a C for construction," said Randi Weingarten, the president of the teachers' union, the United Federation of Teachers, who was upset to find jackhammering during school hours at Public School 40 in Manhattan. "A smooth opening does not mean we have solved all of our problems."

The city's 361 Catholic elementary and high schools also opened yesterday, with the 150,000 students going through orientation sessions and the first of three half-day sessions before regular schedules begin next week.

At some public schools, the relative calm allowed for time to consider coming issues for the school year.

At George Washington High School in Washington Heights, the principal, Euclid Mehia, was unsure whether his role would change if, as anticipated, the Police Department takes over security at the city's 1,100 schools. The school, which has two metal detectors, is one of 130 citywide that is patrolled at least

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part time by a police officer.

"He has an excellent rapport with the kids," Mr. Mehia said of the officer, whose beat has included the school for at least five years. "But if it's a violation of school code — a student out of class, two students fighting — we handle it."

In many other classrooms, the work was more mundane if no less important. With fewer last-minute registration hassles, teachers wasted little time in setting the tone for the year, which in many cases means more reading, reading, reading.

"Every day in my life I have to read?" a pupil asked Jett Ritorto, a fifth-grade teacher at Public School 321 in Brooklyn.

"Every day," she replied, as a few faces sagged. ■

47. The New York Times

09/10/98Section: Metropolitan Desk; Section B; Page 10, Column 6

Opening-Day Jitters

By RANDAL C. ARCHIBOLD

Liz Phillips, the early childhood education coordinator at P.S. 321 in Park Slope, made the rounds early in the morning. She found Gina Ma, a new teacher from Teachers College at Columbia University, taking a breather in her classroom.

"How's it going?" Ms. Phillips asked.

Ms. Ma smiled. "Fine," she said brightly.

Friends warned her to expect nausea from opening-day nerves, but when Ms. Ma got to school — on time —and met her class at 8:40, all she could do was smile and get to work.

And for the most part that was true.

At 5:50 A.M. she had slammed the snooze button on her alarm clock for the second time. Then, as the dreamy haze of early morning lifted, Ms. Ma realized it was her first day of school. "Wait, I have got to be there!" she exclaimed and rushed to get ready to face her 31 fifth graders.

"I felt like I was in the spotlight," Ms. Ma said. "I had this stupid grin on my face and all of a sudden I realized they are going to listen to me." ■

Ms. Ma, a 1995 graduate of New York University, left her job as a sales analyst at Revlon last year to pursue teaching. "I thought it was nice to make people pretty, but I needed something more," said Ms. Ma, one of 5,200 new teachers in the New York City school system this year, several of whom are beginning second careers.

48. Los Angeles Times

* 09/10/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Ventura Schools Add 5 Class Days to Meet New Law

By KATE FOLMAR
TIMES STAFF WRITER

VENTURA — With an agreement from teachers in hand, school administrators have squeezed in five more classroom days for students this year to meet a new state law requiring 180 days of instruction.

On Tuesday, Ventura Unified School District trustees rejiggered the school calendar to increase classroom instruction time in such subjects as reading, math and science.

The move was hailed by some parents who had earlier criticized the district for not stretching the school year. The state budget approved last month set aside $195 million to help schools bring their calendars up to 180 days.

"Parents really want their children to have more time with teachers," Ventura Supt. Joseph Spirito said. "They've been asking for their youngsters to spend more time on task. We've taken their concerns into account."

Annette Halpern, whose two children attend Ventura's Mound Elementary School, said she was thrilled with the decision. That decision means her children will have more time dedicated to their studies.

"It seemed our school district had an inordinately high number of . . . pupil-free days," or teacher workdays, said Halpern, a teacher at Santa Paula High School.

"When I read that other school districts were taking advantage of the new state money, I was baffled and disappointed that we weren't," Halpern said. "Now I'm happy. Our kids need to be in school more, and I think the school board realized that."

As recently as last month, Ventura was among several large county school districts unable to comply with the new law. After discussing the matter with the teachers' union, school officials reconfigured the calendar. Many other local schools already meet or exceed the 180-day minimum.

Two other large districts, Oxnard Elementary and Simi Valley Unified, are still unable to eke out 180 days of teaching this year. Officials in those districts say they have applied for state waivers with the intention of catching up next year.

Although Ventura's calendar change means extra work for teachers—and fewer opportunities to participate in training seminars—the teachers' union embraced the extra work, administrator Jerry Dannenberg said.

"When we met with teachers asking for the extra days, they said, 'If we're going to do it next year, why not start it now?' " said Dannenberg, Ventura's assistant superintendent for human resources.

The decision to change the calendar, however, is not without downsides: Teachers will have fewer days set aside to brush up on their skills at seminars focusing on everything from phonics to computers.

For instance, one new instruction day in Ventura—Nov. 6—is the date of a state education conference where reading will be discussed.

"We're not sure how many teachers will be able to go," Spirito said. "It depends on how many substitutes we

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can get that day."

Halpern said she was in favor of teachers receiving additional training. She suggested educational organizations hosting conferences consider holding the seminars during summer to accommodate the longer year.

Both the Oxnard and Simi Valley districts said they were unable to fulfill the 180-day mandate this year because the state budget straggled in months after the school calendar had been adopted.

Oxnard Elementary district students will be in class 175 days this year, while Simi Valley children will attend school 177 days—with a slim chance of squeezing in another two days of instruction, officials said.■

49. The Washington Post

09/10/98; Edition: FINAL; Section: Weekly - MD; Page M01

New Strategies For Higher Scores

SAT Skills Integrated Into Curriculum

By Amy Argetsinger
Washington Post Staff Writer

Anne Arundel County schools are hoping to boost students' SAT scores by teaching more of the test-taking skills specifically required by the national college entrance exam.

In addition to an SAT-prep course now offered in all 12 high schools, teachers are starting to use SAT-style questions to quiz their students in English and social studies classes.

"We want to make sure that we're giving the students the skills they need," said Diane Sprague, coordinator of gifted, talented and advanced programs, "[but] we're also saying that the standards of the test are worth aiming toward."

Although Anne Arundel students' SAT math scores have risen impressively over the last several years, their scores on the verbal part of the test have stagnated just slightly above the national average, according to the latest figures released by the College Board testing organization.

About 55 percent of last year's senior class in Anne Arundel County took the standardized exam, the test most widely recognized by college admissions officials.

Severna Park and South River high schools achieved the highest scores, showing an average of 1,090 and 1,095 respectively on the SAT's 400 to 1,600 scale, with Broadneck Senior High School just behind at 1,089. Meade Senior High School had the county's lowest average score, 978.

School officials say they don't expect to see the effect of their new emphasis on test-taking skills until at least next year, when the first group of students to get those lessons, now seniors, takes the SAT and gets its scores.

For four years now, Arundel high schools have offered 10th- through 12th-graders a semester-long elective called "Preparing for the PSAT, SAT and Beyond." Though the course

County school officials say their increasing emphasis on the Scholastic Assessment Test does not detract from the basic curriculum but instead features the same kind of tips and practice sessions offered by commercial SAT tutorials, Sprague says it also is designed to help students apply the mathematical and verbal reasoning skills of the SAT to their regular studies.

More recently, school officials have been trying to slip those same skills into everyday course work.

Last year, English and language arts classes for sixth through 11th grades were revamped slightly to work more SAT-type questions into classroom discussion and tests of regular subjects.

For example, students who have read "The Scarlet Letter" for class may be assigned to analyze and answer questions about short passages, or to reason out possible analogies, SAT-style, to the relationship of characters.

"It's not test prep in isolation," Sprague said. "They deal with the actual curriculum. . . . These are just good skills. All kids should be doing analogies." This year, social studies classes have been restructured to include the same kind of SAT preparation, and science classes will follow next year.

Meanwhile, the county's average math score rose 3 points this year to 533, following a steady rise from 508 in 1992.

Anita Morris, the county's coordinator of mathematics and secondary science, notes that "in modesty," Anne Arundel is following a national trend of rising math scores. Yet the county's scores have risen more sharply, which Morris attributes to revamped pre-calculus, algebra II and geometry classes.

enhances it.

They say it's not simply a matter of trying to win good publicity for the county with soaring test scores: The critical thinking skills required to do well on the SAT, they say, are the same ones students need to succeed in life.

Under the approach, students are often given a large, multi-step problem that they may tackle in groups for up to two or three days. Often, it's a problem rooted in real life, Morris said — for example, trying to estimate the probability of winning a lottery.

In the past, students typically would work on several abstract equations during a typical class session. The recent changes, Morris said, were inspired less by the SAT than by the need to show students how to use math in their daily lives as part of an increasingly technological work force.

"That's a constant complaint in math: `Why do I need this, how does it apply to real life?' " she said. Students these days "have to do more than regurgitate symbolic equations. Pushing buttons on a calculator is not going to help; you have to know how to apply it."

Anne Arundel 1997-98 Average SAT Scores

School	Verbal	Math	% Tested*
Annapolis	505	510	53%
Arundel	513	521	69
Broadneck	535	554	70
Chesapeake	521	553	46
Glen Burnie	481	518	36
Meade	484	494	57
North County	495	514	47
Northeast	496	538	30
Old Mill	493	529	56

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Severna Park 537 553 85	Southern 540 543 45	*Percentage of seniors tested.■
South River 535 560 52	COUNTYWIDE 513 533 55	

50. The Washington Post

09/10/98; Edition: FINAL; Section: Metro; Page D01

In Mayor's Race, Big Pledges for Schools Will Be Hard to Pay For

By Michael Powell
Washington Post Staff Writer

It's all-but-utopia when the Democratic candidates for D.C. mayor speak about their plans for the public schools.

D.C. Council member Harold Brazil (D-At Large) promises to build dozens of new schools and limit classes to 20 students. His council colleague Kevin P. Chavous (D-Ward 7) vows to extend the school year by 40 days, vastly increase educational requirements and offer mandatory pre-kindergarten.

Anthony A. Williams, the District's

The cost of repairing the city's antiquated and decaying schools — much less building a lot of new ones — is estimated at more than $1 billion.

That said, the mayoral candidates are paying more attention to the city's education problems than in election years past. Each of the candidates has released a detailed proposal, and proclaimed that education is their number one priority. The candidates also recently called for a moratorium on school closings.

And Harold Brazil's campaign has taken to hawking his education plan at elementary schools, pressing the plan into the hands of school children.

"The good news is that the candidates have listened carefully to the public and come out with plans that reflect those criticisms," said Mary Filardo, of the 21st Century Fund, a group dedicated to helping the city renovate its aging schools. "But the details of their plans are very uneven and shaky. And they give vague answers when asked about paying for all of this."

Critics traditionally argue that money can be found by pruning the bloated administrative ranks of the D.C. public schools. (Chavous and Evans offer variations on this argument). But Superintendent Arlene Ackerman already has cut deeply into her administrative ranks.

"There is not administrative bloat left," Filardo said. "You can't just say, former chief financial officer, promises to build a high-tech high school and raise teacher salaries. And D.C. Council member Jack Evans (D-Ward 2) demands the power to hire and fire the superintendent.

But Brazil and Chavous acknowledge that they don't know how they'll pay for their proposals. And although the mayor can propose spending money on specific programs, he cannot order school officials to follow his wishes. Nor can he hire a superintendent.

'Cut there and we'll find the money.' "

Nor is it clear how candidates would enact their proposals. Even before Congress created the D.C. financial control board, the mayor had the power only to propose a line-by-line education budget. The D.C. Council voted on the budget and could impose its own line-by-line conditions. The elected school board oversaw the schools, and the superintendent controlled hiring, contracts and day-to-day operations.

The mayor's power is yet more attenuated today. The mayor still proposes the budget but the control board essentially controls the school system: It appoints the superintendent and oversees school contracts and the budget.

"The mayor's primary responsibility is to fund the school system," said Delabian Thurston-Rice of Parents United, a school advocacy group. "Most of their campaign claims have very little to do with what they actually can do."

Here are the plans proposed by each of the leading candidates in Tuesday's Democratic mayoral primary:

Jack Evans wants the mayor to have the power to hire and fire the superintendent and to veto items in the school budget. "There is only one way to get results: by demanding responsibility," Evans said.

This is the reform model used in Chicago. It also worries some education advocates.

"In the politics of who gets the ear of

A Washington Post survey found that likely voters rank the troubled public school system as their top concern. But the candidates' promises, however well intentioned, are heavily laden with election year hyperbole.

"Right now it's Christmas in September," said Mary Levy, an education policy analyst for the Washington Lawyers' Committee for Civil Rights. "There's no way to pay for this stuff."

politicians, it's people with money or influence," said Thurston-Rice. "Most public school parents have neither."

Other advocates would split the difference. They would give the mayor some power over policy without ceding full control of the school system.

Evans's plan leans less heavily on new funding than those of his rivals. If he had power over the schools, he proposes to mandate homework for every student and drug tests for truants. And he would force the city to take over failing schools — firing teachers and principals.

Kevin Chavous, chairman of the council's education committee, has put forward one of the most ambitious school plans. He would increase the school year by 40 days, lengthen the school day and turn many schools into community centers. He also would mandate education for 3-year-olds, begin the study of algebra in the sixth grade — instead of the ninth grade — and create smaller schools.

Chavous, when pressed, acknowledged, however, that some of his proposals are just "good discussion pieces." He said he would allocate about $50 million for the reforms in the first year, and pursue collaborations with private companies.

And he tried to defuse criticism by dismissing his critics, in advance, as alarmist.

"It will not occur without some of the cries we've grown used to hearing

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from educational 'specialists,' " Chavous said. They "will quickly put an outrageously high price tag on this proposal."

Indeed, school budget analysts say that Chavous's proposals, even by a conservative reckoning, would cost at least $100 million more than the price he puts on it.

"There's a lot of interesting ideas," Levy said. "But there's simply no way you can afford all this."

Chavous has complained that public schools in poor neighborhoods are short-changed and receive less money than schools in middle- and upper-middle-class neighborhoods. Asked about this in May, he said he had seen a school report documenting such disparities. More recently, he said there probably is not a report.

"I've toured a lot of schools," he explained. "You just get a sense for this."

Anthony Williams has offered a series of proposals that tend not to involve massive changes. He wants to build a 1,000-student technology high school in Southeast Washington, a school he would underwrite either by tapping the city's newly created capital improvement program or by using a one time payment of $30 million from the D.C. lottery.

He said he would ask businesses to underwrite the wiring of each classroom in his proposed high school, at a cost of about $50,000.

He has not explained precisely how he would find $10 million to pay for teacher raises — salaries for D.C. teachers lag at least 10 to 15 percent behind those of their suburban counterparts. And, more broadly, school advocates say that Williams needs to flesh out plans to reduce class size and repair buildings.

"The cost of reducing class size is greater even than building schools," Filardo said.

Williams does not favor mayoral control over the schools, and he would leave that to an elected school board. He says the mayor exerts leadership by drawing up the budget.

Harold Brazil has offered an ever-expanding menu of school reform proposals. Some would cost little money: He would require criminal background checks for all school employees and immediately expel dangerous students.

But he also has offered sweeping programs to build smaller schools and establish each school as a "dawn till dark" community center. And he would pay for it through an ambitious plan that would allow private companies to purchase public land and build schools, which the city would lease back. This could save as much as 20 percent on construction costs, experts say.

But such deals could entail complicated negotiations. And Filardo estimated that the leasing proposal could cost the city as much as $80 to $100 million a year.

Brazil acknowledges that he can't yet put a price tag on his proposals. Nor is he certain where the money would come from. So he recently had asked school officials for help in analyzing the cost of his proposals.■

51. The Washington Post

09/10/98; Edition: FINAL; Section: Metro; Page D07

New High-Tech Classes Train for Specific Jobs

Va. Community Colleges to Offer Courses

By Josh White
Washington Post Staff Writer

To help fill thousands of vacant positions in the local technology industry, Virginia's community college system has decided to offer classes developed by high-tech companies to train students for specific jobs, a new direction that has sparked debate about the community colleges' mission.

This month, community college campuses across the state will start providing courses that teach students how to use Cisco Corp. computer equipment. Cisco designed the curriculum, trained the instructors and donated more than $1 million for the program, enough to enroll at least 2,000 students a year.

TD Community college officials said they are negotiating similar agreements with Oracle Corp., Microsoft Corp. and Novell Inc. aimed at teaching technical skills that are specific to each of those companies.

Technology industry officials said the Virginia initiative is unusual. In several states, community colleges have accepted training grants from technology companies. But in most of those states, including Maryland, the training has not been tailored so narrowly to the needs of one firm.

Joy S. Graham, an assistant chancellor at the Virginia Community College System, said the colleges are responding to a desperate shortage of qualified technology workers. In Northern Virginia, industry officials estimate that they have 23,000 unfilled jobs.

"This is probably the most significant push since the [Virginia] system was created in 1966," Graham said. "There is no question that the need for skilled workers is there, and we are moving quickly to meet it."

But some educators are concerned about the initiative. James Mustachio, director of continuing education and work force development at the Woodbridge campus of Northern Virginia Community College, said he worries that a proliferation of classes such as Cisco's, which can be taken as non-credit courses, might divert students from getting the more general education that will benefit them later in their careers.

"One of the concerns has always been that we're trying to provide a general education," Mustachio said. "The colleges are concerned about educating people, about providing an educated populace . . . not in specific job training."

Graham counters that assertion by saying community colleges need to be responsive to the communities they serve.

"I know that some faculty feel concerned that we are starting short-term programs," she said. "What we hope is that [students] will take these basic skills to get jobs and they will continue their education. . . . The state has more immediate needs that need to be met, and people just don't

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always have the luxury of a two-year or four-year degree."

Kathy Clark, chief executive of Landmark Systems and chairwoman of the Northern Virginia Technology Council, said that although such training programs are a good idea, it will take much more than that to relieve the local shortage of high-tech workers.

"This is an outstanding effort on one front," Clark said. "But it is not the only solution that needs to be examined. There has to be a concerted effort on getting students involved in math and the sciences much earlier on in the process."

The Cisco program, being offered at 23 campuses, including Woodbridge, consists of six courses that will prepare students for the Cisco Certified Network Associate exam, a test that could place graduates in network engineering jobs paying $35,000 to $40,000, college and Cisco officials said. They said students can complete the courses in a year at a cost of just under $3,000, less than one-third the cost of similar professional programs.

Keith Fox, vice president for corporate marketing at Cisco, which is based in San Jose, said most graduates won't work for Cisco but rather for a company that uses Cisco products. From Cisco's standpoint, the main advantage of the training program is that it provides clients with employees trained to maintain Cisco's network routing equipment, thus boosting sales of the equipment, Fox said.

Eventually, Cisco hopes to get permission from area school districts to offer similar courses to high school students. The Virginia **Department of Education** already has approved two Cisco courses for high school credit.

Virginia community college officials said it is too early to provide details on the courses that would be developed by Oracle, Microsoft and Novell.

In addition to the classes to be underwritten by private companies, the Virginia legislature appropriated $3.5 million this year for community colleges to expand their high-tech training programs.

The strength of the Cisco program lies in its ability to train almost anyone for a challenging job with good pay, said Judy Becker, community services program director for Northern Virginia Community College.

"We are trying to take that person who is unemployed or underemployed and put them back into the work force," Becker said. "The first classes are for you and me and that hamburger-flipper with no computer experience. It goes from ground zero to very technology-specific."

But Clark warned that the industry is not just looking for people to fill seats at companies. "It is not just a bodies issue; it's a skills issue," Clark said. "We have to be careful that we are drawing the right people in. It is not always easy stuff to learn, and we do really want some of the stars."■

INTERNATIONAL

52. The Irish Times

09/04/98; Edition: CITY EDITION; Section: HOME NEWS; Page 8

US may contribute $1.5m to new education project

By ANDY POLLAK
Education Correspondent

The Clinton visit may be the occasion for the announcement of a $1.5 million American contribution to a new multi-million pound North-South educational project, it was speculated last night.

It is believed the plans would involve the US **Department of Education** providing $500,000 per year over the next three years for a school exchange and civic education programme which will involve 20 schools this year, more than 40 schools next year and well over 60 schools in 2000.

This would be matched by Irish Government funding to be announced later today, and discussions are continuing about how the British government can also contribute. A number of other joint north-south and Irish-US educational initiatives will be announced by the Taoiseach when he and President Clinton address a gathering the College of Surgeons in Dublin this morning.

The project would be modelled on Project Citizen, a programme aimed at encouraging civic responsibility and greater knowledge of government which is already in operation in schools throughout the US and has been exported to Bosnia, Croatia, Latvia, Lithuania and the Czech Republic.

Project Citizen is the brainchild of the US Education Secretary Mr Richard Riley, who is accompanying President Clinton on his Irish trip. It has been adapted specifically to meet Irish circumstances, north and south, and will be undertaken in collaboration with the Centre for Civic Education in California.

It will be co-ordinated by Co-operation Ireland, formerly Co-operation North. Administrative details have still to be finalised.

The project will consist of two broad components. Firstly, there will be a greatly increased level of school and youth group exchanges, and joint work particularly in areas such as the environment, urban and rural regeneration, education reform and cultural heritage. Secondly, teachers, youth and community leaders will come together to do work on issues of common concern.■

53. The Irish Times

09/05/98; Edition: CITY EDITION; Section: HOME NEWS; Page 9

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Taoiseach announces Mitchell scholarship

By ANDY POLLAK
Education Correspondent

The Government will contribute (pounds) 2 million to set up an Irish-American endowment fund to enable highly-qualified US postgraduate students to attend Irish universities, the Taoiseach announced during the College of Surgeons reception in Dublin.

Mr Ahern said the scholarships awarded would be similar to the Rhodes scholarships at Oxford University and would "bring world-class students from the United States into our world-class universities . . . As a lasting monument to his contribution to the agreed peaceful future on this island, the scheme will be known as the George Mitchell Scholarships."

Each US student will receive free fees, accommodation and travel for a postgraduate course at a university in the Republic. The scholarships will be worth around $25,000 each.

The fund will be administered by the US-Ireland Alliance, a new Washington-based organisation headed by Ms Trina Vargo, former foreign policy adviser to Senator Edward Kennedy.

Mr Ahern also announced that the Government would provide (pounds) 1 million over three years for Project Citizen, a programme to bring together schools and youth groups on both sides of the Border. The scheme will be run by Co-operation Ireland.

Earlier, President Clinton had pledged the same amount to the project. Discussions are continuing with the British government to make it a tripartite project.

The Taoiseach also announced a grant of $800,000 to the Irish Festival at the Kennedy Centre in Washington, which will take place between March and May next year.

Earlier, the Minister for Education and Science, Mr Martin, and the US Secretary of Education, Mr Richard Riley, met to discuss areas of mutual interest such as special education, information and communications technology in schools, education for the disadvantaged and advanced skills training.

Later, the two men launched UCD's Centre for American Studies at Newman House on St Stephen's Green in Dublin.■

COMMENTARY

54. The Washington Post

09/10/98; Edition: FINAL; Section: OP-ED; Page A20

Sorry State of Summer School

Although an Aug. 7 Metro story ran under the headline "D.C. Summer School Received High Marks," not all summer school experiences were positive. I am a young single father of a now 14-year-old boy. I signed him up for the Summer STARS program after all of the propaganda was distributed at the end of the school year touting it as the best summer school ever. Without going back through the handouts, I recall the District Public Schools declaring that there would be small class sizes, a structured learning environment and learning trips on Fridays. Keeping all of this in mind, I signed up my son at the Patricia Harris Educational Center in Southeast.

Because I work in the evening and I hate to spend unnecessary time away from my son, I thought it would be a neat idea if I volunteered to ensure that he got something out of this. On Day One, I found myself in the auditorium waiting for my son to be assigned classes; this would take three days. Students sent to learn or forced to attend because of low test scores were sitting idle in this auditorium as they traded jokes with the security guard.

I went to the principal and explained that I wanted to volunteer. She praised me and said that she would get back to me later on. So much for offering free service.

As the second week began, my son and I were getting irritated with the routine of sitting in the auditorium for four hours each day, still not assigned a class. On my third visit, he finally was assigned to math and reading classes.

My biggest surprise was when I entered the classroom area. There were no individual classrooms with four walls and a door. Imagine a large open area with partitions dividing what they call classes. I was shocked to see kids running around as if they were on recess with no supervision. However, some teachers were teaching and some students were learning in what I suspect were not the best of conditions.

In the end my son went to school for only one class, math. Although there was little challenging of the mind by daily multiplication and division problems, it was something. In this town, something is better than nothing.

The trips and small class size? Well, they did not happen either.

LEON R. MERCER JR.
Washington■

55. The Washington Post

09/10/98; Edition: FINAL; Section: OP-ED; Page A20

Government, Taxes and the Schools

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It seems odd that a civil libertarian such as Nat Hentoff would be so quick to refer to tax receipts as public money ["God's Place in a Public School," op-ed, Aug. 18]. Instead, he should be championing individuals' rights to get some of their own money back to use as they see fit. For example, using vouchers to send their children to schools of their choosing.

Mr. Hentoff implies that taxpayers should not be forced to support schools whose tenets they oppose. But is that not what many taxpayers are forced to do when their incomes and properties are taxed to support public schools?

For example, what about the rights of fundamentalist Christians who indirectly pay for library books that describe homosexuality in a light that is contrary to their moral beliefs? Does Mr. Hentoff see no problem when conservative Christian, Jewish, Muslim or other religious people are taxed to support schools whose curricula are saturated with a celebration of relativism in morals and values?

While I do not support voucher programs in general, because of the possibility that "public" moneys will lead to public interference in private schools, the columnist's argument against them is a poor one. For one who loves liberty, Mr. Hentoff has a narrow view of the term.

JONATHAN M. KLICK

Annapolis

Nat Hentoff takes exception to public voucher funds for education in religious elementary and secondary schools. He suggests "that is hardly what James Madison and his colleagues intended."

Mr. Hentoff is correct. James Madison and his colleagues made it clear they wanted "religion to flourish in its purity, free from the corruption that inevitably came with state support." Catholic schools should say a firm "no" to any participation in a government school voucher system.

THOMAS J. PIERPOINT

Most Catholic elementary and secondary schools teach throughout their curricula the matter of love of God and love of neighbor, which amounts to love and respect for God, for parents, for teachers, for civil order, for peers (and ultimately for spouses), for one's self and for life.

All of these are the backbone of character, and absence of any or all of these leaves a vacuum for a kind of self-love that is deadly and so troublesome these days.

Catholic schools could provide an excellent service for our nation, but the voucher system would provide inroads for government bureaucracies — with their upside-down interpretation of our nation's Constitution — to extract these Catholic teachings from the Catholic schools, in violation of the First and 14 amendments to the Constitution.

Woodbridge■

56. Pittsburgh Post-Gazette

09/09/98; Edition: SOONER; Section: EDITORIAL; Page A-17

CHARTER SCHOOLS: NOT CHILD'S PLAY

PREPARING OUR OWN SCHOOL, WE REALIZE WHAT THE PUBLIC SYSTEM FACES - AND HOW CHARTER SCHOOLS CAN HELP

BRUCE BARRON

Charter schools are promoted primarily as a way to improve public education through choice and competition. But they also challenge people who think they could create a better public school to fish or cut bait.

About eight months ago I, along with a team of professional colleagues in the South Hills, decided to fish. And last week, we submitted a charter school application to the Mt. Lebanon and Keystone Oaks school districts

As a result, I now have a much fuller sense of the difficulty and complexity involved in operating a public school. But I also have a deeper appreciation of how charter schools can help to overcome some of the problems that paralyze our education system.

Like many charter developers, our team has found some areas where improving on existing public schools' practices is not easy, such as:

Cost. To secure quality teachers while asking them to work harder than in other public schools, we must pay competitive salaries. Add in the cost of a suitable facility and equipment, and you've spent almost as much money as those supposedly big-spending school districts.

Administration. Viewing public schools as top-heavy with administrators, many charter schools have overreacted and ended up under-administered, leading to serious problems in school governance, organization or bookkeeping.

I started out thinking that a part-time principal would suffice for our 144-student elementary school. Now our staff structure includes not only a full-time headmaster and 1.5 support staff, but possibly a full-time fiscal administrator as well.

Special education. Charter schools, especially those proposing advanced academics, have often tried - contrary to their mandate as public schools, open to all students - to dissuade special education students from attending.

Our charter school team is not tempted to do this, as several of us have a strong professional commitment to serving students with special needs, but we can see why many might be. One or two emotionally disturbed students can hamstring a classroom's intention to deliver academically accelerated programming, yet (except in extreme cases) isolating or disciplining them runs afoul of federal law.

On top of these problems common to all public schools, charter schools have a few more of their own. They must operate on about 20 percent less money per pupil than district-related schools. They have no taxing power. They must often beg for the legal or fiscal expertise districts routinely fund out of their general budget. And they must devote substantial time and energy to public relations, in order to win approval from their school districts as

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well as in recruiting students.

But along with these formidable obstacles, we've also been discovering the strategic advantages that permit charter schools to do some things more easily than other public schools. First, whereas public school boards often struggle to develop a unified vision (because their nine members are elected independently, each with his or her own agenda and constituency), charter school developers can select their board and staff based on a clearly articulated mission.

Our proposed school's emphasis on cultivating virtuous behavior, for example, would be doomed to mediocrity if we could not establish a board that values the pursuit of a virtuous life and will hire teachers who feel the same way.

Moreover, charter schools have the ability to establish new expectations of teacher commitment from the start. Not that we intend to run an anti-union school; in fact, we're glad the teacher unions exist, to remind our board that if our teachers aren't treated kindly, they could unionize too. But we're also glad to be free from union pay scales, work rules and the peer pressure that can discourage teachers from giving extra time not stipulated in the contract.

And because charter schools are schools of choice, they have greater potential to harness parent involvement. Beyond defining the level of volunteer commitment we will expect from parents, we also plan to give parents an open door to their child's classroom (another feature that would be very difficult to initiate with an already-established set of teachers). At other charter schools, participation by parent volunteers has reduced the hindrances to learning that arise when classrooms contain just one adult (the teacher) and 20 or 25 students.

Furthermore, a school of choice has the significant advantage of serving only those families who want to be there. While the charter school's meantime, we feel a great burden to capitalize on this privilege, so that more advocates of quality public education

Perhaps some day school districts will be granted the same flexibility charter schools now enjoy. In the relationship with its chartering district assures strong public accountability, it can say to families who want a different type of education for their children, "That's fine - nobody said your child has to come to this school."

Many private schools have long offered these advantages, but the genius of charter legislation is that it introduces them in public schools, while still barring tuition or selective admission policies.

If charter legislation did nothing more than force public school critics to start their own school or quit complaining, it would be significant.

But it has done more than that. It has given persons of great integrity and devotion to children, like the founders of Pittsburgh's three new charter schools, a privilege of which we would not even have dreamed until recently: the chance to create our own public school.

will come to see that charter schools are a good idea.■

57. The Atlanta Journal

09/08/98Section: Editorial; Page A;08

SAT SCORES

Results show need to help at-risk students

By Jeff Dickerson
STAFF

The SAT scores are in, and once again Georgia lags near the bottom of the list, ahead of only South Carolina and Washington, D.C.

What does Georgia have in common with those places? They all have high percentages of black students. And blacks scored, on average, 171 points fewer than whites on the test.

In looking over national SAT rankings, a racial pattern emerges. States with the highest proportion of blacks (and the majority-black District of Columbia) scored the worst. States with smaller black percentages — Alaska, Connecticut, New Hampshire, Maine — scored highest.

An identical pattern emerges in metro Atlanta. Schools with large percentages of black students, mostly in Fulton and DeKalb counties, scored lowest. Those with the highest percentages of white students, in Cobb and Gwinnett counties, scored highest.

Is this the old Bell Curve argument that blacks are academically inferior? Not from this black man. It's an argument for identifying students at risk of educational disaster and taking extra steps to improve their performance. Not all those needing extra help, by the way, will be black. Many white students come from disadvantaged backgrounds and need extra help, and many black students don't.

If you think blacks score lower because they're biologically stupid, a history lesson: Blacks were once forbidden to learn to read and write in this and other Southern states. A generation ago they were herded into grotesquely inferior schools. It wasn't until the '60s that blacks could sit in a classroom in Ole Miss or UGA — and few subjected themselves to the discrimination.

Most blacks who escaped the pervasive Southern belief that they should cultivate the soil, not their minds, ended up in segregated schools such as Savannah State College or Fort Valley State.

There's also a Southern black culture that understandably emphasized work over learning. Books didn't put food on the table. In the Jim Crow South, an educated black man had no better shot at a good job than a bricklayer or cotton-picker. The system taught blacks that education wouldn't pay off.

Today, the Georgia Board of Regents targets at-risk Georgia youngsters for extra help so they might one day meet college admission standards. Shouldn't the state Board of Education target at-risk students as well? Since we've spent centuries intentionally denying blacks a decent education, and the rewards of a decent education, wouldn't it make sense to extend some special help to them now?

Despite the gains of black students — their scores rose nine points this

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year alone — Georgia won't lift itself out of the educational pit until it targets those at the bottom. We need to come face-to-face with a discriminatory past and fix it. We'll stay in an educational rut if we don't.■

58. The Las Vegas Review-Journal

09/08/98; Edition: Final; Section: EDITORIALS; Page 7b

Massachusetts lowers teacher testing standards

By Gina R. Dolfonzo

Picture a recent college graduate who spells worse than a fourth- grader, can't compose a coherent sentence, and writes a paragraph of gibberish when asked to summarize an article. Now picture this person teaching your child.

For many Massachusetts parents, this image is about to become reality. Fifty-nine percent of would-be teachers flunked the state's new certification test this summer. The state Board of Education - motivated by the fear of lawsuits, according to chairman John Silber - decided not to raise the bridge but to lower the river. In other words, it voted to reduce the passing grade to 66 percent, a grade that would appear as a "D" on a report card. Under the new standard, only 44 percent of those tested flunked, and 269 applicants who had previously failed will soon be welcoming students to Massachusetts public schools.

These graduates were not taking a rigorous examination. This test, according to acting Education Commissioner Frank Haydu III, was easier than those given to 10th-grade students in Massachusetts.

As a peer tutor in my college's Writing Workshop a few years ago, I can't say I'm surprised by that idea. Quite often, a half-hour session wasn't nearly long enough to address all the problems in a college student's paper.

My fellow tutors and I did our best to help correct fractured sentences and butchered spelling, but we kept having to stop and explain what an adverb was or the difference between a subject and a predicate. These students didn't just need to brush up on their writing; many of them had never learned the basics at all.

Having also worked with elementary reading students, I've had a chance to see the problem in its beginning stages. The children I tutored had been taught to memorize what words looked like, rather than how to sound them out. As a result, they had no tools to help them decipher words they had never seen before. Is it any wonder that children like these grow up to miss easy words on a teacher certification exam?

Unfortunately, educators and bureaucrats can't seem to see the connection. They've long been trying fads like look-and-say (also known as whole language) and alternative spelling on public school students. Many of them sound good in theory, but the sad truth is that they have led to a crop of barely literate students, many of whom are now getting ready to teach a whole new generation. The only difference between these new teachers and their teachers is that the earlier generation chose not to drill their students in the basics; the new teachers, even if they wanted to do so, don't have the ability.

Nevertheless, many of the mistakes were worthy of a second-grader.

Some of the applicants misspelled words like different, debates and debris - and some misspelled words that were right in front of them. One defined "abolish" as "a law about something," and another called a preposition "a description of what is taking place in a sentence." Some tried to pass off as sentences fragments with neither nouns nor verbs. "It's amazing some of these people got a college degree," remarked acting Gov. Paul Cellucci.

Given results like these, the recent victories for parental choice in education and the rise in the number of home-schooling families make perfect sense. Parents have known for some time that something was wrong in the public schools - although it may not have occurred to them that the students know more than the teachers - and they're deciding that their children need something better. If trends like these continue, it won't matter if Massachusetts public schools hire illiterate teachers, because the children will all be elsewhere.

Gina R. Dalfonzo is a writer and editor at Family Research Council in Washington, D.C.■

59. The New York Times

09/10/98Section: Editorial Desk; Section A; Page 32, Column 5

Greedy Colleges Tarnished Student Athletics

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To the Editor:

"Of Those Boys of Autumn, Neither Beloved Nor Lauded" (Arts & Ideas, Sept. 5) misses the point on why football is not romanticized the way baseball is. The simple fact is that teen-age intellectuals have always been jealous of the fawning attention received by football players in high school. Particularly galling was that the pretty girls did not give us a fraction of the attention they gave the football team.

It is also a fact that baseball is a minor sport in high school compared with football. Therefore, baseball players have never been the objects of animus on the part of the high school intelligentsia. But who writes the novels and screenplays? The belittlement of football is truly the sweet revenge of the nerds.

CHARLES MOSKOS

Evanston, Ill., Sept. 5, 1998■

60. New York Review of Books

September 24, 1998

The New New Math

MARTIN GARDNER

Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity (1997 Yearbook) edited by Janet Trentacosta and Margaret J. Kenney 248 pages, $22.00 (hardcover) published by National Council of Teachers of Mathematics

Focus on Algebra: An Integrated Approach by Randall I. Charles and Alba González Thompson , et al. 843 pages, $56.00 (hardcover) published by Addison-Wesley

Life by the Numbers: Math As You've Never Seen It Before narrated by Danny Glover and Seven boxed videotapes produced by WQED, Pittsburgh $129.00

1.

Surveys have shown for many decades that the mathematical skills of American high school students lag far behind those of their counterparts in Japan, Korea, Singapore, and many European countries. In the United States whites do better than blacks, Hispanics, and Native Americans. Males outscore females. Students from high socioeconomic backgrounds do better than those from lower strata.

These are troubling statistics because, in an advanced technological society such as ours, a firm grasp of basic mathematics is increasingly essential for better-paying jobs. Something clearly is wrong with how math is being taught in pre-college grades, but what?

In the late 1960s the National Council of Teachers of Mathematics (NCTM) began to promote a reform movement called the New Math. In an effort to give students insight into why arithmetic works, it placed a heavy emphasis on set theory, congruence arithmetic, and the use of number bases other than ten. Children were forbidden to call, say, 7 a "number." It was a "numeral" that symbolized a number. The result was enormous confusion on the part of pupils, teachers, and parents. The New Math fad faded after strong attacks by the physicist Richard Feynman and others. The final blow was administered by the mathematician Morris Kline's 1973 best seller Why Johnny Can't Add: The Failure of the New Math.

Recently, the NCTM, having learned little from its New Math fiasco, has once more been backing another reform movement that goes by such names as the new new math, whole math, fuzzy math, standards math, and rain forest math. Like the old New Math, it is creating a ferment among teachers and parents, especially in California, where it first caught on. It is estimated that about half of all pre-college mathematics in the United States is now being taught by teachers trained in fuzzy math. The new fad is heavily influenced by multiculturalism, environmentalism, and feminism. These trends get much attention in the twenty-eight papers contributed to the NCTM's 1997 yearbook, Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity.

It is hard to fault most of this book's advice, even though most of the teachers who wrote its chapters express themselves in mind-numbing jargon. "Multiculturalism" and "equity" are the book's most-used buzzwords. The word "equity," which simply means treating all ethnic groups equally, and not favoring one gender over another, must appear in the book a thousand times. A typical sentence opens Chapter Eleven: "Feminist pedagogy can be an important part of building a gender-equitable multicultural classroom environment." Over and over again teachers are reminded that if they suspect blacks and females are less capable of understanding math than Caucasian males, their behavior is sure to subtly reinforce such beliefs among the students themselves, or what one teacher calls, in the prescribed jargon, a student's "internalized self-image."

"Ethnomathematics" is another popular word. It refers to math as practiced by cultures other than Western, especially among primitive African tribes. A book much admired by fuzzy-math teachers is Marcia Ascher's Ethnomathematics: A Multicultural View of Mathematical Ideas (1991).1 "Critical-mathematical literacy" is an even longer jawbreaker. It appears in the NCTM yearbook as a term for the ability to interpret statistics correctly.

Knowing how pre-industrial cultures, both ancient and modern, handled mathematical concepts may be of historical interest, but one must keep in mind that mathematics, like science, is a cumulative process that advances steadily by uncovering truths that are everywhere the same. Native tribes may symbolize numbers by using different base systems, but the numbers behind the symbols are identical. Two elephants plus two elephants makes four elephants in every African tribe, and the arithmetic of these cultures is a miniscule portion of the vast jungle of modern mathematics. A Chinese mathematician is no more concerned with ancient Chinese mathematics, remarkable though it was, than a Western physicist is concerned with the physics of Aristotle.

Fuzzy-math teachers are urged by contributors to the yearbook to cut down on lecturing to passive listeners.

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No longer are they to play the role of "sage on stage." They are the "guide on the side." Classes are divided into small groups of students who cooperate in finding solutions to "open-ended" problems by trial and error. This is called "interactive learning." The use of calculators is encouraged, along with such visual aids as counters, geometrical models, geoboards, wax paper (for folding conic section curves), tiles of different colors and shapes, and other devices. Getting a correct answer is considered less important than shrewd guesses based on insights, hence the term "fuzzy math." Formal proofs are downgraded.

No one can deny the usefulness of visual aids. Teachers have known for centuries that the best way to teach arithmetic to small children is by letting them "interact" with counters. Each counter models anything that retains its identity—an apple, cow, person, star. What's the sum of 5 and 2? A girl who knows how to count moves into a pile five counters, then two more, and counts the heap as seven. Suppose she first moves two, then five. Does it make a difference? Similar procedures teach subtraction, multiplication, and division.

After a few days of counter playing it has been traditional for children to memorize the addition table to at least 9. Later they learn the multiplication table to at least 10. "Hands-on" learning first, then rote learning. Unfortunately, some far-out enthusiasts of new new math reject anything resembling what they call "drill and kill" memorizing. The results, of course, are adults who can't multiply 12 by 12 without reaching for a calculator.

Aside from its jargon, another objectionable feature of the yearbook is that its contributors seem wholly unaware that the best way to keep students awake is to introduce it, they cut from graph paper squares with sides ranging from two to fifteen units. (Such pieces are known as "manipulatives.") Then they play the following "game." Using the edges of the squares, they form triangles of various shapes. The "winner" is the first to discover that if the area of one square exactly equals the combined areas of the other two squares, the triangle must have a right angle with the largest square on its hypotenuse. For example, a triangle of sides 3,4,5. Students who never discover the theorem are said to have "lost" the game. In this manner, with no help from teacher, the children are supposed to discover that with right triangles a2+b2=c2.

"Constructivism" is the term for this kind of learning. It may take a group several days to "construct" the Pythagorean theorem. Even worse, the paper game may bore a group of students more than hearing a good teacher explain the theorem on the blackboard.

One of the harshest critics of fuzzy math is the writer John Leo, whose article on the subject, "That So-Called Pythagoras," was published last year in US News and World Report (May 26, 1997). (His title springs from a reference he found in a book on ethnomathematics to "the so-called Pythagorean theorem.") Leo tells of Marianne Jennings, a professor at Arizona State University, whose daughter was getting an A in algebra but had no notion of how to solve an equation. After obtaining a copy of her daughter's textbook, Jennings soon understood why.

Here is how Leo describes this book:

It includes Maya Angelou's poetry, pictures of President Clinton and Mali wood carvings, lectures on what environmental sinners we all are and photos of students with names such as Taktuk and Esteban "who offer my daughter thoughts on life." It also contains praise for the wife of Pythagoras, father of the Pythagorean theorem, and asks students such mathematical brain teasers as "What role should zoos play in our society?" However, equations don't show up until Page 165, and the first solution of a linear equation, which comes on Page 218, is reached by guessing and checking.

Romesh Ratnesar's article "This is Math?" (Time, August 25, 1997) also criticizes the new new math. It describes fifth-graders who were asked how many handshakes would occur if everyone in the class shook hands with everyone else. At the end of an hour, no group had the answer. Unfazed, the teacher said they would be trying again after lunch. Professor Jennings makes another appearance. She told Ratnesar that she became angry and worried when she saw her daughter use her calculator to determine 10 percent of 470.

Curious about her daughter's

If new new math teachers are aware of such elegant puzzles, and there are thousands, there is no hint of it in the yearbook. This is hard to understand in view of such best-selling textbooks as Harold Jacobs's Mathematics: A Human Endeavor (1970; third edition, 1994), which has a great deal of recreational material; Mathematics: Problem Solving Through Recreational Mathematics, a textbook by Bonnie Averbach and Orin Chein (1980); and scores of recent books on entertaining math by eminent mathematicians.

I seldom agree with the conservative political views of Lynne Cheney, but when she criticized extreme aspects of the new new math on the Op-Ed page of The New York Times on August 11, 1997,2 I found myself cheering. As Cheney points out, at the heart of fuzzy-math teaching is the practice of dividing students into small groups, then letting them discover answers to problems without being taught how to find them. For example, teachers traditionally introduced the Pythagorean theorem by drawing a right triangle on the blackboard, adding squares on its sides, and then explaining, perhaps even proving, that the area of the largest square exactly equals the combined areas of the two smaller squares.

According to fuzzy math, this is a terrible way to teach the theorem. Students must be allowed to discover it for themselves. As Cheney describes recreational material which they perceive as fun. Such material includes games, puzzles, magic tricks, fallacies, and paradoxes. For example, determining whether the first or second player can always win at tick-tack-toe, or whether the game is a draw if each player makes the best moves, is an excellent way to introduce symmetry, combinatorics, graph theory, and game theory. Because all children know the game, it ties strongly into their experience.

For what the yearbook likes to call a "cognitively challenging" task, give each child a sheet with a checkerboard on it. Have each of them cut off two opposite corner squares. Can the remaining sixty-two squares be covered by thirty-one dominoes? After a group finds it impossible, see how long it takes for someone to come up with the beautiful parity (odd-even) proof of impossibility.

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textbook, which is now widely used, I finally obtained a copy by paying a bookstore $59.12. Titled Focus on Algebra: An Integrated Approach, this huge text contains 843 pages and weighs close to four pounds. (In Japan, the average math textbook is two hundred pages.) It is impossible to imagine a sharper contrast with an algebra textbook of fifty years ago.

"Integrated" in the subtitle has two meanings:

(1) Instead of being limited to algebra, the book ranges all over the math scene with material on geometry, combinatorics, probability, statistics, number theory, functions, matrices, and scatter graphs, and of course the constant use of calculators and graphers. Fifty years ago high school math was given in two classes, one on algebra, one on geometry. Today's classes are "integrated" mixtures.

(2) The book is carefully integrated with respect to gender and to ethnicity, with photographs of girls and women

The book jumps all over the place, with transitions as abrupt as the dream episodes of Alice in Wonderland. I think most students would find this confusing. Eight full pages are devoted to statements by adult professionals, with their photographs. Each statement opens with a sentence about whether they liked or disliked math in high school, followed by generally banal remarks. For example, Diana Garcia-Prichard, a chemist, writes: "I liked math in high school because all the problems had answers. Math is part of literacy and the framework of science. For instance, film speed depends on chemical reactions. I use math to model problems and design experiments. I like getting results that I can publish and share." Presumably such statements are intended to convince students that math will be useful later on in life.

Many of the book's exercises are trivial. For example, on page 20 students are asked to play forward and backward a VCR tape of a skier, then answer the question: "How will this affect the way the skier appears to move?" On page 11: "A circle graph represents 180 kittens. What does 1/4 of the circle represent?" (Answer, to be found in the back of the book: 45.) A chapter on "the language of algebra" opens with a page on the origin of such phrases as "the lion's share," "the boondocks," and "not worth his salt." It is not clear what this has to do with equal in number to photographs of boys and men. Faces of blacks and whites are similarly equal, though I noticed few faces of Asians.

On the positive side is the book's lavish use of color. Only a few pages lack full-color photos and drawings, all with eye-catching layouts. When it comes to actual mathematics the text is for the most part clear and accurate, with a strong emphasis on understanding why procedures work, and on inducements to think creatively. "After all," the text says on its first page, "what good is it to solve an equation if it is the wrong equation?" The trouble is that the book's mathematical content is often hard to find in the midst of material that has no clear connection to mathematics.

Not having taught mathematics myself, I have no opinion about the value of students working in small groups as opposed to sitting and listening to a teacher talk. Nor have I algebra.

Many pictures have only a slim relation to the text. Magritte's painting of a green apple floating in front of a man's face accompanies some problems about apples. Van Gogh's self-portrait is alongside a problem about the heights and widths of canvases. A picture of the Beatles accompanies a problem about taxes only because of the Beatles' song "Taxman." My favorite irrelevant picture shows Maya Angelou talking to President Clinton. Beside it is the following extract from one of her prose poems:

Lift up your eyes upon This day breaking for you Give birth again Women, Children, Men, Take it into the palm of your hands. Mold it into the shape of your most Private need. Sculpt it into The image of your most public self.

Why is this quoted? Because the "parallel" phrases shown underlined are similar to parallel lines in geometry! Is this intended to "integrate" geometry and poetry?

The book is much concerned with how the environment is being polluted. Protecting the environment is obviously a good cause, but here its connection with learning math is often oblique, if not arbitrary. A chapter on functions opens with a page headed "Unstable Domain." Its first question is "What other kinds of pollution besides air pollution might threaten our planet?" Page 350 has a picture of crude oil being poured over a model of the earth. It accompanies a set of questions relating to the way improper disposals of oil are contaminating ground water.

found research studies that make a decisive case in favor of either method. Clearly a great deal depends on the qualities of particular teachers, and these would be hard to appraise in any survey. The authors justify the group approach by saying it anticipates the workplaces in which students will find themselves as adults. John Donne's remark about how no man is an island is quoted. The book's first "exercise" is a question: "In general, do you prefer to work alone or in groups?"

An emphasis on ethnic and gender equity is, of course, admirable, though in this textbook it seems overdone. For example, twelve faces of boys and girls of mixed ethnicity reappear in pairs throughout the pages. Each has something to say. "Taktuk thinks..." is followed with "Esteban thinks...," "Kirti thinks..." is followed by what "Keisha thinks...," and so on. These pairings become mechanical and predictable.

A page headlined "Hot Stuff" shows three kinds of peppers to illustrate how they are used in cooking. Two of the "exercises" are: "The chili cook-off raises money for charity. Describe some ways the organizers could raise money in the cook-off," and "How would you set up a hotness scale for peppers?" This page introduces a chapter on how to solve linear equations.

Another section on equations opens with pictures of zoo animals. It discusses what can be done to prevent species from becoming extinct. The first question is "What role should zoos play in today's society?" The book's index, under the entry "Animal study and care," lists thirty-two page references.

A section on mathematical inequalities is preceded by a page on how Mary Rodas became vice-president of a toy company, and how Linda Johnson Rice found a creative way to market Ebonè cosmetics for black women. Under a photo of a smiling Mary, the first questions are: "Would you like to own your own business someday? Why or why not?"

On page 67, a picture of Toni Morrison is used to illustrate a problem about how many ways four

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objects can be placed in a row. The text then introduces four students who each read an excerpt from something Morrison has written. In how many different orders, the text asks, can the four excerpts be read? A man from Mysore, India, who creates shadow pictures on the wall with his fingers is featured on page 421. What this has to with the following section on solving systems of inequalities is not evident. A photo of Alice Walker on page 469 illustrates the question: "Is the time it takes to read an Alice Walker novel always a function of the number of pages?" This and other such references give the impression that well-known writers are being dragged into the text.

The most outrageous page—it opens a section on linear functions—concerns the Dogon culture of West Africa. Students are told that this primitive tribe, without the aid of telescopes, discovered that Jupiter has satellites, that Saturn has rings, and that an invisible star of great density orbits Sirius once every fifty years. Presumably the Dogon had supernormal powers. However, it has long been known that the Dogon made no such discoveries. They merely learned these astronomical facts from missionaries and other Western visitors.3

Like the authors of the NCTM yearbook, those who fashioned this huge textbook seem wholly uninterested in recreational material. The book's only magic trick (page 246) is a stale, utterly trivial way to guess a number. Although strongly favoring the use of calculators, the authors don't seem aware that the
hundreds of amazing number tricks that can be done with them provide excellent exercises. A child can learn a lot of significant number theory in discovering why they work. None is in the book.

An old brain teaser involves a glass of wine and a glass of water. A drop is taken from the wine and added to the water. The water is stirred, then a drop of the mixture goes back to the wine. Is there now more water in the wine than wine in the water, or vice versa? The surprising answer is that the two amounts are precisely equal.

Students will be fascinated by the they will remember the function better than if a teacher takes a few minutes to demonstrate it by swinging a weight and slowly lengthening the string.

2.

WQED's boxed set of seven videotapes, Life by the Numbers, was funded mainly by the National Science Foundation and the Alfred P. Sloan Foundation. The photography is excellent. There are scenes of men and women mathematicians seated at computer consoles, or driving a car, or walking down a street or through the woods. There are many close-ups of their faces, dazzling glimpses of mountains and skyscrapers, baseball games, martial arts contests, blossoming flowers, wild animals, and everything imaginable that has little to do with math. The tapes rate high on special effects, low on mathematical content.

The seventh tape covers a typical new new math class. To discover that the longer a pendulum, the slower its swing, students tie weights to the ends of string and swing the weights back and forth while other students keep charts of string lengths and pendulum periods. After several days they learn that the period of a pendulum is a function of its length. This discovery enables them to calculate whether the victim in Poe's horror story "The Pit and the Pendulum" has enough time to escape from the huge pendulum which threatens to cut him in half as it swings lower and lower over his reclining body. It is assumed that because students have fun swinging weights

One of the most telling attacks on new new math is Bernadette Kelly's article "Déjà Vu? The New 'New Math,'" in the professional journal Effective School Practices (Spring 1994). Kelly summarizes four case studies by four supporters of fuzzy math in which they report on four fifth-grade teachers.4 Two of the teachers, called Sandra and Valerie, are enthusiastic users of new new math techniques. The other two teachers use traditional methods.

Sandra was very good at getting students to cooperate in groups. However, in one exercise she told students that one could obtain the perimeter of a rectangular field by multiplying its length by its width! In another project she calculated the volume of a sandbox by multiplying together its length and width in yards, then multiplying the product by the box's height in feet! In an interview Sandra said that while working on the sandbox problem her pupils asked what a cubic foot was. "You know, the thing is that I couldn't really answer that question. Then I thought and thought, then I remembered how to

way this principle can be modeled with a deck of cards. Divide the deck in half, one half consisting of all the red cards, the other half consisting of all the black cards. Take as many cards as you like from the red (wine) half and insert them anywhere among the blacks (water). Shuffle the black half. From it remove from anywhere the same number of cards you took from the reds and put them back among the reds. You'll find the number of blacks among the reds is exactly the same as the number of reds among the blacks. Students will enjoy proving that this is always the case. But will it work if the two starting portions of the deck are unequal? (Yes. It doesn't matter if the two glasses in the brain teaser are not the same size; nor does it matter how many cards are in the black and red piles.)

This secondary math textbook has an index that is not very helpful. What value are more than 180 page references for the entry "Science"? What use is a similar quantity of page numbers for the entry "Industry"?

measure a cube." Neither Sandra nor her students were ever aware of her two huge mistakes. In spite of these errors, the author of the article about her said she was an "exemplary teacher." Sandra is praised for getting her students to enjoy their cooperative efforts to solve problems "in the context of real world situations." Finding a correct answer was less important than having fun in working on the problem.

Valerie made an equally astonishing blunder. The task was to determine the average number of times her thirty students had eaten ice cream over a period of eight days. This was "solved," by dividing 30 by 8, to get 3.75, which Valerie rounded up to 4!

As with Sandra, neither Valerie nor her students ever became aware that they obtained a totally wrong answer. Nevertheless, the author of the paper about her forgives her mistake on the grounds that she had succeeded so well in getting her students to work on a problem in the context of their experience. Moreover, the work had impressed on the students the "usefulness and relevance of averages." No matter that they completely failed to find an average.

As for Jim and Karen, the two teachers who used more traditional methods, the authors of the case studies are unimpressed by their students

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having scored high on tests. Both are castigated for failing to appreciate the methods of the new new math. What is deplorable, as Bernadette Kelly's article points out, is not so much that the case studies revealed the incompetence of two teachers, who come through as ignoramuses, as the authors' praise of Sandra and Valerie for finding ways to get their pupils working joyfully on problems. Little wonder that new new math is called fuzzy. Insights are deemed significant even when they are wrong.

The mathematician Sherman Stein, in his 1996 book Strength in Numbers, devotes a chapter to a history of math reform movements. His hopes for the new new math are dim. "I am disturbed," he writes,

that the authors of the [new new math books] do not cite any pilot project or any school district as a model to show that their goals can be achieved in the real world. That means that they are proposing to change the way an entire generation learns mathematics without checking the feasibility of their recommendations. A manufacturer introduces a new soap with more care, first testing its reception in a few stores or towns before committing to mass production.

But evaluating the efficacy of fuzzy math will not be easy. Too many variables are involved, including the skill of teachers and the educational background of parents, to mention only two. A glaring example of how research can be biased is provided by a recent testing of pre-college math students around the world by the Third International Mathematics and Science Study. Results announced last February revealed that American students did better than students in just two other countries, Cyprus and South Africa. A cartoon in The New York Times (March 8) showed a car's bumper sticker that said "My kid's math scores beat kids in Cyprus and South Africa." Inside the car a father is giving a thumbs-up sign.

These statistics are worthless. In many cases the students in a foreign country were much older than students here at the same grade level. More significantly, in most foreign nations students in early grades who show no aptitude for math are sent off to trade schools or to jobs, if they can find them. In the US such students are required to continue attending high school. Obviously our high school students will do less well on math tests than students in countries where poor students are quickly moved out of the system.

Although we lack clear, systematic evidence that methods of fuzzy math are inferior to older methods, education officials in California, the nation's largest customer for math textbooks, have suddenly turned against the new new math. The change in state policy was mainly in response to the outrage of parents who complained that their children were unable to do the simplest arithmetical calculations. Their outrage was backed by many top mathematicians and scientists. Michael McKeown, for example, a distinguished molecular biologist at the Salk Institute, heads a parental group called Mathematically Correct. "We're not opposed to teaching concepts," he told Newsweek ("Subtracting the New Math," December 15, 1997). "I am opposed to failing to give a kid tools to solve a problem."

In a vote of ten to zero (one person abstained) the eleven members of California's Board of Education recommended this spring a broad return to basics in math teaching. The decision is sure to have an effect in other states. The board said students should learn the multiplication table by the end of the third grade, and that fourth- graders should know how to do long division without consulting a calculator. It banned the use of calculators on state tests. Teachers were urged not to introduce calculators before grade six.

Defenders of fuzzy math are, of course, dismayed. They branded the board's decisions a product of nostalgia, and a contribution to our country's dumbing down. The National Science Foundation, which has given more than $50 million to California districts for research on new math teaching, is furious. It has threatened to withdraw further funding to any California district that adopts the board's recommendations.

The conflict is bitter and far from over. It may be many years before it becomes clear how to sift out from the new new math what is valuable while retaining worthy aspects of older teaching methods.5 My own opinion is that the most important question concerning the teaching of math is not how big and colorful textbooks are, how many visual aids are used, how the classroom is physically arranged, or even what methods are used in it. The greatest threat to good math teaching is surely the low pay that keeps so many excellent teachers and potential teachers out of our schools. What matters more than anything else is having trained teachers who understand and love mathematics, and are capable of communicating its mystery and beauty to their pupils.

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MARTIN GARDNER is the author of The New Ambidextrous Universe, Fractal Music, Hypercards and More, and The Night is Large. His most recent book is a novel, Visitors from Oz.■

EDITORIAL

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69. The Orange County Register

09/09/98; Edition: MORNING; Section: EDITORIAL; Page B06

Wilson gets a `C'

By :The Orange County Register

With less than four months remaining in his tenure as governor, Pete Wilson appears to be looking to the snows of New Hampshire and a potential promotion to the Oval Office. The last two years he apparently has been putting his campaign slogans in order: a state tax cut this year, education reform, welfare reform, a $4.2 billion budget surplus and a $1 billion reserve that's expected to improve the state's bond rating.

But a new Cato Institute study indicates that voters from the Granite State to the Golden State should be aware that Gov. Wilson gave only a middling financial performance when compared with other governors, earning a "C" grade. "A Fiscal Report Card on America's Governors: 1998" focuses on taxes and spending, using statistical measures of the percentages that each were cut or raised during a governor's tenure.

Gov. Wilson scored better than the "F" earned by tax-addicted Govs. Mel Carnahan of Missouri, Lawton Chiles of Florida and John Kitzhaber of Oregon. But he landed behind the "A" grades earned by tax-cutting Govs. William Janklow, South Dakota and John Rowland, Connecticut.

Governors of other high-population states _ George Pataki of New York, Tom Ridge of Pennsylvania, Christine Whitman of New Jersey, John Engler of Michigan and George Bush of Texas _ earned "B" grades, mostly for tax-cuts.

"Gov. Wilson has had a Jekyll-and-Hyde relationship with the taxpayers of California," the study said. "His first term was a fiscal and economic disaster for the state. He muscled through the Legislature a $7.5 billion tax increase, the largest in the history of the 50 states. California's already high income tax rates were raised to the third highest in the nation. The tax hikes failed to raise the anticipated revenues, and the state's budget crisis intensified.

"The second term has been better. Wilson not only has allowed the ill-fated income tax hikes to expire but has recommended further cuts in the business and individual tax rates... ." And he has signed a 25 percent reduction in the car tax. "Although Wilson now advertises himself as a fiscal conservative," the study said, "his record fails to match his rhetoric."

This is important because, as the cases of Ronald Reagan and Bill Clinton show, governors who become presidents tend to repeat in the White House what they did in the state house. "If Wilson's record as governor is any indication," Report Card co-author Dean Stansel told us, "a Wilson administration would look more like the tax-and-spend administration of Michael Dukakis {former governor of Massachusetts} than the administration of a tax-cutter like Ronald Reagan." (Mr. Reagan in Washington had both tax cuts and increases, but the cumulative effect was a reduction.)

Gov. Wilson has had eight years to show Californians, and the rest of the nation, his true colors _ a track record well worth remembering as voters size up presidential hopefuls.

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70. St. Petersburg Times

09/08/98; Edition: SOUTH PINELLAS; Section: EDITORIAL; Page 12A

A tough educational truth

Attention candidates for governor, commissioner of education, the state Legislature and school board: A formula for a successful inner- city school has been found. The answer, according to Academy Prep co- founder Jeff Fortune, is "hours - a lot of hours."

It is axiomatic that a huge commitment of time and resources will result in improving education for urban poor children. Because that is an expensive axiom to translate into action, however, our leaders in Tallahassee have been avoiding acknowledging it for decades. Thanks to Academy Prep, a St. Petersburg-based private school for disadvantaged youth, the truth is now tougher than ever to ignore.

The urban school opened a year ago initially for boys attending fifth and sixth grade. Since then, it has taken a group of impoverished boys from mostly single-parent families who were beginning to fall behind academically in the public schools, and advanced some of them as much as two full grade levels in certain subjects in a period of six months.

As opposed to some of the half-measures and easy bromides proposed by politicians, Academy Prep didn't do it "by (waving) any magic wands," according to the school's director John Effinger. Academy Prep did it by having high expectations for its nearly all-black student body, and by providing the support necessary for these boys to reach their goals.

There are no more than 15 students per class, the school day stretches from 7:45 a.m. to 9 p.m. (that includes time for individual tutoring and homework supervision), school meets six days per week, with required Saturday educational and recreational programs, and there's an 11-month school year. The school, which is tuition-free to its students and is funded by private donations, spent $8,300 per student for this kind of top-rate education last year. That's more than twice what this state spends for each public school student.

Spend the bucks for personal attention and a highly structured environment and, not surprisingly, children thought uneducable can learn. Standardized test scores for Academy Prep's 28 students indicate that from November to May, scores for fifth graders in language arts jumped by two grade levels. For sixth graders, the jump in language arts scores was more than a

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full grade. Students also did better in math, but because they were initially closer to grade level in mathematics skills, the gains were not as dramatic.

The teachers and administrators of Academy Prep should be roundly applauded for these encouraging results. The cheers, however, hide a tragedy. In Florida, there is no political will to raise the revenue it would take to bring Academy Prep's formula to the tens of thousands of students who need it. There are aspects of Academy Prep's approach that cannot be duplicated in the public schools. But when it comes to educating poor, minority children, Academy Prep has shown us the way. Our leaders just don't want to take us.■

71. The Columbus Dispatch

09/08/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 06A

FUNNY NUMBERS

SAT SCORES CAST DOUBT ON STUDENT GRADES

At a time when schools are supposed to be toughening standards to make American youngsters competitive with those elsewhere in the world, the nation's premier college testing service has found a problem in the academic equation.

The College Board, the organization that administers the Scholastic Aptitude Test, used by many colleges to screen applicants, reported last week that the percentage of high-school students ranked at the levels of A-plus, A and A-minus has risen to 38 percent, from 28 percent in 1988.

In the same period, the SAT scores of the 1.2 million students surveyed had fallen an average of 12 points on the

But if grade inflation is occurring, it may not be entirely the fault of teachers. They, after all, work for parents, who sometimes pressure teachers to go easy, and for administrators, whose own job evaluations often are tied to the performance of the pupils they oversee.

In a monopoly, which education largely is, there are few competitive pressures to drive efficiency and verbal portion of the two-part exam and three points on the mathematical portion.

Can top high-school students be getting smarter and dumber at the same time?

Not likely. Grade inflation probably is at work, with high schools making achievement of high marks too easy for work that is less than outstanding.

Common sense dictates that there is no way nearly 40 percent of students are doing work that can be consideredoutstanding unless they're inhabitants of Lake Woebegon, the fictional community created by radio personality Garrison Keillor. There, all the children are above average.

performance and few immediate penalties for exaggerating performance.

In fact, poorly conceived programs to reward teachers and administrators for improvements in grades could create the incentive for grade inflation.

In Ohio, proficiency tests should act as a relatively fixed standard by which to judge the performance of students regardless of their high-school grades, just as SAT scores do now for those heading to college.

College Board officials are being wary in offering explanations for the grades-vs.-tests anomaly.

"We don't know why grades are rising," said College Board President Donald Stewart. "The way grading is taking place is somewhat suspect. I think there is a penchant to grade students less rigorously than in the past."

Robert Chase, president of the 2.4 million-member National Education Association, the nation's largest teachers union, said, "It's a red flag, but I'm not ready to say that's what's occurring."

No kidding.

But proficiency tests may not be comparable from state to state, and not every state may use such tests.

So, keeping an eye on the discrepancy between high-school grades and SAT scores may be one way to gauge the strength of education-reform efforts nationally.■

72. The Atlanta Journal

09/08/98Section: Editorial; Page A;08

School computers: Grade incomplete

STAFF

IN THE 1950s and 1960s, video cassette players and filmstrip projectors were the hot new gadgets that were going to revolutionize the process of enlightening America's schoolchildren. The most zealous advocates even predicted that technology eventually would reduce the need for so many teachers. But when the new gizmos failed to improve student achievement, tax dollars dried up and schools mostly went back to traditional methods.

Today, a new and even more expensive high-tech tool is touted as a cure-all: the computer. Educators and politicians — including President Clinton and Vice President Al Gore — are caught up in a fevered campaign to have computers and Internet access in every classroom.

Georgia is a big player in this high-tech chase. During the past six years, the state has pumped $625 million of lottery funds into primary, secondary and technical schools for computers. Add to that the millions in local tax money poured into the devices: DeKalb County, for example, is buying $10 million in computers this year, compared to $1.4 million last year.

At least $1 billion worth of

computers are a part of the educational establishment in this state alone. That kind of hefty expenditure prompts us to urge educators and elected officials to take a breather and reassess. Is this really the best way to spend money to help kids learn?

We agree, of course, that computers have a place in schools, especially for doing research in libraries, but we question the urgent drive to put half a dozen or more in every classroom.

There is no proof that computer technology is raising student achievement. On the contrary, educators are beginning to question how effective computers are for daily instruction. Some feel the emphasis on computers may be taking too much time away from the basics. Before millions of dollars more are spent, we need documentation that the money already shelled out has bought a better education.

Several concerns have been raised by classroom teachers and computer science experts, and by the Software Publishers Association in its recent study:

Computers can make some things too easy. With spell-check and other editing programs, students may not learn from their mistakes. Many computer programs teach visually; children who use them may just be identifying with images and programmed procedures, but not really learning the underlying concepts that should be the ultimate purpose of education.

Working on a computer is a time-consuming task. Peter Kelman, one of the nation's leading education technology experts who has worked with Apple Computer, believes it may take away too much time from the basic job of learning reading and writing.

Instruction with computers calls for smaller classes because the teacher needs to spend more time at each computer. If large classes mean less supervision, children often wind up playing with their terminals instead of doing work, turning them into $2,000 video game machines.

Teachers frequently do not receive the training necessary to teach with computers — although, we are glad to note, Georgia has taken steps to correct that with a massive statewide computer training program for teachers.

The benefits of computers can be enormous under the right circumstances and with the right supervision. For instance, the Internet provides access to encyclopedias, research tools and specialized resources for all kinds of information (although students who rely on the Internet without adult guidance can be easily duped by the massive world of unreliable material found there). Good programs are available to teach special education pupils and those in gifted programs. Even kindergartners seem to be learning the keyboard before they learn to read and write. But using computers wisely takes more than just buying the latest models and putting them in front of every student.

This year, 95 percent of schools nationwide are expected to be wired to the Internet. With this high-tech era in full bloom, computers will continue to have a role in schools. But they should be used in ways carefully calculated to complement the curriculum — not the center of instruction. Even then, we must track their use and demand evidence that they are making a real difference. Otherwise, in a decade we may come to learn that computers were no more the "magic bullet" for education than their grandfather gizmos were a generation ago.

■

73. Richmond Times Dispatch

September 10, 1998

Devaluing Education

Not only are all American students above average. If trends persist, all of them soon will receive straight A's. Grade inflation appears here to stay.

Fact: Although honor rolls continue to swell, SAT scores remain stagnant. According to The New York Times:

The College Board, which sponsors the SAT, said that test-takers with A averages grew from 28 percent of the total to 38 percent in the last 10 years, but the SAT scores of those students fell an average of 12 points on the verbal portion to 505, and 3 points on math, to 512.

The SAT isn't a perfect gauge of academic accomplishment and potential, but it probably ranks as the most accurate invented thus far. When higher average grades don't translate into higher average scores, then something clearly doesn't connect. Higher grades unaccompanied by higher test results diminish the value of. . . grades.

Schools of education bear much of the blame. The celebration of self-esteem — at the expense of personal achievement — encourages a relaxed approach to grading. Certain parents play a disturbing role, too. The head of the National Education Association says grade inflation "might result from pressures from both parents and the schools." Although the NEA is often (usually?) wrong, in this instance it might be right.

Several years ago parents in Central Virginia demanded that suburban schools lower their grading scales. Not enough of the young Einsteins were earning the top marks their parents thought they deserved. Parents seldom complain when teachers give Biff an A instead of a B. But when Biff brings home a B instead of an A (and given how a B on Biff's record might affect Biff's chances for X college), they'll run not only to his teacher but to his principal.

The proliferation of so-called advanced placement courses also inflates averages. Students earn bonuses for taking AP courses. An A in AP English, for instance, offers more points than an A in regular English. The policy is wrong. An A is an A is an A — regardless of the difficulty of the class.

A pathetic circle exists. Employers expect college degrees because they no longer trust high-school diplomas. Tests assume transcendental importance because no one in his right mind trusts grades. AP courses grow in popularity because the content of traditional courses has been dumbed down. And so it goes.

Presidents, governors, celebrities, citizens chatting in supermarket check-out lines: All Americans say they value education. Yet grade inflation devalues results. Danish historian

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David Gress says it well when he notes that America has chosen to "dis-educate itself." Choice is an act of will. Grade inflation and other manifestations of educational decay did not happen by accident.■

74. Dallas Morning News

September 10, 1998

Test Preparation

Publicize this program so more Dallas students enroll

You don't need to be a genius to calculate that Dallas public school students are scoring dismally on college entrance exams:

The national average combined SAT score is 1,017.

The average combined SAT score in Dallas is 882.

The Dallas figure rose 10 points since last year, but at that rate, it will take Dallas 13 years to catch up with the national average.

For good or evil, SAT scores influence college admissions and scholarship offers. Students need to perform well on the tests to enjoy a range of higher education options.

Those low scores are avoidable. The district has a rigorous five-week test preparation program that can boost students' scores on PSATs, a pre-SAT exam, by dozens of points. Better PSAT scores translate into higher scores on SATs. School administrators should work hard to publicize this program and find funding to ensure that any eligible student can participate.

The Dallas Independent School District has offered the program for three summers, with remarkable results. In July, about 110 students going into their sophomore year of high school raised their PSAT writing scores an average of 120 points. Almost 200 soon-to-be juniors attended a similar program. Their math scores rose 57 points; their verbal scores rose 49 points; and their writing scores rose 100 points.

Eight of Dallas' most respected advanced placement or pre-advanced placement teachers run the preparation workshops. The school district and the O'Donnell Foundation underwrite the costs; students are asked to pay $25.

The district invites freshmen and sophomores who have done well on previous standardized tests to attend the program, but all students willing to work hard are welcome. In fact, so-called average students tend to see their scores rise most. This program works.

Dallas students can beat the national average on SAT tests - if they're properly prepared. This program is a critical step in that preparation. Expand it, enroll more kids, and expect them to achieve.

They'll do it.■

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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: owner-justice (owner-justice@mailbot.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:10-SEP-1998 21:03:00.00

SUBJECT: Golden on OTRB: Greyhound Strikes Again!

TO: William H. White Jr. (William H. White Jr.@EOP [UNKNOWN])
READ:UNKNOWN

TEXT:

Justice For All

jfa@mailbot.com

Golden on OTRB: Greyhound Strikes Again!

Today Greyhound inaugurated its first major volley in its public relations campaign to undermine DOT's final over-the-road bus regulation (which DOT has promised to publish by the middle of September). Greyhound is also laying the groundwork for its upcoming attempt to overturn that regulation in Congress. The New York Times published today (September 9) a biased article touting Greyhound's effort to make its stations accessible as well as its plan to purchase some accessible buses and run them around the country to provide accessible trips with 2 days notice.

The reporter reached DREDF, but after extensive discussion, included only modest dissent from his industry line, and a substantial misquote. Despite my urging him to call ADAPT and EPVA, he apparently did not.

I have submitted the following response to the New York Times, keeping it short in hopes of having it appear. I hope you will share it (along with this note of explanation) with JFA.

In struggle,

Marilyn Golden

==========

September 9, 1998

FROM:
Marilyn Golden
Disability Rights Education and Defense Fund
2212 - 6th Street
Berkeley, California 94710
(510) 654-5580

TO:
Letters to the Editor
The New York Times
229 West 43rd Street
New York, New York 10036-3959

SUGGESTED TITLE: Times' Error Helps Greyhound Evade the Law

Dear Editor:

In the Times' September 9 article "Greyhound Unveils Its Plan To Serve the Disabled Fully," I was misquoted as saying that Greyhound would need to make at least 15% of its buses accessible to people with disabilities for its bus pooling proposal to work (rather than Greyhound's own plan for 4%). Greyhound's idea is to run a few accessible buses around

the country to provide accessible trips with 2 days notice.

In fact, it is the position of the Disability Rights Education and Defense Fund (DREDF) that for bus pooling to work would require at least a third of Greyhound's buses to be accessible. However, focusing on this "battle of numbers" only assists Greyhound in its so-far successful attempts to completely evade its responsibility to passengers with disabilities and the Americans with Disabilities Act (ADA). The real issue, as many transit professionals agree, is that Greyhound's idea will never work. It would take extraordinary administrative resources which Greyhound will never expend. Greyhound promotes it in order to fool the public that there's no need for the U.S. Department of Transportation's (DOT's) proposed (soon to be final) regulation requiring Greyhound and similar companies to ensure all newly purchased buses are accessible. DOT's regulation will lead, over a period of years, to a fully accessible bus fleet, providing genuine accessible service. This is what all public transit agencies are already required to do, and have shown can be done.

A study done by ADAPT (American Disabled for Attendant Programs Today), which is the only study of this subject (Greyhound has done none), shows that Greyhound fails miserably to comply with what the ADA already requires of it today: to serve people with disabilities. The New York Times' biased coverage will help Greyhound further evade what the ADA will require of it tomorrow.

Marilyn Golden
Policy Analyst
Disability Rights Education and Defense Fund (DREDF)
mgolden@wli.net (Please note! New e-mail address above.)

--

Fred Fay

Chair, Justice For All

jfa@mailbot.com

HTTP://www.mailbot.com/justice

--

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with ESMTP id <01J1NP9Z255C004X7G@PMDF.EOP.GOV> for white_wi@a1.eop.gov; Thu,

10 Sep 1998 22:45:31 -0400 (EDT)
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10 Sep 1998 22:44:57 -0400 (EDT)
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10 Sep 1998 18:04:01 -0700 (MST)
(Smail-3.2.0.101 1997-Dec-17 #5 built 1998-Mar-18)
Organization: Justice-For-All Mailing List
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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: owner-justice (owner-justice@mailbot.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:10-SEP-1998 20:45:00.00

SUBJECT: FYI: Gingrich On Media. Duffy on President.

TO: William H. White Jr. (William H. White Jr.@EOP [UNKNOWN])
READ:UNKNOWN

TEXT:

Justice For All

jfa@mailbot.com

FYI: Gingrich On Media. Duffy on President.

JFA has received a couple of documents this week that contrast dramatically. From Newt Gingrich, who previously brought us the Contract on America, we got the promise of a conservative takeover of the media. And from Yvonne Duffy, Detroit Free Press, we got her interesting on perspective on "Disabled in America."

--

September 5, 1998

Dear Mrs. Dart,

A few days from now, you will receive a large Priority Mail package.

The contents of your package outline a strategy for a massive conservative revolution in the media. In fact, it is a plan for finally achieving something you and I have only dreamed about for years...

...the end of liberal domination of the media.

I know how incredible that must sound to you. After all, the media is more biased in favor of liberals, and against conservatives, than ever.

But I truly believe the torrent of anti-conservative hostility today is actually the "last gasp" of liberal media elites.

They're furious at losing their viewers, losing their credibility, losing their influence...losing the battle for America's soul.

In fact, I'm convinced our nation is on the verge of a huge, historic shift to the right...and I want you to be part of making that happen more quickly.

Your Priority package is being prepared for you at this moment. When it arrives, please review the contents, which include a video, a Prospectus and other materials, carefully.

I will write to you again at that time.

Sincerely,

Newt Gingrich

--

"Disbled in America"

A few weeks before the 1992 presidential election, Bill Clinton came to Ann Arbor. Although it was a chilly, October evening,

my friend convinced me to accompany her to the University of Michigan campus to see if we could catch a glimpse of him. After waiting for what seemed like hours in the front row, I was freezing.

He finally arrived and, after a short speech, made his way around the barricade, shaking hands and saying a few words to each person. When he got to me, he gazed into my eyes, holding my icy hand in both of his for a few moments, as though trying to warm it. For that brief time, I felt as though I were the most important person in the world to him. I suspect it's this charismatic quality that gets him into so much trouble with women.

I'm not going to defend President Clinton. His "inappropriate" relationship with Monica Lewinsky constitutes a serious lapse in judgment, to be sure. But, I've had a few of those in my time, and, I surmise that most of my readers have too. People with disabilities hold as many opinions about his culpability as the rest of the population, of course, but, before we jump on the bandwagon of derision, we should remember the ways in which our 42nd president has furthered disability rights.

>From the beginning of his presidency, Clinton has urged strong enforcement of the ADA (Americans with Disabilities Act). After a two-year investigation by the the U.S. Department of Justice, for example, the Wendy's restaurant chain recently reached an out-of-court agreement to widen or remove its zigzag lanes within 18 months. These lanes, also found at other restaurants, banks, and movie theaters, are very

difficult for wheelchair users to maneuver through.

"Integrating people with disabilities into society, even into a fast food line, is what the ADA is all about," said Attorney General Janet Reno. "People with disabilities do not want special treatment--they just want to be treated like everyone else."

Although Clinton is not the only chief executive to take an interest in disability rights, he is the first to appoint so many people with substantial disabilities to influential positions.

President Franklin D. Roosevelt had two people with polio on his personal White House staff, according to Hugh G. Gallagher, author of FDR's Splendid Deception (Vandamere Press). President Reagan appointed Evan Kemp to the U.S. Equal Employment Opportunity Commission, and President Bush named him chair of the EEOC. Kemp had Kugelberg-Welander disease, a progressive form of spinal muscular atrophy.

But, President Clinton, during his almost six years in office, has appointed wheelchair users to several top-level postss, including Judith Heumann as Assistant Secretary of Education in charge of the Office of Special Education and Rehabilitaation Services, Michael Winter as Special Assistant to the Deputy Secretary of Tramsportation, and Marca Bristo, as chairperson of the National Council on Disability. He also appointed Paul Miller, a former White House staffer, to the U.S. Equal Employment Opportunity Commission and former Rep. Tony Coelho

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	owner-justice to William H. White Jr. at 20:45:00.00. Subject: FYI: Gingrich on Media. Duffy on President. SSN (partial) (1 page)	09/10/1998	b(6)

COLLECTION:
Clinton Presidential Records
Tape Restoration Project
Default ([Disabilities])
OA/Box Number: 1100000

FOLDER TITLE:
[09/10/1998 - 09/16/1998]

2007-0143-F
ab1502

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

(D-CA) as Chair of the President's Committee on Employment of People with Disabilities (PCEPD), and Susan Daniels as Deputy Commissioner of the Social Security Administration.

Last September, he met with disability rights leaders to learn about concerns of the disability community. At that meeting, which stretched far beyond the scheduled two hours, unemployment, work disincentives, and personal assistance were among the topics discussed.

The president responded with an Executive Order for an all-out attack on the 70% unemployment rate of people with disabilities. A Task Force, with U.S. Labor Secretary, Alexis M. Herman, and Tony Coelho, Chair of PCEPD, as co-chairs, and Becky Ogle, co-founder of Justice for All, as Executive Director, has been set up to address the problem and will make its initial report this November.

Yvonne Duffy
(Detroit Free Press)
720 East Ann St.
Ann Arbor, MI 48104
(734) 662-2734
SSN# (b)(6)

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Fred Fay
Chair, Justice For All

jfa@mailbot.com

HTTP://www.mailbot.com/justice

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End of document==================== ATTACHMENT 1 ====================
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11 Sep 1998 00:23:59 -0400 (EDT)
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10 Sep 1998 17:46:57 -0700 (MST)
(Smail-3.2.0.101 1997-Dec-17 #5 built 1998-Mar-18)
Organization: Justice-For-All Mailing List
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X-Mailer: ELM [version 2.4 PL24]
Precedence: bulk
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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: owner-justice (owner-justice@mailbot.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:13-SEP-1998 21:04:00.00

SUBJECT: NOT DEAD YET ACTION ALERT

TO: William H. White Jr. (William H. White Jr.@EOP [UNKNOWN])
READ:UNKNOWN

TEXT:

Justice For All

jfa@mailbot.com

NOT DEAD YET ACTION ALERT!!

HALT IMPLEMENTATION OF THE OREGON REFERENDUM ON ASSISTED SUICIDE

SUPPORT THE FEDERAL LETHAL DRUG ABUSE PREVENTION LAW

H.B. 4006 GOING TO FLOOR VOTE TUESDAY OR WEDNESDAY THIS WEEK!!!

CALL YOUR REPRESENTATIVE TODAY!!!

SWITCHBOARD PHONES: 1-800-972-3524 (toll-free); 202-224-3121.

The Lethal Drug Abuse Prevention Act is clear:

1) Pain relief is a legitimate medical purpose for the use of narcotics and other drugs.

2) Killing the patient is not a legitimate medical purpose for these drugs.

Until now, there has been an uneasy alliance between national organizations representing people with disabilities and medical professionals when it comes to assisted suicide and euthanasia. Together

we have opposed legalization. But now we must continue the fight to save our lives without them, in the face of well-funded opposition to H.B. 4006.

Talking points:

WHY DO WE OPPOSE LEGALIZATION OF ASSISTED SUICIDE?
Not Dead Yet has been joined by other national disability rights groups (ADAPT, NCIL, TASH, JFA, WAPD, NSCIA, NCD) in opposing the legalization of assisted suicide and euthanasia, because any potential benefit to a few is far outweighed by the lethal danger to this nation's largest minority group, people with disabilities.

WHY SHOULD THE FEDERAL GOVERNMENT BE ALLOWED TO OVERTURN THE WILL OF THE OREGON VOTERS? Oregon's referendum legalizes intentional killing by doctors based on the health status of the victim. Oregon's referendum is discriminatory, and denies us the equal protection of the law. If society saw us as a minority group subjected to a history of purposeful exclusion and oppression, this ultimate discrimination would be obvious. And it would be understood, as it was in the South in the '50's and '60's, that the federal government must intervene to stop the killing. The Oregon referendum deserves no more respect than Jim Crow segregation laws.

WHAT ABOUT THE CLAIM THAT H.B. 4006 WILL HAVE A CHILLING EFFECT ON DOCTORS PROVIDING PAIN RELIEF? In fact, this is the first time that a federal drug bill explicitly legitimizes pain relief. H.B. 4006 draws a sharp distinction between the use of medication to relieve pain and the use of drugs to ensure death. This means that the DEA actually has a heavier burden of proof under the Act when taking action against a doctor

suspected of using medications to cause death. The bill also establishes a medical advisory board to review cases of suspected abuse, giving a further layer of protection to physicians engaging in legitimate and appropriate pain management.

WILL H.B. 4006 BENEFIT PEOPLE WITH DISABILITIES FIGHTING FOR OUR RIGHTS IN A HEALTH CARE SYSTEM THAT'S ALREADY KILLING US? Yes---by affirming that our right to live is the same as everyone else's. Some providers are already developing "futility guidelines" for denying treatment against the will of the patient or family decision-maker. Health care cuts are hitting us first. The recent Desario case in the Second Circuit has already held, with the full support of the Health Care Financing Administration, that states may deny medically necessary treatment even if it is a "death sentence for some patients." Oregon's Medicaid agency has already eliminated coverage for a major pain-relieving drug, while adding coverage for assisted suicide.

TO CONTACT YOUR REPRESENTATIVE:
You can find contact information for your local representative by calling your local library. You can also get the information on the web, using the following URL:
http://www.yahoo.com/Government/U_S__Government/Legislative_Branch/House_of_Representatives/Representatives/By_State/

If you prefer to phone, the toll-free number is 1-800-972-3524, but it is usually busy. The Congressional Switchboard is 202-224-3121. When the operator answers "Capitol", you give the operator the name of the representative and they will connect you with that office."

--

Fred Fay

Chair, Justice For All

jfa@mailbot.com

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End of document==================== ATTACHMENT 1 ====================
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RECORD TYPE: PRESIDENTIAL (TRP NOTES MAIL)

CREATOR: Jamal Mazrui (Jamal Mazrui <74444.1076@compuserve.com> [UNKNOWN])

CREATION DATE/TIME:15-SEP-1998 14:27:09.00

SUBJECT: FAQ on school inclusion -- INCLUDE.TXT

TO: Blind.Copy.Receiver (Blind.Copy.Receiver@compuserve.com [UNKNOWN])
READ:UNKNOWN

Jonathan M. Young (CN=Jonathan M. Young/OU=WHO/O=EOP [WHO])
READ:UNKNOWN

TEXT:
----- Forwarded Message Follows -----

Date: Mon, 7 Sep 1998 23:10:43 -0400

From: jansl@world.std.com (James A Ansley)

Organization: ADAPT Associates

To: EASI

Subject: FAQ about inclusive schools - article

Although this article is a couple of years old, it provides strong factually based responses to questions raised about inclusive school programs. It's a useful read for educators or parent advocates.

Jim Ansley

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KAPPAN: THE PROFESSIONAL JOURNAL FOR EDUCATION

Print version - V. 78, No. 2, October 1996, page 150

Online version - http://www.pdkintl.org/kmcl9610.htm

Responses to Questions Teachers and Administrators Frequently Ask About

Inclusive School Programs

By James McLeskey and Nancy L. Waldron

The questions and responses that Mr. McLeskey and Ms. Waldron present here are intended to provide a starting point for professionals who are beginning to grapple with the meaning of inclusive school programs and with what is entailed in changing a school to make it more inclusive.

DURING THE past eight years, we have worked with numerous school systems as they have developed and implemented inclusive school programs. We have assisted school-based planning teams, presented workshops on a variety of topics related to inclusion, and conducted evaluations of inclusive programs. Through these activities, we have found that certain questions recur among teachers and administrators as they develop inclusive programs. In this article, we will present the questions we hear most frequently, along with our responses to them.

* Do separate class placements "work" for students with disabilities? During the past 30 years, numerous articles, literature reviews, and books have addressed the effectiveness of separate class placements for students with disabilities (most often mild disabilities such as mild mental retardation and learning disabilities).1 The primary question posed is: When compared to placement in general education classrooms, do separate class placements improve the academic and social progress of students with disabilities? Intuitively, it would seem that taking a student with a disability out of a general education classroom, placing the student with a small and homogeneous

group of students in a less distracting setting, reducing the teacher/student ratio, and providing individualized instruction would be beneficial. However, in contrast to what one might expect, the vast majority of available research has failed to demonstrate the effectiveness of such programs.2

Probably the most obvious reason that separate class programs have failed is that these programs have not met the high standards that have been set by those who have described the ideal program.3 For example, it has proved very difficult to individualize or differentiate instruction for students in these separate class programs.4 Furthermore, the "curriculum" offered by special education often lacks coherence, consisting instead of disjointed activities that are used to develop basic literacy and numeracy skills; it often does not focus on higher-level cognitive skills; and it often lacks the richness of the general education curriculum.5 Finally, the curriculum offered in separate special education classes is usually not coordinated with or supportive of the general education curriculum.6

Personal experiences with these programs provide some insight into why they do not work. Think for a moment about a boy in the fourth grade who has a reading problem. This student is identified as having a learning disability and is pulled out of his general education classroom during morning language arts for small-group instruction in reading in a separate, special education classroom. Placed in this separate classroom at the same time are five other students from grades 4 to 6, all of whom are at different reading (and language) levels.

First, this student is not receiving additional instruction in language arts. Rather, the special class instruction replaces instruction provided in the general education classroom. Second, it is likely that the teacher in the special education classroom will use materials and methods that differ significantly from those being used in the general education classroom. For example, the teacher in the general education classroom may be using a whole language approach to instruction, while the teacher of students with disabilities uses a highly structured, skills-based approach. Third, why take a student with a reading problem and put him with others who have the same type of problem? It seems likely that none of these students will exhibit much enthusiasm for reading. Indeed, they may become quite frustrated when they are asked to read. Where in this setting are the good models for reading -- the students who attend well, enjoy reading, read for pleasure, and so forth? Some of the students in the special education classroom will probably also exhibit behavior problems because of their frustration at not learning to read, while others will be inattentive and have difficulty concentrating on the reading content at hand. These are the behaviors -- rather than good reading behaviors -- that their peers are likely to learn from them.

There is also the likelihood that the individual needs of these students will vary significantly, according to their reading ability, language skills, willingness to participate, and so forth. They will not constitute a "homogeneous group." If the teacher of students with disabilities uses a skills-based approach to reading instruction, as is most often the case, she may have students on three, four, or even five different reading levels at once. How can a teacher provide individualized instruction for each of these students, as well as for the 20 or more other students she will teach during the school day?

How can the teacher find time to consult with classroom teachers, learn about the curricula of general education classrooms at three grade levels, and coordinate the curriculum of the special class with the curricula of the general education classrooms? Often the time cannot be found.

A final question is, How can teachers in separate, special classrooms know how much to expect of their students? Many of the teachers we interviewed shared with us the frustration they felt when they began to teach in inclusive programs and realized that they had expected far too little of the students they had taught in separate special education classrooms.7 These teachers noted that they had lost perspective by always working with students with "problems" and did not have a realistic idea of what a typical general education student could and should achieve. Once the students with disabilities (and their teachers) were in general education classrooms, the teachers significantly increased their expectations of them.

With all these factors in mind, it should become obvious why research has most often failed to support the effectiveness of separate class placements for students with disabilities. These disappointing results have occurred in spite of many years of intensive effort on the part of professionals to develop model programs and instructional materials for these settings.

* So why does that lead to the conclusion that inclusive programs will work? It doesn't. Recent evidence reveals that effective inclusive school programs can be developed as classrooms and schools are restructured to better meet student needs.8 However, evidence also exists that some poor examples of inclusive school programs have been

implemented, in which students with disabilities were returned to general education classrooms with little planning, minimal changes in the classroom, and insufficient support for the general education teacher.9

As any teacher knows, students with disabilities are labeled and removed from the general education classroom because, after the best efforts of the classroom teacher, the needs of the student are not being met. To return the student to the same classroom, under the same circumstances (e.g., same level of teacher support), is irresponsible and will not lead to a good instructional program for the student. Indeed, unless major changes occur in general education classrooms and schools, the likelihood is strong that students with disabilities who are placed back into these settings will not receive significant benefits.

Consider, for example, the fourth-grader with a learning disability who was mentioned above. If that student's teacher has 27 other students in her fourth-grade class, believes that each of these students must master the fourth-grade curriculum, grades all students using the same criteria, and receives little or no direct classroom support from the special education teacher, then the student with a disability will probably become increasingly frustrated in this classroom, as will his teacher. On the other hand, if the teacher alters her curriculum, instruction, and grading to better meet the student's needs and has support in the classroom from a teacher of students with disabilities, then the likelihood that the student's needs will be met in the general education classroom is greatly enhanced.

* Are you saying that the teacher should alter her entire approach just to meet the needs of one student? What about attending to the needs of typical students? No, the teacher should not alter her approach for one student. One of the criticisms of inclusion in many schools is that too much is being made of the needs of one small group of students. We agree with this statement if inclusion benefits only students with disabilities. Rather, a primary goal of inclusion should be to allow teachers in general education classrooms to better meet the needs of all students. This will most likely include not only students with disabilities but also slow learners, students who are perceived to be at risk of school failure, students who learn the curricular material quickly and become bored, students with attentional problems, and so forth. Improved instruction, a curriculum that is more child-centered, collaboration with other teachers to address student problems, and a range of other features of inclusive classrooms should allow this objective to be met.

Research evidence indicates that, in successful inclusion programs, the academic and social attainments of typical students are at least equal to, if not greater than, those of similar students who are in noninclusive settings.10 Furthermore, interviews we have conducted with teachers in inclusive programs indicate that one of the greatest strengths of these programs is the benefits that accrue to students who are not eligible for special education services, especially students who have difficulty in class but "fall through the cracks" of the eligibility system for special education (e.g., a student who is behind in reading, but not far enough behind to be labeled with a learning disability).11

* Should the goal of our program be "full inclusion"? Some educators

have begun to use the term "full inclusion" as a guiding theme or goal as they develop inclusive school programs. This concept implies that the purpose of inclusion is to include all students for all of the school day in every school setting, preschool through high school. The movement for full inclusion has been criticized for concentrating on the "place" in which students are educated at the expense of their individual needs and the quality of the education they receive.12 To some extent, we agree with this criticism. Moreover, we feel that full inclusion is not a reasonable guiding theme for the development and implementation of inclusive school programs.

We have found that a better guiding theme for developing inclusive school programs is the concept of normalization. Normalization, simply stated, means that students with disabilities will be given the opportunity to live their lives in a manner that is as typical or normal as possible.13 This objective means that schools should prepare students with disabilities to live their lives as independently as possible, in as typical a setting as possible. Furthermore, normalization suggests that the "rhythm of the school day" for students with disabilities should be as similar as possible to what is experienced by typical students.14

An example of this principle in a school setting will help to clarify how it is applied. In an inclusive fourth-grade classroom, a classroom teacher and a teacher of students with disabilities were teaming to teach mathematics. As the class was reviewing mathematics problems prior to a test, the teacher of students with disabilities was going over the material with the class, while the classroom teacher was drifting around the room to respond to questions and to keep students on task. At the end of the review session, the teacher of students

with disabilities asked all the students if they would like to have the test read to them. Approximately one-half of the students in the class (including students with disabilities and students who were not thus labeled) raised their hands and subsequently left the classroom to have the test read, while the other students remained in the general education classroom to complete the test.

Two factors stand out in this setting with regard to normalization. First, neither of the teachers was readily identifiable as the "special" teacher. They shared roles, so both of them worked with students with difficulties as well as with typical students. Second, when the students were asked if they wanted to have the test read, everyone was given the option of leaving the classroom, not just students with disabilities. Thus, although some students were "pulled out" of the classroom, the concept of normalization was not violated, and the "rhythm of the school day" for all students was similar.

* So who should be included and who should not? Students who benefit academically and socially from the education they receive in general education our experience that, with changes (albeit substantial changes), the general education classroom can meet the needs of the vast majority of students with disabilities. However, some students will receive greater academic and social benefits from placement in settings other than the general education classroom.

When determining who should be included, it is important to consider the age of the student. There are times, such as in high school, when the community is a more appropriate setting for much of the school day for a student with a disability. Learning to live and work in the "real world" is a more important and immediate goal for these students

than is learning algebra or socializing with other students in an algebra classroom.

We have found that the best method for resolving the issue of where an education ought to occur is to use normalization as a guiding theme and to ask questions such as: What setting will provide experiences that best prepare the student to live a life that is as typical and independent as possible? Can the needs of the student be successfully met in a general education classroom? Can intensive, short-term services in a separate setting be provided that will give the student skills to function better in a "real-world" setting such as a general education classroom?

* What about including students with severe behavior problems, especially those who are extremely aggressive? In every setting where we have worked, there have been a few students for whom an appropriate, full-time educational program in the general education setting could not be developed. These students are most often labeled seriously emotionally handicapped and exhibit extremely aggressive behaviors. Placing these students in a general education classroom not only does not meet their needs, but it also seriously disrupts the education of other students and contributes greatly to the stress of teaching.

Although we readily admit that some students must be removed from general education classroom settings, we also have some qualms about this removal. Think for a moment about an aggressive student who is disruptive to others in a general education classroom and must be removed from this setting. This student is often placed in a separate class with other students who have histories of similar aggressive,

disruptive, or maladaptive behaviors. We all know that students learn a great deal from one another. Where are the good models for appropriate behavior in such a setting? The most obvious behaviors that students bring to share with others in a separate class of this sort are their maladaptive behaviors. Furthermore, because of the range of problem behaviors that are exhibited in this separate class setting, one of the major goals of the teacher must be to keep students' behavior under control. While the students' behavior may indeed be controlled in this separate class, this approach may not lead to their learning to control their own behavior, or to deal with their anger, or to get along with peers and resolve conflicts. In short, separate classes are often a means of controlling students' behavior rather than of providing students with skills that will yield success in life.

With these thoughts in mind, it is important that we continue to attempt to include students with serious emotional handicaps whenever and wherever possible, so that they have opportunities to learn to get along with peers in a real-world setting. In addition, it is important that the separate classroom be regarded as a temporary setting for these students, with an emphasis on preparing them to succeed in getting along with peers in typical school settings.

A second issue related to students with serious emotional handicaps is also worthy of mention. We have worked in several settings in which teams planning to move toward inclusion have entertained the notion that all students labeled with serious emotional handicaps should be excluded from general education classrooms. On further reflection, these teams typically determine that students labeled with emotional handicaps vary greatly. Some are aggressive, many are not. Some of

these students need extraordinary levels of support to keep them from harming themselves or others, while other students with the same label are not dangerous. Furthermore, some of these students benefit greatly from placement in a general education classroom, where they have opportunities for learning prosocial behaviors from typical peers who provide good role models, while others can successfully interact with typical peers only on an infrequent basis and for short periods of time. Thus decisions about the inclusion of students with serious emotional handicaps must be made on a student-by-student basis.

* So pull-outs can occur within an inclusive setting? Yes. Pull-outs are appropriate and necessary in some instances. The criterion we use for judging the appropriateness of pull-out programs is whether they meet the previously mentioned objective of normalization. That is, if pulling students out is part of the "rhythm of the school day" for all students in a school, then it can certainly be part of the rhythm of the day for students with disabilities. For example, some schools regroup all students at one or more grade levels for reading instruction. Under these circumstances, students at all ability levels move about for instruction and may move from one classroom to another. In other schools, teachers may regroup students for reading instruction within a single classroom. Under these circumstances, some students may need more intensive instruction for a short period of time to work on basic skills that are lacking or need further development.

As was previously noted, students who exhibit extremely aggressive behavior -- which makes it difficult, if not impossible, to continue instruction in the classroom -- may need to be pulled out. In some instances, these students require short-term services in a separate

classroom setting. Still other students may benefit from being pulled out for a short time and going to a classroom or other setting in the school to "cool off" and regain control of their behavior.

* I've heard that most classroom teachers oppose inclusion. What if teachers won't cooperate? There have been many studies that seem to reveal strong opposition to inclusion, especially on the part of classroom teachers.15 However, it is important to keep in mind that the teachers surveyed in these studies were not involved in developing or implementing inclusive school programs. That is, they were asked to speculate about hypothetical situations. In effect, these teachers were asked if they would like to become involved in an ill-defined program that would require them to teach the students with the most significant learning and behavior problems in their school. Such a program would be difficult to design and implement and would result in many frustrating, anxiety-provoking changes in teachers' professional lives. Under such circumstances, it is quite understandable that teachers would oppose "inclusion."

In contrast to these studies, others have explored teacher support for inclusion under more reasonable circumstances. For example, in a study by Brenda Myles and Richard Simpson, elementary teachers were initially given a description of a student with a mild learning, cognitive, or behavioral disability. They were then asked to select a classroom modification that would convince them to accept the student in their classrooms. Myles and Simpson found that about one-third of the respondents were willing to accept the student without any of the listed modifications. In addition, 54% of the teachers were willing to accept the student with teacher-chosen modifications. Finally, the investigators found that 14% of the teachers would be unwilling to

accept the students into their classes, even with modifications or support.16 Similar findings resulted when a comparable investigation was conducted with middle-level educators.17

What these studies, along with our experiences in schools, seem to reveal is that about two to three of every 10 teachers are supportive of inclusion, require very little convincing that inclusion is appropriate for students with disabilities, and will form the core group for initial program development. In addition, approximately five to six of every 10 teachers have reservations about inclusion but will cooperate if the program is a good one that is presented to them in a clear manner and if they are involved in decision making regarding the program. Finally, about one to two of every 10 teachers seem to oppose inclusion and often continue to oppose such programs even after they are developed and implemented.

* If that's the case, then why does it seem that so many teachers oppose inclusion? While our experiences and some research reveal that 80% to 90% of teachers are supportive of inclusion, it is important to keep in mind that these numbers reflect teacher support for good inclusion programs, which are carefully developed and implemented. In contrast, many of those who are most strongly opposed to inclusion are teachers who have experienced attempts to implement bad inclusion programs. We have found that opposition to inclusion can approach 100% of teachers when the program is poorly implemented -- that is, when teachers have little or no involvement in planning, when they are not supported in the general education classroom, or when inclusion is simply mandated. We have invariably found that a good index of the quality of an inclusion program is the level of teacher support. The vast majority of teachers are supportive of good inclusion programs,

while the vast majority of teachers are opposed to bad inclusion programs, as they should be.

* But don't some teachers have a good point when they say that students with disabilities cannot do the work they require in their classes? This is one of the most common questions we get regarding inclusion. This issue arose a few years ago during a panel discussion arranged by a local school district. A panel of teachers was discussing inclusion before a group of parents, teachers, and administrators. One of the teachers on the panel stated that she could include some students with learning disabilities in her sixth-grade science class if they could read the required material, understand all of the grade-level concepts, and pass tests related to this material. However, no student labeled mildly mentally handicapped could be included in her class, since these students could not meet the aforementioned criteria.

This teacher was, of course, correct. As long as she held the belief that all students must meet arbitrary criteria for success in her classroom, students with mild mental handicaps (and probably many students with learning disabilities) could not be successfully included in her class. Indeed, if they were "included" in this setting, they would inevitably fail.

There is no doubt that if teachers believe that all students must achieve the same level of mastery of the same curricular material at the same age, inclusive programs are destined to fail. By definition, students with disabilities cannot master curriculum as do typical students, at least in their area of disability. For example, a student with a reading problem is so labeled because that student cannot do

what other students can do in reading at a comparable age. This is not to say that this student cannot learn to read, or that he or she cannot learn curricular material by means other than reading. In addition, the student is likely to have strengths in other areas, such as mathematics or art. Indeed, students with disabilities are often capable of learning many things that typical students learn, if adaptations are made in how they are taught, how long they are given to learn curricular material, what they must learn, and how they are tested and graded.

The sixth-grade teacher's perspective seems to reflect a relatively widespread belief that students with disabilities should be returned to the general education classroom only if their disabilities are "cured." If this belief prevails, most persons with disabilities will never be included. Indeed, data indicate that academic difficulties are enduring, even for students with the mildest of disabilities, learning disabilities. Some research has indicated that the reading skills of many of these students tend to plateau at about the sixth-grade level.18 This is not to say that these students are not capable of learning; indeed, many go on to achieve great success in life. However, adaptations are necessary if they are to be exposed successfully to the rich curriculum of the general education classroom.

* Are teachers of students with disabilities the strongest supporters of inclusive programs as they are being planned, developed, and implemented? On the contrary, we have found that, as a group, teachers of students with disabilities are likely to be stronger opponents of inclusion than are classroom teachers. It is not difficult to understand why this is the case. While classroom teachers must make

changes to accommodate students with disabilities, they are still able to maintain their own classrooms, curricula, and many other familiar aspects of their teaching world. In contrast, teachers of students with disabilities must make the greatest changes in their professional roles if inclusive programs are to succeed. These teachers must give up their classrooms, give up their separate curricula, negotiate roles with several classroom teachers, face the possibility that they will be relegated to the role of instructional assistants in the general education classroom, learn the curricula and classroom routines of other teachers, and make a variety of other changes. It is logical that the person who is required to change the most will be the most resistant to change.

These comments are not meant as a criticism of teachers of students with disabilities. Any teacher or other professional would and should register concerns if such major changes were occurring in his or her professional life. In addition, many of the objections that these teachers rais will be provided to students with disabilities in settings that have, in the past, been less than accommodating to these students.

* So what is a good inclusion program? We use four criteria to judge inclusive programs. First, a good inclusion program is one in which students with disabilities make at least as much academic and social progress as they would in a separate classroom. Second, good inclusion is reflected in academic and social progress for typical students -- progress that is at least as great as these students would make in noninclusive classrooms. Third, good inclusion ensures that teachers are supported as they make the necessary classroom adaptations to meet student needs and that they are actively involved in determining the form of this support. This criterion should be reflected in widespread

teacher support for the inclusion program once it has been implemented. Finally, good inclusion programs reflect the concept of normalization; that is, the rhythm of the day for students with disabilities is as similar as possible to the rhythm of the day for typical students.

* So what is a good model we can use for inclusion? As Michael Fullan and Susan Stiegelbauer have pointed out, there are two perspectives on the issue of models and school change.19 One perspective holds that models that "work" have already been developed. Thus the goal of advocates of school reform is to convince those who will be making the changes to adopt and implement these models faithfully. It is assumed that, once such a highly prescribed model is in place, the needs of students will be appropriately addressed. If the needs of students are not being met under these circumstances, then the cause of the problem is assumed to be faulty implementation of the model. Such an approach to reform seriously underestimates the complexity of schools, the differences that exist across school settings, and the desire for input and ownership on the part of teachers, administrators, and others involved in school change. Moreover, we have found that such prescribed models, which are often brought into a local school system by outsiders who are unfamiliar with and uninvolved in the local school setting, invariably face much resistance from teachers and administrators and often are not implemented faithfully.

In contrast to this perspective on school change is the view that change should be developed and implemented by professionals at the local school level and tailored to the individual needs of the school. What this means, then, is that decisions regarding inclusive school programs should be school-based. Thus inclusive programs will differ.

from school to school, depending on the strengths and weaknesses of the faculty members involved, the characteristics of the student population, the resources available in the school setting, the degree of administrative support for inclusion, and a plethora of other factors. This perspective respects the professionalism of teachers and administrators and assumes that they should be the key participants in developing and implementing their schools' own inclusive programs.

We still need to address a final issue regarding the development of inclusive school programs. We have found that, because local schools are constantly changing, it is best to consider inclusive school programs as "works in progress." Thus, even after a program is developed and implemented, it will need to be modified as changes occur in the local school. Such changes might include an influx of a large number of students with disabilities at the beginning of the school year, a decision on the part of teachers at the end of the first grading period that the program needs to be modified to better meet the academic or social needs of certain students, or the arrival of new teachers at the beginning of the second year of the program's implementation.

* So there's no model for program development. Then how do we develop a good inclusive program? It is not easy. One of the most difficult challenges that schools undertake is changing to accommodate students with disabilities.20 Numerous changes are required. Frustration and anxiety are great. But the benefits for teachers, administrators, parents, and -- most important -- students are well worth it. It is our experience that there are three steps or stages in developing inclusive programs. These stages are not necessarily sequential; that is, one does not have to master a step before moving on to the next.

However, they are intimately interrelated and influence one another greatly.

The first stage is addressing teacher beliefs and values concerning inclusive schooling. We have found that the beliefs of many teachers about students, about how schools should be organized, and about the value of educating students with disabilities are critical factors that must be examined, reflected on, and changed if inclusion programs are to be effective. Is it worth it to go through all the anxiety of changing how teachers conduct their daily professional activities for a group of students with disabilities? Are teachers willing to modify curricula, instruction, and grading for students with disabilities? Do teachers believe that students with disabilities should be "cured" before returning to the general education classroom? Should teachers have different expectations and standards for success for different students? Do teachers understand the use of normalization as a guiding theme for inclusion? Topics such as these must be addressed as teachers begin to develop an inclusive program for their school. We have found that the single best method for dealing with many of these considerations is to have teachers visit a good inclusive school program, observe in classrooms, and discuss with teachers in the host school the beliefs and values that guide their program.

The second stage in developing a good inclusion program is careful planning. It is our experience that such planning often takes a full year and entails extensive meetings, discussions, staff development, visits to good inclusion sites, detailed analysis of the local school (e.g., resources available, attitudes of teachers, willingness of teachers to participate), and a variety of other activities on the part of school faculty members and administrators. Furthermore,

program planning and development are carried out on a school-by-school basis. As was previously noted, there are no models or other "shortcuts" for developing good inclusive school programs.

The third stage is the actual implementation and maintenance of the inclusive program. This stage is the most difficult and results in the highest levels of frustration and anxiety for school personnel. The frustration and anxiety spring, in large part, from the many changes in role and function that are required of all teachers who are involved in inclusive school programs. In addition, as the program is implemented, teachers quickly realize that changes will be ongoing as they modify the program to better meet the shifting needs of students and faculty members. Teachers and administrators at this stage require continuing time for joint planning, whether with an entire team (e.g., a team of primary-level teachers) or with one other colleague (e.g., a co-teacher). This planning time provides the opportunity for educators to continue to adapt their "work in progress" as they carefully plan changes and improvements.

Many more questions will certainly arise as teachers and administrators develop and implement inclusive school programs. Our hope is that the questions and responses we have presented here can provide a starting point for professionals who are beginning to grapple with the meaning of inclusive school programs and with what is entailed in changing a school to become more inclusive.

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CREATOR: Doug.Case (Doug.Case@sdsu.edu@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:15-SEP-1998 21:52:00.00

SUBJECT: Wilson casts another anti-gay veto

TO: Richard Socarides (Richard Socarides@EOP [UNKNOWN])
READ:UNKNOWN

TO: Stuart D. Rosenstein (Stuart D. Rosenstein@eop [UNKNOWN])
READ:UNKNOWN

TEXT:
Bills approved and rejected by Wilson Monday

By JAKE HENSHAW

Gannett Sacramento Bureau

JOB DISCRIMINATION COMPLAINTS

The governor Monday vetoed a bill that would have given workers up to a year instead of 30 days to file complaints of job discrimination.

Assembly Bill 2156 by Assemblyman Fred Keeley, D-Boulder Creek, was intended to bring the time period for filing complaint under the labor code into agreement with state civil rights laws, which allow a year after an alleged occurrence.

The labor code generally deals with such issues as equal pay, safety rights and political activity, whereas the civil rights laws deal with discrimination based on race, religious creed, national origin, sex, medical condition and physical disability.

In his veto message, the governor said the bill is unnecessary because the 30-day filing period can be extended for good cause and that the matter also can be pursued through the courts.

"Extending the complaint period could encourage the filing of frivolous complaints which nevertheless would require time consuming, difficult and costly investigations," Gov. Pete Wilson said.

****

This message has been distributed as a free, nonprofit informational

service, to those who have expressed a prior interest in receiving this information for non-profit research and educational purposes only. Please do not publish, or post in a public place on the Internet, copyrighted material without permission and attribution. (Note: Press releases are fine to reprint. Don't reprint wire stories, such as Associated Press stories, in their entirety unless you subscribe to that wire service.) Forwarding of this material should not necessarily be construed as an endorsement of the content. In fact, sometimes messages from anti-gay organizations are forwarded as "opposition research."

```
==================== ATTACHMENT   1 ====================
ATT CREATION TIME/DATE:   0 00:00:00.00

TEXT:
RFC-822-headers:
Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
 id <01J1UKR08W00005TUH@PMDF.EOP.GOV>; Tue, 15 Sep 1998 20:51:17 EDT
Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
 with ESMTP id <01J1UKQVJJCW009G7Z@PMDF.EOP.GOV>; Tue,
 15 Sep 1998 20:51:09 -0400 (EDT)
Received: from mail.sdsu.edu ([130.191.25.1])
 by STORM.EOP.GOV (PMDF V5.1-12 #29131)
 with ESMTP id <01J1UKQ20RAS001DTJ@STORM.EOP.GOV>; Tue,
 15 Sep 1998 20:50:29 -0400 (EDT)
Received: from [130.191.242.121] ([130.191.242.121])
 by mail.sdsu.edu (8.8.7/8.8.7) with ESMTP id RAA01637; Tue,
 15 Sep 1998 17:49:14 -0700 (PDT)
X-Sender: dcase@mail.sdsu.edu
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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: ltm (ltm@email.csun.edu@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:15-SEP-1998 19:25:00.00

SUBJECT: CSUN's Call for Papers

TO: Thomas A. Kalil (Thomas A. Kalil@eop [UNKNOWN])
READ:UNKNOWN

TEXT:
The Center on Disabilities at California State University, Northridge

(CSUN)

has issued a Call for Papers for its 14th Annual International Conference,

"Technology and Persons with Disabilities", to be held in Los Angeles, CA,

March 16-20, 1999. Ted Kennedy, Jr. will keynote the Conference.

The complete text of the official Call for Papers is within the electronic

attachment noted here. It also appears on our Home Page at

http://www.csun.edu/cod/

The Call for Papers brochure will be mailed to all names on the CSUN

mailing

list on or about August 10, 1998.

Please note the following changes from previous years:

1. Please submit a complete paper now, not to exceed five (5) pages

   including all references, charts, etc., along with the proposal form.

2. Please send all materials to:

   CALL FOR PAPERS

   Center on Disabilities

   California State University, Northridge (CSUN)

   18111 Nordhoff Street

Northridge, CA 91330-8340

V/TTY/Message: (818) 677-2578

FAX: (818) 677-4929

EMAIL: ltm@csun.edu

WEBSITE: http://www.csun.edu/cod/

========== ATTACHMENT 1 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
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id <01J1UWJW0LC00080ZP@PMDF.EOP.GOV> for kalil_t@a1.eop.gov; Wed,
16 Sep 1998 02:29:07 EDT
Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J1UWJU9D3K009D6H@PMDF.EOP.GOV> for kalil_t@a1.eop.gov; Wed,
16 Sep 1998 02:29:04 -0400 (EDT)
Received: from email.csun.edu ([130.166.1.8])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)
with ESMTP id <01J1UWJ4QS020016VQ@STORM.EOP.GOV> for kalil_t@a1.eop.gov; Wed,

16 Sep 1998 02:28:30 -0400 (EDT)
Received: from 2113 (s082n167.csun.edu) by csun1.csun.edu with SMTP
(1.40.112.8/16.2) id AA217707307; Tue, 15 Sep 1998 23:28:27 -0700
Errors-to: ltm@email.csun.edu
X-Mailer: NetMailer v1.03 [D.R-D6CDB7DE353E659CD6ED044]
========== END ATTACHMENT 1 ==========

========== ATTACHMENT 2 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

CALL FOR PAPERS
(Please reply no later than October 1, 1998)

California State University, Northridge

CSUN's Fourteenth Annual, International Conference
"Technology and Persons with Disabilities"
March 16 - 20, 1999
Los Angeles Airport Hilton & Towers and Los Angeles Airport
Marriott Hotels

Sponsored by the Center on Disabilities
Harry J. Murphy, Ed.D., Founder and Director
(This conference is supported in part by a grant from
Pacific Bell Foundation)

"Where Assistive Technology Meets The Information Age"(TM)

CSUN's 1999 Keynote Speaker, Ted Kennedy Jr.

Since losing one of his legs to bone cancer in 1973 at the age of 12, Ted Kennedy Jr. has devoted much of his professional and personal energy to working as an advocate for civil rights of people with disabilities.
Kennedy has served as the Executive Director of Facing the Challenge, a non-profit advocacy and public policy office on disability-related issues, and as a teaching fellow on disability policy at Harvard University's John F. Kennedy School of Government.

Ted also worked for the Massachusetts Rehabilitation Commission as Marketing Director of the Massachusetts Corporate Partnership Program. On the national level, he served for four years on the Executive Committee of the President's Committee on Employment of People with Disabilities. Most recently, he was appointed by Governor John Rowland to serve as a member of the Board of the State of Connecticut's Office of Protection and Advocacy for Persons with Disabilities.

Ted received his J.D. in January 1997 from the University of Connecticut School of Law. He now practices in the areas of Health Law and Disability Law at the New Haven, Connecticut, law firm of Wiggin & Dana.

He is married to Katherine G. Kennedy, M.D., an Assistant Clinical Professor of Psychiatry at the Yale University School of Medicine. They are the parents of two young children.

This is an invitation to participate in a major, worldwide conference which drew more than 3,000 persons from almost every state and 35 foreign countries to Los Angeles in 1998.

INTRODUCTION

By design, "Technology and Persons with Disabilities" is a comprehensive, international conference where all technologies across all ages, disabilities, levels of education and training, employment, and independent living are addressed.

AUDIENCE

The audience of the conference is diverse. It includes a large number of:
= Persons with disabilities and their family members
= Special education teachers
= University professors and researchers
= Occupational and physical therapists
= Alternative & augmentative communication clinicians
= Manufacturers, distributors, and developers
= Community agency personnel
= Governmental policy makers
= Private and public rehabilitation service providers
= Rehabilitation engineering community

The conference is international in scope, with more than 250 representatives from 35 countries in attendance last year.

CONTENT

Speakers are encouraged to share new information about hardware, software, adaptive devices, access to technology, training programs, and results of research in any area of assistive technology. In brief, if you feel you have a good idea about the use of technology among persons with disabilities, please submit a paper for consideration.

GENERAL SESSIONS

This is an invitation to submit a paper for consideration as a General Session. General Sessions are either 30 or 60 minutes in length. General Sessions are scheduled for Wednesday, March 17, Thursday, March 18, Friday, March 19, and Saturday, March 20. In submitting a paper for consideration, speakers agree that their paper may be scheduled at any time on any of these days at the discretion of the conference staff.

SPECIAL FEATURES FOR 1999

If you are giving a paper in the Internet/WWW or Augmentative and Alternative Communication (AAC) area (or both), please note on the proposal form. Otherwise, simply check "Other". Topics in the area of AAC need to be identified on the proposal form as AAC issues are blocked into the Hilton Hotel wherever possible. Topics in the Internet/WWW area (Increase your `Net Worth) need to be identified on the proposal form as these are blocked into special session rooms. Approximately 25% of all sessions at the 1998 conference dealt with Internet/WWW issues. We also have a lab with Macintosh and PC computers that are connected to the Internet for computer platform presentations -- please specify "Hands on Computer Lab Presentation". To review the kinds of presentations that have been accepted in the past, you are invited to access the 1998 Conference Program on our Home Page: http://www.csun.edu/cod/, or request a hard copy at: ltm@csun.edu, or by calling (818) 677-2578. Papers from the international community are warmly welcomed.

INFORMATION IN ALTERNATIVE FORMATS

Speakers and exhibitors are responsible for providing their own handouts and promotional materials in alternative formats. Recognize that it is difficult to predict the composition and needs of the audience in advance. Therefore, speakers should make an announcement at the beginning of their presentation that they are willing to provide materials in alternative formats as needed and will distribute shortly after the conference. Exhibitors should also be prepared for requests for promotional materials in alternative formats.

SET-UP

It is expressly understood that any equipment not listed on the proposal form is the responsibility of the presenter. If

you need more than 20 minutes set-up time, you must contact our office before JANUARY 4, 1999.

HOTEL INFORMATION

Los Angeles Airport Hilton & Towers
5711 West Century Boulevard
Los Angeles, California 90045
310-410-4000 (V), 310-440-6136 (TTY), 310-410-6177 (FAX)
800-HILTONS (V), or 800-368-1133 (TTY)

Rooms: $125 discounted conference rate, single or double.
Conference rate cut-off date is March 1, 1999.
For government rate, please call the hotel.

Los Angeles Airport Marriott Hotel
5855 West Century Boulevard
Los Angeles, California 90045
310-641-5700 (V), 310-337-5358 (FAX)
800-228-9290 (V), or 800-228-7014 (TTY)

Rooms: $109 discounted conference rate, single or double.
Conference rate cut-off date is March 1, 1999.
For government rate, please call the hotel.

To assure your rate, reserve early and mention "California State University, Northridge/Center on Disabilities" when making your reservation.

PROCEEDINGS FOR 1999

Speakers should submit one hard copy and one electronic copy of their complete paper now, not to exceed (5) pages in length including all references, endnotes, bibliographies, etc., with their proposal form.

The Proceedings of the 1999 conference will be published on the Home Page of the Center on Disabilities only. The proceedings will be posted prior to the conference and participants will be encouraged to review sessions of interest in advance. Authors retain copyright to their own materials.

THE HARD COPY FORMAT MUST BE AS FOLLOWS:

* Use 8.5" by 11" white paper, double spaced, margins one-inch all the way around; top, bottom, left, and right.
* No more than 5 pages in length.
* It must be an exact print out of what is on the disk you are submitting.
* Start with the title of the paper in uppercase letters, then the author(s) and their contact information (optional), followed by the body of the paper (in block paragraph style), and finally any endnotes or references.
* Do not use footnotes, headers, footers, or page numbering.
* Do not use numbers for referencing in your text. Instead, use keywords or sections for referencing (i.e., in the paragraph below ...; at the beginning of this paper...; in the third paragraph...).
* Present tables vertically rather than horizontally,

without tabs or indents.
* Special characters: for a Trademark symbol, use the letters (TM) in parenthesis, for the Copyright symbol, use the letter (C) in parenthesis, and for a Registered Trademark symbol, use the letter (R) in parenthesis.

THE ELECTRONIC FORMAT MUST BE AS FOLLOWS:

Use the first six letters of the presenter's last name, followed by the first initial of the presenter's first name for the file name on the disk. For example: Jodi Johnson's file name would be listed: Johnso_J.txt or Johnso_J.html

It is preferred that the paper be formatted as an HTML document using the template below (Section A). If you are not able to format it in HTML, please follow instructions in Section B.

SECTION A

If you are including graphics please attach the graphics as .gif or .jpg files with appropriate links from your text where graphics occur.

Template:

```
<HTML>
<HEAD>
<TITLE> Brief Title of your Paper</TITLE>
</HEAD>
<BODY BGCOLOR="FFFFFF"

<HR><CENTER>

<H1>FULL TITLE OF PAPER</H1>

<P>Authors Name<BR>
Address, City, State and Zip and Email if available</P>
</CENTER>
<HR>

<P>
<H2>Section Title</H2>
<P>Text of Section</P>
<P>
<H2>Section Title</H2>
<P>Text of Section

etc.

</BODY>
</HTML>
```

SECTION B

* Use a 3.5" floppy disk, double density or high density.
* Save the file as an ASCII or text file without word processing codes. (You may use word processing systems like WordPerfect or Microsoft Word, but you must save the file as an ASCII or text file).

CONDITIONS OF PRESENTATION

It is understood that these conditions apply to every author, presenter, or panelist, including exhibitors who are also presenting papers:

1. No papers will be considered unless they are submitted on the official proposal form and complete information is given.

2. The title of the paper is succinct and accurately describes the content of the presentation.

3. All submissions are within a 30 or 60 minute window. It is expressly understood and agreed upon that the Center on Disabilities may schedule papers at any time on any of the conference days at its discretion.

4. Speakers should submit one hard copy and one electronic copy of their complete paper now, not to exceed five (5) pages in length including all references, endnotes, bibliographies, etc., with their proposal form.

5. Speakers agree that their submission will be published on the Home Page of the Center on Disabilities. No compensation is offered to speakers/authors. Authors retain copyright to their own work.

6. The discounted registration fee for speakers for the General Sessions is $299, if received no later than January 4, 1999. Late speaker registration is $329. No session will be scheduled in the final conference program until payment in full has been received.

7. Every speaker and panelist, including exhibitors who are making presentations, pays the speaker's fee. Every speaker pays a full speaker's fee even if attending for only one day or part thereof.

8. Speakers wishing to attend the Preconference Sessions of March 16, 1999, pay an additional fee of $225, if you register by February 26, 1999. After February 26, 1999, the cost is $275.

9. "Acceptance" of a paper is defined as (1) official notification from the Center on Disabilities on or about December 1, 1998; (2) receipt of either discounted speaker's registration fee of $299 by January 4, 1999, or late speaker's registration fee of $329 after January 4, 1999; (3) finalization of your equipment needs no later than February 1, 1999. It is understood that any equipment changes after February 1, 1999, are the responsibility of the presenter.

10. It is very important to distinguish between authorship and those who are actually attending and presenting at the conference. On this proposal form, please indicate who will actually be attending and presenting at the conference. Authorship is recognized within your paper which will be

published on our Home Page.

11. The official language of the conference is English. All informational material will be printed in English, as well as all papers and conference presentations.

12. Cancellations received prior to February 1 are subject to a $100 cancellation fee. There are no refunds for cancellations received after February 1, 1999.

13. I understand that participants may request alternative formats (Braille, Large Print, Disk) for handouts and other presentation materials. I agree to provide these.

14. I / We have read these conditions and agree to comply with each of them.

PROPOSAL FORM FOR GENERAL SESSIONS

Please make one selection in each column:

TOPIC

___ Internet / WWW Session
___ AAC Session
___ Other

STYLE

___ Lecture/Panel Presentation
___ Vendor Session
___ Hands on Computer Lab
___ Other _____

PRESENTER #1:

Name: _____
Institution: _____
Address: _____
City, State, Zip: _____
Day Phone: _____
FAX: _____
Email: _____
WWW: _____

PRESENTER #2:

Name: _____
Institution: _____
Address: _____
City: _____
State: _____
Zip: _____
Day Phone: _____
FAX: _____
Email: _____
WWW: _____

If there are more than two presenters, please provide all information above on a separate sheet. Please list only the

names of those who are actually attending the conference. DO NOT list authors who are not attending the conference.

TITLE OF PAPER: _____

_____

Please write a 1-2 sentence summary (not to exceed 25 words) that will be printed as submitted in the PROGRAM if the paper is accepted: _____

_____

_____

_____

_____

MAJOR DISABILITY GROUP(S) ADDRESSED:
(check all that apply to your session)

___ Deaf and Hard of Hearing
___ Learning Disabled
___ Speech/Language
___ Developmentally Disabled
___ Visual Disability
___ Behavioral/Emotional Disorders
___ Deaf/Blind
___ Traumatic Brain Injured
___ Mobility/Physical/Orthopedic
___ All

MY PAPER IS BEST PRESENTED IN: (please check one)
___ 30 Minutes
___ 60 Minutes
___ No preference

EQUIPMENT REQUIREMENTS - NO CHANGES AFTER FEBRUARY 1, 1999

Equipment you are requesting for your presentation:
___ (1) Projection Screen
___ (2 - 3) Color Monitors (linked to VCR)
___ (1) 1/2" VHS VCR (NTSC Format)
___ (1) Overhead Projector (for transparencies)
___ (1) 35mm Slide Projector
___ (1) Easel, Pad & Markers
___ Phone Line
___ Ethernet 10BaseT connection
___ Apple Power Mac (120MHz,16MB RAM, SVGA monitor)
___ Pentium/Windows 95 (16MB RAM, 133MHz, SVGA monitor)
___ Color Projector Unit for computer marked above
___ Color Projector Unit for the computer I am bringing with me. (List Computer Type): _____

Equipment you are bringing for your presentation:

_____

_____

It is expressly understood that any equipment not checked off -- including phones or datalines -- is the responsibility of the presenter, unless otherwise listed.

Reminder: Discounted Speaker Payment of $299 is due January 4, 1999. The speaker's fee after January 4, 1999 is $329. After February 1, 1999 speaker's fees are NON-REFUNDABLE.

Cancellations received by January 31, 1999 are subject to a $100 cancellation fee. No refunds for cancellations after February 1, 1999.

Speakers should submit one hard copy and one electronic copy of their complete paper now, not to exceed five (5) pages in length including all references, endnotes, bibliographies, etc., with their proposal form.

Send to:CALL FOR PAPERS
Center on Disabilities
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8340
Phone: (818) 677-2578 V/TTY/Message
FAX: (818) 677-4929
Email: ltm@csun.edu
Website: http://www.csun.edu/cod/

I / We agree to the Conditions of Presentation:

_____

Signature Date

I / We have included one hard copy and electronic format of the proceedings.

_____

Signature Date

___ Please send information on purchasing a booth to exhibit at the conference.

Check our Home Page for our Summer Courses on Assistive Technology: www.csun.edu/cod/

"For five days the Conference becomes a virtual city of people with disabilities and those who serve them. The energy is fantastic. The Center makes an enormous contribution toward changing the lives of thousands and thousands of people." Ray Bradbury, Author

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

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: mquigley (mquigley@ncd.gov@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:16-SEP-1998 09:54:00.00

SUBJECT: News Release

TO: William H. White Jr. (William H. White Jr.@EOP [UNKNOWN])
READ:UNKNOWN

TEXT:
News Release NCD #98)255

September 16, 1998

Contact: Mark S. Quigley

202-272-2004

NATIONAL COUNCIL ON DISABILITY COMMENDS

LANDMARK

U.S. COURT OF APPEALS RULING INTERPRETING

THE AMERICANS WITH DISABILITIES ACT

WASHINGTON *The National Council on Disability (NCD) commends the U.S. Court of Appeals for the Second Circuit for its decision in a landmark case (Bartlett v. NY State Board of Law Examiners, Docket No. 97-9162) interpreting the Americans with Disabilities Act (ADA).

The case involved the appeal of a law school graduate, Marilyn Bartlett, who claimed that her learning disability entitled her to extra time and other reasonable accommodations on the New York State bar examination. The Court of Appeals said on Monday, September 14, 1998, when it released the ruling, &Dr. Bartlett is among those for whom Congress provided protection under the Americans with Disabilities Act and the Rehabilitation Act. Reasonable accommodation of this disability will enable her to compete fairly with others in taking the examination.... 8

According to Marca Bristo, NCD chairperson, &NCD commends the Second Circuit Court of Appeals for recognizing the right of bar applicants with learning disabilities to receive reasonable accommodations that enable them to demonstrate their capabilities fairly to the administrators of the bar exam. 8

&As the agency that first proposed ADA, NCD applauds the appeals court for its landmark decision that will open up the legal profession to qualified law school graduates with disabilities. This case is a victory for civil rights, for the legal profession, and for all of us who believe in equal opportunity under law. 8

NCD is an independent federal agency currently coordinating a multi-year study on ADA enforcement for the President and Congress.

For more information, contact NCD general counsel Andrew J. Imparato at 202-272-2112 or public affairs specialist Mark S. Quigley at 202-272-2008.

# # #

Mark S. Quigley
Public Affairs Specialist
National Council on Disability
1331 F Street, NW, Suite 1050
Washington, DC 20004
202-272-2004 Voice
202-272-2074 TTY
202-272-2022 Fax
mquigley@ncd.gov

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http://www.ncd.gov==================== ATTACHMENT   1 ====================
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RFC-822-headers:
Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
 id <01J1VDD4KAPC009JEE@PMDF.EOP.GOV> for white_wi@a1.eop.gov; Wed,
 16 Sep 1998 10:30:52 EDT
Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
 with ESMTP id <01J1VDD1FI4W006HZV@PMDF.EOP.GOV> for white_wi@a1.eop.gov; Wed,

 16 Sep 1998 10:30:48 -0400 (EDT)
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 by STORM.EOP.GOV (PMDF V5.1-12 #29131)
 with ESMTP id <01J1VDCSWLOK001FT5@STORM.EOP.GOV> for white_wi@a1.eop.gov; Wed,

 16 Sep 1998 10:30:35 -0400 (EDT)
Received: from ncdserver.ncd.gov (ncd.gov [172.16.112.100])
 by gate.ncd.gov (8.7.6/8.7.3) with ESMTP id QAA08080; Wed,
 16 Sep 1998 16:17:14 -0400
Received: from msquig.ncd.gov ([172.16.112.157])
 by ncdserver.ncd.gov (Post.Office MTA v3.1.2 release (PO205-101c) ID#
 102-45458U100L2S100) with SMTP id AAA138; Wed, 16 Sep 1998 09:42:22 -0400
X-Mailer: Pegasus Mail for Win32 (v3.01b)
X-Distribution: Moderate
================== END ATTACHMENT   1 ==================
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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: RGIROUX (RGIROUX@us.oracle.com@INET@LNGTWY [UNKNOWN])

CREATION DATE/TIME:16-SEP-1998 16:53:00.00

SUBJECT: Fwd: White Paper

TO: Sarah A. Bianchi (Sarah A. Bianchi@eop [UNKNOWN])
READ:UNKNOWN

TEXT:
Hi Sarah,

Karen Hicks did finally end up speaking with me about the meeting on Friday;
sorry about the mix up.

Regarding our efforts here in New Hampshire, I have forwarded you some email
I got which has text and Microsoft Word versions of our Disincentives White Paper attached. The Word version is in a format I have been unable to read but you may have better luck; at any rate, the text version is legible. I would be happy to U.S. mail you a paper copy if you want.

Also, Sarah, could you please give me a call? I have a couple of questions about how you foresee my participation in the meeting on Friday. I'll be here at work until 6:30 or so, 603-897-3074, and home after that, 603-622-5656. If you can't call me today, I'll be home most of the morning on Thursday before attending meetings in the afternoon.

Thanks.

Ray

========== ATTACHMENT 1 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
From: PWheeler@ed.state.nh.us@INET@EOPMRX@LNGTWY
*To: RGIROUX@US.oracle.com@INET@EOPMRX@LNGTWY
Date: 9/10/98 5:37am
Subject: White Paper
Hello Ray - Charlie asked me to forward the White Paper to you in Word
format and MS DOS TEXT. Please see attached.

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

========== ATTACHMENT 2 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
RFC-822-headers:
Return-path: <PWheeler@ed.state.nh.us>
Received: from mailsun2.us.oracle.com by usmail05 with SMTP (SMI-8.6/37.9)
id JAA16408; Thu, 10 Sep 1998 09:45:22 -0700
Received: from inet16.us.oracle.com by mailsun2.us.oracle.com with ESMTP
(SMI-8.6/37.8) id JAA23711; Thu, 10 Sep 1998 09:39:40 -0700
Received: from [199.93.57.9] ([199.93.57.9])
by inet16.us.oracle.com (8.8.5/8.8.5) with SMTP id JAA02470 for
<RGIROUX@US.ORACLE.COM>; Thu, 10 Sep 1998 09:39:25 -0700 (PDT)
Received: from DOEMAIL01 by [199.93.57.9] via smtpd
(for inet16.us.oracle.com [192.86.155.100]) with SMTP; 10 Sep 1998 16:40:08 UT

Received: by doemail01.ed.state.nh.us with Internet Mail Service (5.0.1458.49)

id <RDTLQZH9>; Thu, 10 Sep 1998 12:37:49 -0400
X-Priority: 3
========== END ATTACHMENT 2 ==========

========== ATTACHMENT 3 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

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id <01J1VU3RQZNK0065SP@PMDF.EOP.GOV> for bianchi_s@a1.eop.gov; Wed,
16 Sep 1998 18:29:44 EDT
Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)
with ESMTP id <01J1VU3MP2NK009FHS@PMDF.EOP.GOV> for bianchi_s@a1.eop.gov; Wed,

16 Sep 1998 18:29:33 -0400 (EDT)
Received: from inet16.us.oracle.com ([192.86.155.100])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)
with ESMTP id <01J1VU2O94BC001J9I@STORM.EOP.GOV> for bianchi_s@a1.eop.gov;
Wed, 16 Sep 1998 18:28:52 -0400 (EDT)

Received: from mailsun2.us.oracle.com (mailsun2.us.oracle.com [144.25.88.74])
by inet16.us.oracle.com (8.8.5/8.8.5) with SMTP id PAA02721 for
<bianchi_s@a1.eop.gov>; Wed, 16 Sep 1998 15:28:43 -0700 (PDT)
Received: by mailsun2.us.oracle.com (SMI-8.6/37.8) id PAA09174; Wed,
16 Sep 1998 15:28:39 -0700
X-Mailer: Oracle InterOffice (version 4.1.1.3.40)
========== END ATTACHMENT 3 ==========

========== ATTACHMENT 4 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Background
Nationally, there is growing concern about disincentives to employment. Here i n New Hampshire, this concern has led to unified action. The State Rehabilitat ion Advisory Council (SRAC) formed a Disincentives Committee, comprised of memb ers of the Council, members of the Statewide Independent Living Council, the Gr anite State Independent Living Foundation, and invited representatives of the f ollowing agencies/organizations: Institute on Disability, Alliance for the Men tally Ill, Developmental Disabilities Council, Governor's Commission on Disabil ity, NH Client Assistance Program, Disability Rights Center, Riverbend Communit y Mental Health, Social Security Administration, Brain Injury Association of NH , NH Association for the Deaf, Parent Information Center, Bancroft Products, In c., Work Opportunities Unlimited, Easter Seals Society of New Hampshire, Inc., and State Legislators.

This committee has spent a great deal of time identifying the most limiting of the disincentives and has formulated some concrete recommendations to address t hem. These recommendations fall within three major categories: Medical and Hea lth Insurance, Cash Benefits, and Attitudinal Barriers.

The committee believes that, taken in unison, these recommendations will result in both an increase in the number of individuals with disabilities becoming su ccessfully employed and financially self-sufficient, and a decrease in the amou nt of public assistance necessary to support these individuals.

The New Hampshire SRAC is a citizen advisory board appointed by the Governor un der the authority of the Rehabilitation Act to advise the Governor and the stat e Vocational Rehabilitation Program. The Council is comprised of 35 members in cluding consumers of vocational rehabilitation services, other persons with dis abilities, members of advocacy organizations within the state, employers, paren ts of individuals with disabilities, and organizations that provide services to persons with disabilities.
Medical and Health Insurance

Possibly the greatest fear associated with return to work for individuals with disabilities is the loss of medical coverage. More so than the loss of cash be nefits, the potential of losing much needed medical coverage keeps many from at tempting or maintaining employment. Although the impact varies depending on th e benefits received and the medical needs of an individual, the uncertainty of coverage is enough to keep many individuals out of the labor market.

The goal in this area is to have available public health plans that cover those services that are essential for people with disabilities to maintain employmen t. To achieve this goal, the Disincentives Committee recommends the following:

* Medicaid/Medicare Buy-ins:
* Create guaranteed coverage with graduated buy-in based on income. Eliminate spend-down and replace it with guaranteed coverage with a graduated buy-in.

* Disconnect work activity from eligibility requirements for health care benefi
ts:
* In other words, define disability without regard to work. All individuals me
dically eligible for the SSA Disability Programs would qualify for a Medicare o
r Medicaid buy-in.

* Strengthen the Attendant Care Services, Prescription, and Durable Medical Sup
ply provisions in the Medicare Program:
* For individuals with disabilities who currently qualify for Medicare, these p
rovisions need to be enhanced to include the services required to maintain empl
oyment.
Cash Benefits

The argument here is simple: It should pay to work. When money from benefit ch
ecks exceeds an individual's potential income (minus expenses), it is difficult
to sustain employment. There are many variables at play when looking at cash
benefits; the complexity of the system makes it difficult to understand exactly
how benefit checks will be affected. Experiences with underpayments and overp
ayments with SSI create long lasting fear in those individuals who have been af
fected. For SSDI beneficiaries, the issue is being faced with the "all or noth
ing" phenomenon. Beneficiaries can receive their
benefit check and earnings through their trial work period; however, rather tha
n a gradual phase-down of benefits, which would give an individual the chance t
o become fiscally self-sufficient in smaller, incremental steps, the checks sim
ply stop.

The goal is for work activity to leave recipients of both SSI and SSDI in a bet
ter financial situation than simply receiving cash benefits. To achieve this g
oal, the committee recommends the following:

* Sliding Scale for SSDI - It is the recommendation of this committee that the
Social Security Administration evaluate and implement a sliding scale for SSDI,
similar to that for SSI. In this sliding scale, SSDI benefits would be reduce
d $1.00 for every $2.00 earned. This addresses the income "cliff" experienced
by SSDI beneficiaries.

* Work activity does not trigger a Continuing Disability Review - Currently, wh
en an individual who is receiving Social Security Disability program benefits r
eturns to employment, the Social Security Administration conducts a continuing
disability review. It is the recommendation of this committee that work activi
ty not trigger such a review. Reviews should be conducted based on the individ
ual's diary date based on the disability rather than on work activity.
* Take away the link between disability and poverty - Current benefits to indiv
iduals with disabilities are based on income and savings levels. When they ret
urn to employment, their benefits are reduced, or stopped.
Attitudinal Barriers

Although we cannot legislate change in attitudes, it is important to make the c
orrelation between attitudes and employment barriers for persons with disabilit
ies. Employers may be under the false assumption that persons with disabilitie
s are difficult or expensive to employ, and some individuals with disabilities
may not have experience in projecting the positive attitude helpful in achievin
g employment. In an ideal world, employers would be eager to recruit and hire
persons with disabilities and would be willing to provide the necessary accommo
dations. The resources, technology, and support services available would be we
ll known and easily accessible to both employer and employee. And the institut
ionalized dependency many individuals with disabilities currently feel would be
replaced with the attitude that employment is not just desirable, but readily
achievable. To achieve these goals, the committee recommends the following:

Convene a conference sponsored by the Governor to address these issues. Employ ers, employment agencies and service providers, and persons with disabilities w ould be invited to attend and participate in attitude changing activities. Som e of these activities would include:

* Scenarios of mock interviews highlighting common misconceptions.
* Panel discussions composed of working persons with disabilities and their emp loyers.
* Adaptive equipment demonstrations. (breakout session)
* Hands-on disability awareness modules. (breakout session)

In addition, some activities should occur on an ongoing basis, sponsored by the SRAC and other disability organizations, and endorsed by the Governor, includi ng:

* Job interview training for persons with disabilities, and employers.
* An ongoing media campaign aimed at educating and informing the public.
* The development of vocational consumer focus groups sponsoring a jobs fair, p erhaps in conjunction with: The Governor's Commission on Disability, NH Employm ent Security, the NH Job Training Council and NH Vocational Rehabilitation.
* The development of a speakers bureau, composed of persons with disabilities p resenting to employers.

Taken together, these activities represent a good beginning at fostering favora ble attitudes for persons with disabilities and the employment community.

Other Issues

Other issues were identified as having an impact on the problem of employment f or persons with disabilities, but which were not specifically vocational in nat ure. After much discussion it was decided to list these issues as important bu t to not offer specific recommendations.

* Transportation: - Lack of available and affordable transportation presents a major obstacle for employment of persons with disabilities. Although it contin ues to be a problem, all agree it is a difficult issue to resolve.

* Legislative Initiatives: - The creation of a body to track and disseminate in formation about legislation of concern to persons with disabilities, patterned on RehabACTion and the NH Development Disabilities Council, would be a major st ep forward in mobilizing those interested in disability issues. It could also serve to help persons with disabilities better present themselves as a constitu ency to their elected officials.

Conclusion

Individuals with disabilities want to work. The current system, however, holds many back. We believe that implementing the recommendations outlined in this paper will increase the number of individuals with disabilities who are success fully employed. Since we are proposing that individuals with disabilities main tain their medical benefits regardless of income, we believe that a shift to a sliding scale for cash benefits will lead to an increase in the number of peopl e and the number of hours worked by individuals with disabilities. This will, in turn, result in an increase in tax receipts and a possible overall decrease in the amount of disability payments for all recipients. One of the spill- ove r effects of an increased employment rate for individuals with disabilities wou ld be a decreased dependence on other benefits, such as housing subsidy, fuel a ssistance, food stamps, and other social services.

Ref:swp2

========== END ATTACHMENT 4 ==========

========== ATTACHMENT 5 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

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- ***Medicaid/Medicare Buy-ins***:
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Ref:swp2

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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:16-SEP-1998 11:53:00.00

SUBJECT: Clips

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

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

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

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

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

TEXT:
Good afternoon,

Here are today's education clips.

Carlin Hertz

Education Department public affairs

401-1576

========== ATTACHMENT 1 ==========
ATT CREATION TIME/DATE: 0 00:00:00.00

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RFC-822-headers:
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with ESMTP id <01J1VJS89QB4008T48@PMDF.EOP.GOV>; Wed,
16 Sep 1998 13:36:02 -0400 (EDT)
Received: from vader.ed.gov ([165.224.216.253])
by STORM.EOP.GOV (PMDF V5.1-12 #29131)
with ESMTP id <01J1VJPDXMYO001J7N@STORM.EOP.GOV>; Wed,
16 Sep 1998 13:33:53 -0400 (EDT)
Received: from smtpgwy1.ed.gov (smtpgwy1.ed.gov [165.224.16.166])
by vader.ed.gov (8.9.0/8.8.4) with SMTP id NAA09682; Wed,
16 Sep 1998 13:36:28 -0400 (EDT)
Received: from ccMail by smtpgwy1.ed.gov
(IMA Internet Exchange 2.12 Enterprise) id 00232212; Wed,
16 Sep 1998 12:58:23 -0400
========== END ATTACHMENT 1 ==========

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==================== ATTACHMENT   2 ====================
ATT CREATION TIME/DATE:   0 00:00:00.00

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Daily Education News

Wednesday, September 16, 1998

U.S. Department of Education
Office of Public Affairs
Carlin Hertz, Editor · 202-401-1576
Visit our online version at **intranet/news**

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What Follows

NATIONAL

1. Associated Press
   Riley Advises on Clinton Scandal
2. Columbia (S.C.) State
   Riley tries to maintain focus amid scandal
3. Associated Press
   Education secretary calls for emphasis on teacher quality
4. The Washington Post
   Schools Cautioned on Hasty Hiring
5. New York Times
   NEWSPAPER IN EDUCATION
6. CyberTimes (New York Times on the Web)
   Once a Champion of Classroom Computers, Psychologist Now Sees Failure
7. The Washington Times
   Head Start OK'd for 7 percent boost
8. NEWSROOM WORLDVIEW (CNN)
   Seen in classrooms, the world over
9. The Wall Street Journal
   Kaplan Plans A Law School Via the Web
10. Morning Edition (NPR)
    Education Agenda Debated
11. Morning Edition (NPR)
    Improving High School Education
12. The New York Times
    U.S. Court Upholds Aid for the Disabled On State Bar Exams
13. The Wall Street Journal
    School Board Seeks to Kill Housing Plan

TRADE

14. Education Daily
    Quick Compromise Sought For Rival Head Start Bills
15. Education Daily

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ED Review May Hold Up Pa. Special Ed Funds

16. Education Daily
    Lawmakers Hash Out HEA Compromise Bill
17. Education Daily
    Florida Asks High Court To Rule On College Savings Plan
18. Education Daily
    Six Steps To Keep Children Safe Online
19. Education Daily
    Businesses Launch Drive To Keep Kids Safe Online
20. Education Daily
    Stop Rush To Hire Untrained Teachers, Riley Urges States
21. LRP Publications
    National Geographic to Donate World Map to Every School in Nation
22. LRP Publications
    House to Hold Joint Hearing on Educational Technology
23. LRP Publications
    Oral Arguments Set for Special Ed-Medical Services Case
24. LRP Publications
    House Set To Consider Dollars to The Classroom Act
25. LRP Publications
    Clinton Awards Drug-Prevention Grants
26. CongressDaily
    Archer Adds Education, Bond Provisions To Tax Proposal
27. CongressDaily/A.M.
    Stevens Sees Up To 5 Approps Bills In Omnibus Measure
28. Chronicle of Higher Education -- Academe Today
    Republican Lawmakers Seek to Extend Prepaid-Tuition Tax Break to Private Colleges
29. Chronicle of Higher Education -- Academe Today
    On Higher-Education Bill, Democrats Push Provision to Ease Work Rules for Welfare Recipients
30. LRP Publications
    House Passes 'Quality' Head Start Reauthorization Legislation

LOCAL

31. The New York Times
    New Era as Police Prepare to Run School Security
32. The Washington Post
    Schools Strive to Raise Test Scores of Minorities
33. New York Times
    Principal's Pregnancy: Sex Education
34. Seattle Times
    UW, WSU favor black applicants, study says
35. Seattle Times
    Lake Stevens teachers traded for control of class size
36. Miami Herald
    Bad news in Broward: Crowding makes comeback
37. St. Petersburg Times
    School crowding eases, for now
38. Raleigh News & Observer
    Some magnets come up short on students
39. Columbia (S.C.) State
    Schools, rebel flag wave S.C. image
40. St. Paul Pioneer Press

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Parents win court ruling against school district

41. Austin American Statesman
    AISD facing inquiry over TAAS
42. Bergen Record
    Careless students find debt load harder than course load
43. Boston Globe
    State plan would decertify lagging teacher programs
44. Omaha World-Herald
    Charter Schools Issue Discussed
45. The Hartford Courant
    STUDY OF SCHOOL SYSTEM PREDICTS ENROLLMENT INCREASE
46. Cleveland Plain Dealer
    CLINTON IS TOP SUBJECT IN SCHOOLS
47. Chicago Tribune
    SCHOOL DISTRICT SCORES RISE ON STATE EXAMS
48. The Washington Times
    Yucky stuff teaches children about science
49. The Washington Times
    Classics coming back into fashion at some schools
50. Riverside (Calif.)Press-Enterprise
    State money will allow schools to add computers
51. The Daily Oklahoman
    Parents Resist Star School's Closure Plan
52. Allentown Morning Call
    SCHOOL VIOLENCE GAINING ATTENTION
53. New York Post
    ED BOARD TO VOTE ON NYPD SCHOOL-SECURITY PLAN
54. Orlando Sentinel
    OFFICIALS REJECT BILL FOR 3 NEW SCHOOLS
55. Albany Times Union
    College 101
56. Miami Herald
    Tampa's magnet sets example
57. Sacramento Bee
    Mentors give teens a push on the path toward college
58. The Washington Post
    Schools Hoping for Page-Turner
59. Los Angeles Times
    Wilson Names Top Aide to State Board of Education

INTERNATIONAL

60. Turkish Daily News
    ...as the new school year kicks off
61. The (Scotland) Scotsman
    Top school's pupils had cannabis
62. The (Scotland) Scotsman
    Teachers rap emphasis on three Rs

COMMENTARY

63. Christian Science Monitor
    After 20 Years, an 'F'
64. The Washington Post
    To Work On the Schools

65. The Indianapolis Star
Improving education
66. The Indianapolis Star
Rating SAT scores in broader context
67. Greensboro News & Record
STATE SCHOOLS STILL HAVE A JOURNEY AHEAD
68. The Washington Post
Competent Leaders for UDC
69. The New York Times
Good Pay, Good Teachers
70. The (Wis.) Capital Times
DON'T PICK ON SPECIAL ED TO MAKE POINT
71. Buffalo News
EDUCATION DEMANDS DEDICATION, HARD WORK
72. Wisconsin State Journal
NON-RICH SCHOOLS NEED MORE RESOURCES

EDITORIAL

73. Boston Globe
A smart approach to welfare
74. Springfield (Ill.) State Journal-Register
ACT scores good, but can be better
75. The Baltimore Sun
Bias in Howard school hiring?
76. The Baltimore Sun
School's out for wrong reason
77. New York Post
A TIME FOR SCHOOL SAFETY
78. New York Daily News
Building Blocks For Safer Schools
79. The Washington Times
KILLER KIDS ...
80. Philadelphia Inquirer
Public aid must fund public education
81. Richmond Times Dispatch
Lotteries and Schools
82. Denver Post
Give schools a boost
83. San Francisco Chronicle
Public School Fib-Fest

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NATIONAL

1. Associated Press

09/15/98

Riley Advises on Clinton Scandal

WASHINGTON (AP) - Children should be told that President Clinton "did wrong" when they ask about his relationship with Monica Lewinsky and the independent counsel's report on it, **Education Secretary Richard Riley** said Tuesday.

"I think it's important to listen to children and then try to understand what their inquiry is and then to try to be very gentle in your answer," Riley, one of the longest-serving Cabinet members, said after a speech at the National Press Club. Clinton had personally assured him and other Cabinet members in January that reports of a sexual affair with Lewinsky were untrue.

"Certainly the first thing in the answer would be that the president did wrong," Riley said. "The second thing is that he denied it. The third thing is that he then came forth, talked about his wrongdoing, apologized for it, said he was sorry about it and asked for forgiveness.

"So I think it's important to say to young people that your personal behavior certainly is something that you have to pay for, and we all recognize that. The president is paying dearly, and his family. But he has asked for forgiveness. And for my part, I have forgiven him and want to give him a chance to move forward."■

2. Columbia (S.C.) State

September 16, 1998

Riley tries to maintain focus amid scandal

Ex-S.C. governor vows to push education goals

By MICHELLE R. DAVIS
Washington Bureau

It was supposed to be the term of education. Instead, it has been the term of Monica.

When President Clinton vowed in his 1997 State of the Union message that his second term in office would be about education, Secretary of Education Dick Riley was eager to push that agenda.

Since then, however, the president's relationship with former White House intern Monica Lewinsky has dominated the news, distracting politicians and citizens from other issues.

Those who know Riley, a close friend and ally of the president, say he won't let Clinton's troubles sway him from the course of improving education. But some look to him for an indication of how to deal with the possibility of impeachment or censure.

"Most of the country is looking for cues to see whether his Cabinet members are going to stick with him or move on," said University of South Carolina political scientist John Cavanaugh. "One of the ways they'll assess whether or not the Clinton presidency will survive is to see if good people on his staff will support him."

At a speech Tuesday, Riley said little about the president. Instead he talked about the country's need to recruit 2.2 million teachers during the next 10 years. He challenged states to fill those positions with qualified, trained teachers and called for the elimination of emergency teaching licenses, often granted to those willing to teach understaffed classes like math and science.

He said teachers who improve their skills should be financially rewarded, replacing the current practice of increasing salaries on the basis of college credits earned.

Despite the focus on education, the specter of Clinton's troubles seemed to hover over the gathering. National Press Club president Doug Harbrecht introduced Riley as having the distinction of "never having had a member of Congress suggest that he be investigated by a special counsel."

Clinton's difficulties must weigh heavily on the mind of the former South Carolina governor, known as a straight arrow. Riley's friendship with Clinton goes back to the 1980s when both were governors working on education reform. He's one of only a handful of Cabinet members who has been with Clinton since he took office. In January, Riley stood with some other Cabinet in the rain defending Clinton after he had assured them he did nothing wrong.

"I'm sure he's disappointed but he's a politician and a statesman and he knows the political realities," said Jack Jennings, director of the Center on Education Policy.

But Clinton's troubles will likely not distract Riley from his mission, said South Carolina attorney Dwight Drake, a senior aide to Riley when he was governor.

"He is by nature a disciplined person," said Drake who spoke with Riley by telephone this week. "He seems, as usual, very focused on the challenges he faces."

Riley's reputation as a quiet consensus builder could allow him to get his education agenda through Congress.

"He may be able to negotiate behind the scenes and get more done than some of the Cabinet members who have been more vociferous in their support of Clinton," said Larry Sabato, a University of Virginia political

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scientist.

With just seven weeks to go before the midterm elections, Clinton clearly wants to change the national topic of conversation, and he'd be happy if the talk turned to education. Polls show that the American people want to move on to something else, too. That could be Riley's opening, said Greenville attorney Frank Holleman, who was Riley's chief of staff from 1994 until 1997.

"His strength is that he never wavers," Holleman said "If a national trend is going against his goals of education reform, he continues to struggle. If the national trend is in his favor, then he picks up momentum to help achieve his goals."■

3. Associated Press

9-16 3:31a

Education secretary calls for emphasis on teacher quality

By ROBERT GREENE
AP Education Writer

WASHINGTON (AP) - A pressing need for more teachers requires a national and local effort to make sure the jobs are filled by people who know their subject and how to run a classroom, **Education Secretary Richard Riley** says.

"We do not seem to recognize the magnitude of the task ahead of us," Riley told a National Press Club audience Tuesday.

Each new school year brings record enrollments - 52.7 million students this year - and 2.2 million teachers must be hired over the next decade. More than 1 million experienced teachers are on the verge of retiring, he said.

"By my reckoning, we are about five years away ... from a very dramatic change in the teaching force," he said, adding that the job cannot be done by granting emergency licenses and allowing high turnover to continue. The certification process should be made more flexible but more demanding as well.

"This churning process and the over-reliance on emergency teachers just doesn't cut it," Riley said. "Imagine the outcry if a quarter of all the new doctors left the profession after their first three years."

He said states and local school districts need long-term induction or mentoring programs to help teachers stay in the profession. And he said teachers should be paid more, noting that the nationally recognized teacher of the year in 1996, Mary Beth Blegen of Worthington, Minn., made $36,000 after 30 years on the job.

Teacher colleges must focus more on training instead of theory, and universities should quit regarding the teacher colleges as backwaters, he said.

"College administrators who complain about the high cost of remedial classes would do well to pay more attention to how they prepare teachers," Riley said.

He said colleges of education should give basic skills tests to students entering teacher education programs, stronger links should be forged between colleges of liberal arts and colleges of education and teachers should major in the subject that they want to teach.

He also urged Congress to pass legislation authorizing additional Pell Grants for college students who want to be teachers, loan forgiveness for teachers and the recruitment of 35,000 teachers for underserved areas. He also called upon Congress to enact President Clinton's proposals to use federal money to build schools and hire 100,000 new teachers over seven years.■

4. The Washington Post

09/16/98; Edition: FINAL; Section: A Section; Page A12

Schools Cautioned on Hasty Hiring

Many Districts `Sacrificing Quality for Quantity,' Riley Says

By Linda Perlstein
Washington Post Staff Writer

With a record number of children flooding the nation's classrooms this fall, **Education Secretary Richard W. Riley** yesterday warned that some school districts are too willing to hire unqualified teachers as they attempt to accommodate the swell.

His remarks before a luncheon gathering at the National Press Club represent his most forceful comments to date on what many educators have identified as a crucial problem in schools around the country.

"Too many school districts, I am afraid, are sacrificing quality for quantity in order to meet the immediate demand of putting a warm body in front of a classroom," Riley said.

He urged administrators to adopt several measures to improve the caliber of teachers and urged Congress to pass several administration initiatives pending on Capitol Hill, from adding funds for teacher training to forgiving student loans for some new teachers. He also encouraged the creation of a national job bank that school districts could use to locate potential recruits and said states should consider making it easier to transfer teaching credentials from place to place.

Riley's remarks come as the children of baby boomers are producing unprecedented enrollment levels. At the same time, more than 1 million teachers are nearing retirement, the booming economy's high salaries are luring away

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would-be teachers, and an increasingly sophisticated world is raising the demands on what those who do teach must know.

In this climate, U.S. schools will have to hire 2.2 million teachers over the next decade, the government estimates. More than one-quarter of new teachers have not fully met state licensing standards. Instead, they teach

In addition, he said, many schools face a problem that Riley says is unheard of in other industrialized countries: teaching "out of field." The government estimates that nearly 28 percent of U.S. teachers have neither a college major nor minor in the subject they teach.

One initiative that attempts to address the problem is the El Paso Collaborative for Academic Excellence, which conducts weeks-long, intensive training institutes where educators learn more about their subject matter and how to teach it effectively. The effort on temporary, emergency and provisional licenses. Riley called on states to stop granting emergency licenses, as New York has done. "You cannot set standards and then immediately discard them," he said.

The efforts to improve teaching, Riley said, must begin at the nation's universities. "College administrators who complain about the high cost of also instructs teachers in how to infuse their classes with bits of new, more innovative curricula. Simultaneously, the University of Texas at El Paso has increased the number of credits required of prospective elementary school teachers and beefed up its courses.

"If we want students to meet high standards," said executive director Susana Navarro of the El Paso Collaborative, "then we've got to support them so they learn what they need to learn."

Riley said that once teachers are hired, they should be provided strong remedial classes would do well to pay more attention to how they prepare teachers," he said. Education colleges should focus harder on teaching skills, not just content, he said, and be held accountable for the performance of the teachers they graduate. They should have to publicize, for example, what percentage of their graduates passed state licensing exams.

mentoring programs. He also plugged a new way of rewarding teachers, in which they get raises not for simply tallying up more college credit hours in any field, but for learning specific skills and subjects that each school has identified as important.

Finally, Riley reiterated a common refrain: that to retain teachers, schools must pay them a competitive salary.

ART CH,,JOHN ANDERSON
CAPTION: A WAVE OF STUDENTS
(This chart was not available)■

5. New York Times

September 14, 1998

NEWSPAPER IN EDUCATION

PROGRAMS: GOOD READING HABITS LAST A LIFETIME

By Carol Rasco,
Senior Adviser
to the U.S. Secretary of Education;
Director America Reads Challenge

Over 25 years ago, as a teacher in Fayetteville, Ark., I searched for innovative ways to inspire my restless sixth graders to love reading. In my current position as director of the America Reads Challenge, I'm often reminded of that classroom and the challenge that teachers and parents still face in motivating children to read.

Back in Arkansas, I yearned to show reluctant students, who were bored with books and school work, how reading could enrich their lives. Zone of my most successful experiments was using the Arkansas Gazette as a living textbook. When my students saw the relevance of reading, through the ever-changing pages of the daily newspaper, they gained new enthusiasm and motivation. Some of these students had no newspapers at home, and my lessons were their first exposure to the world of journalism.

Happily, what once seemed innovative has now become commonplace, with many newspapers reaching out to teachers and young readers. The more than 700 Newspaper In Education (NIE) programs cultivating young readers represent only a very small sample of the many innovative ways newspaper are supporting the development of literacy in our schools. But there is nothing common about the extradinary creativity and generous resources the newspaper industry has dedicated toward educating America's students. President Bill Clinton issued the America Reads Challenge to each of us to do what we can to make this a literate nation. The nation's newspapers are setting an impressive example by changing the paradigm of their industry and reaching far beyond the traditional roles and responsibilities of journalists. A Texas expert in newspaper education believes that newspapers can be useful reading for a child beginning in third or fourth grade, although some teachers start as early as kindergarten. The key is for the newspaper to be accessible to the child and to be related to the child's own experience. I found this to be the case in Arkansas O.M. 1970, when environmental news intrigued my students to learn more. It can take five to seven years for a news event to be included in a traditional textbook, yet over 70 present of teenagers say they read a newspaper at least once a week. Although many read the comics, horoscopes and TV listings, significant numbers read about sports, local news, and to a lesser extent, national news. They could and should be reading more, and Newspaper in Education programs are doing a lot to make that happen. Newspapers also have joined the President's Coalition for the America Reads Challenge and are doing their part to improve child literacy.

One Coalition member, USA Today, has a comprehensive education program. Highlights include Classline Today, a free four-page lesson plan that accompanies the daily paper, integrating that day's news with the curricula through specific activities.

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Through partnership with education leaders, USA Today Education also offers teaching guides on themes such as the election process, space exploration, geography, career planning, baseball and other popular topics. The online program allows even more interactive opportunities, where students can interview a reporter on Mount Everest, families can supplement lessons at home, and teachers can share successful learning strategies. The Baltimore Sun's "Reading by 9" campaign aggressively supports the America Reads goal that every child be a good reader by the end of third grade. Sparked by test scores that found only a third of Maryland nine-year-olds could read at a "satisfactory" level, the five-year campaign aims to increase public awareness, to hold parents and schools accountable and to recognize performance gains. Launched with a Green Eggs & Ham breakfast, "Reading by 9" has dramatically expanded news, editorial and feature coverage on child literacy, including an interactive section Be Excited About Reading - with a bear family as mascots who promote family literacy. The B.E.A.R. family groups, and B.E.A.R. images adorn free T-shirts, sweatshirts and pencils. Gazette story hours and celebrity readings offer free plush toys, and the paper conducts a major used-book drive. The Standard-Times in New Bedford, Mass., sponsored a KIDS COOL READING CLUB for hundreds of area children. In partnership with Reading is Fundamental and local shopping mall, this paper hosts storytelling, puppet shows, free book distributions, and other programs to lure families to reading. The club distributed America Reads activity kits, called Read*Write*Now!, which parents can use continually as a resource. The threads that run through these diverse efforts are commitment, collaboration and creativity. First, newspapers recognize their unique role as community leaders and commit resources at multiple levels. Second, Newspapers calibrate with other stakeholders in the community, such as parents, schools, businesses and literacy groups. Third, newspapers excel by tapping the creative energy of their staff and community to find what works best.

The St. Petersburg Times in Florida targets two areas critical to success: involving parents and reaching kids in areas that interest them. The Times consults directly with young readers about topics in special children's sections, including a weekly page called "Short Stops" that capitalizes on kids' interest in sports. One employee dons an elaborate costume to become "Spot the Newshound," a literacy mascot who promotes reading activities between parents and children. The paper sponsors popular family reading festivals with free books, celebrity readers, puppet shows and parades. The Times also collaborates with libraries, recognizes young writers, and supports adult spelling bees to raise funds for literacy.

Another America Reads participant, the Gazette in Cedar Rapids, Iowa, sponsors a clever B.E.A.R. campaign - for parents and children to read together, and daily sections for K-3 children to read themselves. The Sun created a recognition program for parents, students, teachers, schools and librarians and engages local businesses and institutions in the campaign. Perhaps most significant, Sun employees are tutoring in the Baltimore schools. There is no better way to comprehend the challenge of illiteracy than that.

As one Newspaper in Education coordinator from New York wrote, "I've heard reports from teachers - over and over again - of non-readers becoming readers because they've been introduced to newspapers." That was my experience in Arkansas so long ago, and if more newspapers follow the NIE trailblazers of today, children tomorrow can hold high hopes for a brighter future.■

6. CyberTimes (New York Times on the Web)

September 16, 1998

Once a Champion of Classroom Computers, Psychologist Now Sees Failure

By PAMELA MENDELS

Jane M. Healy has spent the past several years peering over the shoulders of students working in technology-filled classrooms touted as essential to modern education.

To say she is not impressed is an understatement. The verb "horrified" often creeps into the conversation of this petite, well-mannered woman.

Now, Healy, an educational psychologist and author, has written a book about children and computers, fleshed out with interviews with experts, looks at research, discussions of child development and personal musings. She hopes the book, "Failure to Connect: How Computers Affect Our Children's Minds — For Better and Worse" (Simon & Schuster), will embolden parents and educators to begin asking loud and tough questions about whether the billions of dollars being spent on wiring schools is a sound investment.

"I thought computers would be better than television," said Healy, who earlier wrote "Endangered Minds," a book about television and its effects on children. "I had high hopes — and I came back with huge disillusionment. In fact, I was horrified with what I saw in schools and people's homes. We have jumped into [educational technology] way too soon. It's become an idea that has taken over the public consciousness — helped, of course, by the mass promoting of these products to kids as young as a year-and-a-half."

It should come as little surprise that classroom technology enthusiasts think she has it all wrong. Elsie L. Brumback, director of educational technology at the North Carolina Department of Public Instruction, believes technology can help students learn more productively and more deeply. In the right classrooms, she says, "students use technology like a sophisticated tool" to find, research and synthesize information. "I've seen that; I've

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watched that," she said.

And Linda G. Roberts, director of the Office of Educational Technology at the **U.S. Department of Education**, says critics like Healy are overlooking the positive reports of teachers who have embraced classroom technology. "We've got almost 10 years experience in this area," she said. "People are not making this up."

Others, however, are hoping Healy's book sparks something they consider long overdue: a national discussion of the role of computers in education.

"I think her book could actually have an impact," said Edward Miller, a former editor of the Harvard Education Letter and a critic of many technology-in-education efforts. "My sense is that there is a big, untapped reservoir of skepticism about educational uses of technology."

The woman in the center of this is no technophobe. Remedial technology has worked "wonders" for some disabled children and students with learning disabilities, Healy writes. Her book also documents what she considers valuable computer-based learning experiences, among them a sophisticated software program aimed at getting 9- and 10-year-olds to think about systems theory. And Healy, a former elementary school principal who was once enthralled with the classroom possibilities of the first-edition Apple computer, believes that maybe 50 years from now, technology could be sophisticated enough to offer invaluable assistance in learning.

At the same time, Healy is upset that preschoolers are being urged to log on. Time on the computer might interfere with development of everything from the young child's motor skills to his or ability to think logically and distinguish between reality and fantasy, she writes.

Equally disturbing to Healy was her observation during her classroom journeys of how computers were often being used by students. Healy writes of one wealthy private school where students instructed to use the Internet for research on Latin America devote their class time to looking up glitzy Web sites about hotels. "Within a few minutes," she writes, "most of the class is enthusiastically comparing swimming pools and beds in various locations."

In an impoverished inner city school, meanwhile, Healy spent time in a computer lab, where students were supposed to be receiving remedial help from educational software.

One boy "effortlessly solves a few simple addition problems and then happily accepts his reward — a series of smash-and-blast games in which he manages to demolish a sizable number of aliens," Healy writes. "By the time I move on, Raoul has spent many more minutes zapping aliens than doing math." Meanwhile a girl in desperate need of reading help spends her time at the screen clicking on colorful animated objects, incapable of reading the few words in the text, and getting no human assistance in how to do so.

Healy is clearly outraged by such things.

"It's cynical palliative," she said. "I could have taken either one of those kids and in 15 minutes taught them more than they would have learned in that computer lab."■

But for now, Healy asserted as she sipped bottled water during a book tour swing through New York City this week, there are a lot disheartening patterns in the world of education and technology. Among them: constant classroom computer breakdowns and little technical support; no thought given to arranging children's computers in a way to reduce the possibility of vision problems, repetitive motion injuries and other computer hazards; too ready acceptance of software that is fun but of dubious educational value, and a lack of research so deep that teachers are unable to agree on such basics as the best age to teach a child keyboarding.

7. The Washington Times

09/15/98; Edition: 2; Section: A;NATION; Page A5

Head Start OK'd for 7 percent boost

By Cheryl Wetzstein
THE WASHINGTON TIMES

The House yesterday passed a bill to reauthorize the popular Head Start program for five years after jettisoning three amendments that Republicans said would have increased its flexibility and made it more accountable.

The bill, which passed 346-20, raises funding 7 percent for the 33-year-old early childhood development program for low-income preschoolers, from $4.3 billion to $4.6 billion.

It requires that, within five years, at least half of Head Start teachers must have a college degree.

The House bill passed yesterday didn't contain three controversial amendments approved by the House Committee on Education and the Workforce in July.

The jettisoned amendments would have required Head Start children to have their paternities established, created Head Start "certificates" for parents to use at other early childhood development programs if a Head Start program wasn't available, and repealed a requirement that workers on Head Start construction projects be paid "prevailing" wages, a rule established by the 67- year-old Davis-Bacon Act.

Democrats on the education panel had unanimously rejected all three amendments, calling them unfair to children, a sneaky way to set up a voucher system and unfair to construction workers.

Yesterday, committee chairman Rep. Bill Goodling, Pennsylvania Republican, said the three amendments were important "in another place and another time," but were not needed in the Head Start reauthorization.

Rep. Frank Riggs, California Republican and a lead sponsor of the amendments, had protested the changes and didn't vote.

Rep. Mark Souder, Indiana Republican, said that failure to repeal the Davis-Bacon rule will keep construction costs high and ensure that "fewer Head Start centers will be built."

But Rep. Matthew G. Martinez of California, the committee's ranking Democrat, said Mr. Goodling's changes made the bill "strong" and "bipartisan."

The bill also reallocates most of Head Start's funds - 65 percent - to improving the quality of the program, with 25 percent to expanding the services.

By the fifth year, the formula reverts

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so that 65 percent of funds are spent on expansion and 25 percent is spent on quality. Ten percent of the budget goes to local needs.

The Senate's Head Start reauthorization bill retains the current funding formula of 75 percent of funds for expansion and 25 percent of funds for quality improvement. It doesn't set degree requirements for teachers.

These and other differences will be worked out by a conference committee.

Last year, Head Start served 830,000 preschoolers. Its effectiveness has been debated for much of its history, and the House bill attempts to address these questions by adding new "education performance" standards, "school readiness performance measures" and creating a "family literacy" program to help parents learn as well.

As part of the Head Start bill, the House also reauthorized funds for the Community Services Block Grant, Low-Income Home Energy Assistance Program and created a $100 million pilot project to help poor families to start "individual development accounts."

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8. NEWSROOM WORLDVIEW (CNN)

September 15, 1998

Seen in classrooms, the world over

(Excerpt)

FRASSRAND: Now we take the issue from Congress to classrooms where suddenly civics lessons are taking a wild spin. From Stone Mountain, Georgia, CNN's Brian Cabell has one class's take on the president's fate.

(BEGIN VIDEOTAPE)

BRIAN CABELL, CNN CORRESPONDENT (voice-over): Outwardly, life certainly seems normal for the students at Stephenson High School in Stone Mountain. But step into Mr. Reason's government class, and you hear juniors and seniors discussing what once seemed almost unthinkable: impeachment of the president.

DAVID REASON, TEACHER: Witness tampering means he tried to change the way people — or told people to lie to the grand jury about certain things.

CABELL: Even as the Starr report was coming out, the class, as a whole, didn't think the president tampered with witnesses, obstructed justice, or abused his power.

REASON: OK, what about perjury?

CABELL: But they do think he lied.

UNIDENTIFIED FEMALE: He committed perjury and that's a federal offense, and the rest of us would be arrested for it, and he can't.

CABELL: Most of the students have been supporters of the president. They remain so and criticize those who are clamoring for impeachment.

UNIDENTIFIED MALE: I mean, we need to leave it alone and worry about our own agenda than worry about Bill Clinton and who he's sleeping with.

UNIDENTIFIED FEMALE: Him and his wife could have some sort of understanding. I mean, we don't know the full story.

CABELL: Are they interested in the story? Absolutely. They can fully appreciate a sexual scandal involving a starry-eyed young woman and an eager older man. A man who's now embarrassed about it.

UNIDENTIFIED MALE: From before, he was just denying it. You know, he said nothing happened so now that they're really trying to impeach him, he's just trying to do whatever he can to stay in office.

CABELL: Cynicism abounds here among the students.

UNIDENTIFIED MALE: Monica's going to have a new book: "My Life Story." I mean, you know, so somebody is definitely going to make some money off this.

UNIDENTIFIED FEMALE: She's trying to make some money, that's my personal opinion, she's going make some money.

REASON: She's going make some money off of this?

UNIDENTIFIED FEMALE: Yes, she's going to make money.

CABELL: The students concede it's not a pretty picture being painted in Washington these days, but it's real, and it's interesting, much more so than their usual lessons from the textbook.

Brian Cabell, CNN, Atlanta.■

9. The Wall Street Journal

09/16/98 Page B1

Kaplan Plans A Law School Via the Web

By William M. Bulkeley
Staff Reporter
of The Wall Street Journal

Concord University School of Law, a new institution unveiled yesterday, is:

A) Not really affiliated with a university but rather a for-profit venture of Kaplan Educational Centers, the big standardized-test coaching company;

B) Not going to be based on a real campus but instead will offer courses via the Internet;

C) Planning to offer a big discount below the price of traditional law schools;

D) All of the above.

The correct answer is D.

The move by Kaplan, a unit of Washington Post Co., illustrates the growing push by for-profit companies into the secondary and post-secondary education market. Kaplan also believes it will be offering the first on-line law degree. Nontraditional students who are in continuing-education programs or working while studying are flocking to such on-line courses.

Apollo Group, based in Phoenix, has become a Wall Street success, largely because of its wholly owned University

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of Phoenix, now the second-largest private university in the country, with 43,000 students, 6,000 of them on-line.

Other entrepreneurs, including former junk-bond king Michael Milken through his Knowledge Universe holding company, and media savant Christopher Whittle, have made major bets on an expanding private sector in education, operating ventures that often compete with public or nonprofit schools.

"We're seeing industry look at the higher-education sector in a way they've never looked before," said Arthur Levine, president of Teachers College at Columbia University in New York. He said investment groups talk to him weekly about plans to start programs, using technology to deliver classes. "It's a $225 billion market where there are questions about price and management. It's ripe for private-sector involvement."

Classes are expected to start in December, with the first class of 80 students graduating in four years. The school's dean will operate from a Kaplan office in suburban Los Angeles.

Mr. Grayer said Concord isn't designed to compete with traditional law schools, but is aimed at people who now take law courses at night, or who live too far from traditional campuses. "People who would apply to Harvard or Yale shouldn't apply here," said Mr. Grayer.

The disparity in price between Concord and traditional schools is striking. Jack Goetz, dean of Concord, said that tuition over the four-year program would be about $17,000, less than the $23,900 tuition for a single year at Harvard Law School. And that doesn't include the $12,200 in annual room and board at Harvard.

But then, Harvard is accredited by the American Bar Association; Concord isn't. An ABA spokeswoman said it has never been asked to accredit an on-line law school. She noted that ABA standards refer to "class time" and library collections "within the facilities."

Kaplan President Jonathan Grayer said Concord will mark the first time the company has granted its own degree. He said the company has been expanding beyond test-preparation

Mr. Grayer said Concord won't apply for accreditation until it is able to show that its students are learning the same things as traditional students.

Mr. Goetz said the school has received permission to grant the Juris Doctor degree from the Bureau of Private Post-Secondary and Vocational Education in California, a state agency that certifies schools.

Concord students will receive video lectures on their home computers via the Internet. Teachers for the first-year courses on torts, contracts and criminal law include law professors from Georgetown University, University of Arkansas and University of Denver. Concord plans to make library materials available on-line.

Students will also attend on-line chat groups and take tests and exams on-line. Part-time instructors who are lawyers will lead the chat room discussions and grade the tests, said Mr. Goetz, a graduate of Boston University law school. "Going to the school gives you the educational background to sit for the California bar exam," Mr. Goetz added. "It's never a guarantee."

In California, he said, there are more than 30 other law schools that aren't accredited by the state or national bar associations but send graduates to take the state's bar exam.

Beyond its base in test preparation, Kaplan also provides remedial education in public schools in Los Angeles, after-school tutoring in California, Chicago and the Mid-Atlantic region and remedial programs at community colleges in Chattanooga, Tenn. and Greenville, N.C.

Kaplan, which has also been growing by acquiring career fairs and corporate education firms, expects revenue of more than $225 million this year, nearly double the $117 million in revenue reported for last year.

John Katzman, president of Kaplan's closely held archrival in test preparation, Princeton Review, said that when he first saw news of the new school, "I thought it was an April Fool's joke." He said his employees circulated an e-mail parody of the Kaplan announcement proposing the world's first on-line medical-doctor degree program "earned wholly by watching reruns of "Quincy."■

Concord has authorization from a California agency to grant degrees, allowing its students to sit for bar exams in California, where 13% of the nation's lawyers practice. But it doesn't have accreditation from either the state or national bar association, which it would need before students could take bar exams outside California. Such accreditation is a long-term goal, although Kaplan doesn't have specific plans now.

10. Morning Edition (NPR)

09/15/98Section: News; Domestic;

Education Agenda Debated

NPR's Claudio Sanchez reports on Republican efforts to redefine their position on education issues, as mid-term elections approach. Republican candidates hope to seize the initiative from Democrats and use public concern about education to their advantage.

BOB EDWARDS, HOST: At the National Press Club today, **Education Secretary Richard Riley** will deliver the first in a series of speeches highlighting the Clinton administration's education agenda, which advocates teacher recruitment, school modernization, and more money to rebuild crumbling schools.

Republicans in Congress opposed all of those proposals and are offering their own education agenda. That's a turnaround for a party that just two years ago took a political beating for tampering with the federal school lunch program and attempting to dismantle

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the **Department of Education.**

NPR's Claudio Sanchez reports.

CLAUDIO SANCHEZ, NPR REPORTER: Here's a good example of how Republicans in Congress have reinvented themselves on a key education issue. Last week, House Republicans voted to cut off federal aid to bilingual education programs that last more than three years. Democrats denounced the measure as racist, mean-spirited and anti-Hispanic. The measure passed easily, but not before Bill Goodling, Republican of Pennsylvania, fired back.

GOODLING: They are the party of polling. I don't do any polling. I — nobody's ever polled me and I don't believe in polls. My interest is making sure that there's a quality education available for all children in this country no matter who they are, where they live, what their last name may be. SANCHEZ: This rhetoric of inclusiveness was missing two years ago and it's made a big difference. After all, Democrats in Congress have had a lock on education issues for more years than Republicans care to remember. Today, a growing number of voters are telling pollsters that Republicans, not Democrats, have better ideas for improving schools everywhere.

Those ideas include a reading initiative that rivals the Clinton administration's reading campaign, a proposal to test teachers, more block grants for states to spend on education, education tax credits for middle-income families, and tuition vouchers for low-income kids to go to private schools.

Democrats, meanwhile, are angry with what they call the Republicans newfound interest in education and needy school children. But liberals like

U.S. REP. BILL GOODLING (R-PA), CHAIRMAN, HOUSE COMMITTEE ON EDUCATION AND THE WORK FORCE: Our whole goal is to make sure there's a quality education for every child. And I want to make one other statement. We're not talking about Hispanic legislation today. Let's get that in your mind and keep it there.

SANCHEZ: Goodling is chairman of the House Committee on Education and the Work Force. He's also the man spearheading a bold Republican effort to wrestle the education agenda away Senator Paul Wellstone, Democrat of Minnesota, say it doesn't matter who dominates the education debate. He says it's the abandonment of children that's most disturbing about the overall direction of federal policy.

U.S. SEN. PAUL WELLSTONE (D-MN): Where is their discussion about how we make sure that every child comes to kindergarten ready to learn? Where is their discussion about what happens to kids before they go to school and what happens to kids when they go home, the housing conditions, parents not having jobs that pay decent wages? I don't see any focus on that kind of an agenda and I'm infuriated by this sort of, "Let's look at the polls and see what buttons we can push in people. Oh, here's a good issue, we'll talk about this." I really am just disgusted with it.

SANCHEZ: Democrats also worry that Bill Clinton's weakened presidency will make it much harder to push his education agenda. A hint of that is the way in which the president's trusted Education Secretary Richard Riley now talks about that agenda.

RICHARD RILEY, U.S. EDUCATION SECRETARY: It's America's agenda, it's not just the

from the Clinton administration. Republicans have outmaneuvered the White House, says Goodling, because they now have some proposals that people support, so it's easier to dismiss critics who accused him or his party of being anti—education.

The strongest charge coming from Democrats this year is that Republicans are jumping on issues like bilingual education because the polls say it's one of several hot button issues in this year's mid-term elections. Goodling says that charge is ridiculous.

Clinton agenda. When you look at class-size reduction, at construction, at afterschool programs, technology, reading, and so forth, all of the polls, every discussion you hear, Democrats and Republicans across the country, those are the issues that parents are interested in, those are the issues that the people are interested in. And they are nonpartisan.

SANCHEZ: Still, Republicans are moving quickly to reintroduce their most controversial proposals — block grants, tuition tax credits, and vouchers. President Clinton has vetoed all of them. But as Senate Majority Leader Trent Lott, Republican of Mississippi, points out, if more Republicans are elected to Congress in November, it won't be long before America's education agenda will truly be a Republican agenda.

U.S. SEN. TRENT LOTT (R-MS), SENATE MAJORITY LEADER: Republicans are determined to do that. Do we care about education? You bet you.

SANCHEZ: I'm Claudio Sanchez, NPR News, Washington.

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11. Morning Edition (NPR)

09/15/98Section: News; Domestic;

Improving High School Education

DAVID MOLPUS, NPR

REPORTER: One would be hard pressed to find a setting more challenging to initiate major education reform than Raeford, North Carolina, a rural community in Hoke County 20 miles south of Fayetteville. It's the poorest school district in the state. Per pupil expenditures are almost 60 percent below the state average.

Five years ago, state officials threatened to take control of the high school because of low scores on national achievement tests, high dropout rates, and complaints from employers that graduates were unprepared for the workplace. Today, despite continuing economic hurdles, the school is winning praise from outside evaluators.

DEBORAH PURCELL (PH), MOHTHER OF RAEFORD, NORTH CAROLINA STUDENTS: I think we were just kind of in a rut and we needed somebody to get us out of it. And it happened.

MOLPUS: That's Deborah Purcell.

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Her family's story provides a snapshot of the changes occurring in Raeford over the last few years. When Deborah Purcell's oldest son graduated from high school nine years ago, he was thought of as a quick learner and he had acceptable grades. But Mrs. Purcell says nearly all the courses he took were lightweight.

DEBORAH PURCELL: He was never pushed. I think had he been pushed a little bit more and encouraged a little bit more he probably would have done a lot better, but he just got through.

MOLPUS: Deion (ph) Purcell took three years of drawing and pottery making, but no math beyond a simplified introduction to algebra. Deion took a course on farming, but no chemistry; advanced physical education, but just one year of a foreign

JEFF MOSS, ASSOCIATE SCHOOL SUPERINTENDENT, RAEFORD COUNTY, NORTH CAROLINA: We had seven levels of instruction for a subject matter, such as seven levels of biology, seven levels of English One, which ranged from basic remedial to honors or college preparatory. So the teacher expectation was such that if I labeled you as a basic student I needed to put you in basic English and not require much from you.

MOLPUS: It's an all too common problem at high schools across the country, according to Peter Kleinbard (ph) of the Dewitt Wallace (ph) Reader's Digest Foundation, a major funder of career development initiatives for young people. Kleinbard says school systems often misguidedly try to protect students' self-esteem by keeping large numbers away from high level courses.

PETER KLEINBARD, DEWITT WALLACE READER'S DIGEST FOUNDATION: It could well have been someone's idea that youngsters need a lot of low-level options to succeed. "We're not succeeding in this algebra course so we'll give them something easier" rather than "We're not succeeding in this algebra course so we'll train our teachers how to do a better job."

MOLPUS: With help from the Southern Regional Education Board in Atlanta, the Hoke County, North Carolina school moved away from its bad habits. The privately funded board provided guidelines to the North Carolina teachers for toughening the language. He entered college, but failed to graduate, and has drifted in and out of low-level jobs since then.

Another of Mrs. Purcell's signs, Derrick (ph), had learning disabilities as a child and graduated from the same high school as Deion two years ago, yet he is now a junior at a state university, plays quarterback on the football team, and he is excelling in academics.

DEBORAH PURCELL: He has done wonderful. His first year I was really afraid because he was always known to struggle. And he went this year, had excellent, outstanding year, and his spring semester he came out on the dean's list.

MOLPUS: Mrs. Purcell attributes the greater success of her second son to more individual attention from teachers, plus a total redesign of the curriculum. Derrick agrees.

academics through a program called High Schools That Work. In addition, the board provided workshops for enhancing teaching skills. The school system stopped offering multiple levels of the same course and instead offers just two levels now. It initiated team teaching efforts that combine theoretical knowledge with practical applications, especially for those in vocational courses. So a welding class that formally focused on how to use a blow torch now added more chemistry instruction on the properties of metals, for example. Geometry and drafting classes intermingled, so did physics and auto mechanics, again to make sure future workers understand the science behind their work.

Time was set aside for teachers to visit work sites and get a first-hand picture of what employers need from employees today. Paid student internships with manufacturers, like Burlington Mills (ph), became more realistic.

None of these changes came easily or quickly. Initially only a handful of teachers were willing to participate in some of the reforms. Again, Jeff Moss.

MOSS: When we originally proposed this back in 1990, we had five teachers that jumped for joy. The remaining 95 said: no, this will pass, we won't even concern ourselves.

MOLPUS: Moss was one of those five teachers pushing for change. Participation grew gradually, he says, as teachers saw students responding favorably when more expectations were placed on them. Now nearly all the teachers are enthusiastic.

DERRICK PURCELL, FORMER RAEFORD, NORTH CAROLINA HIGH SCHOOL STUDENT: The courses that we took, they was kind of hard, you know. I was staying after school a lot, my teacher always told me if I ever need some help, you know, no matter any time, I could always call her, and she always stayed after with me to help me, you know. I finally eventually came through.

MOLPUS: By the time Derrick entered Hoke County High School, the course offerings were far more demanding. Gone were the watered down required courses and the smorgasbord of easy electives that his brother Deion took. Associate Superintendent Jeff Moss (ph) outlines how it used to be.

Adjustments were also difficult for students. The majority failed on the first attempt at more rigorous math classes. But teachers developed strategies to make sure students would master the content of material before moving forward in the course.

MOSS: The way we organize that is that on a Friday the students take a test. If they do not pass the test, they have to come back after school hours the following week, Tuesday, Wednesday and Thursday. They take another test the next Friday. They'll get the higher of the two grades, we don't penalize them for coming back after school hours.

MOLPUS: Students get a third chance to master the material with another round of afterschool classes that meet five times a week. And all students start taking college entrance exams their junior year to identify remaining deficiencies.

Last year, the Southern Regional Education Board released results of a follow-up study it conducted in Hoke County and the results are impressive. The percentage of students who now meet the state's algebra proficiency standard has doubled. Twenty percent more now meet the history standard. And the high school's overall SAT scores are up 11 percent over three years. Also, Associate Superintendent Moss says employers are more welcoming of graduates now.

MOSS: We have some programs, such as Allied Health Science, where 100 percent of the kids that graduate from that program are either in college or working. Our students that come

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out in drafting, in our engineering area, all 100 percent of them are either employed or in college. The students that are even in our trade areas like textiles, they're either employed or going to college.

MOLPUS: The switch to fewer course options, making more demands of students, and directly linking education to the workplace seems to be the right formula. The school that was on the verge of a state takeover now has state evaluators looking at it as a potential model.

I'm David Molpus, NPR News, Raeford, North Carolina.

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12. The New York Times

09/16/98Section: Metropolitan Desk; Section A; Page 1, Column 1

U.S. Court Upholds Aid for the Disabled On State Bar Exams

By TAMAR LEWIN

In the first ruling of its kind, a Federal appeals court in New York has ruled that a law school graduate claiming a reading disorder was entitled to extra time and other reasonable accommodations on the New York State bar examination — even though an outside expert hired by the bar examiners said she had no disability.

The graduate, Marilyn Bartlett, received her degree from Vermont Law

But as the first large wave of students diagnosed with learning disabilities moved beyond college and into the professions, those who administer the law, medical and accounting examinations have become mired in the same murky legal questions that high schools and colleges grapple with when faced with claims of learning disabilities. In West Virginia last year, three medical students with attention deficit disorder lost their lawsuit seeking accommodations. And in California, those with learning disabilities have a pending class action against the state bar examiners.

Nationwide, thousands of students with attention deficit disorder, dyslexia or other learning disabilities receive extra time on their school exams, and standardized exams like the Scholastic Assessment Test or Graduate Record Examination. While extra time is the most commonly granted accommodation, school and professional examining boards often grant other modifications like testing in a separate quiet room, oral examinations or use of a computer.

In the case before the Court of Appeals for the Second Circuit, Dr. Bartlett, who now teaches at Dowling College on Long Island, had asked for extended time on the bar exam, permission to tape-record her essays and the opportunity to circle

School and worked in New York City as a medical malpractice lawyer for almost two years but had to leave the firm after failing the state bar exam repeatedly.

Advocates for people who have disabilities hailed the decision released on Monday by the United States Court of Appeals for the Second Circuit in Manhattan as an important victory.

But those in charge of professional licensing organizations expressed fear multiple-choice answers in the test booklet rather than use the computerized answer sheet. At Vermont Law School, she received several accommodations during exams, including extra time, a quiet room and the use of a computer.

The number of such requests has mushroomed in recent years. Among the 8,791 applicants who took the New York bar exam in July 1998, 402 had requested accommodations, and 332 had received them. Five years ago, when Dr. Bartlett last took the examination, there were 181 such requests, of which 155 were granted.

Richard J. Bartlett, the chairman of the New York State Board of Law Examiners, said it was too soon to say whether the case would be appealed or whether the bar examiners would change their evaluation procedures.

The New York bar examiners refused Dr. Bartlett's request for accommodations based on the opinion of their outside expert, who said her test results did not indicate any reading disorder.

The board's outside expert, Dr. Frank Vellutino, said Dr. Bartlett's scores on two parts of a reading test commonly used to assess learning disabilities were above the 30th percentile — too high, he said, for her to have a genuine reading disorder.

Based on the lengthy trial record, that it would hinder their efforts to maintain professional standards and weed out those who seek to use disability claims as a cover for academic shortcomings.

So far, there has been only a handful of lower-court rulings on when —and whether — the Federal disabilities law requires professional licensing organizations to provide accommodations on tests to those with learning disabilities.

however, the Federal appeals court said the cutoff was arbitrary, and the test results on the two untimed subtests did not remove her from coverage under the Federal disability law, which took effect in 1992.

"The decision says that just because someone finds a way to compensate for their learning disability doesn't take away the disability, any more than someone's taking medication, or wearing glasses, to function well doesn't mean they are not disabled," said Ruth Lowenkron, one of Dr. Bartlett's lawyers.

The opinion, written by Judge Thomas J. Meskill and joined by Judge Jose A. Cabranes and Judge Eugene H. Nickerson, upheld last year's trial decision by Judge Sonia Sotomayor of Federal District Court in Manhattan. "Dr. Bartlett, who has fought an uphill battle with a reading disorder throughout her education," the ruling on Monday by the Court of Appeals said, "is among those for whom Congress provided protection under the Americans With Disabilities Act and the Rehabilitation Act.

"Dr. Bartlett's cognitive impairment — her difficulties in automatically decoding and processing the printed word — limits her major life activities of learning and reading to a substantial degree. Reasonable accommodation of this disability will enable her to

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compete fairly with others in taking the examination, so that it will be her mastery of the legal skills and knowledge that the exam is designed to test — and not her disability — that determines whether or not she achieves a passing score."

The court offered no guidance on when professional examining boards may rely on outside experts, or whether they should simply accept the applicant's own expert documentation — a scenario some professional boards find troubling.

"This leaves bar examiners in a very vulnerable position," said Erica Moeser, president of the National Conference of Bar Examiners. "The earlier cases suggested that boards should get outside experts to evaluate claims of disability, that they shouldn't try to make these decisions themselves because it's not their expertise. They were damned if they don't, and now they're damned if they do."

Mr. Bartlett of the State Board of Law Examiners, who is not related to the plaintiff, also stressed that granting accommodations for learning disabilities is an inexact science. "It's much more difficult to evaluate than a physical disability, and still more difficult to know whether the right accommodations is double time, one-half extra time, or one-third extra time," he said.

But even with the accommodations, Dr. Bartlett failed.

Now, she expects to try again.

"I really want that piece of paper," Those who represent students with disabilities said the case could be read to warn professional boards not to question diagnoses of disabilities.

"The most significant thing about the case, in terms of practical impact, is the finding that these professional bodies should not be second-guessing the determinations of learning disabilities made by the applicant's own clinicians," said Sid Wolinsky, a lawyer with Disability Rights Advocates in Oakland, Calif., who represents the learning-disabled students in the California case. "This is a very important victory."

Dr. Bartlett, 50, said she brought the suit because she felt that her situation presented a good test case.

"I thought that at my age, with my history of career success, I could show that learning-disabled people are not the same as low-functioning people, which is how a lot of learning-disabled people are made to feel," said Dr. Bartlett, who worked as a medical malpractice lawyer at Bower & Gardner, a New York City law firm that has since disbanded, for nearly two years after graduating from law school. But, as is the policy at most firms, she was fired after failing the bar exam three times.

When she first joined the firm, she said, she compensated for her slowness in reading by coming in early, staying late and billing only for an eight-hour day. After a partner questioned that practice, she disclosed her disability and was told that she should report her real hours and the firm's business manager would decide what was reasonable to bill.

When law seemed out of reach, she returned to educational administration, the field she had been in before attending law school and in which she holds a Ph.D. from New York University. When she attended N.Y.U., there was no Federal disabilities act and no formal program to accommodate learning disorders.

But she did not give up her hope of becoming a lawyer. And in July 1993, after the Board of Law Examiners denied her most recent application for accommodations, she sued.

"I didn't want some 24- or 25-year-old who had always set their sights on the law to get out of law school and find they were kept out of the bar because of their learning disabilities," she said yesterday.

After her suit was filed, the board agreed that Dr. Bartlett could take the July 1993 bar examination — her fifth attempt — with the accommodations she requested — but that if she passed the exam, the result would not be certified unless she prevailed in her lawsuit.

ART Photo: Marilyn Bartlett, who won a Federal ruling entitling her to extra time on the New York State bar exam after she said she had a reading disorder. (Vic DeLucia/The New York Times)(pg. B12)■

13. The Wall Street Journal

09/16/98; Edition: Texas Journal; Section: TEXAS JOURNAL; Page T1

School Board Seeks to Kill Housing Plan

By Patrick Barta
Staff Reporter
of The Wall Street Journal

The Socorro Independent School District has a message for a developer who wants to build one of the first subdivisions ever designed for El Paso's poorest residents: Get lost.

Officials of the district, in El Paso, complain that a 482-unit subdivision the developer wants to build on the border city's eastern edge will bring them hundreds of children, yet the low-income properties won't generate sufficient property taxes to cover the cost of educating them. "We can't afford them," says Mario Aguilar, assistant superintendent for operational services.

To block the project, school-board members voted earlier this month to begin condemnation proceedings on land where the subdivision is planned. That is a first step in nullifying an agreement under which the private investors who own the site plan to sell it to the developer, Premier Communities, a joint venture of Atlanta-based Beazer Homes USA Inc. and Corporacion Geo of Mexico City.

District officials say they want to build a school on the site, but Premier says that condemnation is just a way for the district to halt the housing project. The district has hired an appraiser to determine the value of the land, and intends to proceed with condemnation. (The district could stop the process if the developers abandon their plans or if the cost of the land is too high, since the district must pay market value for the site.)

The attitude of school officials perplexes state housing officials, who applaud any new low-cost housing in El Paso and see the district's reluctance to take low-income children as irresponsible: "Whether it's a kid from a poor family or rich family, it's still their

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obligation to educate the child," says Brian Montgomery, a spokesman for the Texas Department of Housing and Community affairs.

The developer is more blunt: "They just don't want our kids," says Ian McCarthy, chief executive officer of Beazer Homes. "That's inappropriate."

School-board members object. "It's easy for people not associated with our district to say it's our responsibility" to educate the children no matter what, says Craig Patton, an El Paso lawyer and member of the school board. "But the bottom line is, where do we get the money? Taxpayers in this district are at the end of their wits."

State housing officials see the Premier homes — which Premier hopes to duplicate elsewhere in the state — as the best hope for moving families out of substandard colonias and into decent housing. The Pueblo Montana project, like a nearly identical subdivision Premier is already building in El Paso, is unique because its high density and cheap building materials make it much less expensive to build than other low-income developments. As a result, the projects are among the only subdivisions attempted in Texas in recent years that target buyers who make less than $12,000 a year.

"They're building exactly what we've been looking for," says Mr. Montgomery.

Premier's first El Paso project, on which construction began this month, is also in the eastern part of the city and within the neighboring Ysleta Independent School District. It features 424 concrete duplexes, each with two units whose size ranges from 725 to 1,225 square feet, and with prices between $36,000 and $50,000.

Premier officials, who have an option to buy the land for the second project but haven't completed the purchase, planned to begin building it this year. Now, because of the school district's opposition, they don't know when, or if, they'll get started.

Premier received significant public backing for the first subdivision. State housing officials have committed $2.1 million, or up to $10,000 a unit, in down-payment assistance, and Premier is seeking another $2.1 million in down-payment assistance from the city of El Paso. In addition, the company has received a $3 million low-interest loan from the Federal National Mortgage Association to help fund the first project. Premier officials have also talked to the state housing department about down-payment assistance for the second project, but haven't yet applied.

The projects have drawn criticism from several quarters. Ysleta school officials, also citing concerns about school crowding, held up the first Premier subdivision for several months this summer by announcing it intended to put a new school on the land targeted new homes, minus a standard deduction. Even with the $4,400 a student the district receives in state aid, the development could mean an annual shortfall of about $850,000, not including the cost of building a new school to serve the new students.

School-board members were already planning to build a new elementary school before the Premier project was announced several months ago, but the district had planned to use a site about three blocks from where the subdivision is slated to go. After Premier disclosed the location of its subdivision, board President Bruce Truesdale says, board members determined it might be better to build on the Premier site, in part to stop the project.

"We have to have a reason for condemning the site," and relocating the newest school there would provide the justification, says Mr. Truesdale.

Premier officials say they won't try to stop the district if it's serious about building a school on the site. And they're looking at other sites in the district if they lose the one they want. "What are they going to do, buy the whole block?" says Mr. McCarthy of Beazer Homes.

Maybe, says school-board member Mr. Patton. If Premier tries to buy another site, he says, "maybe we could condemn that property, too."■

Still, Socorro officials don't think the district's schools can handle the expected influx of new students. One of the fastest-growing in Texas, Socorro added 1,200 students last year to an existing 23,500, and the school board on Sept. 1 approved a 12.5% property-tax increase to pay for the district's rapid growth. Officials expect another 1,000 or so students from the new subdivision.

It cost the district about $5,500 last year for each student, but officials estimate that the new subdivision would generate only $200 a student in property taxes, assuming a tax rate of $1.55 per $100 valuation and assessed values of $20,000 to $35,000 on the by the developers. But the district abandoned its opposition three weeks ago, when its board voted 4-3 not to condemn the property.

That "was not a smart move," warns Ysleta schools Superintendent Anthony Trujillo, who still opposes the project despite his board's decision not to block it. "We're going to have 1,000 kids next fall we're not going to be ready for."

Local builders have also objected, arguing that it's unfair for out-of-towners to get public funding for projects they themselves can build. Such aid "has never been offered to any locals at all," complains R.L. Bowling, president of Tropicana Builders Inc., who says he is "irritated" at the idea of a Mexican-based corporation benefiting from U.S.-taxpayer subsidies.

City officials and advocates of low-income housing worry that the high densities of both projects — about 11 units an acre — will promote crime while the type of construction will lead to rapid deterioration. "It's the type of housing they build in Mexico," says Barbara Perez, an El Paso city-council member.

Premier officials counter that they plan to set up homeowners' associations to encourage residents to maintain their properties, and intend to donate an as-yet-undetermined amount of money to each association to get it started.

TRADE

14. Education Daily

September 16, 1998

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Quick Compromise Sought For Rival Head Start Bills

by William J. Cahir

The House on Monday passed its Head Start bill, 346-20, with an emphasis on quality instruction for the nation's main early childhood education program.

"We're going to get a conference as quickly as possible _ We only have about three to four weeks left," said Jay Diskey, a spokesman for the House Education and the Workforce Committee.

The Senate passed its version of S. 2206 July 27. Neither chamber has identified conferees, the lawmakers responsible for negotiating a compromise bill.

House education committee chairman Rep. Bill Goodling, R-Pa., issued a written statement yesterday advancing the House approach to direct a greater proportion of new Head Start funding to quality control efforts, like teacher training (ED, Sept. 15).■

15. Education Daily

September 16, 1998

ED Review May Hold Up Pa. Special Ed Funds

by Rob Jennings

Pennsylvania lawmakers are asking the **Education Department** to call off its attack dogs and rethink its threat to limit the state's special education funding because of a poor-performing school district.

Pennsylvania Republican Sens. Arlen Specter and Rick Santorum and House Republican Reps. Bill Goodling and George Gekas sent **Education Secretary Richard Riley** a letter Sept. 2 protesting the "special conditions" ED placed on the state's $139 million Individuals with Disabilities Act (IDEA) award for fiscal 1998.

"We strongly urge you to review the appropriateness of the department's action and to consider a more constructive approach to ensuring compliance with the IDEA in Pennsylvania," the letter said.

The letter packs a punch since Goodling heads the House Education and the Workforce Committee and Specter is in charge of education funding for the Senate.

Under The Microscope

ED has been scrutinizing special ed services in the state ever since it identified a number of problems with the special ed program in Harrisburg in 1994.

For starters, there was enormous turnover in personnel —the district concedes that it has had four special ed directors in the past three years.

Following its latest review in May, while acknowledging the state made some improvements, ED's Office of Special Education Programs still found Harrisburg deficient in a number of areas, such as its extended school year service offerings (ED, Aug. 17).

OSEP also said the state was not keeping a close enough eye on its school districts' special ed programs. It ordered state education secretary Eugene Hickock to file quarterly reports with OSEP, starting this month.

The state's congressional lawmakers said ED's inquiry was unfair because it focused on only a "judgmental sample" of six of the state's 501 school districts.

"We fail to see how taking this punitive action will improve the current situation in Harrisburg," the lawmakers' letter also said. "Such an action would only hurt children with disabilities in the Harrisburg schools and shift even more of the financial costs on to local taxpayers."

The staffer noted there was precedent for such a step, since Rep. Frank Riggs, R-Calif., intervened when California's IDEA funding was challenged (ED, Aug. 6).

California and Pennsylvania are the only two states to have conditions attached to their IDEA funding by ED officials.

ED officials did not return calls seeking comment.■

16. Education Daily

September 16, 1998

Lawmakers Hash Out HEA Compromise Bill

by Eli J. Lake

At press time, House and Senate lawmakers appeared ready to release a conference report on the Higher Education Act (HEA) of 1998.

House and Senate education committee leaders Sen. James Jeffords, R-Vt., and Rep. Bill Goodling, R-Pa., said few major differences remained in the massive bill, and they were optimistic that a final conference version of H.R. 6 and S. 1882 would pass both chambers by Oct. 1.

Of those remaining issues —and one that remained unresolved late yesterday —is a controversial amendment to give states more flexibility to keep more students on welfare rolls.

Jeffords said the House and Senate budget committees were working with HEA conferees to pass appropriate spending offsets for the bill. House education leaders are pushing for a floor vote on the bill next week.■

17. Education Daily

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September 16, 1998

Florida Asks High Court To Rule On College Savings Plan

by Eli J. Lake

Florida officials are poised to ask the U.S. Supreme Court to decide whether a state can stand trial for setting up a pre-paid tuition savings plan modeled after one developed by a bank in New Jersey.

A ruling by the High Court will determine whether a long-standing case over Florida's alleged patent infringement of a data system and college cost methodology for its college savings plan will be allowed to continue.

The New Jersey-based College Savings Bank (CSB), which runs Montana's prepaid college tuition plan, sued the Florida Prepaid Postsecondary Education Expense Board in 1995 saying the state's college savings program violated CSB's patent (ED, Aug. 9, 1995).

The case —College Savings Bank v. Florida Prepaid Postsecondary Education Expense Board (97-1246) —has been held up because Florida officials contend that states cannot be sued for patent infringement.

The Federal Circuit Court of Appeals ruled in favor of CSB this summer. But Florida officials now are asking U.S. Supreme Court to review whether 1992 changes to federal patent laws —which allow private parties to sue states for patent infringement —violates the 11th Amendment, which protects states from being brought to trial.

The High Court's next move is being watched closely by a number of other states that CSB claims have violated its patent for college savings plans.

State college savings plans have mushroomed since 1996 tax law changes began allowing families to shelter their assets from taxes if they invested in state-based, prepaid tuition plans (ED, Dec. 30, 1996).

As the industry takes off, Peter Roberts, CSB's president, is seeking a little pay back for pioneering the system many states use to manage the college savings accounts. Roberts said CSB developed an accounting system to manage savings accounts and a methodology to determine how much families will need to save for their children's college education. He said approximately 12 other states out of 16 active state college savings plans have violated his patents.

In fact, Roberts alleges that the Florida plan encouraged other states to adopt the patented data program when the chairman of the program served as the director of the savings plan trade association (ED, April 8, 1996).

Florida officials are expected to file an appeal in the next two weeks. The U.S. Supreme Court will consider whether to hear arguments in the case when it begins its 1998-99 session Oct. 5.■

18. Education Daily

September 16, 1998

Six Steps To Keep Children Safe Online

by Jonathan Fox

The America Links Up campaign offers several tips for parents who want to make sure their children use the Internet safely and access good content, but the suggestions make just as much sense for educators. Parents should:

* Take the trip together. Take the time to see what their children are doing online and what their interests are;

* Teach kids never to give out personal information to people they meet online, especially in public places such as chat rooms and bulletin boards;

* Instruct children never to plan a face-to-face meeting alone with online acquaintances;

* Tell children not to respond when they receive offensive or possibly dangerous e-mail or other communications;

* Establish clear ground rules for Internet use with children. Decide whether to use parental control tools or protective software; and

* Place computers in the family room or another open area of the home, or use the computer together at a library, school or community center.■

19. Education Daily

September 16, 1998

Businesses Launch Drive To Keep Kids Safe Online

by Jonathan Fox

In an effort to fend off legislation affecting the online industry, education, free-speech groups and major Internet companies yesterday kicked off a major campaign to keep kids away from objectionable material online.

The groups are targeting parents, who may not be as computer-savvy as their children.

The America Links Up campaign, first announced by Vice President Gore last December, will use public service announcements on television and radio, a Web site, videos with teen celebrities and more than 200 "teach-ins" in local communities to increase parental awareness of safe online behavior.

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"Today the Internet community delivers on its promise to launch a major public education to empower parents," said American Online CEO Steve Case. "We want to build a medium we can all be proud of and that means building a medium that's safe for kids."

The campaign will try to convince parents to be involved in their childrens' online forays, and vice versa. The public service ads feature the slogan: "Take the trip together."

Parents need to teach their children to be responsible online, but many parents still don't know how to use the Internet, said Winnie Wechsler, a senior vice president for Disney's Buena Vista Internet Group, which produced the ads.

The America Links Up Web site offers tips to keep parents safe (see story at right), as well as a parent curriculum and other materials geared toward online safety. The Web site also offers a chat room for parents and educators to discuss safety concerns.

On its Web site, the group also has published a technology inventory catalog of online safety and filtering tools. There are dozens are software packages that do everything from keep logs of online journeys to blocking inappropriate material, but the wide variety of such programs has confused parents and educators.

At December's Internet/Online summit, Gore and **Education Secretary Richard Riley** unveiled a 16-page booklet on Internet safety that focused on getting parents to understand the medium and guide their child's Internet use (ED, Dec. 3, 1997)

Making It Safe For Kids

While the Clinton administration wants to have all schools online by 2000, it has struggled to make the Internet child-friendly.

The 1996 Communications Decency Act, which President Clinton supported, would have imposed criminal penalties on anyone who provided indecent material to children through the Internet. But the U.S. Supreme Court ruled that the law went too far by regulating adult speech (ED, June 27, 1997).

While some lawmakers have voiced their support of a more narrowly drawn follow-up to that defeated law, no such measure has emerged in this Congress.

Measures to require schools that accept e-rate funds to use software filters have had more success in both the House and the Senate, but it's unclear whether lawmakers have the momentum to pass such a bill in both chambers.

Companies present at the America Links Up kick-off yesterday included Disney, Microsoft, AT&T, America Online and Time Warner. Advocacy groups taking part include the American Library Association, the Center for Democracy and Technology and Enough is Enough.■

20. Education Daily

September 16, 1998

Stop Rush To Hire Untrained Teachers, Riley Urges States

by William J. Cahir

Education Secretary Richard Riley yesterday denounced the practice of issuing emergency credentials to untrained teachers.

"I challenge every state to eliminate the practice of granting emergency licenses within the next five years," Riley said in a speech to the National Press Club. "You cannot set [teacher] standards and then immediately discard them when the need for another warm body arises."

He lauded New York for eliminating its emergency certification process, and complimented Connecticut and North Carolina for raising teacher standards and salaries simultaneously. "We cannot expect to get good teachers on the cheap," he said.

The **Education Department** says schools must hire 2.2 million educators over the next decade to replace retiring teachers and serve a record number of students, about 52.7 million now and 54.3 million in 2008 (ED, Sept. 9).

Riley also challenged the nation's colleges and universities to do a better job of preparing teachers, saying training should focus less on "theory" and more on "clinical experience."

To ensure that colleges identify what teachers need to learn, he urged higher education institutions to give tests of basic skills to undergraduates seeking teaching degrees.

In response, Rep. Bill Goodling, R-Pa., called on the government to award federal education funds to states in block grants. "I fear the president's class-size reduction proposal would simply bring 100,000 more poorly trained teachers into our nation's public schools," said Goodling, chairman of the House education committee.■

21. LRP Publications

September 14, 1998

National Geographic to Donate World Map to Every School in Nation

Every private and public school in the country will receive an updated world map this month as part of the National Geographic Society's celebration of the new millenium, the society announced this week.

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More than 100,000 schools will receive a 4-by-6, laminated map of the world. One side of the map shows political boundaries as of June 1998, and the other portrays a digital picture of the physical world based on images collected by satellite.

"In the closing decade of this century, entire countries have come or gone, boundaries have shifted and place names have changed," said John Fahey, society president. "What better way to start the new millenium than to make sure every one of our nation's schools is on the same map?"

Gwen Faulkner, an elementary school teacher in Washington, applauded the donation. "Maps are a first step to geographic literacy, an essential tool for understanding the world," she said. "Too many of our schools don't have current maps."

Creation and distribution of the new maps is part of the society's long-term campaign to improve geography education. It already has invested more than $100 million.■

22. LRP Publications

September 14, 1998

House to Hold Joint Hearing on Educational Technology

The House will hold a joint committee hearing tomorrow to examine the distribution of federal funds for school technology.

The House Committees on Commerce and Education and the Workforce will look at information provided in two General Accounting Office reports released in the spring. The reports found up to 40 programs in nine federal departments and agencies that provide funds for telecommunications and technology service in schools, but the studies could not determine what portion of the money was actually being spent on technology.

"Today, almost 80 percent of our nation's schools are wired to the Internet - - a significant increase from just 35 percent four years ago," the committees said in a joint statement. "Still, there are questions regarding the best way to provide technology to the classroom to ensure its proper and effective use."

At tomorrow's joint hearing, the GAO is expected to provide information on several tech spending programs, including the "E-rate," a congressionally approved program under the Telecommunications Act providing discounts to public schools and libraries. Many lawmakers have criticized the Federal Communications Commission for its administration of the E-rate program.

The hearing - - led by Commerce Chairman Tom Bliley, R-Va., and Education and Workforce Chairman Bill Goodling, R-Pa. - - will review federal and private initiatives that seek to provide technology and training to the nation's students and teachers.■

23. LRP Publications

September 14, 1998

Oral Arguments Set for Special Ed-Medical Services Case

The U.S. Supreme Court has scheduled oral arguments in a special education-medical services case that could have potentially dramatic financial consequences for school districts.

The high court will hear oral arguments Nov. 4 in Cedar Rapids Community School District v. Garret F., 25 IDELR 439 (8th Cir. 1997).

In the case, the Circuit Court ruled that all services than can be provided in school by a nurse or qualified layman must be provided.

The court said it was bound by the "bright-line" physician-nonphysician rule in the Tatro case: The services of a physician (other than for diagnostic and evaluation purposes) are subject to the medical services exclusion of the IDEA, but services that can be provided in the school setting by a nurse or qualified layman are not.

Other courts have not limited their interpretation to a simple "bright-line" rule. Rather, they have weighed several factors in determining whether health care services are required related services or excludable medical services. Those factors include the level of expertise necessary to administer services, whether the student's condition is life-threatening, and the physical and financial burdens of providing services.■

24. LRP Publications

September 14, 1998

House Set To Consider Dollars to The Classroom Act

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The House is slated to begin debate on legislation this Friday (Sept. 18) that would consolidate 31 federal education programs and create a $2.7 billion block grant to be given directly to the states.

By merging the programs, the Dollars to the Classroom Act (H.R. 3248), would send $2.68 billion directly to local, public schools. Approximately $800 million more would be available for classroom activities and services under this legislation than currently reaches the classroom, said Rep. Joe Pitts, R-Pa., author of the bill.

The new funding would equate to an extra $9,300 per school or $425 per classroom, with each state receiving increases ranging from $1.6 million to $89 million.

"To better educate our children, we need to see that their parents' education tax dollars do not get hung up in Washington, but instead go to the classroom - - where the learning takes place and a teacher knows the name of your child," Pitts said. "This is the essence of public education."

The block grant would be used by states and local school districts to pay for student-focused expenditures. The bill requires that no less than 95 percent of the grant directly benefit children in the classroom.

"By ensuring that the money Washington collects from American taxpayers gets into classrooms across the country, I believe we will begin to see real change take place," said Rep. Bill Goodling, R-Pa., chairman of the House Committee on Education and the Workforce.■

25. LRP Publications

September 14, 1998

Clinton Awards Drug-Prevention Grants

Ninety-three communities will be given federal funding to bolster local efforts to keep youths from using drugs, alcohol and tobacco, under a series of new grants awarded this weekend by President Clinton.

The first round of "high-impact, low red-tape" grants under the Drug-Free Communities Support Program, awarded during Clinton's Saturday (Sept. 12) radio address, would give a total of $8.7 million to 93 coalitions, including groups in Atlanta, Los Angeles, Chicago and Miami.

"When we know that drugs lead to crime, to failure in school, to the fraying of families and neighborhoods, we know we must do better," said Clinton in his weekly radio address. "We can reverse this terrible trend if we attack it in the way we did the crime problem, by working together at the community level, neighborhood by neighborhood, block by block, person by person."

The grants will fund coalitions consisting of youths, parents, media, law enforcement, school officials and religious organizations that target young people's use of illegal drugs, alcohol and tobacco. The groups would also encourage citizen participation in substance abuse reduction efforts.

"Community coalitions are the heart and soul of drug prevention, " said Barry McCaffrey, director of the White House Office of Drug Control Policy. "The program we are launching today will help all of us to come together - - parents, teachers, coaches, religious leaders, volunteers, law enforcement - - to address this problem and to encourage youth to understand that any drug use is not only unacceptable, but harmful."

The White House drug office, along with the Office of Juvenile Justice and Delinquency Prevention, selected the grant recipients through a competitive review process involving nearly 500 applications. Awards will range up to $100,000 for use over the next year, with the coalitions being required to match grant dollars with funding from non-federal sources.

"Their dollar amounts are not large, but if these grants empower communities to do more of what works to keep young people away from the scourge of drugs, their effect will be enormous," said Clinton.■

26. CongressDaily

09/15/98Section: TAXES;

Archer Adds Education, Bond Provisions To Tax Proposal

House Ways and Means Chairman Archer today sweetened the tax bill his committee will take up Thursday with roughly $3 billion to help local and state governments build more schools - a goal of many committee Democrats. The plan would first allow a tax exemption for prepaid tuition plans run by both public and private colleges and universities. This would allow interest to build up in these funds on a tax-free basis and be used by the schools for a variety of needs. Archer said educators at private institutions have been seeking a "level playing field" with public schools. A group of senators and House members will push the idea at a news conference this afternoon. Second, Archer's package would relax arbitrage rebate rules so local governments can issue bonds at today's low rate even though projects might not get under way for four years. Under current rules, construction must begin within two years or the issuer can end up with financial obligations to the federal government. Third, Archer decided to add a provision to increase the cap on tax- exempt private development bonds so states could

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issue more money for infrastructure projects that include schools.

Archer said these changes would not alter the bill's $80 billion price tag. He said the bill's provisions on marriage penalty and estate tax relief, full deductions for healthcare costs for the self-employed and renewal of expired tax cuts remain intact. While the addition of the education provisions could make it more attractive to panel Democrats, Rep. Richard Neal, D-Mass., said the fact the bill would be paid for by projected budget surplus dollars that Democrats want to keep for Social Security remains the "looming issue." Indeed, all but a fraction of the bill is paid for with surplus funds.

Archer said none of the committee Republicans with whom he met prior to speaking to reporters expressed apprehension about using the surplus. Speaker Gingrich, who wandered by at that point, predicted the issue would not be a problem in the House Republican Conference. A few details remain in play, according to committee aides. For example, Archer is considering ways to accelerate a planned increase in the earnings limit on Social Security recipients. The manner of renewal of the so-called tax extenders could undergo a few changes in the next day or so as well. On the other hand, the tax deduction for all who pick up their own health costs will have to wait. Archer said it was too expensive to include in this bill. Meanwhile, Senate Democrats already have begun their attacks on the House GOP plan. Sen. Edward Kennedy, D-Mass, today called Archer's plan "irresponsible" because it would "rob Social Security recipients of the retirement benefits they have earned and deserved." - by Stephen Norton and Matthew Morrissey■

27. CongressDaily/A.M.

09/16/98Section: APPROPRIATIONS;

Stevens Sees Up To 5 Approps Bills In Omnibus Measure

As Republicans ponder how to handle remaining thorny appropriations bills, Senate Appropriations Chairman Stevens said Tuesday he expects as many as five bills, including the Interior, Labor-HHS and Foreign Operations bills, to be rolled into an omnibus bill that likely will include a tax cut measure. Meanwhile, House Republicans may consider a continuing resolution this week to extend current funding until Oct. 9 in order to give appropriators enough time to complete their work, House Appropriations Chairman Livingston said, as it became clear that Republicans in both chambers are encountering trouble in passing the remaining FY99 funding measures.

Stevens said he was worried about being able to get the Interior bill off the Senate floor and left open the possibility that the Senate may not pass a Labor-HHS bill at all, and simply roll the programs into the omnibus bill. In the House, Republicans still lack the votes to bring the Labor-HHS bill to the floor and also expect problems with the Foreign Operations measure.

House Majority Leader Armey said Tuesday he expects those two bills and the contentious issue of emergency spending to be among the last issues resolved. Asked what obstacles congressional leaders will face approaching the end of the fiscal year, Armey said, "They're pretty much the same that they've always been."

Also, in a potentially significant vote, the House Tuesday voted, 331-66, to instruct Agriculture appropriations conferees to designate $500 million in assistance as an emergency, a move that would mean the funds would not be offset by cuts. (See related story, page 6.)

While votes to instruct conferees normally are not considered key votes, a senior House Appropriations Committee aide said this vote puts "the boys and girls on the record" as going along with emergency spending.

Stevens said he still hopes that spending for disaster relief, the year 2000 computer problem, defense spending and problems abroad will be designated as emergencies.

He said that at the end of negotiations, spending on medical research the Senate wants and education spending President Clinton wants also may be designated as emergencies. "I think we have to find a way to solve these issues," he said.

But when asked about the possibility of designating education and medical research as emergencies, Livingston said, "The House and Senate have not met on individual issues." And House Republican moderates and conservatives have agreed to try to find offsetting cuts in order to avoid exceeding spending caps.

Stevens said he does not believe Clinton's political problems will increase Republican leverage during the last-minute negotiations. "He's got the lever that gives him the leverage and that's the veto pen," Stevens said.

In the House, GOP leaders still have not scheduled the Labor-HHS bill for floor action. "We have to get a rule that can pass," Labor-HHS Appropriations Subcommittee Chairman John Edward Porter, R-Ill. said.

He said that it would be a "disaster" if the House decided not to try to pass a Labor-HHS bill, adding, "I think if we can get the rule, we can pass the bill. ... I think we have to move a bill."

One House Republican aide said the whip organization late Monday conducted a check on the Labor-HHS bill. "It couldn't have been good because nobody called me and told me to put it on the floor," the aide said.

Livingston made clear he believes passage of the Labor- HHS bill is out of his hands. "I'm anticipating that my Rules Committee and my whip team will get the votes," he said.

Asked when the difficult issues are likely to be solved, Stevens said, "It'll happen when people want to go home."■

28. Chronicle of Higher Education -- Academe Today

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September 16, 1998

Republican Lawmakers Seek to Extend Prepaid-Tuition Tax Break to Private Colleges

By DOUGLAS LEDERMAN
WASHINGTON

Republican Congressional leaders on Tuesday proposed a new tax break for prepaid-tuition programs at private colleges. Tax benefits that now apply to state prepayment programs would be extended to private-college programs,

To attract more Democratic support for the bill, the Republican chairman of the Ways and Means Committee, Texas Rep. Bill Archer, added several provisions to the legislation, including the one on prepaid-tuition programs. More than 20 states now offer such programs, in which participants invest a sum equivalent to current tuition at public colleges in the state, in return for a guarantee that tuition will be covered later if the beneficiaries enroll.

allowing families to prepay tuition years in advance and to receive a discount on charges.

The House of Representatives Ways and Means Committee plans to vote Thursday on a bill to cut federal taxes by $80-billion over five years. Most of that money in the election-year bill

Under existing law, the contributions that investors make to the state programs are tax-free, and withdrawals from the programs are taxed at the rate of the student beneficiary, which is typically far lower than the investor's rate.

Mr. Archer's bill would treat contributions to and withdrawals from private-college programs in the same way.

Several private colleges and groups would go toward reducing the so-called "marriage penalty" for couples who file joint returns, allowing self-employed workers to deduct their health-care costs, and renewing several expired tax breaks, including one for companies that invest in research and development conducted at universities and elsewhere. of institutions have contemplated starting such programs. More than 75 private institutions have agreed to join one such program, known as Tuition Plan, Inc. Thomas R. Kepple, Jr., the president of Juniata College and chairman of the non-profit corporation that oversees the program, said it was important for private colleges to have a "level playing field" with state prepaid-tuition programs.■

29. Chronicle of Higher Education -- Academe Today

September 16, 1998

On Higher-Education Bill, Democrats Push Provision to Ease Work Rules for Welfare Recipients

By STEPHEN BURD
WASHINGTON

Congressional Democrats made a last-ditch attempt Tuesday to persuade their Republican colleagues to include a provision in the final Higher Education Act bill that would make it easier for welfare recipients to attend college.

Democrats argued that work requirements mandated in a welfare-reform law that was enacted in 1996 effectively preclude most welfare recipients from getting a postsecondary education, and therefore must be changed. They championed an amendment that Sen. Paul D. Wellstone, a Minnesota Democrat, had attached to the Senate version of the bill (S. 1882) in July. The provision would permit welfare recipients to spend two full years in college or vocational training without having to work at the same time. The House of Representatives version of the bill (H.R. 6) includes no similar provision.

But Republican leaders in the House and Senate said they adamantly opposed the provision, which they argued would undermine the intent of the welfare law: to move aid recipients off welfare rolls and into the work force.

Whether or not to ease the restriction in the welfare law was the main topic of debate at a meeting of House and Senate lawmakers in charge of resolving differences between the two chambers' versions of the Higher Education Act legislation. The lawmakers said the welfare provision was one of only a handful of issues that remained unresolved, although they did not release details on the agreements they had made so far.

The lawmakers said they still had not decided what interest rate to charge borrowers who refinance their student loans. They also have not yet determined the formula by which institutions calculate the amount of student-aid funds they must return to the government for students who have dropped out.

House Congressional leaders said that they hoped to resolve those issues and send the Higher Education Act legislation to the House and Senate floors for a final vote next week.

Senator Wellstone said he was still optimistic that the provision to alter the welfare law would make it into the final bill. The provision, he said, is too important to fail. "The statistics show that there have been a large number of welfare mothers who have been forced to leave school because of the requirements of the welfare law," Mr. Wellstone said.

The 1996 welfare-reform law specified that states would lose some of their federal funds unless a certain proportion of their welfare recipients were employed or engaged in "work-related activities." That proportion is 30 per cent this year, and is set to climb to 50 per cent by 2002.

The law restricted welfare recipients from attending college in several ways. First, it allowed states to count only a year of welfare recipients' education or training as "work," which college

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officials said excluded such people from virtually all degree programs and from anything but short-term job training. The law also mandated that no more than 30 per cent of the people that a state counts as "working" may be enrolled in vocational-education programs.

The Senate bill would extend from one year to two the time that a welfare recipient can receive education or training and have it count as work. It also would allow all kinds of postsecondary education, not just vocational training, to qualify.

To back up his arguments, Senator Wellstone cited statistics reported by The Chronicle on January 23, 1998, showing a large drop in the number of welfare recipients pursuing associate degrees at community colleges.

For example, the Massachusetts community-college system has said that the number of welfare recipients it enrolls tumbled from about 8,000 to 4,000 in two years. Figures from the City University of New York show that its population of welfare recipients has declined from about 27,000 to 17,000 over three years. The number of welfare recipients at Baltimore City Community College plunged by about 29 per cent, from 893 to 633, from the fall of 1996 to the fall of 1997.

"These individuals are a lot worse off than they would have been if they had received two years of education from a community college," Mr. Wellstone said.

Rep. E. Clay Shaw, a Florida Republican and member of the House Ways and Means Committee, was invited by Republican lawmakers to argue against Mr. Wellstone's provision. "It's not surprising that colleges want to keep all the students they can," he asserted, because state formulas often allocate funds to colleges based, in part, on how many students they enroll.

He said that there was "surprisingly little evidence" to show that greater education helps welfare recipients find better jobs. Some evidence, he said, suggests that many welfare recipients enroll in college to avoid having to work.■

30. LRP Publications

September 15, 1998

House Passes 'Quality' Head Start Reauthorization Legislation

The House has passed a Head Start reauthorization bill that targets increased quality and accountability for the program.

The legislation, approved last night by a 346-20 vote, specifies that its purpose is to help prepare children for school.

"Head Start is an education program that should give disadvantaged children a strong, lasting head start on educational success," said Rep. Bill Goodling, R-Pa, chairman of the House Committee on Education and the Workforce. "Children should leave Head Start well-prepared for academic success. Altogether, our bill will help guarantee that a Head Start child will receive as good a preschool experience as any other child in this country."

The bill initially directs 65 percent of funding toward improving the quality of the program. Funding then gradually shifts during the five-year authorization, so that, by the final year, 65 percent of the money funds expansion.

The Senate bill, passed earlier this summer, focuses more directly on expansion throughout the authorization period.

"We focus on quality because it would be imprudent at best — and a disservice at worst — to expand poorly run programs that fail to prepare young children for school," Goodling said.

The bill would set a fiscal year 1999 authorization level for Head Start at $4.66 billion - - a 7 percent increase over FY 98. House appropriators have drafted an FY 99 spending bill giving Head Start $4.5 billion, or $100 million less than the expected authorization. The Senate, meanwhile, is considering a spending bill that would match Goodling's $4.66 billion authorization.

The current fiscal year ends Sept. 30, but an FY 99 education spending bill is not expected to be passed until sometime in October.

Other key provisions of the legislation include:

The promotion of language and literacy growth in children. New education performance standards and measures. New accountability and quality provisions, as well as increased funding, for Early Head Start. A requirement that a majority of Head Start classroom teachers have an associate's or bachelor's degree in early childhood education by 2003.

The bill does not contain several controversial provisions contained in H.R. 4241, the bill reported out of committee. Gone is the provision requiring unwed mothers to cooperate in establishing paternity of their children in order to be eligible for Head Start benefits.

To remove the controversial language, Goodling introduced the Senate version of the bill (S. 2206) on the House floor, and then offered H.R. 4241 - - minus the contentious provisions - - as a substitute amendment (see D.C. Daily, Sept. 9).

A House-Senate conference has not yet been scheduled to iron out the differences in the respective bills. The main points to be discussed are the House bill's focus on quality over expansion, and the House's degree requirement for teachers.■

LOCAL

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31. The New York Times

09/16/98Section: Metropolitan Desk; Section B; Page 1, Column 2

New Era as Police Prepare to Run School Security

By RANDAL C. ARCHIBOLD

Bringing to a close a wrenching debate about the role of police officers in schools, the New York City Board of Education is prepared to vote today to turn over school security to the Police Department.

Under the plan, the training, recruiting and managing of the Division of School Safety's 3,200 officers will be turned over to the Police Department, though they will not carry guns. In addition, uniformed and armed police officers will continue to patrol 128 of the city's 1,100 schools.

The issue of police influence in schools has weighed heavily on the

Experts in public schools say that New York appears to be the first big-city school system in which the municipal Police Department is to oversee school security. More common, said Henry Duvall of the Council of Great City Schools, a consortium of 51 urban districts, is what New York City now has: separate security forces operated by a school district and supplemented in some cases by officers from the municipal police force.

The takeover has been urged for five years by Mayor Rudolph W. Giuliani, who has contended that the move would improve safety and erase a Board of Education unit whose officers and officials have been involved in school crimes and corruption over the years.

School officials have grappled with improving the Division of School Safety almost since it was created in 1969 and quickly derided as the "F Troop." But they have long resisted such a move because of fears that the police would infringe on educators' autonomy and create a prisonlike air in schools.

Some students from black and Hispanic communities, where tension with police officers has been common, carry their distrust of the department into schools.

Fernando Lopez, 18, a senior at George Washington High School in Washington Heights, said he had detected a difference in personality between school safety officers and police officers.

"With security guards," he said, "you

system, playing a key role in the departure of Ramon C. Cortines as Chancellor in October 1995.

Mr. Giuliani engaged in a bitter feud with Mr. Cortines, who opposed police control of school safety as an interference in the learning atmosphere for the system's 1.1 million schoolchildren. Mr. Cortines cited the dispute as a reason for his resignation.

Shortly after the current Chancellor, Dr. Rudy Crew, was appointed, he made clear that he also opposed police control of school safety. But Dr. Crew's relations with Mr. Giuliani have been amiable and the two crafted a compromise in which the Police could be friends. With cops, there's tension. We're going to have to keep our distance."

The proposal is the result of a compromise between City Hall and 110 Livingston Street worked out over the last few months after a change in the political makeup of the board gave Mayor Giuliani the best chance he has had to implement the plan. Two members who opposed the police in schools, Luis O. Reyes and Carol Gresser, were replaced on July 1 by Irving Hamer Jr., who has said he opposes the plan, and Terri Thomson, who is likely to vote for it.

The 3,200 officers in the board's Division of School Safety will become employees of the New York Police Department but will not be sworn, armed law enforcement officers.

They will be commanded by a Deputy Chief for School Security, who will appoint a liaison to the Chancellor and serve on an oversight committee whose membership will be named by the Chancellor and the Mayor.

But the plan leaves several questions unanswered — neither the Chancellor, Police Commissioner Howard Safir nor Mayor Giuliani have commented in detail — though board officials say they will be worked out before the takeover takes effect, sometime between Nov. 1 and Dec. 31.

A key question among critics of the plan is whether principals truly maintain their authority over school discipline.

Board officials say they do, unless a

Department is in charge but, for the time being, does not increase its personnel in the schools.

The measure to be voted today is essentially a broad outline of the takeover, but numerous questions remain, among them these: Who decides whether a hallway fistfight warrants an arrest by the police or a suspension by the principal? Will the current 3,200 officers be retrained? Who has the final say on whether to add more schools to regular police patrols, the Police Commissioner or the Chancellor?

serious incident arises. But who prevails — the principal or the Police Department — on borderline cases like student fights remains murky. The language of the "memorandum of understanding," which has not been publicly released but has been leaked to reporters, leaves ample room for either to decide.

"School security personnel and/or N.Y.P.D. officers, to the fullest extent practicable, in instance not requiring immediate arrest or other immediate action, shall consult with the principal of a school or his or her designee prior to placing a student enrolled at such school under arrest," the memo says. "Officers shall take into account any information provided by the principal or designee."

Other points still to be worked out include specifically how the training of officers will differ and whether any of the current force will be dismissed or retrained. The memo says that within two months of the implementation, tentatively set for Nov. 1 and renewable after four years, the police will put in place a "recruitment, hiring and training plan" in consultation with the Chancellor's staff but leaves open whether that means new recruits or current personnel.

The plan does not call for an increase in the number of schools already patrolled by one to three regular police officers beyond the 128. But it does leave open the option if the Chancellor and Police Commissioner concur although it does not spell out

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what happens if they do not.

Dr. Crew and William C. Thompson Jr., president of the Board of Education, have worked the phone and held meetings over the summer to ease concerns about a plan that some believe presents far more sensitivities than the merger of the transit and housing police with the regular Police Department.

"The school is a community where established relationships among teachers, guidance counselors and students are more important than those with the police," said Jeremy Travis, head of the National Institute of Justice and a former New York police deputy commissioner who headed a commission that studied the school safety division in the early 1990's. "The overwhelming responsibility for safety is with that community, not the police."

Mr. Thompson, the Brooklyn representative on the board, had at first opposed a larger police role in the schools but said he supported the plan because it did not mandate an increase in armed patrol of schools and proposed that precinct commanders, principals, parents and staff sit down and work out a safety plan for individual schools.

"It's a good compromise," he said in an interview.

"Personally, I don't think it's going to be a problem," she said. "It will be like having another security guard, just well trained and more experienced."

ART Photo: If the New York City Board of Education vote goes as expected today, the training and supervision of school security guards will be turned over to the Police Department, in the nation's first such move. Roger Rodriguez, a student at John Jay High in Brooklyn, is against police control of security. (Photographs by Frances Roberts for The New York Times)(pg. B12)■

Others, too, who had expressed reservation have been won over.

Dennis Walcott, president of the New York Urban League, who had opposed a police takeover in principle, said he supported this plan after a recent briefing with the Chancellor and board president.

"I support it," said Mr. Walcott, who was appeased when it became clear the guards would not be armed police officers who might put "an air into the schools that does not need to be there."

He added: "I think there are some issues that need to be resolved. But I have a lot of confidence in the Chancellor and board president to really negotiate and do what is best for the children."

Others, though, said they would withhold judgment until the details of the plan were worked out. Among them was Carl Haynes, president of Teamsters Local 232, which represents the school safety officers.

A spokeswoman said he had met with board officials yesterday afternoon and was reviewing the plan. Likewise, a spokeswoman for the principals' union said that it had just received a copy of the proposal and that officials were reviewing it.

Among students, there was both suspicion of the police and hopes that safety might improve.

James Johnson, 16, a junior at Martin Luther King High School in Manhattan, said safety mighty improve if the police controlled security, but he had misgivings.

"All police officers ain't good police officers," said Mr. Johnson, who said he has been stopped by officers looking for suspected drug dealers. "Some of them bother you for no reason. They assume things about you because of the way you dress or the way you carry yourself."

Roger Rodriguez, 16, a ninth grader at John Jay High School in Brooklyn, said he would rather not see the police control security.

"As long as they don't mess with me, it won't be a problem," he said. "But some cops just like to be jerks." Mr. Rodriguez added that he had recently been ticketed for trespassing on a friends' stoop but that the case had been dismissed.

Other students, like Francesca Fontaine, 16, a junior at King, seemed more receptive to the idea.

32. The Washington Post

09/16/98; Edition: FINAL; Section: Metro; Page C01

Schools Strive to Raise Test Scores of Minorities

By Victoria Benning and
Ellen Nakashima
Washington Post Staff Writers

At Fairfax County's Centreville High School, every freshman and sophomore will take a practice version of the Scholastic Assessment Test in class this fall, the first time the school has instituted such a requirement.

All 11th- and 12th-graders at Fairfax's Mount Vernon High have studied test-taking strategies, and so have all the teachers. The school also has started offering a course on reasoning skills and a "word of the day" campaign to enlarge students' vocabularies.

The efforts reflect a new goal that Fairfax officials have set for this school year. For the first time, the Fairfax County School Board has established a numerical target for boosting the SAT scores of nonwhite students, saying that the district will narrow the gap between the average scores of white and nonwhite students by 10 percent, without any drop in the white students' scores.

And although the board so far has not set targets for subsequent years, Superintendent Daniel A. Domenech says his goal is to eliminate the racial gap in SAT scores within five years.

Domenech acknowledges it is an ambitious goal. This year, for example, white students in Fairfax had a combined average verbal-math score of 1,136 on the college entrance exam, while black students on average scored 954. (The minimum SAT score is 400, and the maximum is 1,600.)

Most of the new programs at Centreville, Mount Vernon and other Fairfax high schools do not specifically target black, Hispanic or Asian American students, but school officials think that those students will tend to benefit the most from the extra SAT preparation.

Other Washington area districts, too, are putting more emphasis on raising minority students' scores on standardized tests, and minority student achievement in general, expanding SAT

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prep courses and tutoring sessions. But only Arlington has joined Fairfax in setting a numerical goal based on race, and some area educators say they are bothered by the idea.

Montgomery County School Superintendent Paul L. Vance said he is skeptical of such an approach because it encourages comparisons among racial groups instead of a focus on helping every student improve. The racial gaps in SAT performance are roughly the same in Montgomery as in Fairfax.

"When you set out to raise the standard of a subset — of African American students, Latino students — are you suggesting that you're going to hold all the other students still while they catch up?" Vance asked.

The approach that Fairfax and Arlington are taking, Vance said, also obscures what he thinks is the main reason for the disparity between the test scores of white and nonwhite students: differences in family income and education.

But Domenech and Fairfax School Board members say their goal is to show that closing the racial gap, whatever its cause may be, is one of the district's key priorities.

"It's important to focus — that's what the targets are intended to do," Domenech said. "In a system as large as

But Prince George's County school board Chairman Alvin Thornton (Suitland) said he would support numerical, race-based targets. "I like the idea of adding specific targets," Thornton said. "If we exceed them, fine. If we miss them, then everyone can understand the degree to which we have addressed the problem."

A key to raising minority student achievement in math and science is getting more of those students to take Algebra I before the ninth grade, officials in several Washington area districts have concluded.

Fairfax has set a numerical goal in that area, too, saying it will narrow by 25 percent the gap between the percentage of whites and nonwhites who enroll in Algebra I before the ninth grade.

In Montgomery, the school board has set goals for the student body as a whole rather than for any racial group. Under the board's targets, for example, the percentage of students who have taken Algebra I before ninth grade would increase from 33 percent to 40 percent.

The five-year goal that Domenech ours, there is a tendency to try to do a million things all at the same time. You then run the risk of finishing the school year and not having accomplished any of them."

Domenech also discounted criticism from some educators that SAT scores are not a good indicator of a student's academic abilities. "We could spend a lot of time criticizing standardized tests, but the fact of the matter is, they are the best thing we have from a standpoint of a consistent measure of achievement," he said.

A task force is studying what additional steps the school system should take to meet its goal. As a start, the parents of all Fairfax ninth- and 10th-graders soon will receive a letter from the superintendent encouraging them to register their students for the Preliminary Scholastic Assessment Test. Research shows that students who have taken the PSAT score higher on the SAT, and Fairfax officials say that nonwhite students are less likely than white students to take the earlier exam.

Arlington School Superintendent Robert G. Smith instead has chosen the Stanford Nine achievement test as a benchmark, saying that the disparity between the average scores of white and nonwhite students on the test — which is given to fourth-, sixth- and has suggested for SAT scores in Fairfax would be a "Herculean task," said Paul W. Holland, a professor at the Graduate School of Education at the University of California at Berkeley.

Holland, whose specialty is student testing and assessment, said the problem with using SAT scores as a benchmark is that the exam isn't directly related to any school curricula.

"The Algebra I goal is much better, because that's something teachers can actually do something about," he said. "They can prepare students to take the course.

"Still, 25 percent is a lot," he added, referring to the Fairfax goal.

Narrowing the Gap?

School officials in Fairfax, Montgomery and Prince George's counties all have intensified their efforts to narrow the persistent gaps between white and nonwhite students on the Scholastic Assessment Test. In Fairfax, the School Board has set the goal of reducing the gap by 10 percent this year, while Montgomery and Prince George's school officials have not established any numerical targets.

Fairfax County*

ninth-graders — will be narrowed by two percentile points this year. For example, the gap between black and white sixth-graders would drop from 33 percentile points to 31 percentile points. A student's percentile score, which ranges from zero to 99,shows where he or she ranks among all test-takers in the country.

Smith said the school system is looking at four ways of achieving its goal: looking at whether teachers' expectations for minority students are too low; improving the students' access to challenging courses; hiring a more diverse teaching corps; and increasing families' involvement in their children's education.

Arlington and Fairfax officials say they don't plan to establish any rewards for meeting the districtwide goals or any penalties for falling short.

Prince George's County school officials have set a goal of reaching or exceeding the national average on the SAT and other standardized tests within the next few years, but they have no plans to set numerical goals for reducing performance gaps between white and nonwhite students, said Deputy Superintendent Louise Waynant.

Year Black Asian Hispanic White
1992 923 1,042 994 1,102
1993 926 1,057 993 1,113
1994 929 1,053 997 1,115
1995 922 1,061 977 1,125
1996 948 1,069 1,001 1,134
1997 930 1,078 1,022 1,124
1998 954 1,085 1,001 1,136

Montgomery County

Year Black Asian Hispanic White
1988 927 1,088 1,039 1,109
1989 944 1,109 1,024 1,117
1990 930 1,099 1,022 1,122
1991 909 1,107 1,024 1,118
1992 933 1,123 1,012 1,125
1993 934 1,120 1,007 1,128
1994 934 1,129 988 1,133
1995 929 1,122 982 1,131
1996 914 1,122 965 1,132
1997 922 1,111 993 1,138
1998 919 1,134 995 1,137

Prince George's County**

Year Black White
1988 833 1,041
1989 836 1,054
1990 827 1,047
1991 839 1,045
1992 834 1,050
1993 840 1,049
1994 837 1,050

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1995 837 1,047
1996 837 1,056
1997 844 1,068
1998 848 1,076
*Scores for years 1988-1991 were unavailable.
**Scores for Asian and Hispanic students were unavailable.
NOTE: Hispanics can be any race. The maximum score on the SAT is 1600.
SOURCES: Prince George's, Fairfax and Montogomery county schools.■

33. New York Times

September 16, 1998

Principal's Pregnancy: Sex Education

By JOSEPH BERGER

HILLSDALE, N.Y. — The flier mailed out this summer to scores of parents may have been anonymous, but it did not mince words.

"Parents of teen-age girls," it said, "what are you going to do if your daughter comes homes pregnant and says, 'If the principal can get pregnant without getting married, why can't I?' "

The content of the flier, maligning the elementary school principal for having a baby and then marrying the baby's father, might have unsettled any number of towns, especially a small community rooted in the traditional values of the farm and concerned, like much of America, with preventing teen-age pregnancies.

But for the most part, Hillsdale, Copake and the other eight Columbia County towns that send students to the Taconic Hills school district took the matter in stride. Donna Rich, who as Donna Straub gave birth in June 1997, then married the girl's father last May,

Many here also weighed the episode against the backdrop of the country's moral melodrama. If President Clinton is still in office after admitting to sexual relations in the White House with an intern, people asked, why should a principal weathering a protracted divorce lose her job for having a baby with a man she intended to marry?

"Just because you have a job doesn't mean you sell your soul to the public," said Todd Kapner, an advertising salesman for The Independent, the twice-weekly newspaper in Columbia County.

Some were troubled by the incident, including Stephen Formel, 49, a retired ship's captain and father of six who is chairman of the school board of the 1,800-student district. He and a couple of the other nine board members, he said, felt torn.

"Schools are supposed to try to teach values, that one's actions do have consequences," said Formel, who said was not fired or suspended.

There was some private hand-wringing on whether the incident might undermine the effort to teach moral values, but hardly a public murmur until the flier was sent out. And most people who wrote to the local newspaper about the flier seemed more upset that anyone would make such a personal attack without having the courage to sign his or her name than about the incident.

This month, Mrs. Rich started her sixth year as principal, buttonholing returning teachers, warning parents of kindergartners what to expect with bus schedules and immunizations. "They really will be fine, moms," she reassured parents skittish about leaving toddlers. For most parents, her pregnancy is squarely behind them.

Many say the issue's fading away says much about the ability of people in this region of rolling farmland and weekend homes, just west of the Berkshires and the Massachusetts state he was dismayed after 20 years in the Caribbean to return in the early 1990's to an America whose moral landscape had been transformed.

But since parents were not pressuring the board to act, members felt no compulsion to reprimand Mrs. Rich.

"If there had been a hue and cry from people, then maybe there would have been a different outcome," Formel said.

Although the population increasingly consists of artisans, shopkeepers, lawyers and physicians, it is farmers who give the 275-square-mile Taconic Hills area in central Columbia County its dominant personality.

Barns and silos loom over the rolling landscape like castles, and the smells of cow manure and cut hay permeate the air.

Because the area is only a two-hour drive away, many New Yorkers own summer homes here, or have moved permanently and do business by E-mail line, to make moral distinctions. People supported Mrs. Rich because of her circumstances: she and her future husband were estranged spouses undergoing divorces that dragged on for four years. They realized that Mrs. Rich was not a principal of high school students, but of those too young to understand the circumstances.

Even those who might have looked askance at Mrs. Rich's having a baby with a man to whom she was not married understood that job performance and personal life can be separate.

Esther Hartell Chappuis, minister of Craryville United Methodist Church, said: "The fact is that ultimately this principal has been a good principal, and she has been true to her affections. She did marry the man.

There is commitment there.

We don't live in the best of all worlds, we live in the reality of today."

and fax. Their cosmopolitan outlook has influenced some thinking, but even the most traditional residents are exposed to a changing moral climate, conveyed by television.

Clergy members say they deal increasingly with diverse types of families — single parents, unmarried parents and gay couples — and take a pragmatic approach.

Rabbi Daniel Fried of Congregation Anshe Emeth in Greenport said: "Although you do find a lot of conservatism, you do find pockets of liberal thought.

It's pretty much live and let live."

No one, it seems, has wrestled more with the impact of her actions than Mrs. Rich.

She is a 42-year-old Ohio native trained in special education at the College of St. Rose in Albany. She has a ruddy complexion, auburn hair, brown eyes that lock in with her listener's even when discussing intimate

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matters, and a dry wit.

In 1993 she became principal of the Roeliff Jansen Elementary School, which had had three principals in the previous five years.

She took charge, tightening discipline and reassigning veteran teachers.

Her name then was Donna Straub. She had been married for 15 years and had two children, Michaela, now 14, and Christine, 11. But within a year after she became principal, she and her husband sought a divorce. By Christmas 1996, at an open house at her home for her staff of 65, teachers noticed she was pregnant. One asked, "Do you have some news for us?"

Friends knew she was seeing and intended to marry Joe Rich, now 52, an engineer with the Federal Highway Administration in Albany and a father of two teen-agers who was going through a divorce. Their families had known one another through church activities.

In school, the principal handled her situation forthrightly, making no attempt to hide her relationship with Rich. While she was in maternity clothes, she invited him to help serve food at a tea for parent volunteers.

"He introduced himself as my intended to some parents," Mrs. Rich said in an interview, "and from what we could see it was not a concern."

On June 6, 1997, her daughter Janell, a rosy-cheeked blonde, was born.

On that same day, her divorce became final.

"I had preferred, of course, that it had happened earlier," she said.

"It was not to be. It was totally out of my control." She married Rich on May 25, after his divorce came through.

It was the anonymous flier, a vindictive act, she said, that created the public stir. She said she wished that the author had visited her and discussed how one might explain her behavior to a child.

She said: "If you as a parent or as a role model have fallen or failed or made a mistake or however you explain it to your child, you don't sink, you don't stay there.

You move on, you give them the tools and resources they need to understand that you are repentant, that you are making a blessing of this.

I spent the next six months helping my kids prepare for the arrival of a new sister."

In the end, said John Oates, the Superintendent, Mrs. Rich's reputation outweighed any qualms.

"People who know Mrs. Rich know she is a highly principled person," he said■

34. Seattle Times

September 16, 1998

UW, WSU favor black applicants, study says

by Marsha King
Seattle Times staff reporter

A study of the academic qualifications of undergraduate applicants to the University of Washington and Washington State University concludes the evidence is very powerful that both schools "discriminate" in favor of

African-American applicants.

The study, by the Washington,

Responding to the study, WSU officials said race has never been used as a factor in admissions, and that they currently admit every qualified applicant. The study's conclusions "don't necessarily follow the evidence," said Provost Gretchen Bataille. "We do not use race as a selector."

Bataille called the CEO study "political."

"It's not accidental that the study is being released in Washington at a time when we have Initiative 200 on the ballot," she said.

UW officials, however, acknowledged race can be a factor in their decisions.

"Race is and has been one of the factors in our admission policy on this campus for many years," said Ernest Morris, vice president for Student

D.C.-based Center for Equal Opportunity (CEO), was to be released today at a luncheon co-sponsored by the Washington Institute Foundation. John Carlson, chairman of the Initiative 200 campaign, is a board member of the foundation.

The Nov. 3 ballot measure would ban preferences based on race, ethnicity and gender in state and local public employment, contracting and education,

Affairs.

Indeed, he added, it's the UW's view that the opportunity provided by such practices is warranted and "entirely consistent with our role in society."

The UW provided data on nearly 10,000 undergraduate applicants and WSU on about 6,200 for the fall of 1995.

The CEO study based its conclusions on three findings:

— It said there was a "substantial" gap in the standardized test scores and grade-point averages of white and African-American enrollees.

Specifically, the differences between about 100 African Americans and about 2,200 whites who enrolled at the UW were 0.47 of a point on a 4.0 grade-point scale, and 220 points in combined median verbal and math SAT

ending affirmative action as now practiced.

"We believe it is clearly against the law to make decisions about who to admit and not to admit based on race," said Linda Chavez, president of CEO and former director of the U.S. Commission on Civil Rights during the Reagan administration.

scores (out of a possible 1600). At WSU, the differences between 61 African-American and 2,000 white enrollees were 0.37 of a grade point and 180 points on the combined SAT.

Smaller gaps in median scores were found between whites and Hispanics who enrolled and insignificant differences between whites and Asians. Native Americans were not included in the study.

Neither school disagreed with these facts.

"This is not news," said Bataille. "We know there are differences in scores between the various ethnic groups."

— The study said both universities rejected many white applicants with equal or higher test scores and grades than blacks who were admitted.

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But in WSU's case, the study looked separately at SAT differences and grade-point differences - which is not the way WSU officials decide who gets admitted. They, like the UW, rely on a combination of the test scores and the GPA, creating an Index Score that gives more weight to the GPA.

At the UW, the study said 912 whites, 164 Asians and six Hispanics were rejected despite having equal or higher verbal and math scores and GPAs than the medians of the 100 black enrollees.

The UW could not confirm or deny these numbers. But Morris reiterated that the UW has tried hard to achieve racial diversity on campus over the years. One way to work toward that has been by considering race in admission decisions in some cases.

WSU officials say they've never analyzed the separate test scores and grade-point averages of students using CEO's method, since this state relies on the Index Score for admission.

Both schools have a minimum Index of 28, the equivalent of a 2.74 GPA and 1000 combined SAT.

— The study said that significant disparities existed between white and black students in six-year graduation rates, using a five-year weighted average for each racial group starting with the class that enrolled in 1986.

At the UW, 70 percent of whites graduated in six years compared with 29 percent of African Americans, according to the study. At WSU, whites graduated at a rate of 61 percent vs. 44 percent for African Americans.

The study maintains these gaps indicate that giving preferences negatively affects graduation rates.

The two universities both report a significantly smaller gap based on their most recent figures. At the UW, looking at students who enrolled in 1991, the school's figures show 46 percent of blacks graduated in six years compared with 71 percent of whites. For that same year at WSU, blacks graduated at a rate of 54 percent compared with whites at 65 percent.

This study is the latest of several produced by CEO. Others have examined the University of California's campuses at Berkeley, Irvine and San Diego as well as state colleges and universities in Colorado, Michigan and North Carolina and the U.S. service academies at West Point and Annapolis.

In every case, the center's studies claimed to document the use of preferences in admission. The center also reports that its earlier studies have shown the more competitive a school's admissions, "the greater the degree of racial or ethnic preference shown."

"Consistent with this result, the qualifications gaps are greater at the UW than they are at WSU," states the new study.

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35. Seattle Times

September 16, 1998

Lake Stevens teachers traded for control of class size

by Nancy Montgomery and Chris Solomon Seattle Times Snohomish County bureau

LAKE STEVENS - When they heard the vote results, teachers whistled, applauded and pumped fists in the air - as much in relief, it seemed, as in victory. After two weeks on strike, they were going back to school in Lake Stevens.

The teachers voted 261 to 47 yesterday afternoon in favor of a contract that gave them less than the 2 percent raise they wanted each year for the next three years, but a little more than the 2.5 percent total the district was offering.

The teachers agreed to a contract that calls for a 1.5 percent raise the first year of the contract and another 1.5 percent raise the third year. Additionally, teachers will get an extra paid day off and more control over class size. For the first time, the contract sets limits for class enrollment, which, if exceeded, mean teachers will start getting extra help or money.

A few hours after the teachers ratified the contract, the School Board did, too, in a unanimous vote at a special meeting. After nine school days off, classes began again this morning.

Hulten also said she hoped the strike showed teachers and the public that "the issue of teachers' salaries is a state issue." The state pays more than 90 percent of teachers' salaries, she said, and future pay-raise efforts should be aimed at the Legislature.

The raises in this contract, however, will come from local funds, meant to pay for work outside the classroom, such as attending workshops, grading papers and meeting with parents.

"We didn't get what we were asking for, but it's better than it has been, so that's progress," said Cheri Guthrie, a special-education teacher at Hillcrest Elementary School, expressing a common sentiment among teachers.

Math teacher Andrea English was particularly disappointed in the raise teachers won, but she was cheered by the support she said the community gave the teachers.

"It was scary and tough, but you did it," Mary Hendricks, Lake Stevens teachers-union president, told teachers after the vote.

"The benefits we have gained these 15 days go far beyond this settlement," she said.

"We're together. We're united" now, she told them, adding that they will make bigger strides in future contract talks.

The district, which maintained it had little money to give teachers, ended up giving them a little more than it initially offered.

"We are going to have to go over our budgets and do some re-prioritizing" to come up with that money, said Arlene Hulten, school-district spokeswoman. Some of the money was freed up by other teacher concessions, she added.

"As far as I'm concerned, they (the school district) can start saving now," she said, to loud applause.

The district still planned to hold a community meeting today at 6:30 p.m. at Lake Stevens High School to answer questions about the strike and where the district goes from here.

To make up for the nine missed school days, school will end three days later than planned, some teacher conference days will be canceled, and some vacations will be shorter.

The tentative agreement was reached about midnight Monday, and both sides kept working to complete the contract language until about 3 a.m. yesterday.

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Mediator Walter Stuteville of the state Public Employment Relations Commission lauded both negotiators, John Morrill of the Pilchuck Uniserve Council for the teachers and Gig Harbor labor consultant Jerry Gates for the district.

"There wasn't a match of egos. The issue was clearly the issues on the table," Stuteville said.

Stuteville said both sides worked toward a settlement every day since the strike began Sept. 1 except for one day, Sept. 6. And contrary to previous reports, he said progress was consistent.

Negotiations reached their lowest point Sunday night, Stuteville said, as the thorniest issue - the amount of teachers' raises from local funds - was addressed.

"They weren't playing games. These were difficult issues," Stuteville said. "There were tough compromises on both sides."■

36. Miami Herald

September 16, 1998

Bad news in Broward: Crowding makes comeback

BETH REINHARD Herald Staff Writer

Broward school officials predicted 6,000 more students this year, but it's starting to look more like 7,000.

Enrollment on Monday hit 227,559, an increase of 6,953 over the same day last year.

The crunch has prompted two Weston elementary schools to turn kids away, while one Davie elementary school is grappling with 100 more students than it anticipated.

Enrollment numbers are perhaps the most closely watched school statistics in Broward, a county struggling with one of the fastest-growing student populations in the country. Last year enrollment growth slowed, feeding hopes that the district's crowding problem was easing.

``Everybody was encouraged that the numbers were going down, but apparently there's no cigar yet," Petruzielo said Tuesday.

By the 10th day, several schools already had more kids than they were expected to have by the 20th day, Oct. 2, when the district assumes all students have showed up and reports enrollment to state officials.

Most of the schools counting dozens more students than expected are in the booming southwest part of the county: Indian Trace Elementary in Weston,

But Meister said many parents doubt the school system would spend the money wisely. Such mistrust led voters last year to overhaul the system for electing board members and create Sea Castle Elementary in Miramar, and Chapel Trail Elementary, Walter C. Young Middle and Flanagan High in Pembroke Pines.

The lines in Flanagan's cafeteria are so long, said parent Sue Meister, that the kids barely have time to eat. The school reported a whopping 4,161 kids at its two campuses and is not expecting relief for at least three years, when a new high school is supposed to open in Weston.

No room to move

``You can't walk in the hallways," said Meister's daughter, Jennifer, ``And when you finally get to your locker you're always getting banged into."

The enrollment crunch even caught some of the new schools off guard. Fox Trail Elementary in Davie expected 882 students and got 980. Everglades Elementary in Weston expected 791 and got 933.

In fact, Everglades and one other Weston school, Country Isles, were so packed on the first day that the principals started sending kids to the new Gator Run Elementary.

``They literally ran out of room," said the director of student boundaries and attendance, Rod Sasse.

Problem eases for some

On the other hand, some traditionally crowded schools, such as Silver Palms Elementary in Pembroke single-member districts.

The September primary produced one new board member, Stephanie Kraft, and five more races are on the November ballot.

Pines, are breathing easier this year, thanks to new elementary schools. Besides Fox Trail, Everglades and Gator Run, the district opened Panther Run in Pembroke Pines and Silver Lakes in Miramar. Lakeside Elementary in Pembroke Falls is slated to accept students in October.

Bursting with baby boomers' kids, primary schools are feeling the enrollment squeeze the most. According to the 10th-day count, elementary and middle schools each recorded between 2,300 and 2,400 newcomers, while the high schools received less than 2,000 new students.

Enrollment in the primary grades is expected to drop off, however, over the next decade, while the secondary grades expand the most.

Bond issue may loom again

That long-range view makes the superintendent question a requirement by state lawmakers to phase out portable classrooms. He also said the debate over a local bond issue or sales tax increase for new construction is bound to resurface. A proposal to raise the sales tax by one cent fell flat in 1995.

``We have a big gap between our needs and our revenue, and we need a steady new stream because no one is expecting the state to ante up," Petruzielo said.

``People need to see what the new board will be like and whether it will be more responsive," Meister said. ``There's still very little faith in the system."■

37. St. Petersburg Times

September 16, 1998

School crowding eases, for now

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Less than half of the projected new students enrolled, but no new schools open next year, officials warn.

By LINDA CHION-KENNEY

TAMPA — After a year of record-breaking growth, crowding has eased in Hillsborough County schools as more schools opened and fewer students showed up than expected.

Based on newly released enrollment figures, 46 schools are now considered critically overcrowded, down from 53 the year before. A school is considered critically overcrowded if it is at least 120 percent over its capacity.

School officials caution, however, that this could be short-lived relief. No new schools will open next year. About 20,000 more children are expected to enter the school system over the next five years.

Hillsborough, the nation's 12th-largest school system, grew this year by 2,500 students, less than half the 5,612 gain school officials projected in March. Another 743 children are in publicly funded charter schools.

"It sure is a help to get a breather, for whatever the reason," said Jim Hamilton, assistant superintendent for school operations. "But still, 3,000 new kids would fill three elementary schools, or two elementary schools and one middle school, and if we grow even that much every year, we'll get further behind."

Hillsborough has 154,591 children in kindergarten through 12th grade and in Head Start, pre-kindergarten and other special education programs. Last year's count was 152,091.

School officials had projected a record-breaking increase, after last year's growth topped 5,000 new students for the first time and are baffled how far off they were. They speculate a combination of factors, such as new homes selling slower than expected, businesses not relocating as expected or more children going to private schools.

Or maybe the projections were simply wrong, said Hillsborough schools spokesman Mark Hart.

"Even if we're looking at a normal rate of enrollment growth," Hart added, "we still have more than one-fourth of our kindergarten- through grade-12 schools critically overcrowded."

Sixteen schools went off this year's list of critically overcrowded schools, their enrollments curbed by such things as new schools, boundary changes and caps on special assignments. Another nine schools, in high-growth areas, went on the list.

Hillsborough's five-year building plan calls for removing all of its 1,872 portables by 2003, as required by state law. The $829-million plan includes $341-million for major repairs and renovations at older schools and $488-million to build 18 schools and add space to existing schools.

Hillsborough has opened 10 new schools the past two years.

Three of those schools, in northwest Hillsborough and New Tampa, are critically overcrowded. Meanwhile, two schools that opened this year in Riverview are hundreds of students above projections, providing little or no relief to crowded schools nearby.

Two schools are on double sessions. Sickles High in Citrus Park, with 2,836 students, is at 144 percent of its capacity, even with 323 students fewer than projected for its second year. Gaither High is on a third year of split sessions, even with a 340-student decrease in enrollment.■

38. Raleigh News & Observer

September 16, 1998

Some magnets come up short on students

In a county known for crowded campuses, several schools are under-enrolled, prompting officials to pledge their attention.

By TODD SILBERMAN, Staff Writer

RALEIGH — Empty seats at several Wake County magnet schools this fall are raising worries among county education leaders that they need to do more to strengthen the appeal of the programs, which face growing competition from charter schools, year-round schools and traditional schools. Five of Wake's 14 magnet elementary schools are under-enrolled this fall, and the number of applications for elementary grades grew little last spring — even as the school system's overall student population swelled. "We know that it's time to do some things to continue to make them attractive and on the cutting edge," magnet director Caroline Massengill told school board members Tuesday. Barely a week after school leaders learned that the system won a $7.4 million, three-year federal grant for several magnet and year-round schools, Massengill said that even more is needed to restore the luster to the system's magnet network. She outlined a number of proposals: smaller class sizes, higher pay for teachers and administrators, more aggressive recruitment, more express buses from distant neighborhoods to shorten long rides, improvements to aging buildings and adjustments to the geographic areas from which magnets draw students. The magnet programs, most of them inside the Raleigh Beltline, were launched 16 years ago as a way to help achieve racial balance and to fill older schools in neighborhoods where school-age populations were declining. Now, Wake's magnet programs are being undermined by the very concept they helped pioneer: school choice. Enrollments at suburban year-round schools — most of which have had little success attracting black students — are at an all-time high this year with more than 9,000 students at seven elementary and two middle schools. More than 1,500 students are estimated to be enrolled in charter schools. And

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this year Wake launched Partnership Primary, a new magnet school that created yet another source of competition for the older magnets. "The thing that concerns me most," Massengill said, "is that we don't have the applications that we want. I'm concerned about applications going down and the schools not being as attractive as they once were." From 1993 to 1997, applications to magnet elementary schools dipped from 1,717 to 1,657 during a period when the school system grew by 15,000 students. About 1,700 applications were received for this fall, of which about 900 were approved. The remaining 800 applications were denied for various reasons: too many for a particular school or for a particular grade level or the consequences of creating racial imbalance at a school where a student already was assigned. Still, several magnet schools are shy by at least a dozen students, one by more than 100 — the equivalent of three classrooms. They include: Conn Elementary School, which initiated a new program this year focusing on global communications, is 80 students below capacity. Fuller Elementary, with a new math and science theme, is short 110 students. Olds Elementary, a magnet with an after-school program, is a dozen students under capacity. Poe Elementary, which adopted the Montessori approach several years ago, is short 45 students. Powell Elementary, one of a half-dozen gifted-and-talented magnets with a variety of elective offerings, is 70 students under capacity. East Millbrook Middle School, with a rigorous new curriculum, is off by 40 students. And even as the school system's three other magnet middle schools and its two magnet high schools have retained strong appeal, Massengill said that two new magnet middle schools — one on N.C. State University's Centennial Campus and the other near Moore Square downtown — could erode their appeal. "They will have an effect on the other magnets," she said. Board members agreed that steps are needed to boost the school system's magnet program, and some urged improvement in bus transportation and school buildings that often lack basics such as wiring needed for computer networks and connections to the Internet. "If spending more on transportation would strengthen a program like that at Conn," board member John Gilbert said, "that would be a good investment to make." Judy Hoffman, chairman of the board's program committee, said that as traditional schools have adopted more of the innovations and kinds of courses offered by magnets, parents have bypassed school choice. And sometimes, she said, they give up after their repeated applications are rejected. "It is tricky how to promote magnet schools," Hoffman said. "But we do have to do a better job."■

39. Columbia (S.C.) State

September 16, 1998

Schools, rebel flag wave S.C. image

Official: Perceptions 'get in way of what we are doing'

By CLARK SURRATT Senior Writer

As leaders were counting the Columbia area's blessings Tuesday, Bob Staton injected a grim reminder.

Staton, CEO of Colonial companies and past Greater Columbia Chamber of Commerce board chairman, said people out of state have two impressions about South Carolina and Columbia.

One is that education is at the bottom. The other is that the Confederate flag is at the top — of the State House.

"These are the things that get in the way of what we are doing," Staton said.

He and others vowed again to tackle head-on the issue of improving education. But the mention of the flag prompted no further discussion.

Staton presided Tuesday over the meeting of a group called the InterCity Community of Excellence Delegation.

Under the sponsorship of the Chamber of Commerce, members journeyed with other area officials to Chattanooga, Tenn., in July looking for ideas useful for Columbia.

Since the Chattanooga trip, the 30-member delegation made up of officials and other residents in Lexington and Richland counties has met to discuss the ideas. The group will continue meetings to refine ideas. The next meeting is in November.

While Chattanooga's education system was not a primary focus of the trip, the subject has been prominent among the Lexington-Richland county leaders who make up the InterCity group.

Staton repeated what he and other business and education leaders have been saying about education: For schools to show continued improvement, business leaders must get involved in what is going on.

A more specific idea keeps coming up to tie into the effort to get people to ingredient in the regional effort to strengthen Columbia's urban core.

"We couldn't think of a better way to bring people together," he said. "Education may be the way to ease political pressures on both sides of the

Marchant said education, the factor most often used by families deciding where to live, could be a main move to downtown Columbia: a magnet school.

Real-estate people, armed with SAT scores, often steer home-buyers to the suburbs.

Larry Marchant, chairman of the Cayce-West Columbia schools and chairman of the education committee of the InterCity group, said his committee kept coming back to the idea of a new magnet school in the Congaree Vista.

The school would likely be a joint project of Richland District 1, which covers Columbia city schools, and Lexington District 2, which covers West Columbia-area schools.

"Our committee spent a lot of time talking about a new school in the Vista," Marchant said. "We talked about a magnet school that the best students on both sides of the river could come to."

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river."

Susan McLeese of the S.C. State Museum Foundation was also high on an in-town school.

"You could call it a charter school, a magnet school or a center of excellence or something like that, but we need that school to bring people downtown," she said.

Some have suggested using the former Logan school on Elmwood Avenue. But McLeese said Logan might not be big enough, and some feel that a new building is needed for its attractiveness and capacity to expand.■

40. St. Paul Pioneer Press

September 16, 1998

Parents win court ruling against school district

Suit seeks aide for disabled child

MOLLY GUTHREY STAFF WRITER

A disabled child whose parents want their public school district in Edina to pay for a teacher's aide for their son at a private, religious school won a legal round Tuesday, thanks to an 8th U.S. Circuit Court of Appeals ruling.

The child, Aaron Westendorp, requires a full-time teacher's assistant to be by his side, but the school district refuses to pay the annual $10,000 tab for such support if the boy attends his private school. The Westendorps sued. Among their allegations, they said that by denying their request, the school violated their rights of free speech, free exercise of religion, and equal protection under the Constitution.

The school, however, argues that its policy declines to pay for such assistance in all private schools, secular or religious.

On Tuesday, the three-member panel of the appeals court disagreed, saying the evidence in the case ``strongly suggests'' that the school district's policy ``is a mere pretext for religious discrimination.''

The case now returns to U.S. District Court Judge David Doty in Minneapolis.

However, the school district could also appeal to the full appeals court or the U.S. Supreme Court. Efforts Tuesday afternoon to reach the school district's attorney for comment were unsuccessful.

The Westendorps' attorney, Michael Paulsen, said the appeals court decision was an important ruling for his clients and other families that may be caught in similar situations in the future.

``I think it's a significant victory for religious freedom and parental choice in schools as well as a quite major ruling in favor of the rights of children with disabilities,'' Paulsen said.

The boy, who just began the seventh grade, has been attending public school in Edina since the dispute with the school district began. He suffers from a brain-stem lesion that causes spastic quadriparesis, a partial paralysis from the eyes down. He breathes through a tracheostomy tube and eats through a gastrostomy tube. Because of his physical disabilities, the boy requires a full-time teacher's assistant while in school.

The boy's parents want him to attend Calvin Christian School, a private religious school in Edina, as his sisters did. He attended the school from 1991-94. At that time, the family's church paid for the teacher's assistant. When the family changed churches, however, they had to pay for the assistant. With help from relatives, the family could afford the boy's tuition, but they could not afford the cost of the assistant. Because the school district did not pay for the assistant, the boy transferred to a public school in 1994.

According to court documents, the school's policy, in order to ``ensure the quality and integration of services and to contain costs,'' is ``to not provide direct on-site special-education and related services to disabled school-age students who have been placed by their parents or guardians in private schools. The policy applies to all private school(s) regardless of whether they are religious or secular in nature.''

But the appeals court noted that the school district has in fact provided special education services to students at private nonreligious pre-schools and at home schools.

The school district's argument about its policy, the court stated, ``rings hollow'' and the policy ``appears to manifest itself only when disabled children at private religious schools request these services (of a teacher's aide).''

The appeals court also noted that the school district ``only agreed to meet Aaron's needs once he became a public school student. This action is not supported by IDEA (Individuals with Disabilities Education Act Amendments of 1997) . . . and it violated Aaron's rights under IDEA.''■

41. Austin American Statesman

September 16, 1998

AISD facing inquiry over TAAS

Prosecutors weigh whether school district broke law in TAAS tampering

By Sharon Jayson
American-Statesman Staff

Travis County prosecutors said Tuesday they have launched separate inquiries into whether the Austin school district broke any laws when it

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manipulated TAAS results to improve school ratings.

Travis County Attorney Ken Oden and a prosecutor in the Travis County district attorney's office said they are trying to determine whether to elevate their inquiries to investigations. Both are looking into admissions by district officials that employees changed student identification numbers to eliminate lower scores on the Texas Assessment of Academic Skills, the state achievement test, and ultimately improve three elementary schools' state ratings.

Austin's Interim Superintendent A.C. Gonzalez acknowledged "mistakes were made" and the data changes violated the spirit of the state accountability system; however, he said nothing illegal occurred. County prosecutors aren't so sure.

"We are looking at the situation, including the laws that might be applicable here," said Steve McCleery, director of the Public Integrity Unit of the district attorney's office.

Although McCleery refused to say which laws he is reviewing and why, Oden said he wants to know whether the actions constituted falsification of government records.

"The basic questions raised ... are legitimate and we will attempt to evaluate them," Oden said.

Meanwhile, some board members said Gonzalez was not tough enough on employees who were involved. The district refused Tuesday to say who was disciplined and what the punishments were.

The board is in the midst of considering whether to launch a national search for a new superintendent or hire Gonzalez, who has served as interim superintendent since May.

"We as a board will evaluate his actions," said board member Loretta Edelen, who represents East and Northeast Austin. "We need to see the whole thing play out."

The Texas Education Agency learned of the changed data in the summer, prompting the district to hire a consulting firm to investigate. The audit by Moak, Casey & Associates names Deputy Superintendent Kay Psencik as the official in charge of managing the district's rating system. It named Ricky Arredondo, director of research, as the lead analyst in accountability. Psencik has denied any wrongdoing in connection with the data changes. Arredondo, a former TEA systems analyst, did not return telephone calls from the American-Statesman.

The audit also said three elementary school principals helped make the changes. Calls to those principals were not returned Tuesday.

"This was not a one-year isolated occurrence," Trustee Liz Hartman said, referring to a 1997 district attempt to change students' demographic data to affect ratings. "There is a two-year known pattern by the deputy superintendent and the director of research. That is a serious violation of professional responsibility and public trust."

Officials and auditors said district administrators and principals at Travis Heights, Bryker Woods and Blackshear elementary schools boosted ratings for those schools — which were on the borderline for a higher rating. By replacing students' state identification numbers with their Social Security numbers, the new numbers did not match those previously assigned. As a result, those students' TAAS scores were automatically discounted from ratings calculations, thus giving the schools a more favorable rating.

On Monday, the TEA lowered the ratings of Travis Heights and Blackshear from "acceptable" to "low performing" and Bryker Woods from "exemplary" to "acceptable." McCallum High School also changed student identification numbers, but those changes were inadvertently not reported to TEA.

State officials said the changes to the identification numbers were made with "laser-like precision" and for only about 20 students. The education agency has allowed districts to make corrections to TAAS student information after preliminary school ratings are released, but that practice will be eliminated in 1999.

Education Commissioner Mike Moses said Tuesday he is concerned and disappointed by the district's actions, but added that Austin took prompt corrective action by hiring the consulting firm and requesting that the three schools' ratings be lowered.

Moses said catching the Austin district shows that the state's accountability system works. Allegations of cheating and manipulation by any district always are investigated, he said.

"There has been great vigilance on the part of this agency about ensuring the honor and integrity of this system," Moses said. "We are in a time when ethics and character and honesty are certainly being given close scrutiny."

Moses said he has sent cautionary letters to districts regarding possible violations of the accountability system, but until now, school ratings have never been lowered as a result of inquiries.

Gov. George W. Bush, in a meeting with the American-Statesman's editorial board Tuesday, said superintendents should crack down on cheating.

"It's up to the superintendent to make sure they understand that people shouldn't be gaming the system," Bush said.

The TAAS measures basic skills in reading, writing and mathematics. Texas students in grades three through eight are required to take the TAAS, and high school students must pass an exit version to receive their diplomas. The test is the heart of the state's public school accountability system.

For a school to be rated as acceptable, 40 percent of its students must pass the TAAS. Also, 40 percent of each ethnic and demographic segment of the student population must pass. At secondary schools, the dropout rate must not exceed 6 percent for all students.

TAAS results are used not only to rate Texas schools and districts, but also to reward schools and teachers. The state handed out $2 million in cash awards last year and plans to do the same this year for schools that performed well. Teachers and administrators also are evaluated, in part, on how well their students score on the TAAS.

The high-pressure climate in which school district personnel operate is not an excuse, but does explain how the data manipulation could have occurred, said school board President Kathy Rider.

"The intent was to make these schools look as good as possible," Rider said. "Nobody wanted to be labeled a low-performing campus, and they were willing to go to any lengths to get there."■

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42. Bergen Record

September 16, 1998

Careless students find debt load harder than course load

By KATHLEEN LYNN Staff Writer

Dana Sabio of Roxbury, a 20-year-old junior at Ramapo College in Mahwah, wants a credit card. "I think it's good to have one, to build a credit history," she said.

But Seleene Lewis of Teaneck, a 19-year-old junior at Ramapo, has dumped her plastic: "I got Discover, MasterCard, and Visa my freshman year. I went crazy." Lewis said she ran up bills of $1,500 for clothing, spring break vacations, and "nonsense," and is still paying off the debts.

Sabio and Lewis show the potential — and the risk — of college students having credit cards.

Nationwide, about two-thirds of all college students have credit cards, and about a quarter have four or more cards, according to a survey by Nellie Mae, the student-loan provider.

Most handle plastic responsibly, said Diane Saunders, a spokeswoman for Nellie Mae. The average student credit card debt is about $500, and a greater percentage of students than adults pay off their cards every month, she said.

Only 40 percent of credit card holders pay off the bill every month, but 59 percent of college students do, MasterCard spokeswoman Charlotte Newton said.

"But the one caveat to that is what we're seeing is a greater percentage of students borrowing at higher levels," Saunders said.

Still, some young people graduate with crippling credit card debt — $5,000 or more is not unheard of, Saunders said. She said that in 1998, 14 percent of undergraduates had credit card debt between $3,000 and $7,000 by the time they finished school, compared with 7 percent the year before.

"They turn 18 and they're handed a piece of plastic that's an important financial tool and a major responsibility without understanding how to use it well, without understanding what the consequences are if you don't use it well," said Gerri Detweiler, author of "The Ultimate Credit Handbook."

"The parents I talk to are shocked," Detweiler said. "Their kids get credit easier than they do."

This is the first year Ramapo

In response, some colleges — including William Paterson University in Wayne — have banned credit card marketers from campus.

"Students were getting themselves into trouble," said Steve Bolyai, vice president for administration and finance at William Paterson. "We felt we didn't want to encourage that."

But financial educators say that used responsibly, credit cards can help students. The cards usually have more lenient income standards and lower credit limits — $500 or $1,000.

"It's a perfect opportunity for students to build a good credit record, which will benefit them tremendously once they get out of school," Detweiler said.

In fact, if they wait until after graduation, young people may find it more difficult to get a credit card because their entry-level salaries may not meet the income standards that credit card issuers apply to working adults, said Barbara O'Neill, a financial educator with Rutgers Cooperative Extension in Sussex County.

Detweiler said students with no steady income can get a credit card as long as they have a clean credit record. For adults, she said, minimum income requirements range from $15,000 — for a card with a high interest rate and a low credit limit — to $60,000 for certain gold cards. These are general guidelines, and each credit card issuer sets its own income and credit-history standards.

Detweiler recommends that to build a good credit record, students wait until their junior or senior year to get a card, to get only one, and to use it carefully and pay it off on time every month.

Eric Weil, president of Strategic Marketing Communications Inc. in Ridgewood, which specializes in collegiate marketing, surveys students regularly. He says student loans are a much heavier burden for most college graduates than credit card debt.

"The No. 1 reason why kids apply for a credit card is to establish a credit history," Weil said. So why, he asks, would they then mess up their credit records by acting irresponsibly?

Issuing credit cards to students is administrators have allowed credit card

"investing in the future," said Joseph Stroop, a spokesman for Associates First Capital Corp. in Dallas, which issues both Visa and MasterCard credit cards to students nationwide. He said the company wants to issue a student's first credit card in hopes of building a relationship that will last for years.

Given the opportunities for credit, it's not hard to find students facing significant debt.

Tamika Hamer of Newark, 22, a senior psychology major at Ramapo, damaged her credit rating by charging $1,000 — the limit on her credit card — during her freshman year. She has been unable to pay off the debt, and knows it will hurt her when she graduates and wants to finance a car.

"It's not a really good idea to have credit cards in college," she said.

Lizbeth Mendez of Hackensack graduated in May from Fairleigh Dickinson University with $5,000 on her credit cards. That amount of debt, she said, is typical among her friends.

What did she charge on the card? Well, there was clothing, eating out, and . . . "I really don't know. I can't show what I got for that amount of money."

Now Mendez, who has a business degree, is working at a hotel and trying to pay off the debt on her four cards.

A lot of students think they will be able to pay off their debt once they start working. But recent graduates people are often squeezed between high expenses — such as rent, car payments, and repaying student loans — and low entry-level salaries.

In fact, Alan Blair, credit manager of Nellie Mae, estimates that between average debt and living expenses, recent graduates in the Northeast would need an income of $38,512 — more than most could hope to earn.

The average starting salary of a college graduate is about $24,000, Nellie Mae said.

Paul Richard of the National Center for Financial Education applauds the colleges that have kicked credit card marketers off campus.

"No one should be approved for a credit card who doesn't have a full-time income," Richard said.

marketers to set up tables on campus.

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They decided it was unfair to open the door to other vendors, but not to credit card companies.

Moreover, with credit cards being marketed through the mail, at stores, and elsewhere, they realized they couldn't prevent the students from getting cards.

"We're supposed to be teaching students to make intelligent choices," said Miki Cammarata, director of the student center at Ramapo. "We need to give them the opportunity to decide whether they can handle credit."

Cammarata said Ramapo is considering requiring credit card companies to offer more financial education before issuing cards to students. The companies' brochures already caution students to use credit wisely, and MasterCard recently announced a more ambitious effort to educate students and parents, working with an organization called College Parents of America.

Detweiler is a strong advocate of education about credit. Many students don't realize that late payments and other credit crimes stay in credit bureaus' records for seven years — tripping up efforts to get that first car, job, or apartment.

"I've had students ask me, 'Is it OK to pay my Visa bill with my MasterCard?' " said Robert Bugai, president of College Marketing Intelligence in North Arlington.

Barbara O'Neill and others say the financial education should start in high school. In fact, financial education was recently added to New Jersey's high school core curriculum standards.

For now, much of the credit education is up to parents. They can't stop their 18-year-olds from getting credit cards, but they can talk to them about how to budget, how to find the best credit card deals, and why it's a bad idea to charge more than they can pay off every month.

"If you're not learning it at home and you're not learning it at school," said O'Neill, "in some cases you're going to learn in the school of hard knocks, unfortunately."■

43. Boston Globe

September 16, 1998

State plan would decertify lagging teacher programs

By Jordana Hart, Globe Staff

MALDEN - The state Board of Education yesterday took an important step toward shutting down college teaching programs where more than 20 percent of students fail the state's mandatory teacher certification test for two consecutive years.

Board members also approved a motion by board chairman John Silber to eventually lower the failure threshold to 10 percent.

By unanimous vote, the nine-member board instructed Interim Education Commissioner David Driscoll to draft a proposal on decertifying those programs, making them far less attractive to prospective students intent on becoming teachers. Driscoll expects to present the proposal at the board's Oct. 13 meeting.

The board vote comes after Acting Governor Paul Cellucci first suggested that college teaching programs should have at least an 80-percent pass rate, or be shut down.

``It is obviously a big step because, if we take the governor's proposal literally, it means that most of the state's programs would not meet that level," Driscoll said yesterday after the meeting.

Of the 54 colleges whose students took the teacher test in both April and July, only two - Harvard University and Wellesley College - met the 80 percent pass threshold, though only eight Harvard students and five Wellesley students took the tests. Boston College had 151 students take the two tests, with 78 percent of them passing, according to state data.

The next teacher test is Oct. 3.

To help teachers prepare for upcoming exams, Driscoll said he will convene meetings next month for deans and other university officials to review actual exam questions.

``We hope that will go a long way to demystify the tests," Driscoll said.

But Mary Brabeck, dean of Boston College's School of Education, said yesterday that she's unsure whether she will attend the meetings because the state has yet to independently validate the test as fair.

``We want actual analysis of the test, not just the opportunity to look at the test," she said. ``We want evidence that it is a valid instrument."

While the proposal is still subject to discussion and approval and would not be implemented until 2000, the board vote shows officials are intent on holding teacher training programs to high standards following a 59-percent failure rate on the April test.

In July, 47 percent of would-be teachers failed what the state describes as a basic test of reading, writing, and knowledge of the subject they plan to teach.

At an education summit in August, deans and others said they were being unfairly criticized, insisting they alone are not to blame for the high failure rates. Above all, they complained that the teacher test had yet to be measured and validated by an independent analyst to determine whether it is fair.

But Cellucci and the state's top education policymakers dismissed their complaints as ``denial," and called for more testing, higher college entrance exam scores for program admission, and an end to college grade inflation.

Indeed, Silber has never hidden his eagerness to close programs that ultimately prove to be failures - including his own at Boston University, where he is chancellor.

Yesterday, Brabeck said it is too early to talk about closing schools when so few details are clear.

``When they say 80 percent and two consecutive years, what does that mean?" Brabeck said, asking how the state would treat failure rates when students may pass one section, but fail another.

Driscoll said his draft proposal will address such questions.

Also yesterday, the board voted on key cutoff scores for the 210,000 fourth-, eighth-, and 10th-graders who took the first Massachusetts Comprehensive Assessment System or MCAS test last May.

The vote allows education officials to proceed to the next level of grading. They must now sort 6 million

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open-ended, essay-style questions and 20 million multiple-choice questions according to four achievement levels - advanced, proficient, needs improvement, and failing. Some 1,400 graders in Massachusetts and New Hampshire scored the questions over the summer.

State testing director Jeff Nellhaus said he expects to have scores ready by the end of November not only for the 347 school districts, but also for the state's 1,800 schools, its thousands of individual classrooms, and each student.

But Silber said he wants Nellhaus and the testing company, New Hampshire-based Advanced Systems, to ``validate'' their scoring process and methodology as accurate and fair.

The board also emphasized that it has yet to determine a passing score and acceptable proficiency level for 10th-graders who, beginning in 2003, must pass the MCAS in order to graduate from high school.

At the meeting, Silber said he is concerned that so many of the MCAS scoring panels disagreed on assigning proficiency levels to student answers. For example, he said, eight scorers on the eighth-grade English panel categorized an answer as `proficient,' while eight others marked it as `needs improvement.'

``A yellow light should be flashing for students who just squeaked by into the `proficient' level,'' said board member Abigail Thernstrom.■

44. Omaha World-Herald

09/15/98; Edition: Lincoln; Section: News; Page 13

Charter Schools Issue Discussed

Some Districts Cautious, but Rising City Tells Lawmakers They See a Lifeline

By LESLIE REED
WORLD-HERALD STAFF WRITER

While many public educators reject the idea of charter schools - those that operate with public funds but without following all of the state's rules - Rising City, Neb., school officials have embraced the concept.

District leaders said Monday that they see such legislation as a possible lifeline for their financially struggling district.

"Our school must change in coming years to stay in operation," said Diane Duren, a former school board member who now works for the district as a marketing specialist. "We need to increase our enrollment and build up our technology in innovative teaching practices.

"We see this legislation as providing us options currently not available to schools."

Rising City's plan, detailed to the Legislature's Education Committee during an interim study hearing here Monday on charter schools, is twofold.

Short term, it would add 30 students to its current high school enrollment of 51 by marketing its small-school atmosphere to students in Columbus, Neb., as well as those attending private and home schools in the area.

Long term, it would offer courses via computer, becoming a "cyber" high school for students across the state whose needs aren't being met in traditional settings.

Superintendent Dan Alberts said the additional students would bring the district's per-pupil costs in line with the state average and keep the district from continually facing questions about consolidation and closure.

To be able to draw more students, the school district needs more flexibility from regulatory requirements, lawmakers were told.

For example, the requirement that students be seated in a Rising City classroom for certain number of hours each day to be considered enrolled needs to be relaxed. That is the sort of freedom given charter schools in other states.

Tammy Barry, legal counsel for the Education Committee, said charter schools are established by a special agreement called a charter by, for example, a local school district or a post-secondary institution. The charter enables the school to serve a niche not adequately addressed by traditional schools - students, for example, who might otherwise drop out or be expelled or instances where parents prefer a specific teaching methodology.

The first charter school was established in St. Paul, Minn., in 1992, Barry said. Twenty-nine states and the District of Columbia now have charter-school laws. Nationally, more than 105,000 students attended charter schools in the 1996-97 school year.

Education Committee Chairwoman Ardyce Bohlke of Hastings introduced a charter-schools proposal for Nebraska during the last session of the Legislature. The bill died in committee.

Several school administrators that attended Monday's hearing in the Norfolk City Council chambers urged caution.

"I think there's a movement in this country aimed at diluting and diminishing the philosophy of the common schools," said Mike Moody, superintendent of Wakefield Schools. "My concern with charter schools is that we don't hurt the local schools."

An official with the Nebraska Rural Community Schools Association said charter schools could drain funds away from small districts that already are struggling to cope with property-tax rate limits and changes in state aid.

"The whole issue makes a guy a little nervous," said Glen Morgan, superintendent at Neligh-Oakdale Schools.

After the hearing, Bohlke said Rising City's testimony indicated that the charter school concept could be useful not only for urban districts, but also for small or rural districts.

The committee will continue hearings on the topic throughout the week. Bohlke said she would decide after this series of public hearings whether to introduce a new charter-school bill next year.■

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45. The Hartford Courant

09/15/98; Edition: 5E WEST HARTFORD / FARMINGTON VALLEY; Section: TOWN NEWS; Page B1

STUDY OF SCHOOL SYSTEM PREDICTS ENROLLMENT INCREASE

By PAUL H. JOHNSON
Courant Staff Writer

A new study of the Simsbury school system predicts enrollment will rise about 16 percent over the next 10 years to 5,112 students.

School officials said the report will help the system decide how to deal with the increased enrollment, from hiring more teachers to expanding buildings.

"Those numbers have been very helpful in projecting classroom use," said School Superintendent Joseph Townsley. He pointed out that these numbers could change if available land in the north end of the town is opened up to development of hundreds of houses.

This fall, residents will vote on $10 million worth of school and town projects, including expansion of Tootin Hills Elementary School and Henry James Junior High School. The system is also planning to put before voters next spring a proposal to expand Simsbury High School next year. School officials estimated the cost of a possible expansion of the high school next year at more than $3 million.

The report was completed this month by Hyung C. Chung, a consultant with H.C Planning Consultants in Orange, which conducts demographic and school facility studies of school systems.

Chung said that although the number of students statewide is declining at the elementary school level, Simsbury will experience fairly strong growth over the next decade. School enrollment this fall stands at about 4,488 students.

"It could grow faster," Chung said of the school system, which experienced a 13 percent growth in students over the past 10 years.

Chung said the system is experiencing growth through a large number of home sales and steady housing construction.

Over the next 10 years the report says the number of elementary school students will rise 10 percent to 2,787 students, the middle school population will rise 16 percent to 799 students and the high school will experience the largest growth with a 29 percent rise in students to 1,526.

Chung said he used conservative estimates to arrive at his numbers because the growth in the school population statewide has slowed.

The town sees about 284 births per year, and about 69 new homes are built each year. About six to seven percent of the total housing stock in town changes hands each year, roughly 500 homes. ■

46. Cleveland Plain Dealer

09/15/98; Edition: FINAL / ALL; Section: NATIONAL; Page 1A

CLINTON IS TOP SUBJECT IN SCHOOLS

By MICHELE M. MELENDEZ and MICHELE LESIE
PLAIN DEALER REPORTERS

In his 30 years of bringing triumphs, power struggles and catastrophes to life for wandering young minds, Jim Wasowski has rarely had to begin a history lesson with a ratings warning:

"We're not going down into the gutter, but there are certain things we have to say {regarding independent counsel Kenneth Starr's report} about the president and Monica Lewinsky," he announced to his 10 a.m. history class yesterday at Cleveland's John Marshall High School.

"So, if you think you'll be offended, you may leave. No questions asked."

Teachers throughout Northeast Ohio yesterday had to decide how to put the Starr report into context, after a weekend saturated with talk of unbuttoned blouses, the infamous cigar and the possible impeachment of a president.

Some teachers, especially those in elementary and middle schools, decided not to bring up the report at all.

"At this age, for kids to understand the sex acts is pretty confusing," said David Root, principal at Rocky River Middle School.

He and principals from other Northeast Ohio elementary and middle schools said young students should be learning about the presidential scandal from their parents, not necessarily their teachers.

High school teachers, though, said they could hardly avoid the issue.

"The consensus {among teachers} was to talk about it. It's a major event," said Wasowski. "But probably only with the older kids. ... It comes down to sex, so it would be really hard to talk about with middle school students."

Teaching students during Watergate, the veteran history teacher said, "was a lot easier."

Maybe so, but Bob Braskich's honors American government class at Lorain Admiral King High School got around the salaciousness of the case yesterday afternoon by focusing on its legal points.

Braskich helped keep one point clear: Clinton is not in danger of being impeached because he had an affair. It is because he lied about having the affair. The alleged crime is not adultery; it is perjury, obstruction of justice and influencing the testimony of others.

Instead of the Clinton family's betrayal, the Lorain students talked about their own.

"We're trying to look up to him, but he's sleeping around outside of marriage," said Emily Stammitti, 17, one of about 20 students in the class.

Braskich responded, "He's a terrible role model, guys. Let's be realistic. Now what?"

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By a show of hands, Braskich found that the students who favored impeachment were outnumbered 2 to 1

Perch said what matters is how Clinton is running the country.

Others were more critical.

"President Clinton is the No. 1 citizen of the United States," said Bryan Hilko, 17. "He represents what we stand for and who we are. Do we really want a president who lies?"

At John Marshall, no one in Wasowski's class wanted to see Clinton impeached, although a handful felt he should resign. Most voted for censure. What the president - and Lewinsky - did was wrong, they said, but pursuing it is not worth any more time, tax money or turmoil.

"So he got laid, so what?" said Stacy Lewis. "Lying, yeah, that was bad, and the fact that he lied to the public about something so unimportant makes you wonder what else he lied about."

by those who didn't. Those on the side of the president said they did not understand the hype.

A number of the John Marshall students said they felt details of the affair should not have been offered for public consumption, and some said the scandal looked like a set-up.

"They're not out to get {Lewinsky}," Jason Evans said of Clinton's political enemies. "They're out to get the president."

Crystal Alexander offered: "Who goes on trial for having an affair? No one else is. If he had never been put on trial, he would not have had to lie."

ART PHOTOS BY: LYNN ISCHAY / PLAIN DEALER PHOTOGRAPHER PHOTO 1

Emily Blaich, a senior at John Marshall High School, loks over portions of independent counsel Kenneth Starr's report in Jim Wasowski's history class yesterday.

"He just had sex, and he lied. Who cares?" asked Brad Perch, 18. "That doesn't mean anything to me."

PHOTO 2 Rosalyn Bell, lower right, and her classmates at John Marshall High

School were amused by some parts of the Starr report, but felt graphic details of the president's affair did not need to be made public. PHOTO 3

John Marshall High School history teacher Jim Wasowski polled his students in the Clinton-Lewinsky matter; most said the president should be censured, but none wanted to see him impeached. PHOTO BY: DAVID I. ANDERSEN / PLAIN DEALER PHOTOGRAPHER

Lorain Admiral King High School seniors, Bryan Hilko, left, James Nicoloff and Zach Shildwachter wait to comment in class yesterday on the report of independent counsel Kenneth Starr.■

47. Chicago Tribune

09/15/98; Edition: SOUTHWEST SPORTS FINAL; SW; Section: METRO SOUTHWEST; Page 3

SCHOOL DISTRICT SCORES RISE ON STATE EXAMS

By Kathleen Knowles
Wantuch.

For the first time, state exam scores at Crete-Monee School District 201-U have exceeded the state averages in all grade levels. "This is one of the most exciting years we have ever had," Nancy Dyke, director of instruction, said recently.

Crete-Monee High School has moved from being below state averages in math, reading and writing to exceeding state averages on the Illinois Goal Assessment Program test administered in 1997-98. "For the first time in a long time, reading was up 28 points. Although there wasn't a dramatic jump in math, over the long haul, math has gone up, up, up," Dyke said.

One of the problems the district experiences, according to Dyke, is a high mobility rate.

"That's what we struggle against: kids that are just moving in and out of the district. It's hard when a child is behind. This is especially serious in the upper grades," Dyke said.

Although the district has been faced with changes due to financial problems, Dyke said the results in the middle school and elementary schools show how the students exceeded above state averages in almost every subject. "This has been a year of turmoil with all the changes in the district. Despite the changes, and despite teachers' jobs and futures being shaky, they did an excellent job," Dyke added.

Each building team will be reviewing the test results to determine improvement strategies. In addition, reports on these strategies and the complete report on scores will be presented at the October school board meeting.

"Test-score improvement was a tremendous effort by our team," said district Supt. Steve Humphrey. "I am concerned that as we work on continuous improvement that the board realize the importance of time for staff to work together. This is the one reason the scores are up this year. This is the one resource that the board can provide to help staff continue with this excellent work," he said.■

48. The Washington Times

09/15/98; Edition: 2; Section: E;FAMILY TIMES;WEBWISE; Page E8

Yucky stuff teaches children about science

By Joseph Szadkowski
THE WASHINGTON TIMES

In many fun and colorful ways, the Internet provides an avenue for Web site developers to publish information on just about anything, including subjects deemed unacceptable for family dinner conversations.

The Yuckiest Site on the Internet is a

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wild educational experience for the young surfer that capitalizes on children's fears and fascinations with things in and around them.

THE YUCKIEST SITE ON THE INTERNET

SITE ADDRESS: www.yucky.com

CREATOR: Founded in 1995, the site is an affiliate of Advance Publications Internet, a division of Advance Publications, the third- largest newspaper group in the United States.

Its original content was developed by Susan Mernit, a longtime educator and developer of interactive communities focused on content for families, and Peter Levitan, a producer of local news and information for the Web.

CREATOR QUOTABLE: "Yucky.com was created to educate children about science by speaking to them in a language they can relate to," says Miss Mernit, the editorial director. "Through Yucky's laugh-and-learn approach, kids can find out about everything that is gross and cool about our bodies, bugs and the world around us."

WORD FROM THE WEBWISE: Whether something is cool or gross depends on an individual's perspective. Yucky presents a wide variety of interesting and sometimes disgusting science facts targeted to 8- to 15-year-olds.

Site narrators, ace reporter Wendell the Worm and his human counterpart, Dora, help users learn about the living sciences of anatomy, biology and entomology through some of Earth's most interesting inhabitants - the cockroach, worm and human. Most important, youngsters will satisfy their natural curiosity while giggling.

Yucky provides six sections to explore. In addition to the serious learning areas: the Gross and Cool Body, a Bug's View and Worm World, there are areas where children can send Yucky e-mail postcards, visit Camp Yucky or make some pretty repulsive, yet delicious, recipes. Anyone for Hairball Salad with Slurpy Dressing (avocado-and-bean- sprout balls served on a bed of grated carrots with Italian

Through scientific explanations, the site mainly tackles tough questions about the human body that might save parents some delicate discussions. Now, dressing)?

The science of the human body is revealed through the Gross and Cool Body area. As it presents all the various ins and outs of our being, visitors will learn about body parts, their functions and the assortment of natural, but usually embarrassing, sounds they produce.

Under the Body Function area, youngsters get a daily Fun Fact - such as why feet stink. It's because the soles of our feet have about 250,000 pores that ooze sweat when shoes become overheated. First warning: If the stinky-foot revelation bothers you, this site should not be bookmarked - it gets worse.

Wendell and Dora also teach about what goes on inside the body, including how the digestive, respiratory and skeletal systems work. Second warning: The body does some things that polite company might find unattractive, and Yucky offers complete information on these airy and oozing topics. Nonetheless, it is important for our health to know the whats and whys of every part of us.

In all areas, if a user has a question but cannot find the answer, he or she can e-mail the Yucky staff, including Miss Mernit.

Now that students understand the human body, they can move on to one of man's most hated housemates, the cockroach. The Anatomy of the Roach explains and illustrates not only the various exterior parts of the common kitchen cockroach, but the interior as well.

An interesting fact learned about the roach's anatomy is that its brain has been distributed conveniently throughout its body. In fact, a cockroach can live up to a week without its head before eventually dying of thirst.

Wendell the Worm takes the opportunity to teach children about his numerous cousins in the worm world

excuse me while I expel some carbon dioxide from my esophagus and remove a chunk of oily sodium chloride from my caruncle.

and their very important contributions to life. Budding biologists will learn that worms are vital to the earth and that they work tirelessly to break down bacteria and recycle it into nutrients.

The Just for Adults page includes a Teacher Center filled with classroom ideas and activities, and the Yucky Bookshop is filled with science, fiction and reference materials. Here, teachers can sign up to receive the free Yucky-Teach newsletter.

FAMILY ACTIVITY: Wendell the Worm presents a special interview with Mary Appelhof of Kalamazoo, Mich. Within the interview, Miss Appelhof explains that she "vermiposts," a form of composting that uses red worms to aid a process that produces nutrient-rich soil.

The site offers a video of Mary with her worm bin as well as instructions on how to create a worm-assisted compost area. Pull the family together and learn how worms work constantly to create a rich supply of dirt for growing.

Yucky includes step-by-step directions on how to build and maintain the bin. Cleaning up after worms may sound a bit creepy, but it offers a great project for the brave of heart that guarantees a prosperous vegetable garden next year.

CREATOR KUDOS: Yucky employs lots of frames, animations and sound files that download easily. A favorite noise, the cockroach party, projects the lovely tones of all those scurrying little feet. The site offers a deep and graphics-heavy adventure with some eye- watering, lime-green backgrounds - but loads painlessly.

CYBERSITTER SYNOPSIS: Some of the topics might offer too much information for children. I will, once again, mention the grossness factor and rest my case with "viewer discretion is advised." Of course, all the Internet safety rules apply, and bored children like to roam the world through the Internet, so keep an eye on them.

■

49. The Washington Times

09/15/98; Edition: 2; Section: A;CULTURE, ET CETERA; Page A2

Classics coming back into fashion at some schools

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Advocates laud benefits of West's best

By Julia Duin
THE WASHINGTON TIMES

America's schools need to return to the great books, according to several cultural critics, who argue that 3,000 years of Western civilization need to be cherished, not forgotten.

Several authors have produced

Os Guinness, a senior fellow at the Trinity Forum in Burke, Va., and Louise Cowan, dean of the graduate school at the University of Dallas, have produced "Invitation to the Classics." This heavily annotated 365-page book was six years in the making, with contributions from 50 scholars.

Classics majors at Georgetown University have risen from two graduating classics majors in 1971 to 13 last year, says associate professor Joe O'Connor. They tend to study ancient philosophy and Greek and Roman archeology as a foundation for later studies in law and medicine.

"There is a growth in Latin studies in the high schools," he says. "A lot of baby boomer parents think the old education was good." St. Albans and the National Cathedral School in the District both emphasize Latin programs, he says, and the Latin program in the Fairfax County public schools is one of the best in the country.

Knowledge of the classics was basic to America's founders.

"The framers {of the Constitution} ransacked the past in a self- conscious attempt to use history to define history," Mr. Guinness says. "They knew all the classical republics had declined and fallen, so they wanted to create a republic that was free and would remain free."

In his book, Mr. Guinness assumes that most Americans are unfamiliar with the classics, which is why he has assembled more than 60 vignettes on personalities ranging from Aristotle to Aleksandr Solzhenitsyn. The work, which was published by Baker Books this spring, explains how great periods of renaissance and reformation spring from a return to first things.

It's the classic literary works, he says, that have provided Western civilization with the basis for its thought. He cites the Oresteia trilogy by Aeschylus, which contains the passage, "You wish to be called righteous rather than to act right." And then there's Herodotus' gloomy assessment of life: "God gives men a gleam of happiness and plunges them into ruin," from his "History of the Persian Wars."

"One of the reasons classics have stood the test of time is their extraordinary depth of insight into human experience," Mr. Guinness says, especially a belief in God, which he calls a "Archimedean point outside of time." Archimedes, he adds, is the third-century B.C. Greek mathematician who said, "Give me a fulcrum and I can move the world."

"A faith perspective gives you a vantage point from outside history so you are not captive as a child of your time," he says.

Colleges and schools rooted in religious faith are among the most committed to the liberal arts and the classics, say Mr. Veith and Mr. Kern in their book, "Classical Education," as classical education has always been nourished by the Christian church.

At its base, they say, classical education is aimed at the apprehension of the true, the good and the beautiful. Its curriculum was divided into the seven liberal arts in the Middle Ages. Subjects were grouped into two parts: the "trivium" of grammar, logic and rhetoric, and the "quadrivium" of mathematics, music, astronomy and geometry. Once these arts of learning were mastered, students were equipped for the study of the sciences: natural science, moral science and theological science.

The trivium is the foundation of learning and most commonly applied to schooling for young children. These students learn the basics of language (grammar), how to reason clearly using language (logic), and how to apply language personally in an effective way (rhetoric).

Many "back-to-basics" movements in education emphasize grammar and logic because their proponents feel modern education emphasizes the third leg - rhetoric - too strongly by constantly encouraging students to share their feelings, to be creative and draw on their own experiences.

Next comes the quadrivium, which emphasizes the aesthetic perception of music, the abstract and absolute thought of math, the perception of infinity through the study of stars, and the relationships of objects in space in geometry. In the medieval world, the two authors say, a man was not considered truly educated unless he was well-versed in the quadrivium.

However, they say, classical education is not for the fainthearted, as it makes pampered children work hard and requires the MTV generation to read. Nevertheless, it's being tried at such places as Rivendell School, a 10-year-old private Christian school in Arlington. The school, for kindergarten through eighth grades, extensively uses the classics to teach its 146 students. Curriculum is literature-centered, says headmaster Steve Larson: Shakespeare for first-graders and compulsory Latin for seventh- and eighth-graders.

"We're very high on questing types of literature, such as King Arthur stories or `The Pilgrim's Progress' - anything that will inspire our students," he says. "For our upper grades, when we study the French Revolution, we read `The Scarlet Pimpernell.' As we study Greco-Roman history, we read Homer's `The Odyssey.' "

The school's very name comes from an oasis called Rivendell in a 20th-century classic: J.R.R. Tolkien's "Lord of the Rings" trilogy. Tolkien's Rivendell, the headmaster says, was supposed to be a stopping place for intellectual refreshment.

At the Arlington school, "We really want to inspire their imagination," Mr. Larson says. He has also been inspired by Mr. Guroian's book, "Tending the Heart of Virtue," which shows how to foster moral clarity in children.

Mr. Guroian suggests using fairy tales to stimulate and instruct the moral imagination, citing Hans Christian Andersen's "The Snow Queen" and C.S. Lewis' "The Lion, the Witch and the Wardrobe" as having shaped the character of millions of children.

Children think in terms of black and white, which is the language of most

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fairy tales, he writes. Unlike most other literature, fairy tales show what heroism and courage look like, and what causes are most important. Children want to be gallant and heroic, he says; as natural idealists, children cling to such ideals as honor, duty, faithfulness and integrity.

"Mostly we fall back on the excuse that we are respecting our children's freedom by permitting them to determine right from wrong and to choose for themselves clear goals of moral living," he writes.

ART Photo, Seventh-graders at Rivendell School in Arlington display banners in their Latin class. Rivendell is a

10-year-old school that emphasizes the classics., By Thomas K. Cooke/The Washington Times■

50. Riverside (Calif.)Press-Enterprise

09/15/98Section: LOCAL; Page B02

State money will allow schools to add computers

By Karin Marriott
The Press-Enterprise

More computers and other high-tech equipment will start arriving on high school campuses soon because the Hemet and San Jacinto school districts will begin receiving state funds next month.

Hemet High School Principal Mary Wulfsberg said the computers will help ensure that students are prepared for the workplace.

"They need to be as common as a notebook and paper," she said.

Hemet and San Jacinto high schools were among 19 Inland area schools chosen last year to receive a share of a $100 million grant under Gov. Wilson's Digital High School Initiative. After a demanding and lengthy application process, the schools recently were notified they had been accepted.

The initiative is a four-year program that aims to help all high schools in the state buy computers and software and install Internet connections. It also provides money to train teachers to use the technology. Each school must provide matching funds.

San Jacinto High will receive $326,000. Hemet High will share its $698,000 with Alessandro continuation and Helen Hunt Jackson Alternative schools and the Hemet Educational Learning Program.

The money allows the schools to buy computers, printers, scanners and digital photography equipment. At least one computer will be installed in each classroom. The computers will provide Internet access, and all computers will be linked.

At San Jacinto High, the computers will have 32-inch monitors that will allow teachers to use pictures and graphics to enhance their lectures.

The school, which has about 135 computers in two labs and another nearing completion, will get about 100 new computers. Teachers will use the technology to improve the language arts program, making sure that all freshmen read and write at grade level. It also will boost the school's science program.

The principal of San Jacinto High School, Waldo Burford, said students will be able to use some of the older computers in a class offered this year to teach them how to rebuild the machines.

In Hemet, the new equipment will be used to build a stronger language arts program, which includes improving achievement test scores 2 percent each year for the next nine years, said John Hill, teacher and technology coordinator at Hemet High.

"Students are going to be reading more, participating more. To me, that's a big thing," he said. "It's communication."

Hemet High will receive about $570,000 to add 167 computers to the 100 already on campus. Alessandro and Helen Hunt Jackson will receive about $120,000 each and the educational learning program will receive about $5,000, said Hill.

Work stations, which also will connect classrooms on campus to one another, will include TVs and VCRs. The stations will serve as an electronic library for the students.

Once West Valley and Hamilton high schools receive their funds, Hill said all campuses will be linked by computers. That would allow students at one campus to watch lectures by teachers at another campus.

"Teaching-wise, you can take excellent teachers and distribute them throughout the district," said Hill.■

51. The Daily Oklahoman

09/15/98; Edition: CITY; Section: NEWS; Page 01

Parents Resist Star School's Closure Plan

By Christy Watson
Staff Writer

Two miles and history separate Oklahoma City Schools Superintendent Marvin Crawford and angry Star Elementary parents.

The issue is Crawford's recommendation to permanently close the elementary school, largely known for a 1982 boiler explosion that killed five students and a teacher.

Parents oppose the plan that would split Star students among four nearby elementary schools beginning next year.

Monday night, for the first time since Crawford's recommendation earlier this month, school board members discussed whether to close the school where an engineering study found extensive termite damage, a sagging roof and other structural problems. Repairs could cost nearly $1 million, according to the study by Zahl-Ford Engineering Inc.

The school is at 8917 NE 23.

The study revealed similar structural concerns at Horace Mann and Westwood elementary schools.

Board members will not decide the issue until Oct. 5. They gave little

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indication Monday as to what their decision will be.

Star students started classes in August at Glory Heights Church because of fears the school's roof could collapse. The district has arranged for the students to remain at the church through this school year.

Though Crawford has said many Star students would attend schools within a few miles of their homes, parents have

"If nothing else, the school should remain in use as a memorial to those killed in the explosion," Pollard said.

District spokeswoman Cynthia Reid said officials knew the debate would be emotional.

"The emotional attachment is difficult because of the tragedy, and we knew that from the beginning," she said.

Board member Ron Bogle said he would review financial data before determining if closing the school is the right choice. Board member Jennifer Tubb Puckett also appeared concerned about money, asking how much the district has invested in the school.

About $200,000 of 1993 bond funds has been spent at the school, with rejected the idea.

"I'm tired of hearing about two miles," said parent Patricia Pollard. "Two miles and apologies are all we're hearing, and that's just not good enough."

Despite safety concerns, Pollard and other Star parents told school board members Monday that they want the school repaired.

"We voted for neighborhood another $100,000 earmarked for repairs.

Board member Thelma Parks, who's district includes Star, questioned whether the area has been neglected by the district.

Crawford said Parks' district received more 1993 bond money than any other in the district, and that brought a sharp retort from Parks.

"You should have because you have more schools there," she said.

In 1997, the district opened Thelma Parks Elementary School, which cost about $3 million.

Parks also criticized the suggestion that Star students would be split among other schools and challenged Crawford on his distance estimates. She also said shutting down the school would schools, we got them and now you want to take them away," Pollard said as she wiped away tears.

Dozens of parents also spoke at a forum last week. None supported Crawford's proposal to close the 1930s-era school.

The debate has been emotional, especially for those patrons who lived in the Spencer area at the time of the boiler explosion.

dismantle the neighborhood schools concept.

"Our neighborhood does not span five to seven miles," Parks said.

Meanwhile, students at Horace Mann, 1105 NW 45, and Westwood, 1701 Exchange, could begin moving into temporary classrooms within a month.

Westwood students will attend classes at nearby Exchange Avenue Baptist Church, while negotiations continue with an unidentified church to house Horace Mann students, Reid said.

Students will remain in the churches for the rest of the school year while crews try to relieve stress from wooden supports at both school buildings at a cost of $200,000 each.■

52. Allentown Morning Call

09/15/98; Edition: FIFTH; Section: NATIONAL; Page A04

SCHOOL VIOLENCE GAINING ATTENTION

GOV. TOM RIDGE, WHITE HOUSE PLAN CONFERENCES ON THE PROBLEM.

By SUSAN SNYDER

State and national leaders over the next month will focus on school violence and how to stop it during separate conferences.

Gov. Tom Ridge and other state leaders will highlight programs at four Pennsylvania school districts at a teleconference from 10:30 a.m. to noon Sept. 23.

Though details are scarce, the Clinton administration on Oct. 15 is planning a White House conference on the topic, to be broadcast to schools via satellite.

The state and national conferences, which are designed to spur discussion in communities, follow a school year marred by several killings on school campuses around the country.

While some school officials regard the conferences as political moves coming just before the election, most welcome the opportunity to focus on ways to stop violence in schools, especially ways that incorporate community cooperation.

"All too often we hear about the tragedies that take place after the fact," said Anita Bieler, superintendent of the Upper Perkiomen School District, Montgomery County, where a student in 1993 shot and killed a classmate in school.

Upper Perkiomen has started several new violence prevention programs over the last few years.

But Bieler said she plans to send a team to watch the state teleconference to learn about other practices. She said she hopes efforts to resolve school violence continue after the election.

Bethlehem Area School District Superintendent Thomas Doluisio, however, said school violence is a local issue. His district expelled 65 students last year, he noted, and said, "The community has to muster the resources to solve the problem."

The national conference will be linked to schools across the country via satellite and include interviews in communities where school shootings have occurred, said Erica Lepping, a U.S. **education department** spokeswoman.

Neither Lepping nor the White House press office had information Monday on who from Pennsylvania would be attending.

During the conference, Clinton plans to issue his first report on school safety, including an analysis of national school crime data and some state and local data, Lepping said. Successful programs will be presented and parents will be

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given tips on how to help, she said.

The state teleconference will be shown at several sites including the Berks, Bucks, Montgomery, Colonial Northampton, and Carbon-Lehigh intermediate units, the Bucks County Free Library, Southern Lehigh High School, Bethlehem Area Vocational Technical School and Northampton Area Senior High School, according to the Education Department.

Anyone who wishes to attend should call 800-446-5607, ext. 285 or 292, to register.

The conference will focus on programs in four districts: Abington, Montgomery County; Wilkinsburg, Allegheny County; Dallastown, York County; and Williamsport, Lycoming County.

Ridge, who in June announced plans for the teleconference, and his wife, Michele, will be at Abington High School where officials will talk about the district schools' crisis management plans.

Tom Gentzel, spokesman of the Pennsylvania School Boards Association, said while he welcomes the attention on the issue, he hopes that people remember violent students represent a small percentage of students.

"If we focus on the actions of a small group, it creates the perception in the minds of some people that the public schools are a riot zone," he said, and that's not the case.■

53. New York Post

September 16, 1998

ED BOARD TO VOTE ON NYPD SCHOOL-SECURITY PLAN

By SUSAN EDELMAN

The Board of Education is expected to vote tonight to surrender control of school security to the NYPD - despite fears cops will wield too much power in city schools.

Some parents and community leaders are upset the board will approve a plan negotiated in secret between Schools Chancellor Rudy Crew and Mayor Giuliani - but never officially released or explained.

We are opposed to the police taking over, said Ernest Clayton, president of the United Parents Associations of New York City.

We definitely believe in safety in order for kids to learn, but if police step into the schools we don't know if that's going to cause friction, or verbal confrontations that might agitate the police into doing something, said Clayton, who has five sons in city schools.

Clayton also voiced frustration that the NYPD takeover - details of which were leaked to reporters in recent weeks - is a done deal.

Board of Ed President Bill Thompson and at least four other board members are expected to vote for the plan - which transfers the board's Division of School Safety and its 3,200 safety officers to the NYPD. It needs four votes to pass.

The plan will put cops in charge of recruitment, hiring, training and deployment of school safety personnel as soon as Nov. 1.

We're at a crossroads, and a decision is about to be made with total disregard for parents' input or involvement, Clayton said. This is being done almost under the table.

Nona Smith, education director for the New York State NAACP - which has fought the NYPD takeover - said the board is denying the public an opportunity to respond.

Obviously, there's an effort to push this through rapidly without dissent, said Galen Kirkland, chairman of the board's Commission on Students of African Descent, which also opposes a stepped-up police presence in schools.

Board spokespeople insisted the hot-button issue has been aired and debated for years - as long as Giuliani has pushed for police control of school security.

There have been many years of input from the school community - including teachers, administrators, parents and students, Crew spokeswoman Chiara Coletti said.

There's been so much comment that has gone into the chancellor's thinking as he has negotiated this through.

Crew has yet to publicly explain why he supports the NYPD takeover - a move he firmly opposed when he took the chancellor's job in 1995.

Parents and community leaders see Giuliani's handprints all over the new plan.

It's the way Giuliani wants things done, said David Muniz, who has two kids, 4 and 12, in Brooklyn schools.

It's not going to be good for the kids. They're going to be tough on these students. It's going to be like school is a little jail, even though there's no bars, he said.■

54. Orlando Sentinel

09/15/98; Edition: CENTRAL FLORIDA; Section: LAKE SENTINEL; Page 1

OFFICIALS REJECT BILL FOR 3 NEW SCHOOLS

By Dave Weber of The Sentinel Staff

TAVARES - The cost of three new elementary schools has come in much higher than expected, and the construction management firm for the projects has been asked to put a sharper point on its pencil.

School district officials said Monday the proposed bill for the new schools in Clermont, Astatula and Lady Lake was so steep that they would not even submit it to the School Board for consideration. The board was to have signed off Monday night on school construction costs.

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"It was so far out of line that I couldn't even recommend it," said Herman Kicklighter, facilities supervisor for Lake County schools.

Construction already is under way on the three schools, which are scheduled to open next August.

Kicklighter would not say what the proposed cost of the elementary schools was, but officials had set aside $9.5 million to spend on each school.

Metric Constructors of Orlando has the construction management contract on the job, and is expected to come up with another proposal later this month.

Schools in Lake County traditionally have been built by general contractors at a bid price, but the School Board decided, over Smith's objection, to use construction managers for the four new

The School Board didn't settle on a price for the elementary schools Monday, but it did approve a $17.8 million maximum cost for a new middle school in Clermont. Ajax Building Corp. of Tampa has that management contract and came up with the price.

That school also came in over projections. Officials had set aside $18 million and had expected to get the building for about $15 million.

"We are going to have to go back to the drawing board and find $1.5 million to equip it," Superintendent Jerry Smith told the School Board, noting that schools.

Board Chairman Randy Wiseman said he expects Metric to continue looking for ways to cut costs on the elementary schools. He said Monday he

furnishings are not included in the price.

Some officials say that increased school construction across Florida is driving up labor costs, but some critics, including Smith, say that the fees charged by the management firms also are increasing prices.

Ajax is to receive about $1.3 million to oversee construction, plus about $300,000 in reimbursed expenses, according to Kicklighter. Metric would get about $1 million for each school, including reimbursements.

expects them to find another $500,000 in savings before the board approves a total price.■

55. Albany Times Union

09/05/98; Edition: ONE STAR; Section: LIFE & LEISURE; Page D1

College 101

These days, orientations stress that students must learn more than academic responsibilities

By MICHAEL LOPEZ Staff writer

Nearing the end of her college education, 22-year-old College of Saint Rose senior Maureen Walker can speak with authority about the hazards of freshman life. As an RA, or resident assistant, advising new students, she's seen it all: alcohol poisoning, eating disorders, homesickness, complaints of sexual harassment and rape.

Rebekah Lancto, a Russell Sage College freshman, is a polar opposite. On Monday, the eve of the first day of classes at the Troy women's college, 18-year-old Lancto admits, "I'm scared," referring to first-day jitters, but the early lessons of Sage orientation apparently have taken hold. Lancto went to two Rensselaer Polytechnic Institute frat parties the night before, remembering to walk with others, even acting as designated driver for three other young women.

Social problems like excessive drinking and date rape have forced colleges and universities to revise their orientations, toning down the hoopla and balloons in favor of discussions about safe sex and diversity, complexities that long ago crossed academia's ivy-draped gates. These campus introductions have not entirely abandoned the routine; indeed, at orientation last week at The College of Saint Rose in Albany, students and parents were filled with questions about air conditioning in the freshman dorm, introductory music classes and parking.

However, as Capital Region colleges and universities begin the fall semester, they also are using entertainment, drama and speakers to bring up touchy social concerns.

"Orientations have gotten to be more thorough; students need to know a whole lot more than we could have survived not knowing, years back," said assistant dean Martha Asselin, who as director of student activities has organized orientation at Schenectady County Community College since 1990.

Respect

The Schenectady college planned Friday to reinforce the concept of respectful relationships through former radio talk show host Ellen Gootblatt, who Asselin said could lead a discussion on dating and other interactions without sounding like she was lecturing.

At Union College, alumni recovering from alcoholism were scheduled to talk to current students about alcohol and drug abuse in "Alcohol 101."

Sage students in Troy last weekend learned at an orientation session about Rohypnol, the contraband date rape drug that renders women unconscious. They also reviewed safety tips for living in an urban area, and how they can volunteer and perform community service.

Lancto, a freshman, was originally going to skip the session, titled "Vital Information for Your First Night Out."

"I thought they were going to lecture me for two hours, about `this is what you do, what you don't do.' " Instead, she said, "they came to your level."

While the college stressed the legal drinking age is 21, orientation leaders also said " `we know that it happens,' said Lancto. She said the discussion included the dangers of being drunk or leaving a drink unattended.

What it's all about

"A huge goal in our summer orientation is to tell them what it's all about, and to make responsible choices," said Saint Rose's Walker, who is part of a cadre of student orientation coordinators and leaders integral to introducing new students to college, in one-on-one and group sessions.

College orientations in the late 1980s and early 1990s evolved from strictly academic advisement and registration and a "see you in September" sign-off to become

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platforms for discussing changes that reflect larger society, said Daniel Robb, president of the National Orientation Directors Association and an administrator at the University of Massachusetts in Boston.

Being honest about some unpleasant topics without givingthe college a black eye about specific incidents is challenging, Robb said.

"There's a very fine line between universities doing what we know to be right, which is to perform an educational function by making sure students are aware of dangers, versus ticking off a check list of incidents that have happened," Robb said. "My personal way, and what I recommend, is to be upfront and honest, without recounting individual tales of woe."

In some cases, government law mandates that colleges apprise students about such topics. Colleges affiliated with the State University at New York must present information on alcohol awareness, voter registration and the student code of conduct, said Asselin, of Schenectady County Community College, a SUNY affiliate. Federal and state mandates require a review of sexual assault and alcohol abuse as well.

Stressing academics

The tendency for orientations to encompass these social scenarios in turn has sparked another trend, so that several years ago colleges began including assignments and summer reading lists, as well as greater faculty involvement, to stress academics at orientation.

"Colleges and universities had gone a tremendous distance on the social issues. Faculty members and administrators said, `this is all

At Union College, where six students were hospitalized lastyear for drinking too much, or in one case, abusing drugs, student leaders plan to be "pretty point-blank about it," said Kate Schurick, associate dean of students. He said they'll say, "You guys better be responsible and listen to what these folks have to say. They don't want to see their friends so drunk that they're in danger."

Party school

The State University at Albany of late had to fend off the dubious distinction of being named the nation's top party school in an unscientific surveyby the Princeton Review Guide. That charge has not changed how the university treats orientation. "We don't have to run away from rather frivolous wonderful, but let's make sure academic issues are covered in depth as well," said Robb.

No longer timed with hurried, one-weekend moves, some orientations have stretched from early summer. For the first time, Saint Rose required new students to attend overnight orientation sessions this summer, said Dennis McDonald, dean of students. Students learned about date rape, but they also considered the importance of studying the humanities.

UAlbany's Reda said its orientation has retained an academic focus, encouraging students to link with volunteer faculty mentors, for instance.

Sage faculty and students mentor new students, helping them plan their education, point them to campus resources like the writing center, or simply introduce them to people in small groups, said Mildred C. Dandridge, director of academic advisement.

charges about the university," said spokesman Vincent Reda.

On the other end of the spectrum of current events is the mysterious disappearance of sophomore Suzanne Lyall, reported missing on March 2.

The essence of UAlbany's safety program, including the use of escorts so students may walk in groups and a blue-light system of emergency phones, already was in place, Reda said. However, returning students were sent a letter this week, explaining that several temporary safety changes, like stationing officers at the Collins Circle entrance at 1400 Washington Ave. during the evening, had been made permanent.

Nationally, schools like the University of Maryland and the University of South Carolina have semester-long programs on college life, said Robb, who developed such a course at New Paltz.

Faculty contact

Students, like Lancto at Sage, seem grateful for the chance to meet classmates early and have some one-on-one time with a faculty member. Lancto's faculty mentor is Elaine Phelan, assistance professor of accounting.

Phelan remembers her college start 20 years ago, and sees the stark contrast to the opportunities afforded today's students. The dean, predicting some failure, had told the convocation, "Look to the left. Now, look to the right, because this is the last time you're going to see these people, because 50 percent of you are not going to be here in December."■

56. Miami Herald

September 15, 1998

Tampa's magnet sets example

Broward educators see a model high school at work

By JACQUELINE CHARLES
Herald Staff Writer

TAMPA — The orchestra pit in the 607-seat Proscetium theater is so deep that it descends an entire elevator flight. Four of the 22 practice music rooms can — with the touch of a switch — simulate the acoustics in an arena or small recital hall.

Howard W. Blake High School has it all — including a 400-car parking garage, a 3,000-seat football stadium and computers in every classroom.

``I am impressed,'' said Dorothy Orr, Broward Schools Deputy Superintendent for School Operations. ``I've asked for the blueprint.''

As the Broward School District rethinks the performing arts magnet at Dillard High in Fort Lauderdale, Orr and 21 school administrators and community members headed northwest Monday to Tampa.

School Board member Miriam

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Oliphant engineered the trip so school officials could get some idea as to how to revamp the program at Dillard. The school's performing arts magnet program has been at the center of debate as some would like to see it move to downtown Fort Lauderdale to piggyback on the growing arts environment there. Others want it to stay at Dillard.

Blake didn't disappoint them.

"I want to replicate all of it," said an enthusiastic Dillard High Principal Deborah Stubbs. "The spaciousness, the rooms. The acoustics in the band and chorus room."

Sitting on the west bank of the Hillsborough River, the 2-year-old high school is in predominantly black West Tampa, next to a low-income housing project.

Like Dillard it's a school-within-a-school magnet, offering students the opportunity to study visual, performing and communication arts.

For instance, it has been suggested that the school district buy some property along Sunrise Boulevard, near Dillard, to build a separate performing arts center that would still be a part of Dillard High.

Ben Williams, a former principal at Dillard and the administrator who started Broward's first magnet program at Walker Elementary in Fort Lauderdale, said it was only fitting that Broward traveled to Tampa on Monday.

Several years ago, Hillsborough school officials came south to Broward when deciding on the Blake curriculum design.

"What you are looking at is a school with 200 days," Blake Principal David Best said shortly before giving the tour of the $56.5 million high school, the most expensive school to be built in Hillsborough County. "We had 180 days last year, and 20 this year."

Added Assistant Principal Thomas Ziegelhofer, who is in charge of the fine arts program: "We are a work in progress."

If there was any doubt before Monday's trip whether or not a program as intensive and time-consuming as performing arts can work within a traditional high school setting, Blake made a strong argument that it can. The school has 30 athletic teams and offers 28 clubs, and magnet students participate in it all.

"Academics come first here," Ziegelhofer said. "The performances are an outgrowth of what the students learn in class."

On block scheduling, students take four 90-minute classes a semester.

"It makes you feel good because you had an opportunity to help a district to make a decision," Williams said. "It's great seeing how the vision has been carried out."

While Broward hopes to look at a number of models between now and when it actually signs off on the newly restructured performing arts program at Dillard, Blake makes a good argument for keeping the program the way it is.

"This school represents the correction of a 26-year mistake of sending our kids outside of our community," community activist Carl Warren Sr. said of Blake, which sits on 18.5 acres.

Critics of the school-within-a-school concept say it fosters division between the magnet students and other students. Of 1,665 students, 800 are magnet or fine-arts students. The rest are regular or liberal arts students. But it is hard to tell the difference at Blake.

"We are all one student body," said 16-year-old Frankie Cabrera, a junior. "No one is segregated."

Regular students can enroll in dance, music, creative writing, television production, sculpting, jewelry making, drama or various arts classes. There are vocational courses as well, such as cosmetology and food preparation.

"There are definitely some things that can be duplicated here," Oliphant said. "This shows that the school-within-a-school concept can work, it actually can work."

Oliphant, who plans to sponsor several community meetings in the next few weeks, said the community will have to decide what it wants.

Among those in the Broward delegation was Margaret Roach, the widow of the school's namesake. The retired educator and Fort Lauderdale resident was honored with the school's first graduating class ring.

"For Hillsborough and Broward County to come together on behalf of children and enhancing education is just unbelievable," she said. "This is a beautiful facility."■

57. Sacramento Bee

September 15, 1998

Mentors give teens a push on the path toward college

By Jon Engellenner Bee Staff Writer

For Ryan Royster and nine other lucky Sacramento teenagers, it's like winning an academic lottery: $10,000 awaits them if they get good grades and behave responsibly for the next six years.

And they'll have adult mentors to help them make the grade.

The Sacramento Rotary Club's Youth Incentive Program, less than a year old, aims to make a big difference in a few lives at a time rather than taking a scatter-gun approach to academic improvement.

The plan is pretty simple: Pick 10 seventh-graders, pair them with responsible mentors, help them achieve every year until high school graduation, and then send each of them to college with a $10,000 scholarship.

Royster, 12, now an eighth-grader at California Middle School, said getting a college degree has always been important to him, a top priority after family and religion.

"I'd be pushing myself to get to college even if the $10,000 scholarship wasn't there," he said. "It gives me something else to strive for."

While mentoring programs are nothing new in Sacramento schools, the Rotary program is unique both in long-term commitment — six years per student — and in size of the scholarships.

The goal is to provide the ultimate in class-size reduction: One-on-one mentoring.

The Sacramento club patterned its program after ones in Oakland and Portland, Ore., where scholarships of $7,500 to $10,000 are available. Locally, hundreds of thousands of dollars has been raised to ensure the

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program will continue year to year.

Rotary officials say it's too early to predict how many of the teenagers eventually will graduate from college, but there already have been individual success stories — such as students who have boosted their grades after being paired with mentors.

Sacramento Rotary is nearly ready to select its second annual batch of 10 seventh-grade participants, based as in 1997 on student need, potential and academic support at home.

To collect their $10,000 scholarships, students must graduate from high school with college-entry grades and a citizenship record free of expulsions, drugs and alcohol. If they prefer, the students can channel the scholarship money into vocational training, such as automotive mechanic school, according to Frank Poelman,1997 Rotary president.

Bill Porter, who has experience at mentoring C.K. McClatchy High School students and helped organize the local Rotary project, said the $10,000 scholarships create a ripple effect in raising expectations.

"The money doesn't only motivate the students. I think it also motivates the parents," he said. "They may be thinking that since they don't have the money to send their kids to college, why put the idea into kids' heads."

Educators statewide praise mentoring as an important tool in raising academic achievement, but few students have access to such assistance.

While California has nearly 6 million students in its public schools, only 65,000 have one-on-one mentors and the state has invested only $20 million on such programs since 1995, according to Gov. Pete Wilson's office.

Through the California Mentor Initiative, begun in 1995, Wilson supports the recruitment of 250,000 mentors for troubled youth over the next several years.

"A majority of kids who come from challenging childhoods actually do very well in life," said state schools Superintendent Delaine Eastin. "And many of them have a common characteristic — they had a mentor.

"There are a lot of kids across the board who just aren't motivated to excel. Many of them can't read, can't write and can't spell," said Ward Connerly,a businessman, Rotary Club member and University of California regent.

Parents and adult volunteers have never been more important to the schools, he said.

"If you look at class-size reduction, the jury is still out," Connerly said. "Over the last seven years we've been kicking a lot of money into education, but the results aren't coming out the pipeline.

"The only solution is to infuse hordes of people into the system to give kids guidance," Connerly said.

Natalie Hartman of Student Buddy, which has mentors at 90 schools in eight school districts, said one of the

"It may have been an aunt or uncle, a neighbor, a teacher or scoutmaster who helped them."

In the local Rotary program, Royster is paired with Joe Grant, an insurance consultant who has helped set him up with a computer and printer to feed a passion for writing.

"Joe is good to talk to," Royster said. "He always listens

The age gap between Joe and me is not a problem. He's been there, done that."

Vanessa Royster, Ryan's mother, also applauds the one-on-one academic assistance.

"Ryan looks to Joe for wisdom and advice, as someone who's interested in him," she said. "It's a comfortable role for both."

Jeff Volberg, an attorney for the state Senate, is paired through the Rotary program with David Aviles, a 13-year-old 8th grader at California Middle School.

The boy comes from a single-parent home in which the mother is supportive, Volberg said.

"I'm not really trying to fill the father role," Volberg said. "My role has been and will be to work toward motivating him in his schoolwork and to help him set goals, especially with grades, and to work toward those goals."

That's where his mother has been tremendously helpful. She's helped enforce the goals, he said.

Volberg and Aviles have gotten together about once a month since the program started last November. After each quarterly report card, they set goals for the next quarter.

The Rotary Club donated a computer for Aviles' homework.

Put simply, a mentor's job is to get students thinking about the future. Developing a plan. Carrying it out. Long-term goals can get lost in homes ravaged by drugs or family strife, educators say.

best gifts that students can receive from an adult is their time and attention.

"There's a lot of 'mentormania' going on right now." she said. "People are reaching out to these kids. They are busy professionals who you would not expect to have the time. They say, 'Well, maybe I can help one.' "

Mentors don't place every student on a track for Harvard. In fact, some of the adults toil in unfriendly territory, with students who have serious attitude problems or come from homes that provide no academic support.

Some mentors say it's a challenge to keep their students out of teen gangs or prevent them from getting pregnant because these adolescents don't understand the repercussions of their actions.■

58. The Washington Post

09/16/98; Edition: FINAL; Section: Prince William Extra; Page V01

Schools Hoping for Page-Turner

Reading Time Aims To Improve Skills

By Ann O'Hanlon
Washington Post Staff Writer

It was day's end at Stonewall Middle School on Monday, and sixth-graders bombed through the halls trying to get to their last classes of the day, full of gusto from their gym, music or art classes.

Twenty-seven of them made their way into Janet Scott's room, the same room they started the day in, and grabbed a book and a desk. Within

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minutes, the commotion turned to silence, and every face — including Scott's — focused intently on a book.

Titles ranged from "Gentle Ben" to "The Chicago Bulls," from "The Midwife's Apprentice" to "Yolanda's Genius." The idea was to have every student reading, and as long as it wasn't a comic book, students could grab any old book off the library shelf.

The 20-minute daily program, called Sustained Silent Reading, is just one face of an intensified reading initiative at Prince William County middle and elementary schools this fall.

At the decree of Superintendent Edward L. Kelly, all middle and elementary schools now have a full-time reading specialist, intended to bring all students up to their appropriate reading level for their grade.

The goal for elementary schools is to get all students up to a third-grade reading level by the time they complete third grade, because research shows that is a critical time. "Research indicates that once you get beyond that third-grade level, a student becomes very much at risk," said Karen Spillman, director of curriculum and staff development.

And for middle schools, all principals know their goal is to make sure every eighth-grader reads at an eighth-grade level by June.

Of students who have been in Prince William schools for at least three full school years prior to testing, 72 percent of all fifth-graders and 80 percent of all eighth-graders read at or above grade level, based on 1997 standardized test scores. School reading specialists are shoulder-deep in testing right now, establishing exactly who makes up that remaining 20 to 28 percent of students at each school and how best to tailor classroom and after-school programs to boost their reading.

At Graham Park Middle School, a new software program called Fast Forward, a partnership with George Mason University and some creative scheduling will enable a few dozen students to spend 100 minutes every week in individualized tutorials, catering to their specific reading needs or troubles.

Starting next week, every student at Godwin Middle School will take a nationally accepted test in math and reading. Each will take that same test at year's end. That way the school can evaluate how far a student has come during the year, Principal Geoffrey Dodge said. At-risk students will be targeted in all their academic subjects, and teachers will employ specific reading strategies for each, based on the test and on training from the school's reading specialist.

Teacher at Marshall Elementary School are honing their skills to teach reading. Thanks to the intensified staff training, a full-time reading specialist and a daily after-school reading requirement of at least 20 minutes, every student who advanced to second grade this year is reading at level, said Principal Otelia Frazier. Frazier said 30 of those 70 children started first grade a year ago below reading level.

Kelly said the initiative, which also will focus on math skills, counterbalances the five-year plan for specialty programs at many county schools announced last spring. That initiative will offer challenging programs in science, arts and international affairs, among other specialties, for students who want to reach for more. Kelly said that if the system is going to do that much more for gifted students, it also must boost programs for those who need extra help.

The Sustained Silent Reading program helps every student, regardless of reading level, officials said. The 20-minute quiet time is in place at numerous county schools, as is its elementary school counterpart, Drop Everything And Read.

Even if silent reading doesn't improve reading skills, educators hope the daily time block will teach students to enjoy cozying up to a book. "I'm trying to encourage them to like reading, and to see that reading can be fun," Scott said.

At least one of her students needed no convincing.

Ryan Verrilli, 11, was reading Robert Louis Stevenson's "Kidnapped" on Monday afternoon, intent on every page until the bell rang. The Sustained Silent Reading period, he said, "is fun. I like the stories. Reading takes you places that you've never been."■

59. Los Angeles Times

* 09/16/98; Edition: Home Edition; Section: Metro Desk; Page A-16

Wilson Names Top Aide to State Board of Education

But foes may block nomination of Marian Bergeson to let new governor make appointment.

By NICK ANDERSON
TIMES STAFF WRITER

Gov. Pete Wilson reached inside his administration for a key appointment Tuesday, naming his top schools advisor, Marian Bergeson, to the State Board of Education just months before his term will expire.

Bergeson, 72, of Newport Beach will immediately join the 11-member board, which usually meets monthly and is responsible for setting policy for the nation's largest public school system.

Board terms are four years, except for a student member who serves one year. Nominations must be confirmed by a two-thirds vote of the state Senate. However, nominees are entitled to sit on the board with full voting powers for up to a year pending Senate action.

Prospects for Bergeson's confirmation are uncertain. The Senate does not reconvene until December, a month after state voters will elect a new governor.

A spokesman for Senate President Pro Tem John Burton (D-San Francisco) said Burton is not inclined to approve the Republican governor's appointments "at this late date." Indeed, a few other Wilson appointees to the board this year are still in limbo.

Bergeson, also a Republican, acknowledged that she may face a fight for Senate approval. But she said Tuesday: "If they look strictly at credentials and background, I think you would have a hard time turning me down based on qualifications."

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A former elementary school teacher, Bergeson was once a trustee of the Newport-Mesa Unified School District and a leader in the California School Boards Assn. She represented Orange County from 1978 to 1994 in the state Legislature and has been Wilson's secretary of child development and education since 1996.

Bergeson said she intends to continue in that post, which has a salary of nearly $108,000 a year. State board members earn no salary.

The state board in recent years has taken an increasingly activist role in shaping statewide curriculum and achievement standards. Politically, it is often at odds with state Supt. of Public Instruction Delaine Eastin, a Democrat, who is an elected official in charge of the state Department of Education.

ART PHOTO: Marian Bergeson; PHOTOGRAPHER: Associated Press■

INTERNATIONAL

60. Turkish Daily News

09/15/98

...as the new school year kicks off

If we can educate our young generation Turkey could work miracles in the next century, but that is impossible under the current system... by Ilnur Cevik The new school year has started Monday and many children are without books simply because the Ministry of Education did not take the appropriate decision to print books at the right time... But that is the least of our problems in the education field. The so-called eight-year compulsory education system has not solved any of the growing problems of our education system. On the contrary this system has added to our worries and our complaints. Little children at the age of six are required to go to classes in the same building as 15 year olds which to say the least has great drawbacks in the eyes of education experts and people involved in child psychology... Many schools lack the facilities, the schools and even the buildings to carry out their missions for the eight-year compulsory primary education system. Teachers are already dejected not only because of their poor pay but also because of the numerous defects in the system which prevents them from properly educating their children... You only have to talk to the graduates of high schools to see the deficiencies of our children... Most of them lack the cultural qualities that will be required from the new generation to cope with their counterparts in the West. The state has not been able to provide classes or even teachers in most areas in southeastern Turkey where the education of the masses is much more pressing than in our western regions... Many children will not be able to go to school and even receive the compulsory primary education that the state should provide them... These are the sad scenes in our education system as we prepare to mark the 75th anniversary of the Turkish Republic. We wish at least some of the money spent for the lavish but also equally ineffective celebrations for this anniversary was spent on education... On the eve of the 21st Century Turkey has been unable to solve its problems in education, health and judiciary and thus is facing an uphill battle to remain within the family of civilized nations. Copyright 1998 Turkish Daily News■

61. The (Scotland) Scotsman

09/15/98; Edition: 1; Page 3

Top school's pupils had cannabis

By ANDREW WALKER
The Scotsman Publications Limited

PARENTS of three senior pupils at one of Scotland's most prestigious independent schools have removed their children after they were caught handling cannabis.

The three unnamed pupils were all sixth form students at George Watson's College, Colinton, Edinburgh. The school has made it clear they would have been expelled if their parents had not voluntarily withdrawn them.

Police are investigating two incidents which involve both the possession and supplying of cannabis at the school gates. The incidents are believed to have occurred shortly after the school resumed operations following the summer holidays.

Frank Gerstenberg, the principal of George Watson's College, which has more than 2,000 students, confirmed last night that the pupils had been withdrawn by their parents after the school authorities launched an investigation.

He said school staff had been tipped off about the activities of two sixth-formers outside the school gates. The subsequent inquiry found a third pupil had also been involved.

The parents of the three pupils were informed and all were immediately withdrawn. Mr Gerstenberg also wrote to other parents informing them of the incidents and outlining the actions taken.

Lothian and Borders Police were informed. A force spokesman said last night: "We can confirm that we are currently investigating this matter and can make no further comment."

The revelations are doubly embarrassing for the school as George Watson's senior pupils have been heavily involved in a high-profile project co-ordinated by the Government-backed Scotland Against Drugs campaign.

It is not known if any of the three

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withdrawn sixth-formers were involved in the project, in which pupils from George Watson's worked alongside their counterparts from the comprehensive school, Castlebrae Community High, at Craigmillar, Edinburgh.

Public funds totalling almost GBP 37,000 awarded by Scotland Against Drugs enabled senior pupils from both schools to take part in a wide-range of anti-drugs activities and participate in a field study trip to New York, where they visited schools.

One of the main aims behind the two-year project was to involve pupils from different social backgrounds to highlight the fact that anyone can become involved in drugs.

Mr Gerstenberg yesterday made no attempt to hide his disappointment saying the school had been "let down" by the actions of the withdrawn pupils. He said the hard line taken by the school was in line with its policy towards drug-related incidents.

"The school received information that a pupil had been passing an illegal substance to another pupil outside the school gates," he said. "Investigations led to questioning of three pupils, all of whom admitted to passing on or receiving cannabis. The three pupils involved have been withdrawn by their parents."

The chairman of the school's governors had been consulted throughout and the police had been informed, Mr Gerstenberg went on.

"The school is acutely aware that in every school nowadays there are pupils who experiment with illegal substances.

"It is school policy that any pupil who becomes so involved is liable to be asked to leave the school and that has been adhered to - we have always taken a hard line. I feel let down by the pupils and I am sure their parents feel let down as well, but that is not the point.

"At the same time, the school has an extensive education programme which points out the dangers of taking any such drugs. It recognises that each such withdrawal represents a personal tragedy and makes every effort to help pupils who are withdrawn to continue their education in as appropriate a way as possible and to provide support in the future."

Other independent schools in the Edinburgh area have taken a hard line against drug-using pupils. Three years ago, three pupils at Loretto School in Musselburgh were suspended after being caught inhaling crushed sleeping pills.

Fettes College in Edinburgh expelled six pupils for drug-taking in 1992, and two years ago a 15-year-old pupil was expelled from George Heriot's School for an incident involving cannabis.

Parents can pay up to GBP 8,000 a year in fees for their children to attend George Watson's College, which is named after the first accountant of the Bank of Scotland, who founded the school in the 18th century.

Famous former pupils of the school which has extensive grounds in the west of Edinburgh include Sir Malcolm Rifkind, Lord David Steel and the Scottish rugby internationalist brothers, Gavin and Scott Hastings.

A parent of one pupil not involved in the incidents said: "It came as a complete shock to learn this. The school has kept it very quiet. It's a shame for the families involved but someone has to take a firm stance against drugs."

A former governor of a public school in Edinburgh, who asked not to be named, said: "The problem of drugs affects every school in Edinburgh, both public and private, and there appears to be no easy answer."

George Watson's College last night refused to reveal the identities of the pupils involved but confirmed that pupils from both sexes had been removed by their parents.■

62. The (Scotland) Scotsman

09/15/98; Edition: 1; Page 4

Teachers rap emphasis on three Rs

BY TOM LITTLE
Education Correspondent
The Scotsman Publications Limited

THE drive for better results in the "three Rs" is forcing schools to neglect other vital subjects, teachers warned yesterday.

They claimed increased emphasis on English and mathematics ignores the important role of classes such as drama, art and PE in boosting the confidence of pupils and preparing them for adult life.

Leaders of Scotland's biggest teaching union, the Educational Institute of Scotland, said they have become so concerned at the trend they are planning a public campaign to protect such "non-core" specialist subjects.

The campaign will draw attention to the decision of successive education ministers, including the incumbent Helen Liddell, to put literacy and numeracy at the centre of their plans for improvements in schools.

This policy has led to the early intervention programme in primary schools and helped to shape exam result targets for secondaries. The Scottish Office yesterday rejected the criticism of such policies, which also received strong parental backing.

Fred Forrester, the EIS depute general secretary, said the focus on reading, writing and maths takes little account of how the whole curriculum provides a rounded education for children.

He said that, for example, studying drama makes children more articulate and confident, while proficiency at sport or a musical instrument brings greater self-belief and focus. Experts have claimed this is particularly important for children from deprived areas.

Mr Forrester said: "It is undoubtedly true that the emphasis in government policy on the basics is causing these other areas to lose out. There is a persistent rhetoric from central government that the most important parts of the curriculum are English and maths. The previous government started this and the present one continues it.

"We agree they are important, but we also believe there are other areas which are extremely important but which are in danger of being neglected.

"There is a growing danger at the present time that all the money from the government is being earmarked for the basics and, by definition, achievement in exam results is focused on that as well. We think it has gone too far and we need to think about other areas of

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the curriculum."

EIS officials wrote to the education directors of all Scotland's 32 local authorities yesterday, asking for their views on the matter.

The union plans to invite the two main parents' representative bodies, the Scottish School Boards Association (SSBA) and the Scottish Parent Teachers' Council, to join a publicity campaign this year.

The campaign will probably include the distribution of leaflets to parents and press releases drawing attention to the importance of all parts of the school curriculum.

Plans were drawn up by the EIS after members expressed their concern at the union's annual meeting in June. At that time delegates unanimously backed a motion in support of specialist teachers.

The campaign will be discussed in detail at the next meeting of the union's education committee in late October, and the publicity drive will follow.

A Scottish Office spokeswoman rejected the EIS criticism, saying that pupils received a balanced education through the five to 14 curriculum and then through their own choice of subjects in later secondary school.

She added: "Literacy and numeracy are of the greatest importance as they are the key to accessing all other areas of the curriculum."

David Hutchison, the SSBA president, also expressed misgivings about the EIS approach. He said: "While I agree that a rounded education is important, the core subjects have to be central for children to make their way in the outside world.

"The government is on the right track in focusing attention on literacy and numeracy in schools. My impression is that there is a requirement to try to raise standards in these areas, and when I speak to employers they agree."

A group of English headmasters also entered the debate yesterday with a report which suggested the development of pupils' leadership skills was undermined by the focus on exam passes.

In their report, Developing Leadership in Schools, Nicholas Bomford, the headmaster of Harrow School, and others claimed that schools throughout Britain were under "excessive" pressure to succeed in academic league tables.

The authors called for a new national record of achievement encouraging responsibility, teamwork and leadership skills in schools. They also put the case for schools' inspectors to include leadership skills in reports.■

COMMENTARY

63. Christian Science Monitor

09/15/98; Edition: ALL; Section: OPINION/ESSAYS; Page 11

After 20 Years, an 'F'

The Department of Education is not measuring up

By Max Schulz

As parents face the start of another school year, they are preoccupied with thoughts of what their children need - pencils, paper, notebooks, haircuts, new clothes, and the like. Nowhere on most parents' lists of things their kids need to grow into educated citizens, however, is the US Department of Education.

Our national experiment with a federal education agency is approaching the 20-year mark. And after two decades, the results are pretty clear. Since the department was created in 1979, there has been no improvement in test scores, no improvement in literacy rates, and little sign that the billions of dollars poured into education by Washington have helped anyone. Public schools, especially in inner cities, often are violent "Work-Free Drug Zones," breeding grounds for crime but not for learning.

The Department of Education will cost taxpayers $33.5 million in fiscal year 1998, after the Republican Congress and President Clinton worked together to increase the Department's budget by 12 percent over 1997. It will spend this year more than double what it spent when it was created, when its sponsors were promising the federal government's role in education would not increase.

In fact, proponents argued at the time that creating a Department of Education would actually streamline the federal government in that area.

It is worth studying exactly how the Department of Education came in to being in the late 1970s, since it gives a clearer picture why the department's doors remain open, despite the rhetoric about shutting down unnecessary agencies that accompanied the 1994 elections.

In 1976, presidential candidate Jimmy Carter pledged to create a federal **education department** if elected.

He made that promise more to the National Education Association (NEA) than to the public, and it won him that union's support.

As president, when he tried to make good on it, Congress refused to go along, narrowly rejecting attempts to add another bureaucracy to Washington's mix.

The idea of creating a federal education agency was considered so monstrously bad that even The Washington Post and The New York Times ran editorials denouncing the plan. The Post called it "a wretched idea." It warned that "by sheer bureaucratic momentum, it would inevitably erode local and state control over public schools." Predicted another editorial: "A Department of Education, if such unfortunately is enacted into law, will become a gigantic single- minded lobbying outfit. It will be the NEA writ large."

Congress took up the question once again in 1979, and this time it barely squeaked through. The House of Representatives voted 210 to 206 to approve legislation to draw a new Department of Education out of the old

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Department of Health, Education, and Welfare. A shift of two votes would have meant a tie, and the measure would have failed.

Two votes. Surprisingly, two very junior Republican House members, who 15 years later would orchestrate their party's revolutionary takeover of Congress, voted that day in favor of creating a federal Cabinet-level Department of Education. They were Newt Gingrich (R) of Georgia and Trent Lott (R) of Mississippi, now House Speaker and Senate Majority Leader respectively.

In light of this history it should surprise nobody that the current leaders of the House and Senate have done nothing to advance the idea of eliminating or even paring back the Education Department. The amazing thing is that they first supported it.

It's even more amazing, considering the evident failure of Washington's role in education since that day in 1979, that Mr. Gingrich today ignores this evidence and chastises his colleagues for failing to do the same. Just last November he was quoted saying, "There was a long period when Republicans thought education was a local issue and didn't realize it was a national issue."

But is it really a national issue that requires federal oversight? After two decades of testing, can he, or anyone else, point to any palpable national academic achievements that stem from having created a US Department of Education?

About all that we can point to is a top-heavy, centralized agency whose bureaucratic torpor stifles innovative and much-needed reform, a monolith which foists unpopular and unworkable programs such as bilingual education on schools nationwide, a goliath which wastes frivolously tax dollars that should be spent prudently at the local level.

It's time to do for education what we did for welfare - get the federal government out of it. Let the nation, and not the nation's capital, handle this issue.

Max Schulz is an adjunct scholar with the Frontiers of Freedom Institute in Arlington, Va.■

64. The Washington Post

09/16/98; Edition: FINAL; Section: OP-ED; Page A17

To Work On the Schools

By Geneva Overholser

Yet another school year begins, and way too many kids are going to crummy schools. But there's something new this year: We are moving beyond denying, ignoring or lamenting it all, to doing something about it.

Diane Ravitch, an academic who was assistant secretary of education under George Bush, and who does consistently hard-nosed and compelling thinking and writing about education reform, says that "tectonic plates are shifting."

It's a good analogy for a critical part of American life that seemed to have hardened into hopelessness. Interestingly, it's the reforms from last time around that caused the hardening. As Ravitch describes it, education reformers at the turn of the last century decided that schools needed to be taken out of the hands of local politicians and turned over to professionals. That way, the best in new educational thinking could be brought to bear on every child's life.

Things worked well enough for a while, says Ravitch. But over time, respectable professionalism puffed itself into bureaucracy. With so many schools today shamefully weakened and troubled, wresting power out of the hands of bureaucrats is the challenge — and politicians and the public are engaging in it. Today, education reform is everywhere in the air.

It's high time. Many urban schools are in horrible shape. A quarter of America's public school kids go to them, and many are miserably ill-served. Part of the problem is the wretched sea of poverty, joblessness and violence in which many of these schools seek to stay afloat.

But big-city schools are not the only worry. In too many suburbs and smaller cities and towns, inertia has settled over the schools like sleeping dust. A dulling mediocrity reigns.

The first efforts at change tend toward faddism. There is a rush of new charter schools, a form of experimentation within existing districts. The **Education Department** estimates there will be more than a thousand this year. There is heated debate about vouchers, a kind of publicly funded mini-scholarship to enable kids to attend private schools (its constitutionality to be determined). And some districts are contracting out to private firms the teaching and administration of schools.

Such experiments can be useful both as goad to reform and as indicator of what may work. But we're foolish to get bogged down arguing over them. Real change must reach much farther to embrace the mass of plain old public schools, which — whatever fate befalls the scattered test efforts — will ever be with us.

Here, surely, the place to put our efforts is in teaching. All the rest — class size, physical resources, local administration — can help. But good teaching is the vein of gold. To mine it, we'll have to pay more to attract and keep the best. And we'll need to be sure we get our money's worth by requiring strong preparation, and performance up to measurable standards.

The average public schoolteacher made less than $39,000 in 1996-97 — not enough to attract the best newcomers to a lifetime of teaching. But along with higher salaries, teachers must loosen their self-protective grip on the status quo. Even here there is hope: When the National Education Association's president talks of "a new unionism," you know that yet another obstacle is falling.

Indeed, one of the most interesting proposals for school reforms I've seen came from another union source — Adam Urbanski, president of the Rochester, N.Y., Teachers Association and vice president of the American Federation of Teachers. (It was in Education Week on Jan. 31, 1996: "Make Public Schools More Like Private.") He proposes an intriguing blend of market pressures — competition for students — and increased local autonomy.

At the turn of the last century,

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reformers were not expected to provide every kid with the same educational opportunity. Plenty were written off academically, leaving for jobs that no longer exist. Our challenge is harder, and the solution yesterday's reformers arrived at — leaving it up to the professionals — won't do. This time, the public is needed.

Arlene Ackerman, the new superintendent of schools for the District of Columbia, told me that the main difference between the job she left in Seattle and her new one is public support. In Seattle, the mayor held a community-wide summit, which resulted in putting a levy on the ballot. The effort "just galvanized the community behind the schools."

"I do believe we are in a crisis. It needs the attention of more than just educators. We need the commitment of all parts of the community to educate our children well."

This year, it just might be coming.■

65. The Indianapolis Star

09/14/98; Edition: CITY FINAL; Section: EDITORIAL; Page A11

Improving education

The Sept. 6 editorial regarding the high remedial education rates among new college students included an accurate summary of my telephone conversations with the editorial writer. However, I worry that part of the conclusion drawn from these comments may be misleading. Specifically, I am referring to the call for more homework.

More homework in and of itself is not an answer to the problem of low levels of academic subject mastery in our schools. It depends on whether those assignments can actively engage students in their learning and whether students can spend the concentrated time and effort required for subject mastery. Teachers, administrators and

There is a tendency for people to think that learning more things leads to more learning. There is some strong evidence to suggest that the opposite may be true. For example, students who especially agencies that impose external mandates must avoid overstuffing the curriculum.

Students and their families must also choose carefully how to spend their time. The vast amount of information we now have available makes it harder to focus our attention at the level needed for academic subject mastery.

are exposed to fewer math topics, spending more time learning each one in depth, tend to retain more than those who cover a larger breadth of topics, each given less time.

What we need to improve the performance of students is place a greater focus on quality and not on quantity.

VICTOR BORDEN Director Information management and institutional research, IUPUI Indianapolis■

66. The Indianapolis Star

09/14/98; Edition: CITY FINAL; Section: EDITORIAL; Page A11

Rating SAT scores in broader context

KRISTEN MCVEY
JEREMY STEPHENSON

SAT scores pack far less punch than is believed. The Star's Sept. 2 article on Indiana schools and the SAT didn't tell the whole story. Evaluating data requires more than just a look at the numbers themselves. There are some congratulations in order for Indiana's small improvement in the rankings, but this does not provide a true reflection of the worth of education in Indiana.

SAT scores are but one educational quality "indicator." The scores themselves cannot explain Indiana's educational performance and the contributions of individual schools to the new place in the rankings.

Taken alone, the figures in the article appear impressive. Weighed in context, however, the numbers tell a different story.

For instance, while many of the SAT scores were impressive for individual Indiana schools, the percentages of their students who participated in SAT testing were not mentioned. In reference to the latest figures, several schools had exceptional scores, but in many cases only a very small percentage of their students took the exams. Consequently, attention to multiple indicators is important in telling the whole story.

Schools that are increasing their test participation while simultaneously raising their test averages deserve real commendation. While many cannot boast averages as significant as the exceptionally high-scoring schools, these schools are truly progressing in boosting their participation and scores. Such accomplishments, taken together, validate their successes.

Standardized test scores are a partial reflection of some students' achievement, so it is critical to examine such figures within the framework of the larger educational picture.

By themselves, SAT scores are only one piece of the educational quality puzzle. They are far more useful if examined in context alongside other educational indicators. Aside from SAT scores themselves, participation, advanced placement scores, ISTEP trends, graduation rates and a multitude of other measuring sticks complete the educational quality puzzle. These dynamics together comprise the backbone of educational quality for all Indiana students.

For those wishing to undertake a more thorough investigation of central Indiana schools' performance, the data are available. This week, the Hudson Institute and CLASS's Annual Report on Student Performance will be released. It profiles Marion County and the eight surrounding counties' schools.

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The report provides ISTEP date, Essential Skills scores, pupil-teacher ratios, SAT trends and many other school indicators; it gives a comprehensive look at the current state of Indiana education.

The public is entitled to know what the numbers say. The Hudson report is a valuable resource for educators and parents who wish to see how their schools are serving children. The numbers are there and they speak volumes.

McVey and Stephenson are research assistants for Indianapolis-based Hudson Institute.

ART CREDIT:TIM BRINTON; ILLUSTRATION; ILLUSTRATION■

67. Greensboro News & Record

09/14/98; Edition: ALL; Section: EDITORIAL; Page A8

STATE SCHOOLS STILL HAVE A JOURNEY AHEAD

By PHILLIP J. KIRK JR.

North Carolina can be very proud of its continuing improvement on SAT performance. In fact, our students have shown more improvement than any other state in the past 10 years. Our students have gained 34 points while Oregon is a distant second at 25.

Yet we have a long way to go to get our test scores where we want them to be. One area for improvement is to get students to take more Advanced Placement courses. Higher expectations also play a role, as well as requiring more rigor. Schools need to re-emphasize to students who plan to take the SAT to take the PSAT and to concentrate on the end-of-course tests. Academics need to be emphasized at every level. And, every course needs a well-trained teacher leading the instruction.

These efforts, combined with the ABCs program and Smart Start will result in improved SAT scores. SAT scores are good predictors of how well students may do in college. Using these scores to rank or rate teachers, students or schools is invalid because it does not

At the same time, the number of North Carolina students taking the SAT is increasing. Sixty-two percent of our eligible students took the test, while many states had much lower percentages of student test-takers. Mississippi and Utah, for example, far outdistanced our scores, but only 4 include all students. The College Board, administrators of the SAT, refuses to rank states because it would be an invalid comparison.

A more meaningful measure of public school progress is the National Assessment of Educational Progress (NAEP). The latest NAEP results show North Carolina's fourth-graders above the national average in mathematics and the state's eighth-graders above the Southeast average and near the national average, also in mathematics.

Despite the pitfalls and weaknesses in using SAT scores to rate our schools, the scores are an important factor for students going to college, and students need to strive for improvement.

Former Gov. Jim Martin and former State Superintendent Bob Etheridge reacted to the state's dismal overall ranking on the SAT 10 years ago, and they, along with the legislature, State Board of Education, Department of Public Instruction, local educators and the students who take the SAT, deserve the credit for our improvement.

percent took the test. Our African-American students posted a five-point gain, compared to a three-point national gain. Our Hispanic students average score is 68 points higher than Hispanic students nationally.

The State Board of Education has four priorities: higher student achievement; quality professionals; safe and orderly schools; and effective and efficient operations. Rising SAT scores prove that we are making progress on our No. 1 goal of improving student achievement.

We have a long way to go to have all students performing at high levels; however, the trends are definitely in the right direction.

The writer is chairman of the State Board of Education.

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68. The Washington Post

09/16/98; Edition: FINAL; Section: OP-ED; Page A16

Competent Leaders for UDC

The Post's Aug. 29 editorial "What Kind of UDC?" repeats uncritically Andrew Brimmer's message to the UDC community. His analysis of the problem — weak and inadequate management — is correct. His proposed solution of hiring yet another administrator, albeit a competent manager, makes no sense. The current administration has amply demonstrated its inability to manage UDC, because the student enrollment plunged under its stewardship from more than 9,000 to just over 4,500 and continues to drop.

Eighteen months ago, the current administration undertook a massive reduction in force to close a budget deficit that had been created by poor management. The administration could have focused the cuts on the 19 (out of 32) programs the control board had identified as being unproductive. Had this approach been followed, fully 80 percent of the student body would have been unaware that any faculty reduction had taken place.

Instead the administration chose to spread the cuts across all programs, with some of the most successful programs taking the highest hits. Almost the only students unaffected by the reductions were those few in the unproductive programs. In addition,

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scarce resources continue to be squandered on the unproductive programs, leaving little or nothing for the viable ones. Not surprisingly, enrollment has dropped by 50 percent since these ill- advised actions were undertaken.

The answer is not to add another manager but rather to replace the administration with competent leaders.

CARL FRIEDMAN

Arlington■

69. The New York Times

09/16/98Section: Editorial Desk; Section A; Page 28, Column 5

Good Pay, Good Teachers

To the Editor:

A Sept. 8 news article describes the New York City Board of Education's aggressive efforts to recruit teachers, including hiring two dozen math and science teachers from Austria. There is one substantial resource that the board has consistently overlooked: teachers who would continue to teach beyond retirement age on a reduced schedule if their retirement benefits were not adversely affected. Currently, retirement payments are based on the average of the last three or five years of a teacher's salary.

Many excellent and experienced teachers who are eligible for retirement would teach part time if the rules were modified to eliminate the part-time penalty. These "senior" teachers not only would fill school vacancies, but they would also serve as mentors to younger staff members.

ARDEN RAUCH

Schenectady, N.Y., Sept. 9, 1998

The writer is a science teacher.■

70. The (Wis.) Capital Times

09/15/98; Edition: All; Section: EDITORIAL; Page 9A

DON'T PICK ON SPECIAL ED TO MAKE POINT

By Donna Rosinski

Dear Editor: I was dismayed to read in an otherwise thoughtful column by Jacob Stockinger(8/31/98) a parenthetical suggestion that perhaps if the district can charge textbook and user fees for sports and the arts, "maybe it would also be fair to charge a certain percentage of high medical and staff costs to the families of special education students."

I know that the point of your editorial was not to discuss special education funding, but I would like to point out a few facts.

First, the textbook fees are being paid by the families of all students, including special ed students, unless they can't afford to pay. Special education costs, since they are higher than those of regular ed, are partially reimbursed by both federal and state governments. Our state government has never funded categorical aids for special education up to the level specified in state law.

Also, the Madison school district is now billing Medical Assistance and the private insurance companies of the families of special ed students to recover the cost of some services, such as occupational therapy. But however they are funded, the services that special ed students receive are needed in order for them to benefit from their educational programs.

The cost of special education is offset by the results that it achieves, allowing many children who might have spent a lifetime in an institution (at enormous taxpayer expense) to become taxpayers themselves. Many therapies that these children need are not provided by the schools, nor are they covered by MA or private insurance, so parents spend plenty of their own funds, if they have them.

Please don't gratuitously whip up public sentiment against special ed students and their families just to make a point; their lives are difficult enough.■

71. Buffalo News

09/14/98; Edition: CITY; Section: VIEWPOINTS; Page B3

EDUCATION DEMANDS DEDICATION, HARD WORK

After reading the Aug. 26 News article, "Black gains in college seen slipping," I must respond to this never-ending demand to give preferential treatment or financial aid based not on academic qualifications but on racial quotas.

I have been a mathematics teacher and an administrator in public schools for over 32 years and I know for a fact that every student has the same opportunity to learn regardless of race, creed or color. It is easy for someone to say that discrimination is prevalent in our public schools. Academics has always demanded hard work and dedication to learning from all students.

Perhaps it is time that we stop blaming the schools, lack of finances or the lack of good or black teachers for the constant failure of a specific student

population to achieve academic success. The schools are available to everyone. Every child has the same and equal opportunity to learn. Many of us have struggled under the same conditions, perhaps even worse, without demanding, whining and pursuing special treatment.

There is no public school in America where everyone passes or fails. Those who pass seldom complain. Those who fail constantly complain, make demands and justify their failure by blaming everyone or everything except the student sitting in the classroom. Education is not easy — it must be earned by the sweat of the brow and dedication to learning.

Eugene Kobylinski Tonawanda■

72. Wisconsin State Journal

09/14/98; Edition: All; Section: OPINION; Page 5A

NON-RICH SCHOOLS NEED MORE RESOURCES

By Terry Craney

When students throughout the state returned to school last month, they walked into a wide range of learning environments.

Some entered spanking new, expansive facilities with the latest technology, libraries brimming with volumes of up-to-date books and

Wisconsin's system of school finance has traditionally favored districts with high property values. Recent changes to the state's school aid formula and the imposition of revenue controls on school districts have made the situation much worse.

Because of these inequities, more than 100 school districts from throughout Wisconsin are challenging the state's school financing system, including revenue controls. The Wisconsin Education Association Council has joined that lawsuit. The suit claims the system is unfair and unconstitutional because children are not receiving equal educational opportunities. The State Appeals Court recently heard oral arguments in the case.

The lawsuit focuses much of the blame for the inequities on a 1993 law that places severe restrictions on how much money school districts can raise. Revenue controls basically froze all inequities that existed when they took effect in 1993. From that point forward, revenue controls and school finance policies have generally increased the gap between the poor and rich districts.

Under revenue controls, allowable spending is tied to enrollment. Districts are allowed to increase spending by a specific dollar amount, currently about $209 a student. That may be OK for districts in economically vital and friendly classrooms filled with the latest in resources.

Others entered dingy, dilapidated buildings with broken windows, buckets catching dripping rainwater in the hallways, torn and tattered books from the 1970s and 1980s, broken chairs and overcrowded classrooms.

State laws adopted in recent years growing areas, where enrollment is climbing and budgets are allowed to increase. However, districts with stable or declining enrollments - typically in poorer areas - are losing money.

For example, a district that spends $7,000 per student and loses 10 students must cut $70,000 from its budget, under revenue controls. However, the loss of those 10 students does not necessarily allow the district to close any schools, reduce staff or cut maintenance costs. It is forced to cut directly into educational programs.

Also, revenue controls do not account for the greater cost of educating high-needs students. Students from low-income backgrounds or who have special needs require more educational resources. Districts in economically disadvantaged areas typically have more high-needs students.

It's true the state does provide "categorical aids" for some high needs students, including disabled children and limited English- speaking students. But these categorical aids are not keeping up with the need, forcing districts to make cuts elsewhere - such as regular education programs.

In some cases, districts are forced to reduce or eliminate the very programs and services that help high-needs students - reading recovery, social workers and guidance counselors, for example.

have exacerbated the inequities in education in Wisconsin. They have increased educational opportunities for economically advantaged students while decreasing educational opportunities for low-income, disabled and limited English-speaking students.

Ironically, at the same time the state imposed these restrictions on school districts' resources, it greatly increased expectations for students, schools and teachers by developing new model academic standards, proficiency tests and graduation tests.

We all support high expectations. We are proud of the fact that Wisconsin public schools are among the best in the nation. That is evidenced by our students' consistently high performance on national standardized tests. Wisconsin students, for example, have scored first or second in the nation on the ACT college-entrance exam for 12 consecutive years.

But it is unreasonable to expect school districts to meet new, higher expectations at the same time the state is robbing them of essential resources. That's like giving a baseball player a smaller bat and asking him to hit more home runs.

The governor and Legislature must shoulder the responsibility of establishing a school finance system that builds stronger schools in every part of the state so that every student can meet higher standards.

That goal can be accomplished by eliminating revenue controls and by adjusting the aid formula to provide aid where it is needed the most: in communities with high-needs and economically disadvantaged students.■

EDITORIAL

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73. Boston Globe

September 16, 1998

A smart approach to welfare

Huge educational opportunities are buried in welfare reform. States that now have the attention of welfare recipients have the chance to push for academic improvement - from learning to read to going to college - that helps people get jobs.

But this possibility will shrivel if the House fails this week to pass an amendment to the Higher Education Reauthorization Act that lets welfare recipients spend more time pursuing both vocational training and post-secondary education.

The amendment comes from Senator Paul Wellstone of Minnesota and would expand the current law. Right now, one way for a limited number of welfare recipients to meet the work requirement is by spending up to 12 months in vocational training. The Wellstone amendment would increase the time period to 24 months and allow for post-secondary education as well. For some people this could mean having enough time to attend a community college and earn an associate's degree.

Wellstone also wants to tweak the law's cap on who can get training. Currently, only 30 percent of a state's welfare recipients facing a work requirement can fulfill it through vocational education. The Wellstone amendment leaves this limit in place. But it would remove the law's plan to count teenagers toward the 30 percent limit by the year 2000 - a move that could make valuable educational options even more scarce.

A criticism of the Wellstone amendment is that it is backsliding on welfare reform, softening the call for change. But rather than backing away, this amendment seeks to fine-tune reform. It stands to give states another tool to move recipients off welfare. Education and training programs - especially those run by community colleges - have had impressive success at helping recipients and nonrecipients manage all their responsibilities so they can pursue an education that leads to work.

These programs aren't for everyone; some welfare recipients will benefit from a strict work-first approach. But for others, education can produce the individual progress that politicians of all parties dreamily describe in their rhetoric.■

74. Springfield (Ill.) State Journal-Register

09/14/98; Edition: M1,M2; Section: EDITORIAL; Page 6

ACT scores good, but can be better

THERE WAS both encouraging and disappointing news on the education front for Springfield and area high schools with the recent release of the latest scores on the American College Test.

First, the good news. Five of the city's seven high schools exceeded the national composite average of 21 out of a possible score of 36, and topped the state average of 21.4. Lanphier High School's composite score was 19.9, but that was a .5 increase over 1996-1997 results, while Calvary Academy's score declined from 21.9 to 19.5.

The highest composite score in the city was recorded by Sacred Heart-Griffin High School. Its score rose from 23.5 last year — when it was also best in the city and area — to 24 this year. Close behind was Springfield High School, which finished with 23.3, one-tenth of a point behind its average in 1996-1997.

THE CITY'S other public high school, Southeast, remained constant at 21.6. Overall, the composite score for all three public high schools was 21.8, two-tenths of a point higher than last year.

Among the city's other private schools, Ursuline Academy made the biggest jump, going from 20.6 to 21.8, while Lutheran High School rose nearly a point, from 21.7 to 22.6.

Leading area schools outside of Springfield was Glenwood High School with a composite of 23, four-tenths of a point higher than the year before. However, with regard to scores among other area high schools, only two schools showed improvement. Increasing over the year before were Riverton High School, from 20.8 to 21.1, and New Berlin from 21.5 to 21.6. SCORES WERE down at Porta High School in Petersburg, 22.7 to 22.1; Athens, 20.9 to 20.4; Pleasant Plains, 22 to 21.3; Rochester, 22.9 to 22.7; and Williamsville, 22.1 to 21.8.

Actually, taking into account the fact that about 1 million high school students took the test nationally this past school year, those schools that exceeded the state and national averages have a right to feel proud of their accomplishments.

In Springfield, public school students taking the ACT have scored at or above the state and national average the past five years. Officials attribute this partially to increased emphasis on the core subjects of English, math, science and social studies. District 186 also is instituting uniform academic standards so that all schools will teach the same skills in each grade level.

WE STRONGLY encourage city and area high schools to continue to direct more and more of their students into the core subjects curriculum, not just as a way of improving test scores, but also of better preparing their graduates for higher education and lifetime careers.■

75. The Baltimore Sun

09/14/98; Edition: FINAL; Section: EDITORIAL; Page 10A

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Bias in Howard school hiring?

Diversity: Charge by local chapter of NAACP against county school system is off-base.

IT MAY BE true that Howard County schools could use more African- American teachers, but criticism by the county's branch of the NAACP that suggests the system discriminates against black applicants is way off base.

Compared to other suburban Maryland school systems, Howard County has done an admirable job of hiring African Americans. It should get credit for its efforts.

The NAACP cannot ignore that more than 30 percent of the school- based administrators are black in a system whose student population is about 16 percent African-American. Blacks represent 12 percent of the county's teacher pool. Such a high percentage of black administrators can influence the education of African-American students in the county.

It is perplexing that even in Howard County, with its high concentration of middle-class African American families, that black students are not doing as well as whites or Asians on standardized tests. Indeed, Hispanic students, many of them from families where English is still being learned, often score as well or better than African Americans. It may be that black students have a greater need for teachers with whom they can identify.

School board officials say they have a hard time recruiting qualified blacks. But the NAACP contends that some veteran black teachers from other school systems have been turned down for jobs in Howard. Even if true, those individual cases do not warrant such a blanket indictment.

To believe that the school system is discriminating against black teacher applicants, one would have to believe that school system administrators, including Superintendent Michael E. Hickey, are racist.

There is far more evidence of the opposite, that Dr. Hickey and his staff are committed to finding the best teachers of any race available for Howard County schools.■

76. The Baltimore Sun

09/14/98; Edition: FINAL; Section: EDITORIAL; Page 10A

School's out for wrong reason

Election Day: Foolish state law closing schools deprives students of a prime education in democracy.

THE PRICE we pay for democracy need not include harming our children's education, but does. Maryland law provides that all schools must close for primary and general elections, except in six rural counties, because some school buildings serve as polling places.

As a result, school is out tomorrow and on Nov. 3.

Sure, the days are added on at the end or — this year — the beginning so that the mandatory 180-day school year is fulfilled. But missing two Tuesdays hurts the rhythm of education.

For too many families, the Mondays are thrown in as well. And this year that need to add two days helps account for the painfully early August opening of schools in Baltimore City and many subdivisions. That, in turn, helps explain the abysmally low turnout on opening day in Baltimore City.

Other school districts around the country demonstrate repeatedly that school can be conducted successfully while one room is dedicated to the election.

The advantage is that the rhythm of learning is maintained. Children of working parents are not set loose with little or no supervision.

Best of all, children who have been taught about democracy and voting see in action.

The General Assembly ought to amend this law. It should allow schools to operate in major jurisdictions in the next general election on a trial basis.

If those experiments show in 2000 that elections and education can coincide in the same buildings, the law ought to be changed for good.■

77. New York Post

September 16, 1998

A TIME FOR SCHOOL SAFETY

The Board of Education seems set to vote tonight to approve a plan that will turn New York City school-safety operations over to the NYPD. What is extraordinary is just how much controversy this straightforward, common-sense idea has engendered.

New Yorkers know it's been a long, long time since the public schools acted

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as zones of safety for children; instead, the schools have been islands of sanctuary for the criminal element. One big reason: Unless the police have probable cause to believe a crime has been committed, they can't enter a public school except when summoned by a principal, or after their presence has been approved by the Board of Education. This has left safety issues largely in the hands of an unarmed and ineffective school-security force.

Since he took office, Mayor Giuliani has been trying to fix this by handing school security over to the NYPD. (Police presence has been beefed up in recent years; officers now patrol 130 junior and senior high schools.) But at every step, he has met resistance from the Board of Education, Chancellor Rudy Crew and tiresome, self-appointed representatives of the community.

What we have here is the usual combination of bureaucratic turf-protection and civil-liberties zealots who believe the right of criminals to victimize children outweighs the latter's right to safety and security. And, yes, the usual claims of racism have flown from the usual quarters, charging that the NYPD can't be trusted to enforce the law impartially, etc.

Still, while the logjam has finally been broken, it's not time to pop the champagne corks yet. The proposed plan falls short in several crucial respects.

On the positive side, the NYPD would take over the recruitment, hiring and training of the approximately 3,200 school-safety officers from the Board of Education.

But the negative side of the ledger is formidable. The police would have to share their decision-making authority with school principals on matters of security. Disputes would be settled by a cumbersome joint-committee process. Police training will emphasize the unique culture, diversity and structure of the city's schools. (We'll say.)

That it has taken so long to get even to this point is simply unacceptable. That anyone could expect children to learn in an atmosphere of insecurity and often violence is unbelievable. That people are still fighting efforts to keep kids and teachers safe is unconscionable. ■

78. New York Daily News

September 16, 1998

Building Blocks For Safer Schools

School has been open for more than a week, and still school buildings are plagued with dangerously loose bricks, leaky roofs, crumbling plaster and a host of other serious safety violations. And no wonder. So many agencies are responsible for making school buildings safe that none can be held completely accountable — and none is doing the job well.

Only good luck and God's blessing — certainly not improved accountability — have prevented a repeat of the kind of tragedy that occurred in January, when 15-year-old Zhen Zhao was struck and killed by a brick that fell from Brooklyn's Public School 131.

Four agencies — the city's Buildings Department and Department of Design and Construction, the state's School Construction Authority and the Board of Education's Division of School Facilities — all have roles in inspecting schools and making them safe. That's enough bureaucracy to allow for plenty of buck-passing but far too much to actually get anything done.

The solution is for the Board of Ed to leave construction, inspection and repairing schools to the experts — just as it should surrender all other other noneducation functions, including school security and food service. School officials have more than they can do to teach kids to read, write, cipher and become responsible citizens. Anything more is a recipe for disaster.

Brooklyn's PS 99 is a case in point. In room 309, huge strips of peeling paint hang from the ceiling. Tape holds together the heating ducts in the gym. Ceilings leak, and walls are spotted with mold and mildew, a sign of poor exterior structure.

Yet PS 99 was taken off a list of buildings needing repair because, according to the board, it was "nonhazardous and ready to occupy." Ready for whom?

If things are ever to get better, overlapping jobs now done by the School Construction Authority and the Design and Construction Department must be merged into a single accountable agency. And the School Facilities Division — those folks who gave us the School Lease Fleece — should be scrapped and its inspection functions turned over to the Buildings Department.

However, as things are now, the Buildings Department inspects schools only when it receives complaints. That's not good enough. Fortunately, as a result of a lawsuit by the United Federation of Teachers, the department has been ordered to work out a complete inspection schedule for all city schools. That's a good first step, but the reality is that there already is a backlog — 93 schools in need of repair — and most have been on the list since the 1996-'97 school year. That is unacceptable.

If responsibility for inspection and repair continues to be governed by multi-agency fingerpointing, the city's crumbling schools will become little more than booby traps for kids.■

79. The Washington Times

09/15/98; Edition: 2; Section: A;CULTURE, ET CETERA; Page A2

KILLER KIDS ...

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KILLER KIDS

"After the {May 21 school} shootings in Springfield {Ore.}, columnists for the Portland and Eugene newspapers trotted out the now-familiar numbers: the 8,000 on-screen murders that the average American child will witness before finishing elementary school; the 106 deaths in `Rambo 3' and the 264 in `Die Hard 2,' et cetera.

"But it isn't the amount of violence in films, it's the quality of it: the way on-screen killing is presented, the way it's at once glamorized and trivialized. No intelligent person believes that the overwhelmingly graphic depictions of violent death in `Saving Private Ryan' are going to inspire maniacs of any age to rush out and start slaughtering people.

"There's a considerable body of anecdotal evidence, however, to support the belief that movies like `Natural Born Killers' have influenced any number of young killers. . . .

" `We have movie role models showing violence as fun, and video games where you kill and get rewarded for killing,' observes Sissela Bok, author of a book . . . on the effects of violence in the media.

"Also, `a lot of violent movies blur the lines between the good guys and the bad guys, and make a hero of anyone who fights,' points out Harvard Medical Center's Alvin Poussaint. Even more troubling, Poussaint adds, is that `children now say in a proud voice that the violence doesn't upset them, as if that's part of growing up.' "

- Randall Sullivan, writing in "A Boy's Life," in the Oct. 1 issue of Rolling Stone

MEDIA EVENTS

"The big media companies face an acute dilemma: In this information-sodden era, when consumers are presented with a plethora of options for entertainment and diversion, how do you persuade them to sample your goods?

"The Hollywood film studios have provided one answer: Concentrate your resources on a few major releases each year. . . . The news producers have reached the same conclusion as the film studios, many of which are owned by the same parent companies, and the result is `event journalism' - gripping human narratives, usually involving celebrities, that go on for months. Stories like these don't come along often, but when one does - the Gulf War, the murder trial of O.J. Simpson, the life and death of Princess Diana, the Monica Lewinsky scandal - the news factories ratchet up their marketing and production schedules accordingly.

"Whatever its faults, event journalism undoubtedly succeeds economically. Between the third quarter of 1997 and the second quarter of 1998, MSNBC's ratings practically doubled. President Clinton's Aug. 17 statement from the White House about the Lewinsky scandal brought CNN its highest viewing figures since the verdict in the O.J. trial and enabled Fox News Channel to record its highest viewing figures ever."

- John Cassidy, writing on "Monicanomics 101," in the Sept. 21 issue of the New Yorker

TAWDRY DETAILS

"Someday, a good book will be written about Hollywood in the {'70s}, and most people I know with any interest at all in the subject seem to agree that Peter Biskind's `Easy Riders, Raging Bulls' isn't that book.

"Biskind's cheap-jack assembly of tawdry details, skewed psychologizing, and lethargic sociological analysis is highly readable, period. The cheapness of the enterprise is breathtaking. As you zip from one page to the next, you realize that you've been reduced to wondering, `What's the next personality defect of this or that producer/director/writer that I'm going to learn, and who's the source?' . . .

"How odd that the subtitle of Biskind's book is `How the Sex, Drugs & Rock 'n' Roll Generation Saved Hollywood,' when he is hellbent on creating the impression that they all went up in flames and nearly took Tinseltown with them."

- Kent Jones, writing in "Easy Targets, Ragging Skells," in the September/October issue of Film Comment

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80. Philadelphia Inquirer

September 16, 1998

Public aid must fund public education

Nobody should be fooled into believing that the Philadelphia School District can save money by paying $1,000 tuition vouchers to 20,000 parents to send their children to parochial schools. Nor should anyone buy Cardinal Anthony Bevilacqua's claim (Commentary, Sept. 8) that public funding of parochial schools is good law, good policy or good for education.

If the school district offered $1,000 vouchers to parents to fill 20,000 empty seats in parochial schools, the same benefit would have to be paid to the parents of 111,000 students already going to parochial schools — in total, $131 million of public-school funds turned over to the parish schools.

What would the public schools save? The number of schools, gyms, libraries and lunch rooms would remain the same. Some diminished classes might be combined and teachers let go, but nowhere near enough to make up for the cash drain. Good for Cardinal Bevilacqua, but a financial debacle for the Philadelphia School District and for the students who remain in it (far more than the parochial schools could educate).

The special-education students whose needs are the greatest and the problem students that the private schools reject would remain with the city schools, making their difficult task even more staggering.

What about separation of church and state under the Constitution? Will the parochial schools assure that public dollars are not spent advancing religious training; and if so, how would they do that? Should tax dollars drawn involuntarily from all of our paychecks be spent supporting religious education? The Founding Fathers knew about state religions and wisely chose never to let the civil government become the sponsor of religion. They were right then, and the First Amendment is still right today.

All of us, regardless of where we went to school, should support public education. It is the hope for a successful future for all our children, rich and

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poor, of all religious persuasions. We must make public education succeed and must not permit its funds to be drained away to serve other purposes.

Kenneth R. Myers Chair American Jewish Congress Pennsylvania Region■

81. Richmond Times Dispatch

September 16, 1998

Lotteries and Schools

The posturing continues. The Commission on Educational Infrastructure recently spiked a proposal to use Lottery profits to build new schools and refurbish old ones. The vote split along party lines — Democrats said aye, Republicans nay. The debate isn't over. The question will return.

During the 1998 Assembly session, Democrats desperate for an issue to call their own discovered that Virginia's schools apparently are falling apart. The horror stories suggested the average school building resembles a ruin in Sarajevo. No building falls into disrepair overnight. Until this year — when the GOP claimed a majority in the Senate and parity in the House — the Democrats had controlled the Assembly since Captain John Smith stepped ashore. If a crisis truly exists (and if it demands dramatic state action), then it happened on the Democrats' watch and was abetted by their indifference.

Although they go into the general fund, Lottery profits are directed to education. The process means that while voters originally might have considered Lottery cash a bonus, the money generated by state-sanctioned gambling helps Virginia meet its day-to-day obligations. Regarding Lottery swag and school construction, Friday's Times-Dispatch reported that State Superintendent Paul Stapleton said "he feared the move to use the Lottery proceeds would come at the expense of other educational programs that have been proven to work." His point not only is valid. It emphasizes Virginia's addiction to the Lottery.

At least part of the game relates to ego. The pol holding the purse strings can claim credit for all the good things accomplished by spreading the green around. If the General Assembly disbursed dollars that subsidized the construction of, for instance, the Richard Cranwell High School, then the Assembly — not local officials — presumably would enjoy the applause of a grateful (and gullible) citizenry.

Here's an unoriginal suggestion: Remove Lottery profits from the state budget and send them to the localities instead. Let the various cities and counties decide whether to apply their shares to mortar and bricks — or to books and mousepads. Local governments have a greater understanding of their specific needs than the Assembly.

Several years ago Governor George Allen recommended a similar policy. Yet when he asked that Lottery money be allocated to localities, an obdurate Assembly said no. And now the legislature — Democrats primarily, but supported, alas, by certain fellow-traveling Republicans — claims localities desperately need Lottery money to repair local schools. It is to laugh — indeed, to howl.■

82. Denver Post

September 16, 1998

Give schools a boost

Economic realities have forced public schools across Colorado to seek voters' help through bond issues or mill levy increases on the November ballot.

School officials present a compelling case for needing the funds.

Colorado wallows in the bottom 10 states nationally in per-pupil funding for education. If that situation continues, this state won't stay competitive in the coming century, when the job market and day-to-day survival will demand high-level skills.

Meanwhile, each fall another 15,000 to 16,000 new students showed up for class in public schools statewide.

The picture grows grimmer when inflation is factored in: Colorado today spends less money per student, in real dollar terms, than it did a decade ago.

Fewer real resources and more students add up to crowded classrooms, dilapidated buildings and a growing crisis.

Given the urgency, it's understandable that 33 school districts will be asking voters for more support in the November election.

Eleven districts are seeking a total of $86 million to improve classroom instruction. Of those 11 districts, six also are asking voters to OK bond issues to build new schools or repair existing ones. Sixteen other districts will be seeking only bond issues. Together, the districts will ask for a total of $625 million for school construction and repairs.

And the districts are offering persuasive cases for the tax hikes. Denver Public Schools, for example, has gained about 5,000 students in three years. Yet in the past 14 years, DPS has been able to add only one new school to its inventory; other construction projects merely replaced older schools that had become inadequate or unsafe.

Too, DPS knows that to boost student achievement, it must improve basic literacy skills. So, the district is seeking tax money to pay for, among other things, reading assistants in elementary schools.

Similarly, Boulder Valley and Jefferson County schools rightfully claim they need more funds to appropriately serve increasing numbers of students.

Rural districts like Leadville face especially difficult circumstances. In fact, some Lake County schools even fail to meet basic safety codes.

Colorado's schools have tried to do

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the best they can with the resources they have. But more demands are being heaped upon them, and the need for more resources has grown obvious and urgent.

This November, though, voters in many locales will have an opportunity to begin correcting the multiple problems. All our kids deserve the very best education Colorado can provide.■

83. San Francisco Chronicle

September 16, 1998

Public School Fib-Fest

NOBODY LOOKS good in the farrago that transpires when parents lie in order to send their children to public schools outside their assigned area.

Adults sanction dishonesty and send a dangerous message with their fibs. But school officials who go overboard to identify and oust trespassers also do a disservice.

As Chronicle staff writer Tanya Schevitz reported yesterday, parents have been known to pay for telephone service to a rented garage so they can show a legitimate utility bill to a questioning school district. They set up rental agreements for apartments that don't exist. They pretend they are the full-time caregivers of ailing parents who live in the good school districts. The motive is understandable. Parents want the best for their kids, and the schools to which they are assigned do not always measure up, at least in their minds. But the kids must often suffer the humiliation of being caught in adult lies.

School officials, however, need to be more helpful. Rather than taking extreme actions like hiring private investigators to ferret out the scofflaws — they should be doing everything in their power to accommodate parents. Families unhappy with their experiences in the public schools could be families that switch from opposing to supporting taxpayer vouchers to pay for private schooling. And when the day comes that vouchers are a reality, public education will be seriously threatened.

Before it gets to the point that parents even consider mendacity, school administrators should have sent a signal that they appreciate support of public education and will help find an acceptable solution.■

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