

NLWJC-Sotomayor-Box0009-Folder00001

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Tania I. Lopez to [list] at 14:51:00.00. Subject: Invitation. [partial] (1 page)	11/19/1998	P6/b(6)
002. email	IMDNaleo@aol.com to [list] at 10:52:23.00. Subject: Fwd: Reception Honoring Presidential Appointees. [partial] (2 pages)	11/23/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
 Automated Records Management System [Email]
 OPD ([Sotomayor])
 OA/Box Number: 250000

FOLDER TITLE:

[11/14/1996 - 11/23/1998]

2009-1007-F
ab695

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]

CLINTON LIBRARY PHOTOCOPY

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: aidsnews@cdcnac.aspensys.com@INET@EOPMRX

CREATION DATE/TIME:14-NOV-1996 10:52:00.00

SUBJECT: CDC AIDS Daily Summary 11/14/96

TO: sanville_u (sanville_u@A1@CD) (OPD)

READ:27-NOV-1996 14:06:39.26

TEXT:

AIDS Daily Summary
November 14, 1996

The Centers for Disease Control and Prevention (CDC) National AIDS Clearinghouse makes available the following information as a public service only. Providing this information does not constitute endorsement by the CDC, the CDC National AIDS Clearinghouse, or any other organization. Reproduction of this text is encouraged; however, copies may not be sold, and the CDC National AIDS Clearinghouse should be cited as the source of this information. Copyright 1996, Information, Inc., Bethesda, MD

- "A Matter of Life and Death"
- "Pa. Plan Is 'Disaster,' Say AIDS Activists"
- "Nova Scotia"
- "Across the USA: California"
- "State OKs AIDS Care Center in Central West End"
- "Inquiry Witnesses Defend Red Cross Officials"
- "Federal Judge Dismisses Prodigy AIDS Case"
- "Researchers Target How AIDS Virus Infects Cells"
- "Preventing HIV/AIDS Among High-Risk Urban Women: The Cost-Effectiveness of a Behavioral Group Intervention"
- "AIDS in Europe 'Stabilizes'"

"A Matter of Life and Death"

Washington Post (11/14/96) P. B1; Span, Paula

Dr. Howard Grossman, one of New York's leading AIDS doctors, is also one of three doctors in the state to have challenged laws prohibiting doctors from helping terminally ill patients hasten their deaths. As the Supreme Court prepares to hear cases from New York and Washington state which challenged assisted suicide laws, Grossman, Dr. Timothy Quill of Genesee Hospital in Rochester, and N.Y. psychiatrist Dr. Samuel Klagsbrun say they were surprised that their cases prevailed in the U.S. Court of Appeals. Quill, who publicly advocated assisted suicide for the terminally ill in a 1991 article in the New England Journal of Medicine, convinced Klagsbrun to join the cause. Both were wary of being associated with Jack Kevorkian, whose practices they do not support. The issue remains contentious among physicians, and the American Medical Association has filed briefs opposing the practice.

"Pa. Plan Is 'Disaster,' Say AIDS Activists"

Philadelphia Inquirer (11/14/96) P. B3; Stark, Karl

AIDS activists in Pennsylvania held a press conference

Wednesday to report what they see as problems in the state's Medicaid plan, especially for people with AIDS and other chronic illnesses. Starting early next year, the state plans to require HIV-infected Medicaid recipients to join health maintenance organizations (HMOs) under the HealthChoices program. The activists claim, however, that none of the HMOs in the plan could offer the name of a doctor experienced in treating HIV-positive patients.

"Nova Scotia"

Toronto Globe and Mail (11/13/96) P. A4

The fourth aboriginal AIDS conference, which ended in Halifax, Nova Scotia, on Tuesday, could be the last unless the Canadian government maintains funding for AIDS organizations. The conference was attended by more than 300 people, mostly aboriginals. The number of AIDS cases in the population is growing, pointing to a need for full funding for aboriginal AIDS organizations.

"Across the USA: California"

USA Today (11/14/96) P. 6A

A web site has been established by the "Berkeley Prescription Cannabis Growers and Buyers Club" for people who want to buy marijuana under the recently passed Proposition 215, which allows use of the drug for medical purposes.

"State OKs AIDS Care Center in Central West End"

St. Louis Post-Dispatch (11/13/96) P. 12A; Bell, Kim

A residential care center for people with AIDS was approved for St. Louis' Central West End by a Missouri board on Tuesday. The \$3.5 million center, to house 36 people, will be operated by Doorways, a group that provides housing for AIDS patients. The center is "for people who are too ill to live alone but not ill enough to be in a hospital," said Doorways President Lynne Cooper.

"Inquiry Witnesses Defend Red Cross Officials"

Toronto Globe and Mail (11/13/96) P. A8; Grange, Michael

Witnesses testifying to Canada's Commission of Inquiry into the tainted-blood scandal on Tuesday defended three of the 17 Red Cross officials who may be cited in the incident. Indeed, Dr. James Goldie, a cancer expert who was influential in the examination of the impact of AIDS in Vancouver in 1982, said that two Red Cross officials from British Columbia deserved credit for developing a plan in the early 1980s to discourage gays from donating blood, thereby keeping the rate of transfusion-related infections low in the province. In addition, Vince Veinotte, former director of blood-donor recruitment for the Canadian Red Cross Society, testified in support of Dr. John MacKay, who served as medical director for the Red Cross in the mid-1980s. The inquiry has said MacKay may be held accountable for not ensuring the distribution of pamphlets that warn potential high-risk donors not to give blood; Veinotte maintained that his boss had specifically made sure that the information was distributed at blood-donation clinics throughout the region.

"Federal Judge Dismisses Prodigy AIDS Case"

Newsbytes Online (11/13/96); McKenna, Patrick

A U.S. District Court judge in Manhattan has dismissed a case brought by a subscriber of Prodigy Service, who claims she

became HIV-infected from sexual contact with a Prodigy employee she met online. Judge Sonia Sotomayor said the employee's failure to disclose that he had HIV was beyond the scope of an employer's responsibilities. The subscriber maintained that Prodigy was responsible because the employee spent hours at work online with her and provided her with free access and use of the employee's Prodigy account. She also claimed that Prodigy was aware that the employee had HIV and that the company should have taken precautions to prevent him from harming others.

"Researchers Target How AIDS Virus Infects Cells"

Reuters (11/13/96)

Additional information about how HIV infects immune system cells was revealed Wednesday by two teams of U.S. researchers. HIV was found to use one receptor, the cell's CD4 receptor, as a handle for attachment, which facilitates attachment by a second handle, CCR-5. The finding was reported in the journal Nature by teams from the Dana-Farber Cancer Institute in Boston and New York's Rockefeller University.

"Preventing HIV/AIDS Among High-Risk Urban Women: The Cost-Effectiveness of a Behavioral Group Intervention" American Journal of Public Health (10/96) Vol. 86, No. 10, P. 1442; Holtgrave, David R.; Kelly, Jeffrey A.

The rate of HIV infection among women is rising, and women at especially high risk include those who inject drugs, have sexually transmitted diseases, have multiple sex partners, or partners who inject drugs or have extrarelationship sex. Previous research has shown that behavioral interventions are effective for reducing HIV risk among high-risk women attending an urban clinic.

A five-session HIV prevention intervention, focusing on condom use, problem solving, assertiveness in sexual situations, self-management, and peer support, was found to increase condom use behaviors significantly. Two researchers at the Medical College of Wisconsin evaluated the cost-effectiveness of the intervention, and they report that the intervention cost just over \$2,000 per quality-adjusted life-year saved. This figure is favorable compared with other life-saving programs. They conclude that the HIV prevention intervention was cost-effective under most scenarios considered and cost-saving under some. They caution, however, that "interventions of this type warrant careful consideration by policymakers, program managers, HIV prevention community planning group members, and other key decision makers for inclusion in portfolios of HIV prevention programs."

"AIDS in Europe 'Stabilizes'"

Nature (10/31/96) Vol. 383, No. 6603, P. 755

The European Center for the Epidemiological Monitoring of AIDS reports, with caution, that the incidence of AIDS in Europe "seems overall to have stabilized." For the first half of 1996, 13,310 AIDS cases were recorded in the 45 countries in the World Health Organization's European grouping, bringing the total number of AIDS cases in the region to 174,260. The AIDS rate in Europe's northern countries has stabilized over the past two to three years, due to the leveling off of homosexual transmissions. In the region's southern countries, however, the incidence is rising among drug addicts.

===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE:14-NOV-1996 10:54:00.00

ATT BODYPART TYPE:D

TEXT:

RFC-822-headers:

Received: from storm.eop.gov (storm.eop.gov)

by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IBU0LPCH40012RN6@PMDF.EOP.GOV> for
sanville_u@a1.eop.gov; Thu, 14 Nov 1996 10:52:51 -0400 (EDT)

Received: from aspen3.aspensys.com (aspensys3.aspensys.com)

by STORM.EOP.GOV (PMDF V5.0-7 #6879) id <01IBU0LLEXS0000082@STORM.EOP.GOV> for
sanville_u@a1.eop.gov; Thu, 14 Nov 1996 10:52:46 -0700 (MST)

Received: by aspen3.aspensys.com (SMI-8.6/SMI-SVR4) id KAA19770; Thu,
14 Nov 1996 10:52:45 -0500

Errors-to: shelly_olim_at_aspenpo@smtpinet.aspensys.com

Precedence: bulk

Originator: aidsnews@cdcnac.aspensys.com

X-Comment: CDC National AIDS Clearinghouse

X-Listprocessor-version: 6.0c -- ListProcessor by Anastasios Kotsikonas

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

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: Elizabeth R. Newman@EOP@LNGTWY@EQPMRX

CREATION DATE/TIME: 25-JUN-1997 17:57:00.00

SUBJECT: Personnel Announcement: Sonia Sotomayor nominated to federal ben

TO: 1=US (1=US@2=TELEMAIL@3=INTERNET@*RFC-822\MWOLF
READ: NOT READ

TO: 1=US (1=US@2=WESTERN UNION@5=ATT.COM@*ELN\62955
READ: NOT READ

TO: 62955104 (62955104@eln.attmail.com@INET)
READ: NOT READ

TO: 73030.21 (73030.21@compuserve.com@INET)
READ: NOT READ

TO: BARBUSCHAK_K (BARBUSCHAK_K@A1@CD) (OA)
READ: NOT READ

TO: rdittmar (rdittmar@ostp.eop.gov@INET)
READ: NOT READ

TO: CAPLAN_P (CAPLAN_P@A1@CD) (WHO)
READ: NOT READ

TO: COGDELL_C (COGDELL_C@A1@CD) (WHO)
READ: 28-OCT-1997 11:41:50.60

TO: INFOMGT (INFOMGT@A1@CD) (SYS)
READ: NOT READ

TO: JOHNSON_WC (JOHNSON_WC@A1@CD) (OA)
READ: NOT READ

TO: LIZIK_C (LIZIK_C@A1@CD) (OA)
READ: NOT READ

TO: MCHUGH_L (MCHUGH_L@A1@CD)
READ: NOT READ

TO: SHEPARD_S (SHEPARD_S@A1@CD) (OA)
READ: NOT READ

TO: SULLIVAN_M (SULLIVAN_M@A1@CD) (WHO)
READ: NOT READ

TO: SUNTUM_M (SUNTUM_M@A1@CD) (WHO)
READ: NOT READ

TO: WOZNIAK_N (WOZNIAK_N@A1@CD) (NSC)
READ: NOT READ

TO: backup (backup@wilson.ai.mit.edu@INET)
READ: NOT READ

TO: newsdesk (newsdesk@usnewswire.com@INET)

READ:NOT READ

TO: ttate (ttate@esusda.gov@INET)
READ:NOT READ

TO: usia01 (usia01@access.digex.com@INET)
READ:NOT READ

TO: usnwire (usnwire@access.digex.com@INET)
READ:NOT READ

TO: wh-outbox-distr (wh-outbox-distr@clinton.ai.mit.edu@INET)
READ:NOT READ

TO: GRAY_W (GRAY_W@A1@CD) (NSC)
READ:NOT READ

TO: NAPLAN_S (NAPLAN_S@A1@CD) (NSC)
READ:NOT READ

TO: WEINER_R (WEINER_R@A1@CD) (DON)
READ:NOT READ

TO: SCHAEFER_V (SCHAEFER_V@A1@CD) (OMB)
READ:NOT READ

TO: GRIBBEN_J (GRIBBEN_J@A1@CD) (OMB)
READ:NOT READ

TO: RILEY_R (RILEY_R@A1@CD) (OA)
READ:NOT READ

TO: ROBINSON_C (ROBINSON_C@A1@CD) (OPD)
READ:NOT READ

TO: RONNEL_S (RONNEL_S@A1@CD) (WHO)
READ:NOT READ

TO: tnewell (tnewell@ostp.eop.gov@INET)
READ:NOT READ

TO: HEMMIG_M (HEMMIG_M@A1@CD) (WHO)
READ:NOT READ

TO: Lori E. Abrams (Lori.E.Abrams@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Donald A. Baer (Donald A. Baer@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Laura K. Capps (Laura K. Capps@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Ann M. Cattalini (Ann M. Cattalini@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Steven A. Cohen (Steven A. Cohen@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Anne M. Edwards (Anne M. Edwards@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Rahm I. Emanuel (Rahm I. Emanuel@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Karen E. Finney (Karen E. Finney@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Ben A. Freeland (Ben A. Freeland@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Jeremy M. Gaines (Jeremy M. Gaines@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Jason S. Goldberg (Jason S. Goldberg@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Julia R. Green (Julia R. Green@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: James T. Heimbach (James T. Heimbach@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Russell W. Horwitz (Russell W. Horwitz@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Brian J. Johnson (Brian J. Johnson@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: David E. Kalbaugh (David E. Kalbaugh@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Angus S. King (Angus S. King@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Joshua A. King (Joshua A. King@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Nicholas B. Kirkhorn (Nicholas B. Kirkhorn@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: G N. Lattimore (G N. Lattimore@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Peter R. Orszag (Peter R. Orszag@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Gordon Li (Gordon Li@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Julie E. Mason (Julie E. Mason@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Doris O. Matsui (Doris O. Matsui@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: April K. Mellody (April K. Mellody@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TO: Elisa Millsap (Elisa Millsap@EOP@LNGTWY@EOPMRX)

READ:NOT READ

TO: Cheryl D. Mills
READ:NOT READ

(Cheryl D. Mills@EOP@LN GTWY@EOPMRX)

TO: G. Timothy Saunders
READ:NOT READ

(G. Timothy Saunders@EOP@LN GTWY@EOPMRX)

TO: Laura D. Schwartz
READ:NOT READ

(Laura D. Schwartz@EOP@LN GTWY@EOPMRX)

TO: Douglas S. Sheorn
READ:NOT READ

(Douglas S. Sheorn@EOP@LN GTWY@EOPMRX)

TO: Joshua Silverman
READ:NOT READ

(Joshua Silverman@EOP@LN GTWY@EOPMRX)

TO: Douglas B. Sosnik
READ:NOT READ

(Douglas B. Sosnik@EOP@LN GTWY@EOPMRX)

TO: Todd Stern
READ:NOT READ

(Todd Stern@EOP@LN GTWY@EOPMRX)

TO: Barry J. Toiv
READ:NOT READ

(Barry J. Toiv@EOP@LN GTWY@EOPMRX)

TO: Jodie R. Torkelson
READ:NOT READ

(Jodie R. Torkelson@EOP@LN GTWY@EOPMRX)

TO: Michael Waldman
READ:NOT READ

(Michael Waldman@EOP@LN GTWY@EOPMRX)

TO: Christopher F. Walker
READ:NOT READ

(Christopher F. Walker@EOP@LN GTWY@EOPMRX)

TO: Dorian V. Weaver
READ:NOT READ

(Dorian V. Weaver@EOP@LN GTWY@EOPMRX)

TO: Catherine T. Kitchen
READ:NOT READ

(Catherine T. Kitchen@EOP@LN GTWY@EOPMRX)

TO: Jay K. Footlik
READ:NOT READ

(Jay K. Footlik@EOP@LN GTWY@EOPMRX)

TO: James T. Edmonds
READ:NOT READ

(James T. Edmonds@EOP@LN GTWY@EOPMRX)

TO: David Shipley
READ:NOT READ

(David Shipley@EOP@LN GTWY@EOPMRX)

TO: Patricia F. Lewis
READ:NOT READ

(Patricia F. Lewis@EOP@LN GTWY@EOPMRX)

TO: Lori L. Anderson
READ:NOT READ

(Lori L. Anderson@EOP@LN GTWY@EOPMRX)

TO: Brenda M. Anders
READ:NOT READ

(Brenda M. Anders@EOP@LN GTWY@EOPMRX)

TO: Michael W. Williams

(Michael W. Williams@EOP@LN GTWY@EOPMRX)

READ:NOT READ

TO: Marilyn DiGiacobbe
READ:NOT READ

(Marilyn DiGiacobbe@EOP@LN GTWY@EOPMRX)

TO: Suzanne Dale
READ:NOT READ

(Suzanne Dale@EOP@LN GTWY@EOPMRX)

TO: Richard Socarides
READ:NOT READ

(Richard Socarides@EOP@LN GTWY@EOPMRX)

TO: Dag Vega
READ:NOT READ

(Dag Vega@EOP@LN GTWY@EOPMRX)

TO: Stefanie Sanford
READ:NOT READ

(Stefanie Sanford@EOP@LN GTWY@EOPMRX)

TO: James A. Dorskind
READ:NOT READ

(James A. Dorskind@EOP@LN GTWY@EOPMRX)

TO: Barbara D. Woolley
READ:NOT READ

(Barbara D. Woolley@EOP@LN GTWY@EOPMRX)

TO: Eli G. Attie
READ:NOT READ

(Eli G. Attie@EOP@LN GTWY@EOPMRX)

TO: Darby E. Stott
READ:NOT READ

(Darby E. Stott@EOP@LN GTWY@EOPMRX)

TO: Jake Siewert
READ:NOT READ

(Jake Siewert@EOP@LN GTWY@EOPMRX)

TO: Cynthia M. Jasso-Rotunno
READ:NOT READ

(Cynthia M. Jasso-Rotunno@EOP@LN GTWY@EOPMRX)

TO: Sara M. Latham
READ:NOT READ

(Sara M. Latham@EOP@LN GTWY@EOPMRX)

TO: Carole A. Parmelee
READ:NOT READ

(Carole A. Parmelee@EOP@LN GTWY@EOPMRX)

TO: Andrew J. Mayock
READ:NOT READ

(Andrew J. Mayock@EOP@LN GTWY@EOPMRX)

TO: Beverly J. Barnes
READ:NOT READ

(Beverly J. Barnes@EOP@LN GTWY@EOPMRX)

TO: Megan C. Moloney
READ:NOT READ

(Megan C. Moloney@EOP@LN GTWY@EOPMRX)

TO: Jonathan Murchinson
READ:NOT READ

(Jonathan Murchinson@EOP@LN GTWY@EOPMRX)

TO: Joseph P. Lockhart
READ:NOT READ

(Joseph P. Lockhart@EOP@LN GTWY@EOPMRX)

TO: Laura S. Marcus
READ:NOT READ

(Laura S. Marcus@EOP@LN GTWY@EOPMRX)

TO: Virginia N. Rustique

(Virginia N. Rustique@EOP@LN GTWY@EOPMRX)

READ:NOT READ

TO: Christa Robinson (Christa Robinson@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Thomas D. Janenda (Thomas D. Janenda@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Ricardo M. Gonzales (Ricardo M. Gonzales@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Dina Wood (Dina Wood@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Terri J. Tingen (Terri J. Tingen@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Jennifer D. Dudley (Jennifer D. Dudley@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Brian D. Smith (Brian D. Smith@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Leanne A. Shimabukuro (Leanne A. Shimabukuro@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Stacey L. Rubin (Stacey L. Rubin@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Tracy S. Olmstead (Tracy S. Olmstead@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Kim B. Widdess (Kim B. Widdess@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Lawrence J. Haas (Lawrence J. Haas@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Roger V. Salazar (Roger V. Salazar@OVP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Elizabeth R. Newman (Elizabeth R. Newman@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Carolyn Curiel (Carolyn Curiel@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Jordan Tamagni (Jordan Tamagni@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Thurgood Marshall Jr. (Thurgood Marshall Jr.@OVP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Elisabeth S. Steele (Elisabeth S. Steele@OVP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Serena C. Torrey (Serena C. Torrey@EOP@LNWTWY@EOPMRX)
READ:NOT READ

TO: Kevin S. Moran (Kevin S. Moran@EOP@LNWTWY@EOPMRX)

READ:NOT READ

TO: Ashley L. Raines (Ashley L. Raines@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Peter A. Weissman (Peter A. Weissman@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Mary A. Dixon (Mary A. Dixon@OVP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Douglas J. Band (Douglas J. Band@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Julia M. Payne (Julia M. Payne@OVP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Edwin R. Thomas III (Edwin R. Thomas III@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: Sherman A. Williams (Sherman A. Williams@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TO: William W. McCathran (William W. McCathran@EOP@LN GTWY@EOPMRX)
READ:NOT READ

TEXT:

Message Creation Date was at 25-JUN-1997 17:51:00

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release June 25, 1997

PRESIDENT NOMINATES SONIA SOTOMAYOR TO THE FEDERAL BENCH

The President today nominated Sonia Sotomayor to serve on the United States Court of Appeals for the Second Circuit, New York.

Sotomayor, 42, is currently a sitting judge on the United States District Court for the Southern District of New York. Judge Sotomayor was appointed to the bench by President Bush in 1992.

Born in New York, Judge Sotomayor was raised in a Bronxdale public housing project and attended Catholic schools. Both her parents were born in Puerto Rico. Her father, who was a tool-and-die worker with only a third-grade education, died when she was nine years old. Her mother worked as a nurse in a methadone clinic prior to her retirement. Because her father spoke only Spanish, Judge Sotomayor did not become fluent in English until after his death.

Sotomayor graduated cum laude from Princeton University (1976) and from Yale Law School (1979), where she was an editor of the Yale Law Journal. After graduating from law school, she worked for five years (1979-1984) as a prosecutor with the Manhattan District Attorney's office. She then practiced commercial litigation for eight years (1984-1992) with the Manhattan law firm of Pavia & Harcourt. While at the firm, she had a general civil litigation practice (specializing in intellectual property issues) in which she represented a number of U.S. and European companies.

-30-30-30-

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

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

What Follows

NATIONAL

1. 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

CLINTON LIBRARY PHOTOCOPY

- 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

- 41. Austin American Statesman
Parents win court ruling against school district
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

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 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 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 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

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 also

complain about the high cost of 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 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,

performance of the teachers they graduate. They should have to publicize, for example, what percentage of their graduates passed state licensing exams.

they should be provided strong 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. One 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 extraordinary 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 percent 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. 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

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,

expanded news, editorial and feature coverage on child literacy, including an interactive section 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, sponsors a clever B.E.A.R. campaign - 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

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.

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.

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 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

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 her 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

learning.

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 of 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 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

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.

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." ■

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 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."

■

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 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."

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 courses in the past four years.

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.

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."

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 archival 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.'" ■

10. Morning Edition (NPR)

09/15/98 Section: 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 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.

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 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.

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 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 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.

11. Morning Edition (NPR)

09/15/98 Section: 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), MOTHER 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.

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 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 sons, 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.

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

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 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

demanding. Gone were the watered down required courses and the smorgasbord of easy electives that his 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.

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

brother Deion took. Associate Superintendent Jeff Moss (ph) outlines how it used to be.

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 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.

■

12. The New York Times

09/16/98 Section: 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 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.

CLINTON LIBRARY PHOTOCOPY

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

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 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

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 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, 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 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

whether — the Federal disabilities law requires professional licensing organizations to provide accommodations on tests to those with learning disabilities.

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.

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

But even with the accommodations, Dr. Bartlett failed.

Now, she expects to try again.

"I really want that piece of paper," she

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 said.

ART Photo: Marilyn Bartlett, who won a Federal ruling entitling her to extra time on the New York State bar exam

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.

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 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 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

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 new homes,

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 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 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.

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." ■

TRADE

14. Education Daily

September 16, 1998

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,

The education policymakers recently met with **Judith Heumann**, ED's assistant secretary for special education and rehabilitation services, regarding the Pennsylvania situation, according to a House staffer.

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

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

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."

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

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.

"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 children's 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 of 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.

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

"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

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 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

technology service in schools, but the studies could not determine what portion of the money was actually being spent on technology.

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

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 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 Arney 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, Arney 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

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

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 would go later if the beneficiaries enroll.

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.

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.

Several private colleges and groups 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 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

31. The New York Times

09/16/98 Section: 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 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

schools has weighed heavily on the 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 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.

the two crafted a compromise in which the Police 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?

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 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 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

"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

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 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.

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. 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.

"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 might 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.

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)■

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

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

in general, expanding SAT 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 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 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

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 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.

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 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*

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
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 Montgomery 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 home 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,

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

then married the girl's father last May, 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 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,

the Massachusetts state 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."

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 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 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 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."

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 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.

employment, contracting and education, 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.

"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 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 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.

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.

■

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

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

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. 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

After nine school days off, classes began again this morning.

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.

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.

"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.

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, Sea Castle Elementary in Miramar, and

But Meister said many parents doubt the school system would spend the

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 Pines, are breathing easier this year, thanks to new money wisely. Such mistrust led voters last year to overhaul the system for

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.

electing board members and create single-member districts.

The September primary produced one new board member, Stephanie Kraft, and five more races are on the November

ballot.

"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

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 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 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

Marchant said education, the factor most often used by families deciding where to live, could be a main 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

covers Columbia city schools, and Lexington District 2, which covers West Columbia-area schools.

"Our committee spent a lot of time political pressures on both sides of the 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

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." 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 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 Pscencik 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. Pscencik

Tuesday they have launched separate inquiries into whether the Austin school district broke any laws when it 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

manipulated TAAS results to improve school ratings.

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." ■

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 "investing in the future," said Joseph Stroop, a spokesman for Associates First administrators have allowed credit card

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.

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 Brabek, 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, Brabek 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?" Brabek 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 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. ■

45. The Hartford Courant

09/15/98; Edition: SE WEST HARTFORD / FARMINGTON VALLEY; Section: TOWN NEWS; Page B1

STUDY OF SCHOOL SYSTEM PREDICTS

CLINTON LIBRARY PHOTOCOPY

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.

Perch said what matters is how Clinton is running the country.

Others were more critical.

"President Clinton is the No. 1 citizen

"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: 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?"

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 Stammitt, 17, one of about 20 students in the class.

Braskich responded, "He's a terrible role model, guys. Let's be realistic. Now what?"

By a show of hands, Braskich found that the students who favored impeachment were outnumbered 2 to 1 by those who didn't. Those on the side of the president said they did not understand the hype.

"He just had sex, and he lied. Who cares?" asked Brad Perch, 18. "That doesn't mean anything to me."

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."

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, looks over portions of independent counsel Kenneth Starr's report in Jim Wasowski's history class yesterday. 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

THE YUCKIEST SITE ON THE INTERNET

SITE ADDRESS: www.yucky.com

CREATOR: Founded in 1995, the site

conversations.

The Yuckiest Site on the Internet is a wild educational experience for the young surfer that capitalizes on children's fears and fascinations with things in and around them.

Through scientific explanations, the site is an affiliate of Advance Publications Internet, a division of Advance Publications, the third-largest newspaper group in the United States.

site mainly tackles tough questions about the human body that might save parents some delicate discussions. Now, excuse me while I expel some carbon dioxide from my esophagus and remove a chunk of oily sodium chloride from my caruncle.

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 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 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

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 books on classical education in recent months, among them Vigen Guroian, a theology and ethics professor at Loyola University in Baltimore, who has written "Tending the Heart of Virtue: How Classic Stories Awaken a Child's Moral Imagination."

Gene Veith, dean of arts and sciences at Concordia University in Wisconsin, and Andrew Kern, director of classic instruction at Foundations Academy in Boise, have co-authored "Classical Education: Towards the Revival of American Schooling."

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 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

09/15/98 Section: 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 "If nothing else, the school should

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 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 rejected the idea.

"I'm tired of hearing about two miles," remain in use as a memorial to those

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 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.

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 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 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 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; Wilkesburg, 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.

"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.

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 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

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

get about \$1 million for each school, including reimbursements.

construction managers for the four new 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 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 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 giving the 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."

At Union College, where six students were hospitalized last year 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 survey by the Princeton Review Guide. That charge has not changed how the university treats orientation. "We don't have to run away from rather frivolous 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,

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 wonderful, but let's make sure

already was in place, Reda said. However, returning students were sent a letter this week, explaining that several temporary safety changes, like stationing 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.

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 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.

"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.

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,

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

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. design.

"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

"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.

outside of our community," community activist Carl Warren Sr. said of Blake, which sits on 18.5 acres.

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 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."

"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."

"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,

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." educators say.

"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 best gifts

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.

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 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

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

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 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

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. 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."

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 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 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 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, 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

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,

from these comments may be misleading. Specifically, I am referring to the call for more homework.

There is a tendency for people to think that learning more things leads to more learning. There is some strong evidence administrators and 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

to suggest that the opposite may be true. For example, students who 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. academic subject mastery.

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. The report provides ISTEP data, 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

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

distant second at 25.

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 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 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

Utah, for example, far outdistanced our scores, but only 4 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. 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.

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.

□

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, 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

09/16/98 Section: 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 Kobyliniski 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 friendly

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.

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

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 growing areas, where enrollment is climbing and budgets are allowed to increase. However, districts with stable or

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.

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.

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

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

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 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 ...

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

"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

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
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,

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.

'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
■

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 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

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.

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

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

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.

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 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. ■

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Tania I. Lopez (CN=Tania I. Lopez/OU=WHO/O=EOP [WHO])

CREATION DATE/TIME:19-NOV-1998 14:51:00.00

SUBJECT: Invitation

TO: Dario J. Gomez (CN=Dario J. Gomez/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Melinda N. Bates (CN=Melinda N. Bates/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Mickey Ibarra (CN=Mickey Ibarra/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Dag Vega (CN=Dag Vega/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Carmen B. Fowler (CN=Carmen B. Fowler/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Ilia V. Velez (CN=Ilia V. Velez/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Anthony R. Bernal (CN=Anthony R. Bernal/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Alejandro G. Cabrera (CN=Alejandro G. Cabrera/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Cynthia M. Jasso-Rotunno (CN=Cynthia M. Jasso-Rotunno/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Moe Vela (CN=Moe Vela/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Franklin F. Urteaga (CN=Franklin F. Urteaga/OU=OSTP/O=EOP @ EOP [OSTP])
READ:UNKNOWN

TO: Capricia P. Marshall (CN=Capricia P. Marshall/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Janet Murguia (CN=Janet Murguia/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Suzanne Moreno (CN=Suzanne Moreno/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Roger V. Salazar (CN=Roger V. Salazar/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Miguel M. Bustos (CN=Miguel M. Bustos/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Maritza Rivera (CN=Maritza Rivera/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Brian A. Barreto (CN=Brian A. Barreto/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Irwin P. Raij (CN=Irwin P. Raij/O=OVP @ OVP [UNKNOWN])
READ:UNKNOWN

TO: Alejandra Y. Castillo (CN=Alejandra Y. Castillo/OU=ONDCP/O=EOP @ EOP [ONDCP])
READ:UNKNOWN

TO: Veronica DeLaGarza (CN=Veronica DeLaGarza/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Maria E. Soto (CN=Maria E. Soto/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

Secretary Richardson invites you to attend a reception honoring the Clinton Administration Hispanic appointees who were confirmed by the

CLINTON LIBRARY PHOTOCOPY

Withdrawal/Redaction Marker Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Tania I. Lopez to [list] at 14:51:00.00. Subject: Invitation. [partial] (1 page)	11/19/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Automated Records Management System [Email]
OPD ([Sotomayor])
OA/Box Number: 250000

FOLDER TITLE:

[11/14/1996 - 11/23/1998]

2009-1007-F
ab695

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]

CLINTON LIBRARY PHOTOCOPY

Senate during the month of October.

The honorees are:

Judge Sonia Sotomayor, US Court of Appeals, Second Circuit
Ida Castro, Chair, Equal Employment Opportunity Commission
Jose de Jesus Rivera, US Attorney for the State of Arizona
Saul Ramirez, Deputy Secretary, Department of Housing and Urban Development
Patricia Montoya, Commissioner of Children, Youth and Families, Department
of Health and Human Services
Henry Solano, Solicitor, Department of Labor
James Ledesma, Ambassador, Department of State
Simon Ferro, Ambassador, Department of State
John Sepulveda, Deputy Director, Office of Personnel Management
Romulo "Romy" Diaz, Assistant Administrator, Environmental Protection
Agency
Michael Reyna, Member, Farm Credit Administration Board

The "Latino Progress Into the Millennium" celebration will be held on
Monday, November 23, 1998, at the National Academy of Sciences, 2100 C
Street, NW. The formal portion of the program begins at 5:00 PM, with the
reception to follow.

Please RSVP by November 20, 1998, by calling [REDACTED] (b)(6).

[001]

*Maritza- Please forward the invitation to any Latino staff that I might
have inadvertently left off the distribution list. Thanks-

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: IMDNaleo@aol.com (IMDNaleo@aol.com [UNKNOWN])

CREATION DATE/TIME:23-NOV-1998 10:52:23.00

SUBJECT: Fwd: Reception Honoring Presidential Appointees

TO: lthompson@aflcio.org (lthompson@aflcio.org [UNKNOWN])
READ:UNKNOWN

TO: eochoa@nafmhdc.org (eochoa@nafmhdc.org [UNKNOWN])
READ:UNKNOWN

TO: Ccdmia@aol.com (Ccdmia@aol.com [UNKNOWN])
READ:UNKNOWN

TO: atobar@nahp.org (atobar@nahp.org [UNKNOWN])
READ:UNKNOWN

TO: rquintana@ci.buffalo.ny.us (rquintana@ci.buffalo.ny.us [UNKNOWN])
READ:UNKNOWN

TO: jnieves@naswdc.org (jnieves@naswdc.org [UNKNOWN])
READ:UNKNOWN

TO: anogales@earthlink.net (anogales@earthlink.net [UNKNOWN])
READ:UNKNOWN

TO: icpsdc@erols.com (icpsdc@erols.com [UNKNOWN])
READ:UNKNOWN

TO: NHLI@aol.com (NHLI@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Fsanchez@TerraStrategic.com (Fsanchez@TerraStrategic.com [UNKNOWN])
READ:UNKNOWN

TO: vicdpl@eden.rutgers.edu (vicdpl@eden.rutgers.edu [UNKNOWN])
READ:UNKNOWN

TO: lossa@mary.fordham.edu (lossa@mary.fordham.edu [UNKNOWN])
READ:UNKNOWN

TO: EquityRC@aol.com (EquityRC@aol.com [UNKNOWN])
READ:UNKNOWN

TO: zapantaz@usmcoc.org (zapantaz@usmcoc.org [UNKNOWN])
READ:UNKNOWN

TO: CCBNM@aol.com (CCBNM@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Chicotorre@aol.com (Chicotorre@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Lynsrb@bellatlantic.net (Lynsrb@bellatlantic.net [UNKNOWN])
READ:UNKNOWN

TO: menendez@mail.house.gov (menendez@mail.house.gov [UNKNOWN])
READ:UNKNOWN

TO: news-hq@usmcoc.org (news-hq@usmcoc.org [UNKNOWN])
READ:UNKNOWN

TO: gmd@cnc.org (gmd@cnc.org [UNKNOWN])
READ:UNKNOWN

TO: dmartino@Lgaat.com (dmartino@Lgaat.com [UNKNOWN])
READ:UNKNOWN

TO: nhcoa@worldnet.att.net (nhcoa@worldnet.att.net [UNKNOWN])
READ:UNKNOWN

TO: arosales@pup.state.is.us (arosales@pup.state.is.us [UNKNOWN])
READ:UNKNOWN

TO: NPRC@aol.com (NPRC@aol.com [UNKNOWN])
READ:UNKNOWN

CLINTON LIBRARY PHOTOCOPY

ARMS Email System

TO: USHLI@aol.com (USHLI@aol.com [UNKNOWN])
READ:UNKNOWN

TO: torres@smtp.democrats.org (torres@smtp.democrats.org [UNKNOWN])
READ:UNKNOWN

TO: sales@americancontainers.com (sales@americancontainers.com [UNKNOWN])
READ:UNKNOWN

TO: SVREP@aol.com (SVREP@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Aspiral@aol.com (Aspiral@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Hacr@aol.com (Hacr@aol.com [UNKNOWN])
READ:UNKNOWN

TO: diarios@diariolasamericas.com (diarios@diariolasamericas.com [UNKNOWN])
READ:UNKNOWN

TO: Rrugnao@ushcc.com (Rrugnao@ushcc.com [UNKNOWN])
READ:UNKNOWN

TO: mgonzales1@DOC.gov (mgonzales1@DOC.gov [UNKNOWN])
READ:UNKNOWN

TO: COMMWARIOR@aol.com (COMMWARIOR@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Sojourner@crystalbuddha.com (Sojourner@crystalbuddha.com [UNKNOWN])
READ:UNKNOWN

TO: Traavisg@aol.com (Traavisg@aol.com [UNKNOWN])
READ:UNKNOWN

TO: hessr@friends.edu (hessr@friends.edu [UNKNOWN])
READ:UNKNOWN

TO: Bruce Andersen (CN=Bruce Andersen/OU=PIR/O=EOP [PIR])
READ:UNKNOWN

TO: Virginia.Paris@MCI.COM (Virginia.Paris@MCI.COM [UNKNOWN])
READ:UNKNOWN

TO: Evrik@aol.com (Evrik@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Sjackson@cpicorp.com (Sjackson@cpicorp.com [UNKNOWN])
READ:UNKNOWN

TO: ALVAREAL@shu.edu (ALVAREAL@shu.edu [UNKNOWN])
READ:UNKNOWN

TO: MOQ@LLEGO.org (MOQ@LLEGO.org [UNKNOWN])
READ:UNKNOWN

TO: OReyes1@aol.com (OReyes1@aol.com [UNKNOWN])
READ:UNKNOWN

TO: GELAAMBOD@aol.com (GELAAMBOD@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Jrendon@aed.org (Jrendon@aed.org [UNKNOWN])
READ:UNKNOWN

TO: Lupibea@aol.com (Lupibea@aol.com [UNKNOWN])
READ:UNKNOWN

TO: glopez@mho.net (glopez@mho.net [UNKNOWN])
READ:UNKNOWN

TO: kevin.kirby@hrcusa.org (kevin.kirby@hrcusa.org [UNKNOWN])
READ:UNKNOWN

TO: mark.stunkard@marriott.com (mark.stunkard@marriott.com [UNKNOWN])
READ:UNKNOWN

TO: Margaret.oconnor@gs.com (Margaret.oconnor@gs.com [UNKNOWN])
READ:UNKNOWN

CLINTON LIBRARY PHOTOCOPY

TO: Dmedina@aficio.org (Dmedina@aficio.org [UNKNOWN])
READ:UNKNOWN

TO: sr34471@conrad.apstate.edu (sr34471@conrad.apstate.edu [UNKNOWN])
READ:UNKNOWN

TO: Gina C. Mooers (CN=Gina C. Mooers/OU=OMB/O=EOP [OMB])
READ:UNKNOWN

TO: mleung@napalc.org (mleung@napalc.org [UNKNOWN])
READ:UNKNOWN

TO: jbeyer@luna.cas.usf.edu (jbeyer@luna.cas.usf.edu [UNKNOWN])
READ:UNKNOWN

TO: hoopster@erols.com (hoopster@erols.com [UNKNOWN])
READ:UNKNOWN

TO: PDuran7676@aol.com (PDuran7676@aol.com [UNKNOWN])
READ:UNKNOWN

TO: gmolina@bos.co.la.ca.uf (gmolina@bos.co.la.ca.uf [UNKNOWN])
READ:UNKNOWN

TO: Sanchezle@aetna.com (Sanchezle@aetna.com [UNKNOWN])
READ:UNKNOWN

TO: Marasip@aol.com (Marasip@aol.com [UNKNOWN])
READ:UNKNOWN

TO: andres.jimenez@ucop.edu (andres.jimenez@ucop.edu [UNKNOWN])
READ:UNKNOWN

TO: sebastian@hrn.org (sebastian@hrn.org [UNKNOWN])
READ:UNKNOWN

TO: xromeu@prfal-govpr.org (xromeu@prfal-govpr.org [UNKNOWN])
READ:UNKNOWN

TO: hispanos@tcom.com (hispanos@tcom.com [UNKNOWN])
READ:UNKNOWN

TO: artruiiz.ATBY@statefarm.com (artruiiz.ATBY@statefarm.com [UNKNOWN])
READ:UNKNOWN

TO: dialogue.dive@internetmci.com (dialogue.dive@internetmci.com [UNKNOWN])
READ:UNKNOWN

TO: joe.martinez@oer.doe.gov (joe.martinez@oer.doe.gov [UNKNOWN])
READ:UNKNOWN

TO: cpugh@cmbp.census.gov (cpugh@cmbp.census.gov [UNKNOWN])
READ:UNKNOWN

TO: VPerdom@lasd.org (VPerdom@lasd.org [UNKNOWN])
READ:UNKNOWN

TO: Jaq100@aol.com (Jaq100@aol.com [UNKNOWN])
READ:UNKNOWN

TO: HNBA@aol.com (HNBA@aol.com [UNKNOWN])
READ:UNKNOWN

TO: ryzaguirre@nclr.org (ryzaguirre@nclr.org [UNKNOWN])
READ:UNKNOWN

TO: PenaTorres@aol.com (PenaTorres@aol.com [UNKNOWN])
READ:UNKNOWN

TO: HerMANA2@aol.com (HerMANA2@aol.com [UNKNOWN])
READ:UNKNOWN

TO: ortiz@libertynet.org (ortiz@libertynet.org [UNKNOWN])
READ:UNKNOWN

TO: hacu@hispanic.com (hacu@hispanic.com [UNKNOWN])
READ:UNKNOWN

TO: shpenational@shpe.org (shpenational@shpe.org [UNKNOWN])
READ:UNKNOWN

ARMS Email System

TO: melissa@cnc.org (melissa@cnc.org [OPD])
READ:UNKNOWN

TO: avargas@naleo.org (avargas@naleo.org [UNKNOWN])
READ:UNKNOWN

TO: jserrano@mail.house.gov (jserrano@mail.house.gov [UNKNOWN])
READ:UNKNOWN

TO: LULACExec@aol.com (LULACExec@aol.com [UNKNOWN])
READ:UNKNOWN

TO: giforum@haysco.net (giforum@haysco.net [UNKNOWN])
READ:UNKNOWN

TO: lantigu@cpmail (lantigu@cpmail/am.cis.columbia.edu [UNKNOWN])
READ:UNKNOWN

TO: Joseph.ortega@mail.house.gov (Joseph.ortega@mail.house.gov [UNKNOWN])
READ:UNKNOWN

TO: antonia@maldef.org (antonia@maldef.org [UNKNOWN])
READ:UNKNOWN

TO: elmundo@wizard.com (elmundo@wizard.com [UNKNOWN])
READ:UNKNOWN

TO: rbeserra@na.Ko.com (rbeserra@na.Ko.com [UNKNOWN])
READ:UNKNOWN

TO: nprs@worldnet.attnet (nprs@worldnet.attnet [UNKNOWN])
READ:UNKNOWN

TO: Latinotask@aol.com (Latinotask@aol.com [UNKNOWN])
READ:UNKNOWN

TO: sduran@fmi.fujitsu.com (sduran@fmi.fujitsu.com [UNKNOWN])
READ:UNKNOWN

TO: Dlopez@feist.com (Dlopez@feist.com [UNKNOWN])
READ:UNKNOWN

TO: jandronaco@washgas.com (jandronaco@washgas.com [UNKNOWN])
READ:UNKNOWN

TO: RFuentes@DOC.gov (RFuentes@DOC.gov [UNKNOWN])
READ:UNKNOWN

TO: gmontes@ci.phoenix.az.us (gmontes@ci.phoenix.az.us [UNKNOWN])
READ:UNKNOWN

TO: Ysabel.Castaneda@bus.utexas.edu (Ysabel.Castaneda@bus.utexas.edu [UNKNOWN])
READ:UNKNOWN

TO: S21cwby@aol.com (S21cwby@aol.com [UNKNOWN])
READ:UNKNOWN

TO: CLFortner@aol.com (CLFortner@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Cmendoza@henninger.com (Cmendoza@henninger.com [UNKNOWN])
READ:UNKNOWN

TO: gerardo.velasquez@mail.house.gov (gerardo.velasquez@mail.house.gov [UNKNOWN])
READ:UNKNOWN

TO: annie@aplcnmp.apl.jhu.edu (annie@aplcnmp.apl.jhu.edu [OA])
READ:UNKNOWN

TO: MarioTask@aol.com (MarioTask@aol.com [UNKNOWN])
READ:UNKNOWN

TO: chachas@erols.com (chachas@erols.com [UNKNOWN])
READ:UNKNOWN

TO: Velezassoc@aol.com (Velezassoc@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Mjdemeo@aol.com (Mjdemeo@aol.com [UNKNOWN])
READ:UNKNOWN

CLINTON LIBRARY PHOTOCOPY

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	IMDNaleo@aol.com to [list] at 10:52:23.00. Subject: Fwd: Reception Honoring Presidential Appointees. [partial] (2 pages)	11/23/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Automated Records Management System [Email]
OPD ([Sotomayor])
OA/Box Number: 250000

FOLDER TITLE:

[11/14/1996 - 11/23/1998]

2009-1007-F
ab695

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]

CLINTON LIBRARY PHOTOCOPY

TO: Fredspeaks@aol.com (Fredspeaks@aol.com [UNKNOWN])
READ:UNKNOWN

TO: Moises_Rivera@Bloomfield.edu (Moises_Rivera@Bloomfield.edu [UNKNOWN])
READ:UNKNOWN

TO: Mdelagu@rmic.com (Mdelagu@rmic.com [UNKNOWN])
READ:UNKNOWN

TO: Marcod@Capaccess.org (Marcod@Capaccess.org [UNKNOWN])
READ:UNKNOWN

TO: ripdel@mailexcite.com (ripdel@mailexcite.com [UNKNOWN])
READ:UNKNOWN

TO: Jadunham@juno.com (Jadunham@juno.com [UNKNOWN])
READ:UNKNOWN

TO: plopa@ticnet.com (plopa@ticnet.com [UNKNOWN])
READ:UNKNOWN

TO: cjoge@nclr.org (cjoge@nclr.org [UNKNOWN])
READ:UNKNOWN

TO: teresa@Indigogroup.com (teresa@Indigogroup.com [OMB])
READ:UNKNOWN

TO: Julia_Cavazos@McCain.Senate.gov (Julia_Cavazos@McCain.Senate.gov [UNKNOWN])
READ:UNKNOWN

TEXT:
Subj: Reception Honoring Presidential Appointees
Date: 98-11-18 11:21:23 EST
From: ablanco@naleo.org (Artie Blanco)
To: imdnaleo@aol.com (imdnaleo)

The Secretary of Energy
Washington, DC 20585

November 16, 1998

Dear Friend:

On behalf of the President and the Vice President, and in collaboration with the National Hispanic Leadership Agenda, it is my pleasure to invite you to a special event to be held honoring the Clinton Administration Hispanic Appointees who were confirmed by the Senate During the month of October.

Our "Latino Progress Into the Millennium" celebration will be held on Monday, November 23, 1998, at the National Academy of Science, 2100 C Street, NW. The formal portion of the program begins at 5:00 p.m., with a reception to follow.

Our honorees are:

- * Judge Sonia Sotomayor, U.S. Court of Appeals, Second Circuit
- * Ida Luz Castro, Chair, Equal Employment Opportunity Commission
- * Jose de Jesus Rivera, U.S. Attorney for the State of Arizona
- * Saul Ramirez, Deputy Secretary, Department of Housing and Urban Development
- * Patricia Montoya, Commissioner of Children, Youth and Families, Department of Health and Human Services
- * Henry Solano, Solicitor, Department of Labor
- * James Ledesma, Ambassador, Department of State
- * Simon Ferro, Ambassador, Department of State
- * John Sepulveda, Deputy Director, Office of Personnel Management
- * Romulo "Romy" Diaz, Assistant Administrator, Environmental Protection Agency
- * Michael Reyna, Member, Farm Credit Administration Board

The appointment of these individuals reflects President Clinton's commitment to the Latino community and to building "One America in the 21st Century." As such, it is an important measure of our progress.

I hope you will join me in honoring our distinguished colleagues on this special occasion. Please RSVP by November 20, 1998, by calling (676) [002]

(676)

Yours Sincerely,

Bill Richardson

Return-path: <ablanco@naleo.org>

Received: from rly-za04.mx.aol.com (rly-za04.mail.aol.com [172.31.36.100]) by air-za01.mail.aol.com (v51.26) with SMTP; Wed, 18 Nov 1998 11:21:23 -0500

Received: from scaup.prod.itd.earthlink.net (scaup.prod.itd.earthlink.net [207.217.120.49]) by rly-za04.mx.aol.com (8.8.8/8.8.5/AOL-4.0.0) with ESMTMP id LAA24059; Wed, 18 Nov 1998 11:21:19 -0500 (EST)

Received: from naleo.org (ip56.washington13.dc.pub-ip.psi.net [38.30.214.56]) by scaup.prod.itd.earthlink.net (8.8.7/8.8.5) with ESMTMP id IAA08301; Wed, 18 Nov 1998 08:19:59 -0800 (PST)

Date: Wed, 18 Nov 1998 11:16:42 -0500

From: Artie Blanco <ablanco@naleo.org>

Subject: Reception Honoring Presidential Appointees

To: imdnaleo <imdnaleo@aol.com>

Message-id: <3652F2E8.C0A0523D@naleo.org>

MIME-version: 1.0

X-Mailer: Mozilla 4.5 [en] (Win95; I)

Content-type: text/plain; charset=US-ASCII

Content-transfer-encoding: 7BIT

X-Accept-Language: en

The Secretary of Energy

Washington, DC 20585

November 16, 1998

Dear Friend:

On behalf of the President and the Vice President, and in collaboration with the National Hispanic Leadership Agenda, it is my pleasure to invite you to a special event to be held honoring the Clinton Administration Hispanic Appointees who were confirmed by the Senate During the month of October.

Our "Latino Progress Into the Millennium" celebration will be held on Monday, November 23, 1998, at the National Academy of Science, 2100 C Street, NW. The formal portion of the program begins at 5:00 p.m., with a reception to follow.

Our honorees are:

- * Judge Sonia Sotomayor, U.S. Court of Appeals, Second Circuit
- * Ida Luz Castro, Chair, Equal Employment Opportunity Commission
- * Jose de Jesus Rivera, U.S. Attorney for the State of Arizona
- * Saul Ramirez, Deputy Secretary, Department of Housing and Urban Development
- * Patricia Montoya, Commissioner of Children, Youth and Families, Department of Health and Human Services
- * Henry Solano, Solicitor, Department of Labor
- * James Ledesma, Ambassador, Department of State
- * Simon Ferro, Ambassador, Department of State
- * John Sepulveda, Deputy Director, Office of Personnel Management
- * Romulo "Romy" Diaz, Assistant Administrator, Environmental Protection Agency
- * Michael Reyna, Member, Farm Credit Administration Board

The appointment of these individuals reflects President Clinton's commitment to the Latino community and to building "One America in the 21st Century." As such, it is an important measure of our progress.

I hope you will join me in honoring our distinguished colleagues on this special occasion. Please RSVP by November 20, 1998, by calling (b)(6) [002]

(b)(6)

Yours Sincerely,

Bill Richardson