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Photo/BRIAN EBNER

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Madison Forecast:
Today: Mostly cloudy with showers and thunderstorms likely.
High 68. Tonight: Showers and thunderstorms. Low 55.

Details/back page



A step up on stair machine: Treadmill burns most calories

By Debra Hale

Associated Press

If you're not huffing and puffing off enough calories in your daily workouts at the health club, try the treadmill.

Researchers say it burned more calories than five other exercise machines studied during a test involving 13 young, fit volunteers.

The biggest difference was between the treadmill and the stationary bicycle, with the treadmill burning more than 40 percent more calories.

Exercising on the treadmill at a level of effort categorized as somewhat hard burned

about 700 calories an hour, compared with 627 on the stair machine; 606 on the rower; 595 on the cross-country ski machine; 509 on the Airdyne, a stationary bicycle that works by pedaling with the legs and pulling on bars with the arms; and 498 on a regular stationary bike.

The study was conducted by researchers at the Medical College of Wisconsin in Milwaukee and the Milwaukee VA Medical Center and reported in today's issue of The Journal of the American Medical Association.

Dr. Pietro Tonino, chief of sports medicine for Loyola University Medical Center,

said the study shows that people don't need to spend lots of money to exercise.

Manufacturers of exercise machines donated equipment for the study but no money, said the lead researcher, Dr. Anne Zeni, senior resident in physical medicine and rehabilitation at the Medical College of Wisconsin.

The findings might not apply to the elderly or people who are out of shape, Zeni said, and the study's small size — eight men and five women with an average age of 32 — precluded comparisons between sexes.

Also, personal preferences and factors such as medical conditions affecting bal-

ance make certain types of exercise more appropriate for some people, the researchers said.

The subjects exercised a minimum of 15 minutes twice a week on each machine. A standardized system of rating the workout's intensity — known as the Rating of Perceived Exertion scale — was used. A value of 11 was considered fairly light; 13, somewhat hard; 15, hard.

"All the machines were good for improving and maintaining fitness," Zeni said.

■ Sex won't hurt many heart patients/6A

MENTORS MAKE a DIFFERENCE



State Journal photo/CAROLYN PFLASTERER

Adam Smith, a member of the Madison advocacy group 100 Black Men, visits with Mendota Elementary School students as part of a mentoring program. Teacher Amy Horton is the other adult with the students.

The benefits of long-term mentoring are documented locally, nationwide

By Andy Hall

Wisconsin State Journal

The crowd surges forward, pressing too close, begging for autographs, worshipping you the moment you stroll into a room.

They ask you to sign their books, their shirts — even their wrists, so starved are they for your attention.

Perhaps this is what it's like to be a rock star.

But this is happening in Madison's Mendota Elementary School, the surging crowd is a roomful of students and the heroes are half a dozen men who've stopped by for lunch.

This is what it's like to be a mentor. There is a power here, a power to attack that which is wrong with Madison's schools. It is an astonishingly simple act to cut out a few minutes early for lunch, head to a school and spend an hour eating, studying and laughing with students.

The cost to taxpayers: near zero. The benefits of long-term mentoring are documented locally and nationwide, by research and by word of mouth: Children, many of whom come from shattered and poor families, see that adults care. Attendance, behavior and finally, grades, improve. Adults discover that they can bring joy

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SUNDAY — Achievement gap: What can be done to narrow it?

MONDAY — Student views: From top to bottom of the class.

TUESDAY — Career track: Are students learning the right things?

WEDNESDAY — Excellence's price: Madison's emphasis on college debated.

SUNDAY — Boosting achievement: Madison's new directions.

MONDAY — Surviving in society: How can Madison better prepare students?

TUESDAY — Citizens: Students' civic knowledge assessed.

TODAY — Setting an agenda: Ideas for improving student achievement.

McFarland teacher to stand trial

Five male students testify to seduction

By Brenda Ingersoll

Police reporter

A McFarland High School gym teacher remained composed Tuesday, when bound over for trial after explicit testimony from five male students who said he sexually seduced or molested them, or offered them illicit drugs.

David B. White, 41, of 4016 Hegg Ave., remains free on bond pending a trial before Dane County Circuit Judge Stuart Schwartz. No date was set. If convicted of all 14 counts, he faces up to 97 years in prison.

The most emotionally wrenching testimony of a long day in Judge Patrick Fiedler's court came from a McFarland senior, now 18, who said White began a campaign of seduction beginning in the fall of the youth's junior year.

White made him a "leadership student," he said, and habitually wrote passes for the

then 17-year-old, excusing him from study hall, so they could meet privately in the "old gym."

There, "We started talking about more private issues, of sexuality, issues I didn't really want broadcast around the school," he testified under direct examination by Deputy District Attorney Judy Schwaemle.

"It was a section of school where students and teachers rarely go," the senior said. "We knew we were safe," he said, be-

Please see WHITE, Page 6A

That's some scooter booty

Fifth-graders win \$5,000 savings bonds for robot design

DEFOREST — Twenty thousand dollars in U.S. Savings Bonds will be divided among four area elementary school students whose science project recently placed second in a national competition.

Mark Delorey, Dusty Harrier, Chandra Harvey and Brooklyn Mayo, fifth-graders at Leeds Elementary School, will each receive \$5,000 savings bonds for designing a robotic scooter for the Toshiba/National Science Teachers Association ExploraVision Awards program.

The competition attracted more than 18,000 students from across North America. Students had to write a 10-page research paper on their vision of how a current technology might exist in the future, plus develop a storyboard.

The DeForest School District students from Leeds competed against 5,300 other fourth- through sixth-grade teams, and were

named age-group finalists in March. They each received a \$100 savings bond, Toshiba products for their school and \$500 to develop a video of the project for the finals competition.

The team's winning video showcased a prototype of their "super scooter," which features retractable arms, an emergency climate dome and a computer console. The scooter is designed to assist elderly and disabled people.

The students, their parents and adviser Jeff Stern earned a trip to Washington, D.C., in June for an awards ceremony. The team will also be featured in an upcoming edition of USA Today, and Leeds Elementary will receive selected Toshiba products.

A Canadian elementary school won the national competition. Each team member won \$10,000 savings bonds.

— Melanie McManus



File photo

Dressed in futuristic costumes, Leeds Elementary fifth-graders, from left, Mark Delorey, Chandra Harvey, Brooklyn Mayo and Dusty Harrier show Sun Prairie Middle School Librarian Gail Kemper, center, the "super scooter" they designed that placed second in a national science competition.

Mayor opposes Mifflin party

One-time activist says tradition has ended

By Jonnel LiCari

Wisconsin State Journal

As a young City Council member in 1969, Paul Soglin was arrested for disorderly conduct at the first Mifflin Street Block Party.

Now, in his second run as mayor, Soglin has jumped on the bandwagon of city officials calling for the demise of the annual rite following the chaos at Saturday's event.

"For years, I'd hoped the Mifflin Street block party would come to an end," Soglin said Tuesday in his first public comments about what went wrong Saturday.

"There is no safe way of accommodating 15,000 people with heavy consumption of liquor in that environment," he added.

Eight people were arrested, more than 20 were injured by flying rocks and bottles, a car was set on fire, a fire truck sustained about \$15,000 in damage and the area was dumped with 29½ tons of trash.

In decrying the event, Soglin sounded like the 51-year-old father of three that he is rather than the anti-war protester who led

the fight to legalize block parties, which were once outlawed, after the first event ended in three days of police confrontations.

He suggested people take a bike ride to Paoli or a cold shower with a friend in lieu of a block party. He said inebriation does not equal sexual virility, as some young people might think.

"It's not cool, it's not hip, it's not where it's at," Soglin said.

And to those who say the party must go on because it is a strong Madison tradition, Soglin has a few words:

"I don't pull rank very often," he said. "But I think I can speak of the tradition of the Mifflin Street Block Party with more authority than most people ... that tradition has long ended."

The party started with a political theme but soon transformed into a drink fest. Even a block party held a few weeks after the first one, and presided over by a young Soglin, featured free beer from the Nitty Gritty and more dancing in the streets than marching for a cause.

Despite his strong words however, Soglin said the city can't do anything to actively stop the party. People have a constitutional right to assemble, he said, and heavy police enforcement will only lead to riots like it did in 1969.

"Again I'll pull rank," he said. "There are not a lot of people who know as much as I do about turning a small incident with a small crowd into a riot — and about preventing it."

The riots in 1969 resulted when police began arresting revelers for minor violations.

"This is one of those instances where the answer is not in law, it's not in government," he said. "The worst extreme is a police state, which is simply not an option."

A community standard that says this type of behavior is unacceptable is the only way to end the party, he said.

■ Professors criticize student drinking/3D

Hope

Continued from Page 1A

and a zest for learning to children.

It is one way that the Madison community attempts to halt the widening of the achievement gap that divides white and black, rich and poor.

The mentoring program at Mendota by members of 100 Black Men of Madison is among more than 60 local efforts that strive to narrow that achievement gap. It is included in a new study by community leaders, arising from the Schools of Hope project, that has begun exploring a wide range of options for attacking the racial disparities.

The study, being led by United Way of Dane County President Leslie Ann Howard and 100 Black Men of Madison President Enis Ragland, is examining existing efforts to find out what's working and what could be done to raise the achievement levels of students, particularly African Americans.

Ragland said so many people are working so hard in so many programs that the study should find better ways of using the resources.

"I'm not talking about throwing more money at the problem," said Ragland, a Madison mayoral aide.

A report is expected next month.

The campaign aims to find ways the community as a whole can work with the schools to help make African-American students as successful as whites.

"It needs to be done," said Ken Baldwin, who serves on the local boards of the Urban League and 100 Black Men.

As he spoke, a racially diverse roomful of Mendota first-, second- and third-graders, many from poor families in the Vera Court neighborhood, swarmed mentors for autographs and asked them to return the next week. Others sat down, one on one with a mentor, and began to read.

Baldwin and the group did go back. They plan to continue visiting, continue helping the school district work toward its motto, "Success for All."

As inspiring as such examples may be, they must be measured against a hard question: Is anything really going to bring up the grades of low-achieving students in Madison?

There is reason to doubt.

During the first half of the 1990s, while the grade point averages of white high schoolers rose, the GPAs of blacks remained stagnant or slid, the Wisconsin State Journal reported. The racial gap in GPAs has widened. It now exceeds a full point (on a four-point scale) for freshmen and sophomores.

Michael Drew, one of more than 40 high school students writing diaries for Schools of Hope, said his own success at school feels hollow because too many students aren't getting a fair shot.

The East High School senior wrote:

"It seems that in this system of public education, one's path is set extremely early — by such things as what math courses one tests into, etc. — but more, by such things as who you hook up with as friends, what their attitudes are, and by what socioeconomic category you fit into.

"It really often seems as though this path is virtually impossible to break out of."

The alarm about Madison's racial achievement gap began ringing nearly a decade ago.

The Urban League issued a report and expressed outrage. Then school Superintendent James Travis promised to study the reasons behind the numbers.

Since then, the school district has spent nearly \$6 million on programs aimed specifically at raising the grades and test scores of minority students. Additional millions have been spent on hiring extra teachers to aid students at the highest risk of failure.

What's different this time around is that there's a major effort taking shape to link schools and the community in fighting the disparities. The coalition involves students, teachers, school officials, parents, the United Way, juvenile courts and representatives of local governments, UW-Madison and Madison Area Technical College.

"That's my dream ... that Schools of Hope truly would generate schools of hope," said Madison schools Superintendent Cheryl Wilhoite, who replaced Travis 3½ years ago.

Among the programs that might be worthy of expansion are those that try to strengthen families, not just children at risk of failing, officials say. One of the best-known of this type, Families and Schools Together (FAST), began in 1988. It brings parents into schools for meetings with school officials and attempts to give families many



Timeka Rumph, an East High School junior, greets a friend before she departs on a spring break trip to Italy. At left is Rumph's mother, Carolyn, who plays a key role in her daughter's academic success by setting high expectations and being involved at school.

GET INVOLVED: To comment on issues facing the Madison School District, you can call Superintendent Cheryl Wilhoite at 266-6235. To leave a message on the district's 24-hour tele-access line, call 266-6233.

To write to School Board members, address letters to: Board of Education, 545 W. Dayton St., Madison, Wis., 53703-1995.

Comments can also be filed electronically. Send faxes to 266-6253. Address e-mail to: comments@madison.k12.wi.us.

Shirley Hammond, the district's mentoring and tutoring coordinator, may be reached at 233-2406.

If you'd like information about volunteering in the district or about involving your business with schools, contact Audrey Lehman in the community partnerships office at 266-6011.

tools for dealing with stress and boosting achievement.

Mentoring programs are viewed as one of the best, cheapest and fastest-growing ways for typical residents to help improve the schools.

They are a relatively new concept in Madison. Although Big Brothers and Big Sisters of Dane County began matching children with adult role models in 1966, programs geared specifically to the schools began in 1989.

Tutors — volunteers who help students with schoolwork — have been around for decades and often wind up becoming role models as well.

More than 750 adults serve as

If you'd like to be involved in mentoring and tutoring programs, here's a sampling of organizations you can contact:

■ United Way of Dane County, through its Volunteer Center, coordinates programs countywide, 246-4380.

■ Big Brothers and Big Sisters of Dane County, Dan Gribbon, executive director, 249-7328.

■ Retired and Senior Volunteer Program, Linda Green, countywide coordinator, 238-7787.

■ 100 Black Men of Madison, Enis Ragland, president, Box 469, Madison, Wis. 53701.

Also, United Way is leading a Schools of Hope study of existing programs that aim to boost academic achievement of minority students, particularly African Americans. To pass along information about a program, contact Kathy Hubbard at 246-4373.

mentors or tutors but groups say that if enough adults volunteered, they could easily triple the number of mentors paired with Madison students.

Support for mentoring programs takes many forms. Groups as diverse as Christ Presbyterian Church, American Family Insurance and the state Department of Natural Resources are involved.

"I don't think we'd ever turn anyone away," said Shirley Hammond, who coordinates mentoring and tutoring programs for the school district.

Her goal: To "gently facilitate ... dreams."

— State Journal reporter Phil Brinkman contributed to this story.

Schools of Hope findings

During the past two weeks, the Wisconsin State Journal's Schools of Hope project has presented an investigation into academics in the Madison School District.

Highlights included:

■ African Americans are falling further behind whites despite nearly a decade of efforts to boost their achievement levels. Freshman and sophomore blacks now trail whites by more than a full grade point (on a four-point scale). Struggle at school is closely linked to poverty, single-parent households, low levels of parental education, truancy, high rates of suspensions and mobility — moving repeatedly while school is in session. Institutional racism is acknowledged to push down blacks' performance.

■ Although the racial achievement gap plagues every urban school district in America, Madison's gap is particularly large because white students' performances on standardized tests are among the highest in the nation.

■ It's possible to succeed where others fail. Timeka Rumph, an African-American student at East High School, succeeds because her mother, peers and school officials maintain high expectations of her. Diaries being written by Rumph and more than 40 other high school students for Schools of Hope show that regardless of race, students who succeed generally feel at home at school, believe educators respect them, are prodded by high expectations and appreciate teachers' efforts to make classes relevant and interesting.

■ A 20-member Schools of Hope leadership team, upon hearing the State Journal's findings, promised to unite the schools and commu-

nity to attack the racial achievement gap.

■ Many Madison graduates — and local employers — say public schools should do more to help students prepare for the work world.

■ Three-fourths of Madison graduates opt to continue their education. UW-Madison officials say the graduates are well-prepared; Madison Area Technical School officials offer a mixed review, saying some graduates don't know how to read a ruler.

■ Standardized tests are imperfect and remain the subject of charges that they're biased against racial and cultural minorities. But for the foreseeable future, they'll remain a key to getting advanced classes, scholarships, college admissions and good careers. Madison is adding a new layer of standards — performance assessments — intended to tell parents, teachers and students just what a student has mastered or has yet to learn.

■ The district's overall test scores trail the state average in third grade but rise by the eighth and 10th grades. The district has begun investigating why.

■ In addition to preparing students for college or work, schools also are expected to help students learn to survive out in the world, and how to be responsible citizens.

Survival skills such as eating a balanced diet and balancing a checkbook are learned mostly through elective courses; students say they value the classes and wonder why more don't sign up.

A Schools of Hope survey suggests Madison students receive plenty of old-fashioned civics knowledge.

Most on Madison

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