

## THE PRESIDENT'S INITIATIVE ON RACE

## ADVISORY BOARD MEETING

WEDNESDAY  
DECEMBER 17, 1997

The Advisory Board met in the Auditorium at Annandale High School, 4700 Medford Drive, Virginia, at 9:00 a.m., Dr. John Hope Franklin, Chair, presiding.

PRESENT:

JOHN HOPE FRANKLIN, Ph.D.	Chair
LINDA CHAVEZ-THOMPSON	Board Member
SUSAN D. JOHNSON COOK	Board Member
GOVERNOR THOMAS H. KEAN	Board Member
GOVERNOR WILLIAM F. WINTER	Board Member

ALSO PRESENT:

SECRETARY RICHARD W. RILEY, Secretary  
U.S. Department of Education  
DONALD L. CLAUSEN, Principal  
Annandale High School  
KATHLEEN MATTHEWS, Moderator  
SHARIFA ALKHATEEB, Panelist  
CAROL FRANZ, Panelist  
FATEMA KOHISTANI, Panelist  
ALEX KUGLER, Panelist  
CHRIS YI, Panelist  
HAROLD HODGKINSON, Presenter  
JUDITH A. WINSTON, Moderator  
and Executive Director  
WILLIAM J. BENNETT, Panelist  
JAMES COMER, Panelist  
LISA GRAHAM KEEGAN, Panelist  
DIANA LAM, Panelist  
DEBORAH MEIER, Panelist  
GARY ORFIELD, Panelist

## I N D E X

Introduction/Review of the Agenda John Hope Franklin	3
Welcoming Remarks, Richard W. Riley	8
Welcoming Remarks, Donald L. Clausen	19
<b>Bridging Racial Divides in Primary and Secondary Education: How can we promote equity and excellence in education for all Americans?</b>	
John Hope Franklin	27
Round Table Discussion I: <b>Fairfax, A Microcosm of Change: What can we learn from the growing diversity in Fairfax County Public Schools?</b>	
Moderator: Kathleen Matthews	31
<b>The Changing Face of Education in America</b> Harold Hodgkinson, Director, Center for Demographic Policy, Institute for Educational Leadership	114
<b>Viewing of the President's Initiative on Race Public Service Announcement</b>	132
Round Table Discussion II: <b>Issues of Race in Primary and Secondary Education: What are the challenges associated with racial disparities in education and the growing student diversity? What strategies can help overcome racial disparities and make diversity an asset in education?</b>	
Moderator: Judith A. Winston	136
Advisory Reports/Next Steps/Adjournment	262

## P-R-O-C-E-E-D-I-N-G-S

(9:15 a.m.)

CHAIRMAN FRANKLIN: Good morning and welcome to today's meeting of the President's Advisory Board on Race.

My name is John Hope Franklin, Chairman of the Board. And I am joined today by Advisory Board members Governor Winter -- Governor William Winter of Mississippi, the Reverend Susan Johnson-Cook, Governor Thomas Kean, Ms. Linda Chavez-Thompson, and our esteemed Executive Director, Judith Winston.

We're missing one. Angela Oh, our member from Los Angeles, was unable to be here. And Robert Thomas of Florida was unable to be here either.

Today we will be discussing issues of race in primary and secondary education. We will do this primarily through two round table discussions. The morning round table will focus on experiences with race in the Fairfax County public schools.

And we are joined on stage by several distinguished guests from Fairfax who will be introduced in a moment.

The afternoon panel will broaden the discussion to a national context. In between the two

1 panels we'll -- in between the two panels, we will  
2 hear briefly about the changing face of education in  
3 our Nation.

4 And we will listen at that point to a  
5 nationally known demographer who we will meet during  
6 the lunch hour and after which we will meet several  
7 students during the lunch hour, and parents and  
8 teachers as well.

9 In order to maximize the time for  
10 discussion, reports from the Chairman and the Board  
11 about our many recent activities will be given at the  
12 end of the meeting.

13 Now we are holding the meeting in Fairfax  
14 County, Virginia in part to follow up on the  
15 President's observation at our meeting on September  
16 the 30th that the Advisory Board might wish to study  
17 the changing demographics in Fairfax County as a  
18 microcosm of America's burgeoning diversity.

19 While we want to make clear that Fairfax  
20 County public schools are unique in some important  
21 ways and that they are certainly not immune to the  
22 challenges of race, we believe that there are many  
23 significant lessons that we can learn from Fairfax  
24 County schools' experience particularly in their

1 dealing with diversity.

2 Before we move on to the meeting's agenda,  
3 I want to announce that the President's Initiative on  
4 Race is today releasing a case study of Bailey's  
5 Elementary School in Fairfax County which is a  
6 remarkably diverse magnet in so many ways.

7 It is overcoming many of the past fears of  
8 racial diversity and is making diversity an asset in  
9 education. Earlier this week, our own Board member,  
10 Linda Chavez-Thompson, met with students and parents  
11 in Bailey's Elementary School.

12 And if you want to hear some enthusiastic  
13 observations, just listen to Ms. Thompson as she talks  
14 about her experience at the Bailey's school. She'll  
15 have more to say about that experience later on in the  
16 day.

17 Also, the principal of Bailey's Elementary  
18 School, Carol Franz, will be joining us shortly in our  
19 very first discussion on the panel.

20 This case study is an extension of the  
21 efforts of the President's Initiative on Race to  
22 identify promising practices that are being  
23 implemented across our Nation to bridge racial  
24 divides. By highlighting these practices, we hope to

1 provide useful information to other communities that  
2 are facing similar challenges and promoting similar  
3 efforts.

4 This is typically an American experience  
5 of using local or state experiences and then, to the  
6 extent that it is possible, translating those  
7 experiences into other localities and gradually  
8 adapting them perhaps on the national level.

9 There are approximately 40 brief summaries  
10 of practicing experiences -- promising practices  
11 already available on our Web site, and we'll be adding  
12 to those from time to time. The Bailey's case study  
13 is the first in what will be several more extensive  
14 case studies of promising practices across the Nation.  
15 Some of these practices are, in many instances,  
16 bridging racial divides of education.

17 Our first speaker, who it's my great  
18 pleasure now to introduce, will have more to say on  
19 that effort.

20 We are honored to have with us our  
21 Secretary of Education, the Honorable Robert --  
22 Richard Riley, who will deliver some remarks welcoming  
23 us and will talk with us about some of the recent and  
24 future efforts of the United States Department of

1 Education.

2 As Governor of South Carolina, Secretary  
3 Riley won national recognition for his highly  
4 successful efforts to improve education. And as  
5 Secretary of Education, he has launched historic  
6 initiatives to raise academic standards, to expand  
7 federal grants and loan programs to help more  
8 Americans go to college and to improve teaching for  
9 all Americans.

10 I had the great honor to succeed Secretary  
11 Riley on the Board of the Duke Endowment when he  
12 became Secretary of Education. And this morning, I'm  
13 delighted that he's here, and I welcome him to the  
14 podium and extend our greetings to him.

15 Secretary Riley.

16 SECRETARY RILEY: Thank you so much.

17 Dr. Franklin, and good morning to all of  
18 you, the Board, the panel and all the guests here.  
19 It's great to be in Annandale High School, Mr.  
20 Clausen. And you have such a fine reputation.

21 Like all of you, I was excited and  
22 challenged when President Clinton made the important  
23 decision to begin this national dialogue on race. I  
24 was there in San Diego with you.

1           And since that time, my staff and I have  
2 had the opportunity to participate in a number of  
3 conversations in schools, meeting rooms, even on  
4 trains, with college students, with working men and  
5 women, even with a group of fifth grade students in a  
6 Maryland elementary school.

7           We've heard what we've learned, and it  
8 leads me to have even a greater enthusiasm and  
9 optimism that we are on the right track. At the  
10 center of each of these dialogues, and I believe it's  
11 the center of our national struggle to address this  
12 issue, is a shared goal; a goal of people grappling  
13 with the problem and trying not to erase the past, but  
14 to learn from it, to build on it, to create a stronger  
15 future.

16           Now I've seen people of all ages and races  
17 and backgrounds come together in friendship and in  
18 trust to talk about the issue that is so important to  
19 the future of our children and of our Nation. I've  
20 seen people reach out to each other to break down  
21 walls.

22           I remember a story that I used to tell  
23 when my son Hubert, who is now in his mid-30's, was  
24 like four years old. And I was getting dressed on



1 morning and the news was on, and a little five minute  
2 devotional back in my home town would come on.

3           And this preacher then would give a little  
4 mini sermon. And this preacher was talking about the  
5 Bible says love one another. Hubert, this little  
6 fellow, kept pulling at my leg and asking me about it.  
7 I said, "Son, what's the question?"

8           He said, "The Bible says love one another.  
9 Well, why don't it say love two another and three  
10 another and four another?"

11           (Laughter.)

12           And I think that his comment years ago  
13 makes a lot of sense. One, I tried to explain to him  
14 it means everybody, we're one Nation. And the best  
15 way to bring us closer is to reach out through  
16 conversations like ones we're now having in a civil  
17 and responsible tone.

18           To that end, I want to say to each of you  
19 here today who are working on this important  
20 initiative don't get distracted by the tendency in  
21 this Nation to weigh success by instant barometers.  
22 Your mission, and it's a good one, is to listen to the  
23 American people, to collect their thoughts so that we  
24 can engage in a thoughtful dialogue.

1           You can't be rushed if the dialogue is to  
2 truly be thoughtful.

3           When the President charged you with this  
4 mission, he did so because he understands, and I agree  
5 and want to emphasize, that there is real value in  
6 dialogue itself; that there are a lot of ways to have  
7 dialogue.

8           The Vice President and I were visiting a  
9 little elementary school over in Maryland some months  
10 ago and they had a lot of technology. And we were  
11 sitting there with two little fifth graders who were  
12 on the Internet with kids from Ethiopia.

13           And I never will forget the Vice President  
14 leaned over and asked the little fella at the  
15 computer what he was learning. And he said, "We're  
16 learning that we can be friends." Well, what a great  
17 message for this fifth grader, being friends with a  
18 kid in Ethiopia through technology.

19           I'm pleased that the Board has chosen to  
20 make better education for all Americans a focus on the  
21 race initiative.

22           One conclusion that the President, I and  
23 my staff have heard in every conversation that we have  
24 attended when asked the groups what message they would

1 like us to take back to the President was that we need  
2 to focus on quality education and on children. That  
3 was truly enacted.

4 Let me say that as the U.S. Secretary of  
5 Education, it's very rewarding to see how strongly the  
6 American people believe in the power of education.  
7 There are many reasons we have this kind of faith and  
8 knowledge in learning, and this view is no doubt  
9 premised on the understanding that in today's world,  
10 there can be no equity without education.

11 Every citizen has the right, and indeed  
12 must have the opportunity, to be well educated. Over  
13 the past year, I've talked about a new definition of  
14 civil rights, one that includes yes, the opportunities  
15 for people, for families, equal justice, yes; but now,  
16 also a quality education based on higher expectations  
17 must be a part of the definition of the civil rights.

18 As President Clinton said in Central High  
19 School in Little Rock, Arkansas during a celebration  
20 of the 40th anniversary of the school's desegregation,  
21 "We must not replace the tragedy of segregation with  
22 the tyranny of low expectations."

23 So many of our racial problems come from  
24 the expectations we have or are told to have of other

1 people. In education and in our schools and colleges,  
2 expectations are particularly important, shaping our  
3 impression of how well we think people will do, how  
4 much they can learn and whether or not they can  
5 succeed.

6           When we have high expectations of  
7 ourselves and for others, we're usually rewarded with  
8 more in return. And when we encourage someone to  
9 believe in himself or herself, he or she will also  
10 begin to believe in others.

11           I recently read a somewhat disturbing  
12 study in Ed Daily from the December *Journal of*  
13 *Educational Psychology*. They were quoting this. This  
14 was a study.

15           "Based on long term national data, the  
16 study found the connection" -- that's the key word --  
17 "the connection between self esteem and academic  
18 outcomes for African-American school boys was close to  
19 zero when they reached the 12th grade."

20           They didn't make that connection. They  
21 diverged sharply from African-American girls,  
22 Hispanics and Whites. Even as their grades fell,  
23 African-American boys' overall self esteem remained  
24 high, suggesting a disconnect between academic reality

1 and self view.

2 The study supports, the article goes on to  
3 say, a theory contending that when students link self  
4 esteem to academic performance, they find good  
5 performance rewarding and poor achievement punishing.  
6 And by contrast, if students don't identify  
7 achievement with self esteem, it fails to provide the  
8 incentives to achieve.

9 Now we all need to make sure that we  
10 eradicate the belief that learning is not cool, and  
11 that using your mind is some sort of weakness and that  
12 trying to achieve excellence is for somebody else.

13 We've had a lot of thought and talk about  
14 self esteem. And I think it's very important to link  
15 self esteem with high academic achievement from the  
16 very beginning of a child's education. It's really  
17 what the standards movement that we talk so much about  
18 in our administration is all about.

19 In support of that message, it gives me  
20 pleasure to announce a partnership between the  
21 President's Initiative on Race and our Department of  
22 Education to build on the effort by the Race  
23 Initiative to collect promising practices from around  
24 the country.

1           The partnership will develop in depth case  
2 studies of places around the country that are creating  
3 high expectations for, raising achievement of and  
4 closing the gap between students of all races and  
5 ethnicities.

6           And there's another very important reason  
7 why this Nation turns to education as a primary  
8 solution to so many of our problems including race.  
9 And that reason is that education is central to  
10 developing the values of citizenship, respect for  
11 others and their views, and the understanding and the  
12 appreciation of democracy that all people should have  
13 this clear understanding, especially the young people  
14 who are to be the leaders and the shapers of tomorrow.

15           In the '54 Supreme Court decision, *Brown*  
16 *v. The Board of Education*, the Supreme Court ruled  
17 that segregation has no place in our public schools,  
18 but that momentous and magnificent opinion also had a  
19 lot to say about the role of education in developing  
20 good citizenship. That was a part of it.

21           A quote from that: "Education is required  
22 in the performance of our most basic public  
23 responsibilities," the Court said. "It's a foundation  
24 of good citizenship, it's a principal instrument in

1       awakening the child to cultural values in preparing  
2       him for later professional training and helping him to  
3       adjust normally to his environment."

4               Indeed, our public schools, public  
5       schools, are one way in which we bring together  
6       children of all people teaching important lessons  
7       about the commonality and the diversity of American  
8       culture.

9               In today's -- in a national marketplace of  
10       commerce and of ideas, many of our American students  
11       have the invaluable opportunity to learn about  
12       different backgrounds and races and origins right in  
13       their own school without even traveling to another  
14       country.

15               As I've traveled across the Nation  
16       visiting with students and parents and communities, I  
17       have found a great desire by Americans of all races to  
18       become better citizens, to overcome adversity, create  
19       equity and excellence, and build a better future for  
20       all.

21               The Government has the important, although  
22       limited, role in this mission. But more importantly  
23       is what each of us can do to help achieve the goal.  
24       And it can only be achieved person by person, child by

1 child.

2 The scholar and educator, Dr. Benjamin  
3 Mays, who was a great friend of mine, a man that Dr.  
4 Martin Luther King called his mentor, preached the  
5 gospel of high expectations, higher expectations for  
6 all children.

7 And his statement is this: "It's not  
8 failure, but low aim that is sin." Benjamin Mays.  
9 "It's not failure, but low aim that's sin." So I urge  
10 all of you to keep these words in mind as you progress  
11 on your important mission.

12 Indeed, you have before you a lofty goal,  
13 and I'm confident in all of us working together will  
14 achieve great progress as proud citizens of our one  
15 Nation, under God, indivisible, with liberty, justice  
16 and respect for all.

17 I wish everybody a Merry Christmas and a  
18 Happy Hanukkah.

19 (Applause.)

20 CHAIRMAN FRANKLIN: Thank you very much,  
21 Secretary Riley.

22 The President's Advisory Board is honored  
23 to join the Department of Education in searching for  
24 and identifying promising practices in the various



1 parts of the country. And we hope that in the future  
2 we will be able to expand the list of promising  
3 practices and place them on our Web site.

4 It is now my very great pleasure to  
5 recognize and to thank our host for today, the  
6 Principal of the Annandale High School, Donald  
7 Clausen.

8 We also apologize to him for invading his  
9 premises and disturbing the ordinary events of the day  
10 here, and we are delighted -- we hope that what we do  
11 here today will at least, in some respects, justify  
12 our being here and justify the disturbance that we  
13 have caused.

14 Mr. Clausen is a former member of the  
15 Peace Corps. He's about to enter his 30th year as a  
16 teacher and administrator in Fairfax County public  
17 schools. He was principal -- he has been principal of  
18 Annandale High School since 1994.

19 And I call him to the podium now to extend  
20 to us a greeting and to talk about the growing  
21 diversity in the Annandale High School and what it  
22 means for the education of the students of this  
23 school.

24 Mr. Clausen, thank you so very much for

1 allowing us to be here today and to be a part of your  
2 very exciting experience here at Annandale.

3 PRINCIPAL CLAUSEN: Thank you.

4 (Applause.)

5 Thank you and good morning. And you can  
6 invade us anytime.

7 (Laughter.)

8 Dr. Franklin and distinguished members of  
9 the President's Advisory Board on Race, it's my  
10 pleasure to welcome you to Annandale High School for  
11 this very important and historic discussion.

12 I would also like to welcome the Chair of  
13 the Fairfax County School Board, Chris Amanton; and  
14 the Vice Chair, Mark Emory; and School Board member  
15 Elron Moon; and also with us is interim Superintendent  
16 of Fairfax Schools, Dr. Allen Lease; and Dr. Loretta  
17 Webb, Area 3 Superintendent over there.

18 Thank you.

19 (Applause.)

20 Thank you for coming.

21 It is indeed fitting that Annandale be  
22 chosen as the site for a discussion about diversity  
23 and bridging racial divides in education. Annandale  
24 has experienced success in bridging those divides that

1 exist between cultures and languages.

2 We hear a great deal of talk about  
3 differences between people and what separates us.  
4 Students at Annandale have discovered by working  
5 together in classrooms, in performing groups, in the  
6 cafeteria, on the athletic fields, in clubs, at dances  
7 and in social gatherings that we have more in common  
8 with people from all cultures than we do differences.

9 Our students realize that they're all here  
10 for a common purpose: that is, to get the best  
11 education possible and to become the best citizens of  
12 this country that they possibly can. All of our  
13 students benefit from the diversity at Annandale.

14 They continually learn from each other.  
15 They learn firsthand, no book or Internet research  
16 necessarily needed, about many cultures, religions and  
17 areas of the world.

18 World studies teachers call on students to  
19 share their experiences in their home countries of  
20 Bolivia, Pakistan, Korea, Vietnam, Ghana, Bosnia,  
21 Canada, Haiti, Ecuador, Afghanistan -- to name just a  
22 few.

23 Students at Annandale have learned that  
24 this is the real world and that they are ready to

1 enter that world. Students are able to share holiday  
2 customs for holidays they've never heard of. One  
3 student states that she met students at Annandale from  
4 countries that she previously thought only existed in  
5 the movies.

6 Our students returning from college tell  
7 us that the diversity at Annandale has been a great  
8 help to their success and adjustment to college. The  
9 whole process of learning about people who appear to  
10 be different and then finding out that they have the  
11 same hopes, goals and dreams that you do unites us in  
12 a common purpose and energy.

13 I truly believe that there are many  
14 discussions and learning opportunities that occur here  
15 daily, indeed hourly, that could not take place at all  
16 in a school without diversity. School life at  
17 Annandale would be far less interesting, far less  
18 stimulating, and far less enriching without diversity.

19 Ten years ago, this school and community  
20 was over 90% White middle class. Now we are 24%  
21 Asian, 17% Hispanic, 14% Black and 44% White from 73  
22 countries, speaking 43 different languages of origin,  
23 with 33% of our students needing free or reduced  
24 lunch.

1           The picture of the class of 1954, when  
2 Annandale was opened, and the class of 1998 are  
3 strikingly different. I believe that our students  
4 today are better prepared for the world of work and  
5 higher education because they see the world as it will  
6 soon become -- all in a safe and secure environment.

7           Our students have the opportunity here to  
8 achieve at levels as high as at any high school in  
9 Fairfax County, long recognized as being among the  
10 finest in the country.

11           They take courses at the highest advanced  
12 placement level in all areas including English,  
13 mathematics, social studies, science, foreign  
14 languages, journalism, fine arts and music theory.

15           We also have courses for all levels of  
16 achievement and interest including culinary arts, auto  
17 mechanics, child care, nursing, computer science,  
18 business, sports entertainment and on and on.

19           In all of these areas, we work hard to  
20 ensure that diversity is represented, that the make up  
21 of all of our courses, including the upper level  
22 classes, also reflects the school population.

23           Several programs such as College  
24 Partnership, the AVID Program, the EDS School/Business

1 Partnership, the Early Identification Program at  
2 George Mason University and many others help to  
3 motivate and encourage ethnic minority students and  
4 language minority students to enroll in and succeed in  
5 upper level courses.

6 We work to -- we continue to work every  
7 day with a variety of approaches and programs to  
8 address every student's needs and help them achieve to  
9 the fullest of their potential.

10 The challenge is to provide an educational  
11 program for all students; one that will meet the needs  
12 of students who have little or no education in their  
13 own language and give them a solid educational  
14 background in English, as well as provide a strong  
15 academically challenging program for students who may  
16 or may not be proficient in English but are  
17 academically gifted or have a strong academic  
18 background and everything in between.

19 As you can see, students, staff and  
20 community toil diligently to make this work. It's not  
21 an easy task, nor is it one that is ever complete.  
22 Because it is an institution made up of more than  
23 2,200 human beings, there are always challenges.

24 There are programs in place to aid

1 communication which obviously is an issue with so many  
2 languages. We have an excellent English as a Second  
3 Language Department with dedicated staff who are  
4 devoted to their students and their success.

5 Their mission is to give the newly arrived  
6 students sufficient English skills to cope  
7 academically in courses leading to graduation and  
8 higher education.

9 We employ parent liaisons in three major  
10 languages to help bridge the gap of understanding  
11 between school and home where parents often do not  
12 help -- often do not speak English and do not  
13 understand the strange ways and the things that we do  
14 in American schools.

15 For other languages, we have the Fairfax  
16 County Public Schools Translation Center available to  
17 translate any conversation or written communication  
18 into whatever language. To help students better  
19 understand each other, we have a strong Peer Mediation  
20 Program that is a great benefit to all cultures.

21 Students know that they have a place to go  
22 to settle disagreements, misunderstandings and  
23 arguments without resorting to violence. All cultures  
24 do not deal with disagreements the same. Our

1 mediators have learned to deal with these differences  
2 and find the common thread to settle problems before  
3 they grow into something that's out of control.

4           Students use it, it works, and it is  
5 considered a national model.

6           In addition, two years ago, we began a  
7 program at Annandale called Character Education. It's  
8 a school-wide program which has identified seven  
9 common characteristics that we want everyone, adults  
10 and students, to exhibit and model -- things such as  
11 honesty, respect, caring, responsibility and so on.

12           We try to teach it in all classrooms and  
13 at every opportunity, as well as have special programs  
14 such as student forums. We want our students to be a  
15 positive influence in the community and productive  
16 citizens for this country.

17           I would be remiss if I did not mention the  
18 heart of what makes Annandale work. The teaching  
19 staff is the key. Teachers must have a commitment to  
20 work with all types of students with all kinds of  
21 needs in the same room at the same time.

22           It's a tremendous challenge, and our  
23 teachers meet it with enthusiasm, joy and love for the  
24 profession and their students. I believe the real key



1 to making any school work begins with the teaching  
2 staff.

3 But it's absolutely essential in a diverse  
4 school such as Annandale that teachers embrace  
5 diversity and work hard to unify students in the  
6 common pursuit of academic excellence and positive  
7 citizenship.

8 I thank you for coming to Annandale. And  
9 my wish is that whatever lessons you learn here today  
10 may be helpful to your work, and that we all continue  
11 to grow and exert positive change on our students and  
12 our communities.

13 Thank you and welcome.

14 (Applause.)

15 CHAIRMAN FRANKLIN: Thanks very much,  
16 Principal Clausen. I can assure you that we will be  
17 learning all day, and we look forward to it.

18 We'd now like to turn to the question for  
19 the morning and our round table topic which involves  
20 the issue of race in the primary and secondary  
21 education.

22 The Board made clear several months ago at  
23 the very outset of its existence our belief that  
24 lifelong education is the key to creating one America

1 not only for the children, but for the adults as well.  
2 But today, we continue our focus on education and the  
3 education of our youth with two round table  
4 discussions.

5 The morning round table will focus on  
6 Fairfax County Public Schools as a microcosm of change  
7 and will address the question what can we learn from  
8 the growing diversity of the Fairfax County Public  
9 Schools in the areas particularly which Principal  
10 Clausen has given some attention already.

11 The discussion will feature students,  
12 teachers, parents and administrators who will discuss  
13 their experiences with race in Fairfax schools.

14 The afternoon panel will broaden the  
15 discussion and look at national issues of race in  
16 primary and secondary education, including racial  
17 outcomes. The panel will include various education  
18 leaders and scholars with diverse perspectives on key  
19 education issues.

20 In preparing for this meeting, several  
21 members of the Advisory Board recently visited schools  
22 in their local areas to see some effective programs in  
23 action. We've already made reference to Linda  
24 Thompson going to Bailey's.

1 I went to a charter school in North  
2 Carolina, and others members went to schools in their  
3 respective areas.

4 Before we begin, we want to emphasize that  
5 today's meeting is only our first such effort to  
6 examine issues of race in areas in grades K through  
7 12, and we recognize that we cannot hope to cover all  
8 of the important issues in one meeting.

9 However, I hope that we will discuss at  
10 some length both the continued racial disparities in  
11 educational opportunity in America and the challenges  
12 associated with growing student diversity.

13 In order to maximize dialogue between and  
14 among the panelists and Board members, the format of  
15 today's discussions will consist of moderated question  
16 and answer sessions.

17 Of course, I'd like to thank both  
18 Secretary Riley and Principal Clausen for their  
19 remarks, and then to move on to the first round table  
20 discussion at this point.

21 Our first discussion will focus on  
22 challenges and benefits of racial and ethnic diversity  
23 in Fairfax County Public Schools. Our moderator will  
24 be Ms. Kathleen Matthews who is a news anchor with

1 WJLA-TV, Channel 7 in Washington, D.C.

2 She's heard not only in the Washington  
3 area, but her influence extends beyond the people who  
4 have heard her when they come back to Washington and  
5 are anxious to hear her again as several Board members  
6 did last night staying up until 12:00 in order to hear  
7 you, Ms. Matthews.

8 Ms. Matthews has received a number of  
9 rewards for distinguished and outstanding work,  
10 including nine local Emmy's. And we are delighted to  
11 have her moderate this first panel.

12 I would now ask you to join me in  
13 welcoming Ms. Matthews and ask her to proceed to  
14 discuss -- to introduce our participants and begin our  
15 discussion of round table.

16 (Applause.)

17 MS. MATTHEWS: Thank you, Dr. Franklin.

18 And it's a real privilege for me to be  
19 here with the President's Initiative on Race Committee  
20 and staff, and also our distinguished panel that's  
21 been assembled today of teachers, students and  
22 parents.

23 I want to welcome all of you out there in  
24 the audience. And on our second tier, I think it

1 looks like a lot of students from Annandale High  
2 School are joining us. Welcome to all of you upstairs  
3 there, and also to our C-SPAN audience which is going  
4 to be watching this across the country at home.

5           What we want to do is forget that the  
6 camera lights are here, pretend that this is a  
7 conversation, a dialogue. We want to keep it candid.  
8 We want it to be informal so that I invite all the  
9 members of the President's Initiative to jump in if  
10 you have a question or a follow up.

11           And I also invite the members of our  
12 panel, who I will be prompting with questions, to also  
13 signal if you'd like to disagree with someone or  
14 perhaps add to what someone has already said.

15           Let me first just give you a quick  
16 snapshot of who our panelists are, and then you will  
17 hear more about their involvement with issues of race  
18 as they talk about different programs or advocacy  
19 roles that they have played in Fairfax County Public  
20 Schools.

21           I begin with Sharifa Alkhateeb, who is a  
22 parent of a student here at Herndon High School.  
23 Actually, a parent of three children. And she's an  
24 inter-cultural trainer with the Fairfax County School

1 System. Her youngest child is a daughter and is in  
2 the 11th grade at Herndon High School.

3 Give us a wave right there.

4 Carol Franz is the Principal of Bailey's  
5 Elementary School. And Linda Chavez-Thompson had the  
6 opportunity of being in her school earlier this week  
7 to talk about what's going on there. She's formally  
8 a school librarian at Park Line Elementary School in  
9 Fairfax, named *Washington Post's* Fairfax County  
10 Principal of the Year back in 1993.

11 And under her leadership, Bailey's has  
12 developed and implemented Fairfax County's first  
13 elementary magnet program named as a center of  
14 excellence for students at risk.

15 And it's a very interesting school in that  
16 its current population is extremely diverse: 45%  
17 Hispanic, 25% White, 20% Asian, 10% African-American,  
18 over 40 countries and 20 different languages  
19 represented in a school of 850 students.

20 Cindy Hook, to my right, is a teacher at  
21 Annandale High School. She's taught in Fairfax County  
22 Public Schools for 28 years, so she has really seen  
23 this county and school system change. She was a  
24 graduate of Annandale High School and has experienced

1 the changes at this school as well that she's going to  
2 be talking about with us today.

3 Fatema Kohistani is a senior at Annandale  
4 High School. She has attended Fairfax County Public  
5 Schools for 12 years, and she actually helped organize  
6 a club here at Annandale called We Stand As One. The  
7 goal of that is to build community spirit and also  
8 reduce social segregation of students.

9 Alex Kugler is a sophomore at Annandale  
10 High School. He attended Ravensworth Elementary  
11 School which he describes as not being a very diverse  
12 school in terms of the student population. He got  
13 more experience with diversity as he moved into the  
14 middle school at Edgar Allen Poe Middle School.

15 So he's going to be talking about kind of  
16 two different experiences there.

17 Rodney Williams is a graphic design artist  
18 and a parent of a student at Thomas Jefferson High  
19 School. He has two students who have attended Fairfax  
20 County schools. His youngest daughter is in the tenth  
21 grade at Thomas Jefferson High School.

22 Mr. Williams also serves on the  
23 Superintendent's Advisory Board Minority Oversight  
24 Committee and brings that experience here today.

1 Chris Yi, finally, is a student at Holmes  
2 Middle School. He's a -- I'm sorry, a teacher.

3 (Laughter.)

4 As one gets older, one makes that mistake  
5 more and more often. Mr. Yi is a math teacher at  
6 Holmes Middle School. He's been in the classroom for  
7 four years, has a Masters degree in education, and  
8 he's also a graduate of Fairfax County Public Schools.

9 Welcome to all of you here today.

10 (Applause.)

11 We're going to try and get this lively and  
12 get this moving. It's a morning here and we know you  
13 want to get engaged and everything like that, and so  
14 we've got about an hour and ten minutes in which we're  
15 going to be talking.

16 And what we're going to try to do today is  
17 not just skim the surface. The President's Initiative  
18 has had a number of meetings. This is the first one  
19 in the school system. In a lot of cases, people have  
20 complained that perhaps dialogue always just stays on  
21 one level.

22 And what we're trying to do with the  
23 initiative at this point is to peel back the skin of  
24 the onion to get below the surface and to maybe expose



1 some things that will be helpful as the Commission  
2 makes it recommendations to the President on the kinds  
3 of action plan, the kind of proposals that they can  
4 make to further our goal of diversity in America.

5 So peeling back the onion, let me start to  
6 my right with Cindy Hook who again has seen Fairfax  
7 County schools over the years.

8 I want you just to give us a snapshot --  
9 and we had a quick one on the monitor here today -- of  
10 the student body. When you first came here, as you  
11 looked into your typical classroom, when you came here  
12 in the 60's, what did it look like, and what does it  
13 look like today?

14 Not only visually, but also in terms of  
15 the kinds of students and their readiness for school  
16 and the attitude that they are bringing into the  
17 classroom.

18 MS. HOOK: Well, Kathleen, students back  
19 in the 60's, late 60's and early 70's were very  
20 different from today in that we all looked a lot  
21 alike. Classes were mainly, mostly White. There were  
22 very few minority students in the school.

23 But we did recognize the need for learning  
24 of other countries. We had one foreign exchange

1 student every year so that we could have an experience  
2 of learning from other cultures.

3 (Laughter.)

4 We really felt that we were the world and  
5 that there was really not a need to learn about all  
6 the different cultures and all the things -- geography  
7 and all was important, but America was the leader.

8 And we came to school. We took many of  
9 the same classes. Education was divided for the girls  
10 and the boys. We were in separate PE classes. A lot  
11 of gender-specific education. And really, no special  
12 needs programs at all.

13 Special Ed students were pretty much in  
14 their centers and handicapped students were not in our  
15 school. Pretty much all of the students and friends  
16 that I had were from families that had two parents.  
17 Many times the moms were home. They didn't need to  
18 work to support the family.

19 It was very much the same everywhere.

20 MS. MATTHEWS: If we could shift over to  
21 the students whose experience is obviously going to be  
22 contemporary, tell us what your sense of -- is in your  
23 typical classroom.

24 Why don't we start with Alex over here.

1       What -- when you look at the students around you, what  
2       is your feeling of the community or lack of community  
3       among those students and what they have in common or  
4       don't have in common?

5                   MR. KUGLER:   Well, most of the students  
6       aren't similar, especially in like their home, how  
7       their home is.   And we just, when walking down the  
8       hall, I don't know about in classrooms so much because  
9       you take classes that kind of separate and break down  
10      into like groups, so that's a little more similar in  
11      the classroom.

12                   But a lot in halls and a lot of classes  
13      that are meant to like get kids together, you see a  
14      lot of different kids with a lot of different  
15      backgrounds, especially in history is what I remember  
16      specifically you hear a lot about where people come  
17      from and how people have come to America and this is  
18      their maybe third year in the country and they just  
19      learned how to speak English.

20                   And you don't get that feeling from the  
21      book or videos that you watch.   You only get like that  
22      kind of information from kids that are in the  
23      classrooms that have experienced it and can tell you  
24      about it.

1 MS. MATTHEWS: So there's a comfort level  
2 in the other students sharing this background that  
3 they've come -- being recent immigrants, for example,  
4 they're proud and feel encouraged to talk about this  
5 experience?

6 MR. KUGLER: Well, I think first they're  
7 scared, but I think it's a very encouraged here and to  
8 like express how you are and be who you are. Like  
9 even if you want to be different, you know, you don't  
10 have to be from a different country.

11 If you want to look different, if you want  
12 to just be different, that's acceptable.

13 MS. MATTHEWS: I remember being in high  
14 school and there was a real kind of inclination to  
15 want to be the same.

16 Fatema, why don't you talk about that  
17 within the classroom elaborating on what he said, and  
18 also what you see when you go from the classroom where  
19 students are mixed in to the lunchroom where students  
20 choose where they sit or perhaps at an athletic event  
21 where people are picking where they sit in the  
22 bleachers.

23 Is there that same kind of cohesiveness  
24 and mixing bowl, or does it change when you move into

1       that social arena?

2                   MS. KOHISTANI: I think this year it's  
3 gone much better. There's more people interacting  
4 with other people. Whereas before, when I was like a  
5 freshman, you saw all the people playing sports  
6 sitting at one table, and you say maybe the upper  
7 class people sitting on the other side of the  
8 cafeteria; whereas this year, people get up, they walk  
9 around, they want to get to know each other.

10                   As far as like basketball games, everybody  
11 gets together. They want the team to win. They  
12 participate more. And we see that because there's  
13 more leaders in every classroom. There's more people  
14 stepping up taking risks.

15                   They introduce themselves. They want  
16 people to look at them and learn, and they have that  
17 rule in each classroom. Like, in every classroom --  
18 I know that in my classes, there's on person that  
19 steps up and does that.

20                   And we see that more and more in every  
21 classroom.

22                   MS. MATTHEWS: How does that happen? Does  
23 that happen informally? Are these self-selected  
24 leaders, or is something like this promoted formally?

1 MS. KOHISTANI: I think that these people  
2 have participated in leadership roles ever since they  
3 were in middle school. And when they got into  
4 Annandale High School, they had to step up more and  
5 take that risk.

6 And there's a lot of people, I think, that  
7 the main problem is fear. There's a lot of people  
8 that are scared. They don't know how to step up.  
9 They don't know how to introduce themselves. And  
10 that's where these leaders step up and do that and  
11 they teach them.

12 CHAIRMAN FRANKLIN: I have a question of  
13 Alex.

14 Alex made some reference to composition  
15 within the classroom. And he seemed to think that in  
16 the classroom the students were more alike and sort of  
17 selected the -- and I was wondering whether or not  
18 some students from certain kind of cultures will tend  
19 to go into certain classes and therefore that class is  
20 more homogenous and more of a -- they're more alike in  
21 that class than they are in the hallways and others  
22 places?

23 MR. KUGLER: I didn't mean to sound like  
24 every class is like the same, you know, like everyone

1 in every class is White or Black or Hispanic. But I  
2 think the majority, it's like your background and how  
3 your parents push you, like I think a lot of parents  
4 from each culture have the same values and they want  
5 their child to strive hard in mathematics, and that's  
6 shown in the student body.

7 And I just think that -- like in the  
8 classroom, it's not as diverse as in the halls and as  
9 in like PE class or as in band. But I'm not -- I  
10 didn't mean to sound like that it's all the same, but  
11 it's just more so.

12 CHAIRMAN FRANKLIN: I asked you because in  
13 the high school from which I graduated many, many,  
14 many, many years ago and to which I returned this past  
15 year, I saw something of that same thing, and I was  
16 just wondering whether -- I mean, your remarks  
17 resonated with me because I saw something of that same  
18 thing.

19 There tended to be some -- much more  
20 homogeneity within a class than there would be in the  
21 halls or in the cafeteria and places like that.

22 MS. MATTHEWS: We're going to ask some of  
23 the teachers what happens in terms of integrating  
24 specifically the students who are learning English,

1 who have English as a second language into those  
2 classes. Are they segregated our or are there efforts  
3 to mix them in with students that -- who have English  
4 as their first language?

5 Mr. Yi, what happens in your math classes?

6 MR. YI: Well, I think the first thing  
7 that you have to remember is that, particularly middle  
8 school students, their social needs comes first before  
9 academic needs.

10 (Laughter.)

11 Which means if there's not a comfort level  
12 or understanding of acceptance in the classroom, most  
13 likely these students who have diverse backgrounds  
14 will not speak out even though when they need help in  
15 the classrooms.

16 So I believe that one of the things that  
17 we have to stress in our class is not just our content  
18 area, but the understanding of acceptance among all  
19 people.

20 And one of the simple ways that you can do  
21 that that I used in my classroom is, in our school, we  
22 have over 40 languages spoken -- different languages  
23 spoken in our school. It's a very diverse school. So  
24 as a -- to take an advantage of that, I would just ask



1 the students, "How do you say good morning in your  
2 language?"

3 And I would have the entire class repeat  
4 it after the student. So that way, Monday might be a  
5 good morning in Korean or Tuesday could be good  
6 morning in Spanish.

7 And I teach mathematics, and a lot of the  
8 teachers might think that this has nothing to do with  
9 math, but my understanding is that if the student  
10 feels comfortable in the classroom, it can increase  
11 the learning level.

12 So I do that as just a warm up activity  
13 and everybody kind of giggles and everybody feels  
14 accepted and we move on to the math lesson.

15 Also, I believe that in the past we have  
16 focused too much on the language barrier. But we need  
17 to understand that one language can be interpreted in  
18 many different ways.

19 And so although a student might not  
20 understand English at a proficient level, if you  
21 instruct -- if you design your instruction in a way  
22 where it gives the student more than one opportunity  
23 to interpret that instruction, it could be very  
24 effective.

1           And this is where Howard Gardner's theory  
2 of multiple intelligence comes in. I don't think we  
3 need to so much concentrate on how can we better teach  
4 the student and can we use a native language to teach  
5 it, but I think we need to, as teachers, provide  
6 instruction where kids could use math reasoning  
7 skills, musical skills, visual skills and bodily  
8 kinesthetic skills to interpret such an instruction  
9 and accomplish a task in the classroom.

10           So I would really like to challenge the  
11 teachers, and this includes myself, that when they  
12 provide instruction, we've got to give a chance for  
13 these students to interpret in their own special way.

14           MS. MATTHEWS: That puts a lot of pressure  
15 and responsibility on teachers. And you hear a lot  
16 about teacher burn out, the sense that teachers are  
17 having to deal with so much more today in terms of  
18 that whole social environment of their students as  
19 well as the academic.

20           What kind of help is there for teachers to  
21 move in the direction that you're talking about? What  
22 kind of support or what would be the kind of support  
23 you would like to see that maybe doesn't exist?

24           MR. YI: Well, I'm proud to say that our

1 Holmes Middle School has taken a great step in  
2 training teachers to provide such instruction. And  
3 one of the programs that we've integrated in our  
4 school this year is that there has been a teacher  
5 research program in our school on multiple  
6 intelligences.

7 What this means is basically the teachers  
8 in a team research information on multiple  
9 intelligences and comes together and share how they  
10 can integrate this in their classroom instruction.  
11 That has helped me and challenged me greatly.

12 The reason was not to accommodate better  
13 learning for diverse students culturally. The reason  
14 was to accommodate students with diverse learning.  
15 And I think that is the focus issue. Language barrier  
16 is always going to be there. But we need to give it  
17 a chance for the students to interpret the instruction  
18 a certain way.

19 And to do this, a teacher may not be able  
20 to do it by themselves, so there has to be strong  
21 support from school, through in-services or some kind  
22 of special training that could help teachers to be  
23 comfortable in integrating such instruction.

24 It is not an easy job. But as teachers

1 and as educators, we are committed to do all we can to  
2 help the students and we need to do such tasks.

3 MS. FRANZ: I think that we're asking of  
4 teachers that level of professionalism that's required  
5 -- you mentioned that it's much more difficult for  
6 teachers to teach in this way with multiple  
7 intelligences in any different -- addressing many  
8 different nationalities and learning styles and so on.

9 But it requires a level of professionalism  
10 for teachers that sort of gives them an energy. And  
11 having the teachers do teacher research and those  
12 types of things, giving them many opportunities to  
13 display their professionalism and to use it I think  
14 really energizes them and causes them to be better  
15 teachers.

16 And it sort of -- they sort of feed off  
17 one another. And I've found that to be the fact at  
18 Bailey's.

19 MS. MATTHEWS: Carol Franz is the  
20 principal at Bailey's.

21 Talk about some of the other things that  
22 you've done in your school which has such an  
23 incredibly diverse population. How many languages  
24 spoken again?

1 MS. FRANZ: Well, we have over 20  
2 languages and over 40 nations represented. But many  
3 of the things that we've done are to -- for one thing,  
4 we are a very open school and we like to invite people  
5 in to see what we're doing and to be a part of what  
6 we're doing. And I think that's a very important part  
7 of our success.

8 Teachers are learners as well as teachers.  
9 They don't think they know the answers. They're  
10 learning from children. In fact, when Linda Chavez-  
11 Thompson was there the other day, we looked at some  
12 things on our board outside of our library media  
13 center where some children who had recently come to  
14 this country shared their experiences.

15 And they shared -- one little girl, Maya,  
16 had come from Bosnia only a month ago. And she told  
17 her story and said -- it was very moving. She said,  
18 "I lost everything." She lived near a river, and she  
19 said, "I lost my river. I lost my house. I lost my  
20 dog. I lost everything."

21 Those were her exact words. And she --  
22 then she said, "I hope this doesn't happen to any  
23 other child." Now what learning takes place for kids  
24 there where a child -- that we read about Bosnia in

1 the paper, but this brings it really home to us so  
2 it's a real learning experience.

3 And the thing is that our teachers  
4 capitalize on situations like that. A teacher  
5 realized that a writing exercise for a child who has  
6 just come from another country is not going to be very  
7 meaningful a topic as assigned, but to ask the child  
8 to write about their country is not only beneficial  
9 for them, but a learning experience for all of our  
10 other students.

11 MS. MATTHEWS: Elementary schools are so  
12 much smaller than high schools. It's a more cohesive,  
13 neighborly kind of environment. What happens when we  
14 get to the high school level? Do you think you kind  
15 of lose some of the ability to do that kind of  
16 nurturing and more one on one focus in drawing kids  
17 out?

18 Does it become more difficult at high  
19 school? And are the kids more on their own?

20 MS. HOOK: Well, I think that it is more  
21 difficult because it's a larger building and a larger  
22 population. But I think that we have programs in  
23 place to try and continue that nurturing kind of  
24 environment.

1           We have teams that are set up where groups  
2 of students, as they come in as ninth graders, are  
3 grouped together for science, English and math, for  
4 example, or social studies. And the same teachers  
5 have the same group of kids so that they can get  
6 together and talk about those kids and focus on them.

7           MS. MATTHEWS: How do they pick the teams?  
8 Who decides who's in the teams?

9           MS. HOOK: It comes from the middle  
10 school, and in the middle schools there is teams  
11 already when they come. And that's something that  
12 comes through guidance, and it's a scheduling problem  
13 for sure. We've got all of the different courses that  
14 we need to offer.

15           And so not all of the students can be on  
16 the teams because all of their classes won't fit in  
17 the school day in the right order.

18           MS. MATTHEWS: Are they clustered by  
19 academic ability or are they clustered diversely?

20           MS. HOOK: Not on ability, and I believe  
21 it's diversely. It's not on ability level at all.  
22 And I think that we work to do that. And then we also  
23 have the ESL Program that really helps the students  
24 that do have a language barrier.

1           When they come in and they are very --  
2           they're not proficient at speaking English, they are  
3           with other ESL students for science and for social  
4           studies. But they are out with all the rest of the  
5           students for classes such as math, which is more  
6           universal; PE, home ec., art, music and every other  
7           class that we can possibly put them together.

8           But they still have that support system  
9           there as well. So I think that we have a mix of  
10          support, as well as pushing away to try and bring them  
11          to the -- you know, the next level, which would be  
12          intermediate level, and then there's less support, and  
13          then to the second level, the third level; and there's  
14          less support.

15          So you work them towards their  
16          independence as their progress ninth through 12th  
17          grade. I don't think it would be fair to bring them  
18          as ninth graders and then just leave them. We have  
19          lots of programs. Mr. Clausen listed many of the  
20          programs that are in place to really -- to try and  
21          help the kids have those supports that they need when  
22          they go from smaller schools to a larger school like  
23          Annandale.

24                 MS. MATTHEWS: I don't want to leave the



1 parents out here, so we're going to bring them in.  
2 But Linda Chavez-Thompson has a question.

3 MS. CHAVEZ-THOMPSON: That's exactly my  
4 point. When I visited Bailey's the other day, what I  
5 saw that was so encouraging was the parent  
6 involvement. The parents that attended the morning  
7 session where I was were so involved with their  
8 children.

9 And not only that, it also gave the  
10 community involvement that is needed in the school.  
11 So I'd be very interested, and I think the -- one of  
12 the parents over here had her hand up, and I'm sure  
13 Mr. Williams as well is anxious to tell us about the  
14 parent involvement in -- with their children.

15 But I found the Bailey's was absolutely so  
16 exciting as far as the parents and the programs and  
17 the volunteerism of parent involvement.

18 MS. MATTHEWS: Sharifa Alkhateeb wants to  
19 talk. And I just want to prompt a question.

20 How comfortable is it for parents to come  
21 in and get involved in the schools? Is there really  
22 a sense of a welcoming for parents to be involved on  
23 a day to day basis?

24 MS. ALKHATEEB: Well, I think it changes

1 depending on whether the child is in elementary school  
2 or in middle or high school. Definitely there's less  
3 -- much less involvement in middle and high school  
4 than there is in elementary school.

5 But one of the really excellent practices  
6 that I know Bailey's has done is some years back, I  
7 guess back in 1989 and '90, they would go out onto the  
8 front steps as parents would be leaving their kids off  
9 and talk to them.

10 The administrators would go talk to them  
11 and say why don't you get involved. They would make  
12 it real. They would make that immediate connection.  
13 And that was wonderful. And I think it was one of the  
14 reasons why Bailey's has such an active parent  
15 involvement.

16 I wish more schools would do that.

17 I was just going to say on the -- many of  
18 the high schools in Fairfax County have what they call  
19 block scheduling. And block scheduling means they  
20 have each class for about an hour and a half.

21 And I think that is taking and it's  
22 building up speed in the county, and I think that has  
23 really helped to allow kids -- because in the hour and  
24 a half, they're actually using several modalities of

1 learning in order to get their points across and to  
2 impart learning.

3 And so the kids have more a chance to  
4 actually relate to each other even on a social basis,  
5 even though it's in the classroom. And I think it has  
6 helped to get kids to the point where they feel their  
7 comfort level is higher because they're getting to  
8 know each other more.

9 And some of the teachers like my  
10 daughter's history teacher did a wonderful thing. He  
11 brought in the man who dropped the bomb on one of the  
12 villages in Vietnam. And he was the same man who had  
13 been in the papers meeting the girl after so many  
14 years. And it was an immediate experience.

15 My daughter, you know, who did not live  
16 through the Vietnam Era, was so excited for like two  
17 weeks about Vietnam. And then, the teacher has his  
18 information on what he gives as homework on the  
19 Internet. And he communicates with the parents by e-  
20 mail.

21 So we have very, very busy parents in  
22 Fairfax County, and I think that's a wonderful way to  
23 communicate with parents. And I was actually able to  
24 say some of my personal reflections on his lessons on

1 the e-mail, and he answered me. It was wonderful. It  
2 was -- and I wouldn't have had the time to go and meet  
3 him at school, so I thought that was terrific.

4 MS. MATTHEWS: Or your schedules would not  
5 have corresponded at the time the phone call maybe  
6 came home.

7 MS. ALKHATEEB: Yes.

8 MS. MATTHEWS: Mr. Williams.

9 MR. WILLIAMS: Okay, I'd like to now peel  
10 back the onion, okay?

11 MS. MATTHEWS: Good.

12 MR. WILLIAMS: Let's be real about this.  
13 Actually, and from an elementary school situation,  
14 parents are very welcome to come into the school  
15 system. Middle school, there is a message quietly  
16 stated, and their students will say this too: Mom and  
17 Dad, don't show up. Don't want to be seen with the  
18 parents.

19 High school? Forget it. Let's be very,  
20 very honest about this issue.

21 MS. MATTHEWS: Is that from the kids or  
22 from the school as well?

23 MR. WILLIAMS: That's from the kids. But  
24 there's another factor involved too. Being on the MSA

1 Committee, we did a -- kind of a random -- 20 schools  
2 we picked within Fairfax County to go out and  
3 investigate schools. Something I do when I go out to  
4 schools, I begin to walk in the front door, and I want  
5 to see what the front office looks like.

6 If it's all one color of people, it's not  
7 very inviting for everybody. People are very  
8 intimidated. If you walk in and you see nobody of  
9 your own race or relationship or there's no sign in  
10 different languages saying welcome, it's not a  
11 welcoming environment to me.

12 That's a very key point to notice. But it  
13 becomes very obvious that yes, our kids do tell us we  
14 don't want you to come to school today or you go to a  
15 football game with your daughter or son, you can't sit  
16 with them. We know that.

17 We play those games, and that's okay,  
18 that's all part of it. It is still important -- it's  
19 very important to be there. But I do think that  
20 schools will give out a subconscious message that no  
21 parents -- it's okay if you want to come to the  
22 situation, but it's not as inviting as I think it  
23 could be.

24 Let me paint one example. My son, when he

1 was in high school, had gotten a bad grade. His  
2 academic level was not as high as it should be. I  
3 decided to go talk to his counselor and showed up and  
4 said I want to go sit in his class.

5 Well, that was very nervous because this  
6 was unannounced. I said okay, fine, I still want to  
7 go, so they allowed me to go to his class and his  
8 teacher was very nervous because she had seen me walk  
9 in the door and sitting down.

10 Well, I noticed that the teacher was  
11 somewhat unorganized. The word got around very  
12 quickly that well, Mr. Williams was in the school.  
13 Toward the third period, I was approaching a class and  
14 a particular teacher met me at the door saying welcome  
15 and glad to see you here, "I heard you were in the  
16 building," quote.

17 And she said, "Your son is doing good.  
18 He's a quiet student. He's a good student."

19 I said, "Wait a minute. This young man  
20 has not gotten a good grade in this class. How can  
21 you call that good? You and I have a problem. Do you  
22 think this is a good grade? I don't think it's a good  
23 grade. Your expectations are nowhere near it should  
24 be."

1           And it was a very good point because I  
2 ended up writing a letter to the school about her and  
3 it went into her form. My point is that expectations  
4 are very important. The teacher at that point needed  
5 to know my expectations.

6           My expectations are not C's. That's not  
7 a good grade. And we had to have a quick talk about  
8 that, and it went beyond that into the principal. So  
9 I think there are times that parents really must get  
10 up off their butts and show up.

11           And I don't mean using that term, but  
12 realistically, we need to -- we should be more  
13 involved. We've got to be.

14           MS. MATTHEWS: You have two children who  
15 have attended Fairfax School District --

16           MR. WILLIAMS: We have one who's already  
17 through and one who's in the system now.

18           MS. MATTHEWS: What is their sense? Are  
19 they really happy with the kind of attention and  
20 treatment they've gotten from all of their teachers  
21 regardless of the race or ethnic group of the  
22 teachers? And what has been their sense of their  
23 reception among their fellow classmates?

24           Do they feel -- have they liked their

1 school experience from both the student/friend  
2 standpoint and the teacher standpoint?

3 MR. WILLIAMS: I think it's sometimes hard  
4 for my high school student to get all that  
5 information. You will not hear that you like  
6 everything -- they don't like everything. Let's be  
7 honest too.

8 But the point is, I think overall there's  
9 a good experience going on in Fairfax County because  
10 of the diversity situation going on. You do hear the  
11 fact that there are some teachers who actually are  
12 much better organized.

13 And there are certain teachers who will  
14 pull things out of students. They demand respect,  
15 they demand that you do your work. And there are some  
16 teachers who slack off. And you begin to hear that,  
17 particularly from my standpoint.

18 I like having my kids' friends come by the  
19 house. That's when you really hear their language.  
20 They will start talking. You can hear what teachers  
21 are doing what and which students are doing what and  
22 which ones are pulling each other down or helping each  
23 other.

24 That becomes a very important factor.



1 MS. MATTHEWS: Are your children -- are  
2 their friends from a racially diverse group?

3 MR. WILLIAMS: Very much so. Very, very  
4 much so.

5 MS. MATTHEWS: And is that your experience  
6 as well?

7 MS. ALKHATEEB: Yes, my daughter's friends  
8 are totally -- they're not only racially mixed, but  
9 also religiously mixed. And I find that she feels --  
10 I think she feels more comfortable in the new school  
11 that she has switched to than the old one.

12 She felt everyone wanted to be the same  
13 and they didn't like anyone who was a little bit  
14 different. So I think that each school in Fairfax  
15 County does have its own culture. Not every school  
16 has a -- the same level of comfort about its diversity  
17 as the other.

18 MR. WILLIAMS: I think it's also important  
19 to see when you go into a school which schools are  
20 allowing the physically disabled to be there too, the  
21 mainlining. There are some schools that are much  
22 stronger with that, some who are -- the partially  
23 blind students, they mainline into the program.

24 Those things I do also look for too.

1 MS. MATTHEWS: Is Annandale a mainstreamed  
2 high school? Are there many students here with  
3 disabilities?

4 MS. HOOK: I believe that we welcome all  
5 the students into Annandale High School.

6 MS. MATTHEWS: Let me talk about the  
7 students in terms of your friends and everything.

8 Do you feel that there is diversity or do  
9 you feel like your friends are from the same racial or  
10 ethnic group as you?

11 MS. KOHISTANI: As far as I go, I am the  
12 only Muslim one. I'm the only one from Afghanistan.  
13 So all my friends are like -- ever since I was little,  
14 I've always been in an environment where everybody was  
15 diverse. I always grew up with Spanish people, Black  
16 people and White people.

17 So it wasn't hard for me to adapt to those  
18 people.

19 MS. MATTHEWS: Are your friends interested  
20 in talking about your background?

21 MS. KOHISTANI: Once in a while. They  
22 learn a lot of things, and I learn a lot of things  
23 from them. But basically we all have the same morals  
24 and values.

1 MS. MATTHEWS: Alex.

2 CHAIRMAN FRANKLIN: Are they aware of --  
3 that you are from Afghanistan, and are they curious  
4 about --

5 MS. KOHISTANI: Yes.

6 CHAIRMAN FRANKLIN: -- what your life was?

7 MS. KOHISTANI: Mostly not insomuch that  
8 I'm from Afghanistan, but my religion and some of the  
9 beliefs that I have. And it's hard for them to  
10 understand why my religion is the way it is. But I  
11 guess if they see it from my point of view, they  
12 understand it better.

13 And they have questions that I don't mind  
14 answering.

15 REVEREND COOK: Fatema, you created We  
16 Stand As One?

17 MS. KOHISTANI: Yes.

18 MS. CHAVEZ-THOMPSON: Tell us what that is  
19 and why you saw the need to do that.

20 MS. KOHISTANI: It wasn't -- it didn't  
21 start off as a club. It was just a way we were  
22 deciding like some ideas and ways to promote social  
23 activities. But as time grew, we noticed that people  
24 wanted social activities.

1           They wanted change, they wanted to  
2 participate, but they had no way of stepping up and  
3 doing that. And one of the first things we did was we  
4 had a dance. And we had all the schools invited in  
5 Fairfax County. We had a lot of students who raised  
6 a lot of money, but the dance was very fun.

7           There was a lot of students come in. And  
8 some of the ways that we handled -- we had the  
9 students run it. We didn't -- we had chaperones, but  
10 we had the students run it. And people looked up to  
11 that. So right now, we're doing a lot of things with  
12 culture.

13           MS. MATTHEWS: When you have a dance, how  
14 do you decide what kind of music you're going to have?  
15 Because music sets different groups of kids apart.  
16 What kind of dancing -- I mean, how do you make it a  
17 dance that everybody would want to go to where people  
18 might feel excluded from because of the music you  
19 select?

20           MS. KOHISTANI: I think music was the  
21 biggest factor. We have a lot of people that, when  
22 they went to the regular sock hops, they didn't like  
23 the music. It was something that they don't listen  
24 to.

1           And what we did, we hired a DJ who played  
2 everything. He played Spanish music, he played go-go,  
3 he played a lot of rap music, R&B, heavy metal,  
4 everything the people wanted to hear. And that was  
5 just the basic survey of the students and what they  
6 wanted.

7           It wasn't -- it was their dance.

8           MS. MATTHEWS: In terms of your group, do  
9 you have regular meetings or is it mainly trying to  
10 organize these social activities that bring diverse  
11 groups of students together?

12           MS. KOHISTANI: We've had members ever  
13 since last year. And these are the leaders that we  
14 have from our club. And they -- we meet like every --  
15 twice a month. And we promote activities, social  
16 activities, our basic --

17           MS. MATTHEWS: Have you heard that other  
18 schools are doing anything similar? Have you met with  
19 other schools to kind of share your experience?

20           MS. KOHISTANI: Some students know about  
21 it because of the dance, and they know it as "the  
22 school that planned the big dance." And they've taken  
23 some of our ideas too, and that's helped them. So --

24           MR. WINTERS: I would like to ask these

1 students and maybe the parents too to talk a little  
2 bit more about what happens after school, the  
3 relationships, the personal and social relationships  
4 among those of you of different racial and ethnic  
5 backgrounds.

6 Does the relationship -- what are  
7 obviously impressive, good relationships here at  
8 school, do they extend out into your homes and into  
9 your after school activities?

10 MS. MATTHEWS: Why don't we start with the  
11 parents.

12 MS. ALKHATEEB: Well, I think those  
13 relationships do extend beyond school hours, and  
14 especially for my child, she's totally involved with  
15 her friends. And, as this teacher said, their social  
16 life is more important to them than their school life  
17 when they're teenagers.

18 But I think that the comfort level of  
19 parents who are not from minority groupings is  
20 different than the comfort level of those who are in  
21 minority groupings. For instance, I felt much more  
22 comfortable with my daughter going over to their  
23 houses than their parents felt comfortable with their  
24 children coming over to my house.

1           And it took a while for them to feel  
2 comfortable in doing that because they weren't quite  
3 sure what a Muslim home was like and, you know, were  
4 we terrorists or what, you know. And they -- you  
5 know, so they really -- they had to take time to get  
6 to know me, and I had to take time to get to know  
7 them.

8           But I trusted them before they trusted me.

9           MR. WILLIAMS: Okay, my comment to that is  
10 my daughter, after school -- actually, she's an  
11 athlete. And often, in her program, she's, chances  
12 are, the only African-American daughter in this  
13 program. She's a gymnast.

14           But it is important for me as a parent to  
15 be there to participate or my wife to show up and help  
16 out as a parent involved in that situation. But I'm  
17 also noticing that even there are other high schools  
18 that will have after school programs.

19           One in particular is Falls Church High  
20 School, as I'm very much aware of. That after school,  
21 the students are looking for something to do, the ones  
22 who are not in organized programs. And the schools  
23 will open up their doors and maybe let the gymnasium  
24 be available or the library, and it stays open for

1 quite a while.

2 Students are looking for guidance. They  
3 want some direction. And their parents may not be  
4 home. The school is maybe a good place to stay there  
5 instead of hanging out in the streets. So, as a  
6 parent, you can look around and notice those things  
7 too.

8 It is also a good -- as a parent, I find  
9 it advantageous to be the one to offer to give another  
10 student a ride home. There's often transportation  
11 concerns because everybody doesn't drive. All the  
12 kids do not have cars.

13 But you can -- as a parent, I think we  
14 must be part of an extended family program.

15 CHAIRMAN FRANKLIN: Earlier Mr. Williams  
16 said something I was interested in having the  
17 reactions to, and that is when he went to talk with  
18 the teacher, they had different expectations of the  
19 student. The teacher thought the student was doing  
20 well, however the student made only a C.

21 Mr. Williams thought that the student was  
22 not doing well -- that his child was not doing well  
23 because he made only a C. Now this does raise a very  
24 important question of expectations. Teachers bring to



1 their classroom their own background, their own  
2 experiences.

3           And we know very well that these  
4 expectations are a problem with some teachers. What  
5 is done here to make certain that teacher expectations  
6 are based not on some stereotype, some view that they  
7 have of students from a particular group, but that  
8 these students might well be people whose expectations  
9 are different from those of the teacher who might have  
10 brought those?

11           And I'm curious to know what is done to  
12 prepare the teacher? After all, the teachers need  
13 some preparation too for this experience.

14           MS. MATTHEWS: Why don't we start with  
15 Carol Franz at Bailey's.

16           MS. FRANZ: Well, I think at Bailey's, the  
17 teachers have high expectations for all students. And  
18 the way that we ensure that is to offer one program  
19 for all students. Now, I know that's easier to do at  
20 the elementary level perhaps than at the secondary,  
21 but we do offer the same program for all students, and  
22 every student has access to everything that we do in  
23 the classroom or in any of our special resource areas.

24           So that really ensures that we're

1        expecting -- having high expectations of every  
2        student. But we have to take into consideration where  
3        a student is developmentally. And that's where again  
4        teacher professional, skill and expertise comes into  
5        play.

6                    And I think that at Bailey's, the teachers  
7        do have high expectations for every student but do  
8        realize that a student who's newly arrived cannot do  
9        the same thing that a student who has been here for  
10       several years.

11                   However, through strategies such as  
12       cooperative learning and making sure that you include  
13       children in everything -- that children from varied  
14       backgrounds are included in everything really results  
15       in having the same expectation for all children.

16                   CHAIRMAN FRANKLIN: But my point is really  
17       that a student -- a teacher -- let's not talk about  
18       where the teacher came -- where the student came from,  
19       Afghanistan or from Korea. Here's a student who was  
20       born -- here's an African-American student, say, who  
21       was born in Fairfax County.

22                   There have been certain assumptions made  
23       with respect to that student and that student's  
24       performance. And that's a part of the culture of the

1 teacher that the teacher was reared in this country  
2 and may have been educated in Fairfax County for all  
3 I know.

4 And that teacher brings to the classroom  
5 certain assumptions with respect to the ability of  
6 that student. And I'm just wondering whether or not  
7 -- I'm not suggesting that that happens all the time,  
8 but I'm just wondering whether or not the institution,  
9 that is the school itself, is aware of that and what  
10 is done to prepare not the student, but the teacher  
11 for that kind of experience?

12 MS. FRANZ: And I suspect that -- and as  
13 you say, there are teachers that have some -- have  
14 differing expectations. But I think that if you  
15 establish a school culture and a very strong school  
16 culture that says all children will succeed, and  
17 everybody buys into that culture in the school, that  
18 that will help to override that so that people who  
19 tend not to do it get sort of pressured by the others.

20 And I think that that is something that  
21 happens at Bailey's. If we -- if somebody leaves or  
22 -- we have teachers leave and we have new teachers  
23 come in, but somehow the culture is so strong that the  
24 new teachers become aculturated to what we expect.

1                   And so it is very problematic, I know.

2                   MS. MATTHEWS: Cindy Hook can talk about  
3 it at the high school level.

4                   MS. HOOK: Yes, I would like to ask -- as  
5 a person who was educated in Fairfax County schools  
6 and in the classroom I know exactly, you know, what  
7 you're talking about. In math, I kind of have an  
8 opposite problem.

9                   My expectations are that all of my  
10 students -- I teach introduction to algebra and some  
11 of the lower level math classes. And my expectation  
12 is that all of my students will do well, and I expect  
13 the A's.

14                   And I find that many of them, because  
15 they've had problems in past years in math -- boy, a  
16 C is wonderful. And you know, to work to try and  
17 raise the student's and the parent's expectations,  
18 many times it's an interesting back to school night  
19 conversation as I talk to them of what we expect.

20                   And I agree with Ms. Franz that it's very  
21 important that the school indoctrinates the faculty  
22 and the new faculty, and that the teachers that have  
23 high expectations have opportunities to pull the other  
24 teachers who might not have such high expectations up.

1           Here at Annandale, we have not only  
2 department meetings where we get together on a regular  
3 basis to discuss math issues and expectations in the  
4 math department and between teachers of the same  
5 courses as to what we're expecting out of our  
6 students, but then we also -- this year, because of  
7 the block scheduling, we have an opportunity to meet  
8 as IPR teams, which is across the curriculum.

9           So that I have an opportunity to meet with  
10 science teachers and social studies teachers, business  
11 teachers, and guidance counselors are also included so  
12 that we can have real discussions about students and  
13 what we're doing with students and what we're  
14 expecting, what things are working to get students  
15 engaged that are having difficulty getting into their  
16 education and share those kinds of things.

17           And I think it's important that, on a  
18 regular basis, we have an opportunity to do that, to  
19 make sure that we keep building each other up.

20           MS. MATTHEWS: I want to ask Chris.

21           You know, I think a lot of us grow up with  
22 these notions that, you know, certain ethnic groups  
23 are going to be great at math, certain genders are not  
24 going to be as good or they're going to be -- the

1 girls are going to be the writers, but not the  
2 mathematicians.

3 I mean, you're raised with these kinds of  
4 notions. How do you kind of cut through that in your  
5 classes, Chris?

6 MR. YI: Well, I'm in agreement with Ms.  
7 Franz and Ms. Hook. But I think the expectations has  
8 to be clearly defined by the administration. Because  
9 if you leave it up to the teachers, they have  
10 different expectations, therefore more likely they'll  
11 be different complaints from the parents comparing  
12 teachers versus another teacher.

13 But if the standards and expectations are  
14 defined by the administration from the school,  
15 therefore integrated in the different teams in the  
16 school, that way everyone has the same expectations.  
17 Also, most of the schools are now divided in teams.

18 And what that does for the teachers is to  
19 get together and discuss about what we're expecting  
20 from the students, not just the math classes, as Ms.  
21 Hook mentioned, but also in all of our classes, just  
22 the school in general.

23 So dividing the schools into teams and  
24 administration just clearly defining the expectations

1 will be a great asset and help all of the teachers to  
2 communicate classroom expectations to the students.

3 MS. MATTHEWS: Rodney Williams.

4 MR. WILLIAMS: As a parent -- and I think  
5 this is something that we don't often understand or  
6 hear or think about, but I think the point's well  
7 raised.

8 At the end of the school year, when a  
9 teacher retires or leaves and leaves town or whatever  
10 the case may be, and you have to replace another  
11 teacher, I think it's important for that principal to  
12 look at that bank of teachers that they can hire and  
13 look for diversity.

14 Because often, in our school systems in  
15 Fairfax County, the diversity even in the classroom is  
16 far greater than the teacher situation. And I think  
17 it's very key. I think it's very important to look  
18 for males in the classroom.

19 Because when you walk down the halls in  
20 these high schools and there are tons of boys -- these  
21 guys are larger than I am -- that can be very  
22 intimidating I think for a new teacher out of college.

23 The scale of -- just the bodies alone --  
24 let's be honest, it makes a factor here. So I think

1 recruiting is important. And when you're looking to  
2 replace or bring in people in that school system, it  
3 is very, very important to look for the diversity  
4 again.

5 Kids can relate to somebody they can  
6 actually -- if they look like somebody in there. And  
7 also, I think it's also very important too that when  
8 they're in the faculty meeting, if there's nobody of  
9 color or relationship in that faculty meeting, be  
10 aware of what's stated or the messages that are passed  
11 on subconsciously in those meetings.

12 MS. ALKHATEEB: Also, I wanted to ask the  
13 principal of Bailey's what can a principal do in order  
14 to create an atmosphere, a culture within that school,  
15 that has a high comfort level for diversity? What  
16 exact things can a principal do?

17 And one suggestion I have is for the  
18 counselors, that they should try to diversify the  
19 counselors. As far as I know, Fairfax County doesn't  
20 have a single counselor from Middle Eastern  
21 background, not a single one. And that's something  
22 that needs to be changed.

23 So what would you do as a principal to  
24 create a high level of comfort for diversity?



1                   CHAIRMAN FRANKLIN: Well, when you're as  
2 diverse as we are, there's sort of a strong lead for  
3 everybody to buy into diversity being a positive. And  
4 what I like to do I think again is raise the level of  
5 professionalism of the teachers and draw on their  
6 skill and expertise.

7                   Many of our teachers are speakers --  
8 native speakers of another language. Many of our  
9 teachers have traveled widely, have been in the Peace  
10 Corps and have traveled to many other countries,  
11 continue to do so.

12                   And a few summers ago, about nine of our  
13 teachers went to Guatemala for varying periods during  
14 the summer and spent time in language school there.  
15 So we -- I think empowering the teachers and making  
16 the teachers know that they are -- that they are the  
17 professionals and they are very skilled and that they  
18 -- having a strong school culture, having a lot of  
19 staff development.

20                   I think all of those things contribute to  
21 making them aware.

22                   MS. MATTHEWS: What kind of feedback do  
23 you get from parents? Do you get parents who call up  
24 and say, you know, I think my son or daughter's being

1 held back because they're in a classroom with too many  
2 kids who are just learning English?

3 Do you get that kind of feedback ever?

4 MS. FRANZ: No, I don't because I think  
5 that parents know that what Bailey's is -- I think  
6 they come to information nights, they come to open  
7 houses, they come to family literacy night, family  
8 math night, all kinds of special things that we have  
9 at the school.

10 And I think they can see the diversity.  
11 And as you know, we're a magnet school, and so we draw  
12 200 students from outside the boundaries and we have  
13 a population of 900. So those parents who are  
14 bringing their students in through a lottery system  
15 have to know that -- what the population is like  
16 before they come.

17 And so we offer that opportunity. And so  
18 people are really -- know what Bailey's is like before  
19 they come I think. And so we don't have that -- we  
20 don't have that question raised.

21 REVEREND COOK: I want to ask a question  
22 please of the parents as well as the high school  
23 students in terms of your expectations for your future  
24 steps in terms of the colleges you look at and the

1 colleges you're looking at with your children in terms  
2 of how much diversity plays a role in that now that  
3 they have been exposed to this diversification in  
4 education.

5 What kind of next steps do you look for?  
6 Do you factor that in in your college choices?

7 I know when we were going to high school  
8 -- and it really ties into that whole counseling  
9 question. When we were in high school, although the  
10 expectations were very high for high school, as we  
11 began to leave, for the minority students, the  
12 expectations were lower, that we should try to find  
13 maybe this kind of college instead of aiming for the  
14 Yale or the Harvard or the Ivy League.

15 So I want to see how that diversity  
16 factors in in your next choice.

17 MR. KUGLER: Well, important to me is the  
18 diversity of the college I go to because I find that  
19 the diversity here, it's more than just having friends  
20 being diverse. It's like learning and talking about  
21 it with people. And a lot of times -- because I'm  
22 Jewish and I have like friends from Afghanistan and  
23 Japanese friends and lots of different friends.

24 And when you talk with them and when you

1 have stuff to share, it just adds a lot to your  
2 experience in school. And when I look for a college  
3 -- because my sister just went to college, and she  
4 says that she misses the great diversity here at  
5 Annandale.

6 And I definitely will factor the diversity  
7 of Annandale into what college I go to.

8 MS. MATTHEWS: Fatema.

9 MS. KOHISTANI: I'm a senior and I'm  
10 starting to look at colleges right now, and that plays  
11 a major role for me because I saw what my brother went  
12 through. He went to a school where the population of  
13 White people was over 75%. There wasn't that many  
14 minorities.

15 And it was hard for him to adjust because  
16 people didn't want to accept him because they weren't  
17 taught. They didn't go to school where there was  
18 diversity. They didn't know how to handle situations  
19 like that. But that was his role. He stepped up and  
20 he started letting people know that it was just fear.

21 It wasn't so much where he was from; it's  
22 because people don't know how to adapt to him and how  
23 to handle situations where there's minorities around  
24 and how to act. And for me, that's a major role

1 because, when I go to college, I'd like to be able to  
2 talk to other people.

3 I don't want to set limits for myself on  
4 who I want to hang out with.

5 MS. MATTHEWS: Governor Kean.

6 GOVERNOR KEAN: I think the kind of thing  
7 Alex talked about is obviously just as important as  
8 anything that takes place in the classroom -- to  
9 understand diversity, to celebrate diversity, to make  
10 it part of your educational experience is wonderful.

11 But my question, I guess, is once you do  
12 that, once you are really understanding and  
13 appreciating the diversity of those around you, what  
14 do you do to inculcate some things in common? Are  
15 there some common values that we can bring people  
16 together around?

17 Because, to live in this very diverse  
18 democracy, you not only have to appreciate diversity,  
19 you also have to share some common values. Are such  
20 common values -- is there an agreed set of common  
21 values that is being taught in the schools in this  
22 system or inculcated?

23 MS. HOOK: Well, at Annandale, we have our  
24 Character Education Program that really has come about

1 over the last three years just about. And we came  
2 together as teachers, students and parents over a two  
3 day seminar in August two or three years ago.

4 And we really sat down and worked at those  
5 same questions -- what are the common values that we  
6 all hold? And we came up and identified seven.

7 And as we have studied and looked at  
8 different programs across the country, different  
9 communities had chosen similar -- some would say five  
10 and some would say six, but we really felt that seven  
11 addressed our school culture.

12 And those seven, cornerstones of character  
13 that we call it, we try and use those and build on  
14 those every single day in all of our classes across  
15 the curriculum. It's not a separate class. It's not  
16 a separate time -- oh, it's Character Education time.

17 But as a teacher, I'm constantly looking  
18 for those teachable moments and they're constant. You  
19 know, I couldn't use them all because there's just too  
20 many. We're getting ready to take a quiz and we need  
21 to make sure that, you know, we don't have any  
22 cheating.

23 We talk about honesty. And to hear the  
24 different students from all the different backgrounds

1 share, you know, some of their past experiences with  
2 what happens with cheaters in their country or what --  
3 you know, the idea of your reputation.

4 I think that these are all very valuable  
5 lessons that we get to share in just little tiny  
6 moments throughout the day in all of our activities as  
7 well as our classes. I think the seven -- naming  
8 those seven cornerstones --

9 MS. MATTHEWS: Why don't you tell us --  
10 because they really address a lot of these issues that  
11 we're talking about today.

12 MS. HOOK: Honesty, citizenship, fairness,  
13 self-discipline, caring, responsibility and respect.

14 And what we did the first year was we  
15 focused -- every year we try and focus on one. And  
16 the first year we focused on respect. Everyone  
17 agreed, students and parents and faculty, that respect  
18 was number one. We had to have respect before we  
19 could build on anything else.

20 And we had activities planned. We had  
21 meetings where we'd pull students together. We've  
22 identified older students, juniors and seniors, and  
23 even sophomores, that are interested in being mentors  
24 to younger students.

1                   We made sure that the groups were mixed by  
2 age, as well as background and culture and color. We  
3 held meetings in the cafeteria and we had scenarios  
4 where we discussed respect and tried to bring it home  
5 to the students.

6                   And although all of the seven are always  
7 there, different ones are our theme for the year.  
8 This year our theme is honesty. So I think that we do  
9 share common values. And I think at Annandale, we are  
10 past that, you know, let's celebrate that we're all  
11 different and we're into now what do we have in  
12 common.

13                   And I think that what we found is that we  
14 have lots in common. And we even have lots in common  
15 with students from the 60's. We all want to work, we  
16 all want to learn, we want to have, you know, a good  
17 life; and I think that we're seeing all the ways that  
18 we're the same.

19                   MS. ALKHATEEB: You said that one of the  
20 things you'd concentrate on was respect. I wonder if,  
21 you know, with the new program in Fairfax County of  
22 emphasizing the respect that children should -- the  
23 student should have for the teachers, did you also  
24 emphasize the respect the teacher should have for the



1 student?

2 MS. HOOK: Oh, absolutely. The respect is  
3 in all areas. Definitely for teachers to students,  
4 students to teachers, student to student. And we  
5 actually -- the scenarios that we would provide for  
6 them to use as their jump offs for discussions made  
7 them focus on all of those.

8 And we actually had input from students.  
9 In fact, they had little surveys to fill out at the  
10 end to ask them about, you know, how they felt  
11 teachers respected them and students respected each  
12 other and used that to try and plan our future  
13 encounters.

14 MS. MATTHEWS: I want to sort of kind of  
15 prompt some closing statements and sort of maybe some  
16 specific bullets that you think we can learn from  
17 today.

18 And I want to kind of start from the point  
19 of what we can learn from the growing diversity of  
20 Fairfax County -- that's our mandate today -- from the  
21 point that the students leave school at the end of the  
22 day, and also from the point that they graduate from  
23 the school system and take these lessons off to  
24 college and into the work place.

1           And if I can prompt the parents right now,  
2           one of the things that you talked about was the  
3           comfort level that your students have felt within the  
4           school and how, when they bring friends home, this is  
5           an opportunity for the parents of those diverse  
6           students to get to know each other, start having those  
7           phone conversations.

8           I have a 15 year old, and I know there's  
9           a big push at that age to talk to all the parents when  
10          kids are getting together for parties or for dances.  
11          What's happening with you and your children's friends'  
12          parents in terms of getting to know each other and  
13          learning from each other?

14          MS. ALKHATEEB: Well, I had some meetings  
15          with some of the parents that my daughter usually  
16          spends time with so I could get to know them and so we  
17          could get to agree with each other on what was allowed  
18          and what wasn't.

19          MS. MATTHEWS: So you actually set up  
20          meetings?

21          MS. ALKHATEEB: Yes, because the -- our  
22          children very often say well all the kids are doing  
23          it, and then you say well all what kids? You know,  
24          and then when it gets right down to it, and they say

1 well their parents are letting them, you say which  
2 parents, you know.

3 And then -- so if you actually, as  
4 parents, agree on what the limits are, it makes the  
5 parenting much easier. Of course, that's for, you  
6 know, the five or six close friends that your child  
7 has. But it really helps tremendously. It does.

8 MR. WILLIAMS: I would agree. I think  
9 that it's very important again for parents to be aware  
10 of what the students are doing. When there's a party,  
11 there's nothing wrong with calling to find out or to  
12 make sure that parents are at the house and what are  
13 the parents -- you'd be surprised.

14 There's a chain reaction where other  
15 parents are also calling about the same thing. Car  
16 pooling -- that happens in that. And during a car  
17 pooling situation, parents start talking, and that's  
18 where you find out a lot of information.

19 So we actually do communicate with a lot  
20 of the parents because of students themselves. It's  
21 important.

22 MS. MATTHEWS: Some of the students, how  
23 do you feel about that? And sort of from the point  
24 that you leave school, what are the kinds of things

1 that you're doing to take this diverse school setting  
2 into your life outside of school and also the life  
3 that you hope to have when you graduate?

4 MR. KUGLER: I guess, just like every day  
5 life. I mean, I don't think I push myself to  
6 incorporate other cultures or other races; it just  
7 happens, being around too much in school. And most of  
8 my friends -- like I'd say my core group of friends  
9 are White.

10 But like my whole group of friends -- like  
11 you don't just hang out with five people, or at least  
12 I don't. I don't mean to, you know, like say anything  
13 else is wrong, but I don't just hang out with like  
14 five people at school.

15 Like in school and out of school and after  
16 school and getting rides home and being in drama and  
17 being in marching band and being in the math honors  
18 society, you just -- you can't keep from making  
19 friends in different cultures, and you can't even --  
20 you don't even -- or at least I don't even think about  
21 trying to make myself be friends. It just happens.

22 Being around them so much and, you know,  
23 you just spark friendships and you just talk and it's  
24 just there.

1 MS. KOHISTANI: For me, as far as  
2 diversity goes, it's just my future, the world's  
3 future. It's what's going to happen in the 20th  
4 Century. You can't help that. And it's better to  
5 learn from it now than to deal with it later on.

6 These are ways that we can use for the  
7 future. I mean, it's going to help for me because  
8 I've always been in a diverse community and in an  
9 environment where there's other people from other  
10 races.

11 And my parents have promoted that ever  
12 since I was little. They've never separated me from  
13 other people. And I think as far as my parents,  
14 they've always supported my friends. But if -- and  
15 they always get the chance to know the parents and  
16 their morals and values.

17 MS. MATTHEWS: But I get a sense from what  
18 you said earlier that it's not automatic. You have to  
19 be deliberate about making this work. You've got to  
20 be, you know, organized in terms of forming clubs and  
21 being very deliberately sensitive when you're planning  
22 dances.

23 How activist do you have to be; can you be  
24 passive in this arena?

1 MS. KOHISTANI: You've got to step up and  
2 take risks because there's a lot of people that are  
3 thinking the same things that you think. And it takes  
4 a lot of -- I mean, if you know a lot of people in the  
5 school and you know that there's different people with  
6 different ideas, you've got to let those people know  
7 that you're there to help them.

8 And it takes -- like I notice a lot of  
9 people -- there's a lot of people in this school that  
10 are great leaders, but they don't know how to step up.  
11 And when you ask them and introduce yourself to them,  
12 they feel welcome, and that's when they step up and  
13 work together.

14 That's how we started working together.

15 MS. MATTHEWS: Our teachers and principal,  
16 what are the things that you're most proud of in terms  
17 of the programs or dynamics you see in your schools  
18 that are promoting diversity?

19 MS. HOOK: Well, I think the activities  
20 comes out is what I've heard those students talk about  
21 that, outside of the classroom, is where they get a  
22 real opportunity. You know, our parents talking about  
23 car pooling, it necessitates parents communicating.

24 If students are only involved in their

1 school during the school day, then they're not going  
2 to get that opportunity to have to car pool because  
3 they can ride the bus home. To get kids involved in  
4 activities, provide activities for students to  
5 actually step up and learn to lead.

6 Not just our athletic programs, but in all  
7 of the clubs where we need officers and we need things  
8 done. And you start small and you could be the  
9 secretary. But it gives kids an opportunity to  
10 experience learning on a safer level.

11 And I think that it's very important that  
12 we recognize how important an activities program is to  
13 a school and that we offer and encourage and invite  
14 all students to become involved in those activities.  
15 And I think that's where our job is never done because  
16 -- and it does take definite -- you have to pay  
17 attention and look at a group of students.

18 When you've got a meeting for a particular  
19 club and look and say what do these students look  
20 like? Do they look like our general school  
21 population? And if it doesn't, you go out and invite.  
22 Fatema knows that when we started with the We Stand As  
23 One Club, they actually went.

24 I saw them going around the hall after

1 school inviting certain students to come, and knowing  
2 that we don't have any representation from this group  
3 and I wonder why. And one of the meetings, they were  
4 inside the door of a classroom, and the classroom door  
5 was open and the meeting was inside.

6 And I noticed students coming by that had  
7 been invited for the meeting. And they'd stop and  
8 they'd kind of like stand back and look in the door to  
9 see if they saw anybody that looked like them. And  
10 they were passing it by because they would have been  
11 the first one.

12 And we talked about it after the meeting.  
13 I said, "I think we should keep the door closed and  
14 keep somebody outside the door that they can talk to  
15 and invite them in because we need the first ones in  
16 the door."

17 And you know, it really -- it worked. We  
18 kept the door closed but kept someone outside to  
19 invite them in, and then once they got in, well they  
20 weren't going to go back out to the door, so at least  
21 they could hear the message, you know?

22 (Laughter.)

23 And it worked. And boy, the next time, we  
24 couldn't even -- the kids didn't fit in the room. So



1 I think that we really have to really make an effort  
2 and we can't stop.

3 MS. MATTHEWS: Are schools getting all the  
4 support and the finances to support those kinds of  
5 after school clubs right now, or is that an area that  
6 is in jeopardy do you think?

7 MS. HOOK: Well, funding is always an  
8 issue.

9 (Laughter.)

10 You know, and as we continue to recognize  
11 that the number one thing is learning in the classroom  
12 during the day, I think it's always a struggle as to  
13 where the money is going to go for those programs.  
14 And I think that we need to remember the whole  
15 experience.

16 I think one thing also that we're working  
17 towards is community involvement. We have been  
18 involved with safe and drug free programs through the  
19 schools. We've not really talked about drugs and  
20 violence and those problems.

21 I mean, we could -- there are so many  
22 subjects. But we've moved away from individual school  
23 efforts to community coalitions. And although their  
24 mission is drugs and violence and safe neighborhoods,

1 it has brought large groups of people together from  
2 churches and businesses, as well as the schools.

3 And for the first time in my years in this  
4 county, I actually have contacts in the community that  
5 we can work together when we plan activities and we go  
6 to try and help the students. And all of the high  
7 schools have a coalition that's formed around their  
8 high school.

9 And it includes the middle schools, the  
10 elementary schools. I know teachers and students from  
11 all of the levels instead of being isolated in my high  
12 school environment. And I think that the community  
13 organization is very key.

14 MS. MATTHEWS: And these issues are things  
15 that are common concerns, which is what you were  
16 talking about.

17 GOVERNOR KEAN: I have one question before  
18 we leave the panel. We've heard a lot of very good  
19 things that are going on in the school district and  
20 things that need to be celebrated. What isn't going  
21 well? What do you worry about in this school  
22 district?

23 MS. MATTHEWS: Mr. Robinson, peeling back  
24 the onion some more.

1 Williams, I'm sorry.

2 MR. WILLIAMS: What do I worry about?  
3 Actually, I'm glad you brought up the fact that --  
4 let's be honest, Fairfax County, there's a drug  
5 problem, there are gang problems.

6 These things do exist. And they probably  
7 exist in every school system around here. And as  
8 parents, we should be aware. I jog in the morning.  
9 I go through the park and I look for markings from the  
10 gangs. If I see that, I'll let the school know or  
11 I'll let the police know.

12 I think as parents we've got to be very  
13 much involved in that. But there are some things  
14 going around. I still think accountability is a term  
15 we did not throw out today. Accountability for  
16 everybody: that is for parents, for teachers and  
17 principals.

18 I think a good point also came up that  
19 everything started at that school at the top. When a  
20 principal tells their faculty we're concerned about  
21 all students, it comes down from there. So I am  
22 concerned that there are things that are going wrong  
23 and that we don't get off on the wrong direction.

24 Other things that concern me -- safety.

1 Safety is another concern. We shouldn't turn our  
2 heads at that.

3 MS. MATTHEWS: Ms. Alkhateeb.

4 MS. ALKHATEEB: I'm concerned that the --  
5 that there should be more people in Fairfax County who  
6 actually buy into the idea that diversity is a plus.  
7 I think there's still a lot of people in our school  
8 community who don't buy into that idea who really  
9 don't believe it yet.

10 And I wish they would see, you know,  
11 diversity as capabilities multiplied. You know,  
12 that's the way they should look at it. But there's  
13 still people who still are thinking that somehow,  
14 maybe by chance we can go back to the way things used  
15 to be.

16 But things are never going to be again the  
17 way they used to be in Fairfax County. We are getting  
18 more and more diverse and people have to, you know,  
19 adjust to it. So I think, you know, pulling people's  
20 thinking into the 21st Century is probably, in my  
21 mind, the greatest challenge for Fairfax County.

22 Another one is having more inclusion of  
23 diverse people at the decision making level. I think  
24 that they're attempting to do that now. And in the

1 Minority Student Achievement, I saw it happen in the  
2 last two years. In the Family Life Education  
3 Committee, I've seen that happen.

4 You know, in the Fairfax Academy and what  
5 -- the recertification classes that they're teaching  
6 the teachers. I think they're actually moving toward  
7 that very nicely. But I think it happens to happen --  
8 needs to happen even more, and especially on the  
9 committees that the school board has.

10 A lot of those committees are like totally  
11 White except for like one or two people, and they  
12 think that's fine, and that's not fine.

13 MR. WILLIAMS: Let me just add something  
14 real quick since this is kind of an open situation.  
15 I think she has a very good point that we noticed that  
16 in the MSA Committee, that a lot of the programs, that  
17 people are appointed by school board members.

18 There's very few -- little diversity in  
19 these programs. And people making decisions are still  
20 basically one color. And that is a very, very big  
21 concern that we all should be aware of.

22 MS. MATTHEWS: Mr. Yi, problems?

23 MR. YI: I think as a county, we've now  
24 made strides to bring awareness among the diversity

1 among the students. But I need to -- I think that we  
2 need to do a better job in bringing this awareness to  
3 the parents.

4 Parents have been often neglected. But we  
5 both know that parents and teachers can be a great  
6 role models for the students to follow. So if the  
7 parents and the teachers are acting in such a way  
8 that, when they see people, they see it as people, not  
9 as color -- I mean, these are the examples that  
10 students can learn from.

11 So we need to encourage parent  
12 relationships among different race through holding  
13 parent connection meetings where there are translators  
14 available so that all parents from different culture  
15 level can join and find out what's going on in their  
16 school.

17 So yeah, I really feel that the parents  
18 have been neglected and we need to do a better job in  
19 making awareness of diversity known to the parents.

20 MS. ALKHATEEB: There was one other  
21 suggestion I had, and that is I think that we need to  
22 demystify basic concepts about school, about school  
23 involvement, about what -- especially for immigrant  
24 communities.

1           There needs to be much more in this school  
2 system explaining to parents what is an American  
3 school system, what is a school, how does it function,  
4 what are you expected to do as parents. And that  
5 should happen at the beginning of each school year  
6 because, you know, there's a kind of assumption that  
7 everybody knows what it is, but they don't know what  
8 it is.

9           School is not the same thing around the  
10 world.

11           MS. MATTHEWS: So the beginning parent-  
12 teacher meetings of the whole student population --

13           MS. ALKHATEEB: Yes.

14           MS. MATTHEWS: -- assume a certain amount  
15 of knowledge about schools?

16           MS. ALKHATEEB: Yes, and that knowledge  
17 doesn't exist. And parents don't know how to be  
18 empowered as advocates of their children. They don't  
19 even know that they have to be an advocate of their  
20 children. So, you know, explaining that to immigrant  
21 parents I think is extremely important in letting  
22 people feel that they're brought into the mainstream.

23           MS. MATTHEWS: Fatema.

24           CHAIRMAN FRANKLIN: Just at the end, I was

1 wondering whether or not this was a proper subject for  
2 what we've been talking about, Fairfax County  
3 microcosm of change. And I was wondering to what  
4 extent do the people in Fairfax County feel that they  
5 are a microcosm?

6 That is, that they have something that's  
7 -- they're special. The question is, why are they  
8 here? Why did they come to this particular place?  
9 And if they have reasons for coming to this particular  
10 place, are they satisfied? That is, are they -- is it  
11 what they wanted, what they expected?

12 And therefore, perhaps if they are  
13 satisfied, they might not be a microcosm for change.  
14 They don't want too much change if this is what  
15 they've been looking for and they've found it in  
16 Fairfax County.

17 So that -- I'm just wondering whether or  
18 not there is some stimulus for a change, some reason  
19 for their wanting to move on to change the social new  
20 year, the educational new year and so forth; or is it  
21 just so wonderful and so perfect, just don't bother  
22 it? I was wondering about.

23 MS. ALKHATEEB: In 1993, the school system  
24 brought in an outside group from Washington, D.C.



1 headed by African-American women, and it was called  
2 the McKinley Group. And they brought them in to look  
3 at the Minority Student Achievement in Fairfax County.

4           When they got the report, it talked about  
5 language minorities, it talked about need for more  
6 inclusivity, it talked about need for diversifying the  
7 teachers and so forth. And instead of acting on it,  
8 they developed -- they put together a group within the  
9 county to look at what it said and give  
10 recommendations on what could actually be done from  
11 it.

12           And then when they got that report, they  
13 didn't like that either, so they got -- made another  
14 group to look at what the second group had looked at,  
15 but then -- and so, as far as I know, not much of what  
16 was suggested ever was put into practice as it was  
17 suggested.

18           However, that process, as you're saying --  
19 are people ready for change? Do they feel totally  
20 satisfied or what? I think that that process really  
21 opened up the whole -- you know, the whole ball game  
22 of discussing diversity in really deep levels.

23           And I think that that was the biggest plus  
24 of the McKinley report. So yes, I think people --

1 they have the mechanisms in place for discussing  
2 change, and I think that's the biggest plus of Fairfax  
3 County.

4 MS. MATTHEWS: I think we're going to wrap  
5 up now. You know, obviously the allure of being in  
6 the shadow of the Nation's capital draws many people  
7 from all parts of the world to Fairfax County. And I  
8 think those of us who have lived and worked in the  
9 county for the past 20, 30, more years have seen how  
10 the county has changed.

11 Perhaps not intentionally, but the changes  
12 certainly are there. And I think what we've heard  
13 today is that you have to be very deliberate in terms  
14 of the efforts to try to work with this change and  
15 make the change be positive changes.

16 It's not something that just can happen  
17 sort of passively, as we heard from our students and  
18 teachers. You have to be very deliberate about trying  
19 to make it work and continue to work.

20 By the year 2005, we know that the Asian  
21 and Hispanic populations are going to more than  
22 double, so those changes are going to continue to be  
23 dramatic and they're going to be different than some  
24 of the changes that we've seen here in the past.

1           Some great ideas, I think, from all of our  
2 panelists. And some interesting things to think  
3 about. I know as a parent, hearing about being able  
4 to communicate with teachers on a computer through an  
5 Internet service and actually knowing what the  
6 homework assignment is, you know, from the teacher who  
7 is not working the same kind of schedule as you is  
8 very appealing.

9           But of course, that assumes that every  
10 home has a computer in it and that those parents know  
11 how to use the e-mail and the Internet, and that the  
12 teachers have that ability to communicate that way.  
13 So certainly, as we hear about wiring up America's  
14 classrooms, we also have to talk about wiring up  
15 America's households to make those kind of changes  
16 come into play.

17           It's been a privilege to be here today,  
18 and I'm going to turn it back over to Dr. Franklin.  
19 But thank you, all of you, on the Initiative on Racism  
20 and also all of our panelists today for some really  
21 fabulous observations and ideas.

22           (Applause.)

23           CHAIRMAN FRANKLIN: Thank you.

24           MR. HOY: Are there going to be comments

1 -- a chance for comments?

2 CHAIRMAN FRANKLIN: Not at this point. We  
3 have another -- we have to keep fairly well on  
4 schedule.

5 MR. HOY: So what you're saying is this is  
6 basically a monologue. This is not a dialogue.

7 CHAIRMAN FRANKLIN: That is --

8 MR. HOY: This is what the media's been  
9 saying and there's no one up there that is talking  
10 about the White people. Well, we White people have  
11 views. All these people up here that are White are --  
12 they might be biologically White, but they're not  
13 politically White.

14 My name is Robert Hoy. And President  
15 Clinton has invited us to the White House, some  
16 conservative critics of this organization. And we're  
17 going to meet him on Friday, and also we're going to  
18 have a public relations gathering with the press --  
19 press releases at the National Press Club.

20 But the one thing I want to -- this is a  
21 discussion on race. There should be sparks flying.  
22 There should be people debating. We don't want to be  
23 a minority on our own homeland. Why is it that you  
24 people just assume that millions of White people want

1 to be a minority in our country?

2 This country -- oh, boo, yeah, you see,  
3 monologue, monologue. It has nothing to do with a  
4 dialogue. We are White people, and we do not accept  
5 to be a minority on our own homeland. And why is it  
6 that you said -- you said this is 90% of --

7 CHAIRMAN FRANKLIN: If you will come this  
8 afternoon --

9 MR. HOY: -- students are White. Where  
10 have the Whites gone? Why is it down to 44%? They're  
11 moving out to Loudoun County, that's why.

12 CHAIRMAN FRANKLIN: If you will --

13 MR. HOY: They don't want -- they don't  
14 want diversity. You talk about diversity. Here's two  
15 Moslems up here and a young Jewish fellow. Ask them  
16 --

17 CHAIRMAN FRANKLIN: Let me ask you --

18 MR. HOY: -- if they support Israel. Ask  
19 them if they're going to support Israel when these  
20 students grow up and become citizens of their country.

21 CHAIRMAN FRANKLIN: Let me say this to  
22 you, sir.

23 MR. HOY: There's plenty of diversity in  
24 America that we --

1 CHAIRMAN FRANKLIN: Let me say this to  
2 you, sir.

3 MR. HOY: I'm being thrown out.

4 CHAIRMAN FRANKLIN: There will be -- he  
5 asked if there is going to be --

6 MS. MATTHEWS: If we can just have your  
7 attention here, there is an opportunity -- sir, sir?

8 CHAIRMAN FRANKLIN: There is an  
9 opportunity on the program --

10 MS. MATTHEWS: Sir, if you can just --

11 CHAIRMAN FRANKLIN: -- this afternoon --

12 MS. MATTHEWS: -- listen to the --

13 MR. HOY: (Inaudible comment from an  
14 unmiked location.)

15 CHAIRMAN FRANKLIN: There is a chance --

16 (Applause.)

17 The gentleman has departed, but let -- if  
18 any of you will -- the gentleman has departed, but if  
19 any of you will encounter him, you will convey to him,  
20 I hope, the message I was trying to convey to him,  
21 namely that there will be an opportunity -- it's on  
22 the program -- for people in the audience to  
23 participate in the second round table which does carry  
24 on from this to the nationwide perspective.

1           And it's in the program. It's here, but  
2 we didn't get an opportunity to tell him.

3           Will you tell him that there is an  
4 opportunity in this program this afternoon for him or  
5 for anyone else in the audience who wants to  
6 participate to do so.

7           Now that said, we want to expand on the  
8 lessons that we have been learning. You see, we have  
9 to learn something before we can talk about other  
10 things, you see, or before we can interpret it. And  
11 that's what we have been trying to do this morning.

12           We all need to learn. The President's  
13 Initiative on Race needs to learn, even if some of the  
14 others don't need to learn. And I'm delighted and  
15 pleased and grateful to the members of the school  
16 board, the members of the community, the students and  
17 the faculty of the Fairfax County Schools for having  
18 brought us this discussion this morning.

19           And as we move toward a discussion of this  
20 from a nationwide perspective, I think it's very  
21 important for us to have some perspective on the whole  
22 question of population and how to build a bridge, how  
23 to use what we have learned this morning to expand to  
24 a nationwide perspective.

1           And therefore, we have sought to make this  
2 bridge by calling on one of the great demographers,  
3 one of the most authoritative demographers of this  
4 country, Dr. Harold Hodgkinson, to talk about our  
5 population, to talk about the problems of diversity  
6 and dissemination of information over the entire  
7 Nation.

8           And so, as a result, we hope that he will  
9 bring to us the kind of message that will provide this  
10 bridge.

11           Dr. Hodgkinson is a most distinguished  
12 person in the field. He's Director of the Center for  
13 Demographic Policy at the Institute of Educational  
14 Leadership. He's widely known and respected as a  
15 lecturer and analyst on demographic and educational  
16 issues.

17           And he will provide us with a brief  
18 demographic view of race in primary and secondary  
19 education.

20           Welcome.

21           (Applause.)

22           DR. HODGKINSON: Thank you, Mr. Chairman.

23           It's a pleasure to be here, although today  
24 is not going exactly as I planned. I had overheads to



1 show you and they don't work on this screen  
2 projection, and I just lost four minutes of my time.

3 My job is, in 12 minutes, to segue you  
4 from a fairly atypical county in which I live and pay  
5 taxes, so be nice to me, to the world of the United  
6 States. I'm a demographer, which sounds like as much  
7 fun as colon surgery and is actually more interesting.

8 The numbers in my field are non-debatable,  
9 which is why people generally pay attention to them,  
10 at least for a brief period of time. We have 46  
11 million American students in our public schools; six  
12 million more in private schools.

13 The public school students go to 14,000  
14 locally controlled school districts. We are unique in  
15 the world in terms of the way in which our schools are  
16 controlled. We are also unique in the world in having  
17 the most complex and interactive system of higher  
18 education in the world.

19 There are so many ways one can be educated  
20 in our system, nobody else really can compete. Two  
21 things to talk about are first the students and then  
22 the schools and communities in which they exist.

23 First, the students. In the next 30  
24 years, there's going to be a very large increase in

1 "minority" students, and that's in quote because I  
2 don't know what we're going to call minorities when  
3 they're more than half.

4           Currently, 33% of the students in our  
5 public schools are a minority that we've got to be  
6 very careful about how they will be defined in the  
7 next census. Because, for the first time, people will  
8 be allowed to say that they are of mixed ethnic  
9 ancestry.

10           This used to be socially unacceptable  
11 conversation, but two books have been written just  
12 this year on families in which you see the results of  
13 a mixed marriage. One, *The Sweeter the Juice*, was one  
14 of the best books I've ever seen on a sensitive topic,  
15 but one can learn a great deal about this.

16           Six million children will therefore say  
17 that they are of mixed ancestry. And when they go to  
18 the schools, there's going to be an additional problem  
19 because the schools may force them to say what race  
20 they are, and the student will have to choose between  
21 the mother's ancestry and the father's.

22           And courts are already beginning to rule  
23 on how that may work.

24           The vast majority of this increased

1 diversity will be non-black and non-European.  
2 Although, the immigration wave of the 1900's was a  
3 little larger in proportion to the immigration wave at  
4 the present time, we are now in the middle of the  
5 largest non-European wave of immigration in the  
6 history of the United States.

7 Immigration has always been 85% Europe.  
8 It is now 15% Europe. Most of the rest of the  
9 immigrants are coming from South and Central America,  
10 Asia, and particularly an increased population from  
11 the Middle East.

12 The most rapidly growing religion in  
13 America is Muslim. We have 1,000 mosques in this  
14 country, having had virtually none in 1960. All of  
15 these factors then suggest that the diversity that  
16 we're going to deal with is a different diversity than  
17 we have ever dealt with before.

18 I find it quite exciting because America  
19 is the only Nation that makes an economic advantage  
20 out of diversity, and we have done this basically  
21 since our country was founded.

22 The teaching force, on the other hand, is  
23 now 12% minority when the students are 33%. And NEA  
24 is projecting that the teaching force will get whiter

1 in the next ten years because of the fact that  
2 minorities do not seem to be interested in teaching  
3 careers. There's a huge problem there.

4 But finally, black/white terminology will  
5 be useless in explaining the complex reality in which  
6 many of the students we heard from today live and feel  
7 comfortable. And thus, we just get somehow past that  
8 issue that there's only two groups to think about.

9 Second, many of these students are going  
10 to have language difficulties in their early  
11 schooling, especially immigrant children born in  
12 another nation. If an immigrant is born in this  
13 country, they learn English much more rapidly than if  
14 they were born in their national -- the country of  
15 origin of their parents.

16 Oddly enough, if a Vietnamese mother reads  
17 to her child in Vietnamese, the child learns to speak  
18 English much better than a Vietnamese child who is not  
19 read to by their parents. It doesn't even matter what  
20 language you read to them in.

21 If you read to them in any language, you  
22 find that their ability to learn English is increased,  
23 and I find that really quite interesting.

24 Although most people speak Spanish who do

1 not speak English, 120 different languages are spoken  
2 in the public schools in the United States, and this  
3 makes the bilingual issue very, very complex.

4 Three, the U.S. has the highest youth  
5 poverty rate, 25%, of any industrialized nation.  
6 Other nations are aghast when they hear that a quarter  
7 of the American young population is in the poverty  
8 area. If you look at that in greater detail, however,  
9 you find that roughly 40% of Black and Hispanic youth  
10 are below the poverty line, and 16% for White.

11 Minority youth are most likely to be poor,  
12 and poverty is the universally handicapping condition.  
13 Twenty percent of Black households have an income over  
14 the White average. That's fine. It means that  
15 there's still many problems that we have to wrestle  
16 with with poverty among minority groups.

17 But most poor kids in America are White.  
18 The highest percentage of poverty is Black and  
19 Hispanic. And that's very important that we keep  
20 those things straight. Every time you see on a  
21 television or a newspaper picture a picture of a  
22 single parent female, she's almost always Black.

23 And as a matter of fact, most single  
24 parent females are White. So we've got to be aware of

1 the fact that the White group is still largely at risk  
2 in many of these areas, but the proportion of risk is  
3 much less within the White group.

4 Poverty is related definitely to dropping  
5 out of school, to being held back a grade which  
6 doubles your chances of dropping out of school, teen  
7 pregnancy, violent teenage death and many other youth  
8 problems, especially in places where racial and  
9 economic segregation overlap completely.

10 If you look at the most -- ten most  
11 segregated cities in the United States, not a single  
12 one is in the deep south. They're all in the Rust  
13 Bowl -- Detroit, Flint and so forth. These are places  
14 where economic and racial segregation are almost  
15 perfectly overlapped.

16 If you get to a place like Phoenix, you  
17 find that Phoenix is much more diffuse and poverty,  
18 new jobs, all of those things are spread more equally  
19 across the metro.

20 President Clinton and others who turned 50  
21 in 1996 represent a 37% increase in retirees in 2011.  
22 This works because in 1946, the first year of the baby  
23 boom, President Clinton was hatched along with a 37%  
24 increase in people who were born in that one year.

1           We couldn't put them in maternity wards.  
2           Who's going to build 37% more maternity wards based on  
3           a rumor? As a result, because they are now 50 in  
4           1996, they are going to be 60 in 2006, and they will  
5           be 65 in 2011. The math in my field is not too  
6           difficult to comprehend.

7           It means, therefore, that we'll have the  
8           same whoosh towards Social Security that we had a  
9           whoosh toward kindergarten, and even earlier, a whoosh  
10          toward maternity wards when they were born. This  
11          group then is followed by 14 more years of rapidly  
12          increasing Social Security recipients coming into the  
13          system for the first time.

14          And that's the issue I believe with age,  
15          race and schools. It will very clearly be in the baby  
16          boomer's self interest to ensure that each of the  
17          future workers who are heavily young and non-White  
18          gets a good education and a splendid job.

19          Not because of liberalism, but because of  
20          pragmatism. That is their retirement fund for the  
21          rest of their lives.

22          As we think about age, which is another  
23          factor -- in Fairfax, I did a study for Bud Spillane  
24          about a year and a half ago -- rapidly growing

1 population of people not over 65 but of people over 85  
2 and these are folks who don't care that much about  
3 schools.

4 School bond issues get more difficult to  
5 pass as the population ages. And actually, if you  
6 think about it, you would probably never guess that  
7 the number of people over 100 in the United States at  
8 the present time in 1997 is 46,000 people who are over  
9 100 years of age.

10 The third quarter of human life is now 50  
11 to 75.

12 The reason these trends are going to  
13 continue, of course, is what we call fertility rates.  
14 The average Black female gives birth to two and a half  
15 children over her lifetime. The average Hispanic  
16 gives birth to three. The average White female gives  
17 birth to 1.7 children, which is below the replacement  
18 level.

19 Everywhere in the world, White females are  
20 below replacement level. Whites are 17% of the  
21 world's population going down to nine percent in 2010.  
22 So we have a declining White population among most of  
23 our European allies, and everywhere in this country  
24 the White rate is below replacement except in Utah.



1           The Mormon --

2           (Laughter.)

3           It's a true fact. The Mormon female has  
4 an average of 4.1 children over her lifetime. Nobody  
5 forces those Mormon women to have children. They want  
6 to have four children. The best predictor of how many  
7 children a woman will have is how many children a  
8 woman wants to have.

9           Number two, schools and communities. Half  
10 of the American people live in suburbs, a quarter live  
11 in large cities, and a quarter live in small towns and  
12 rural areas. We move around, however, as no other  
13 Nation. When I do this in other countries, people  
14 think it's a misprint.

15           But 43 million of us moved between March  
16 '93 and March '94. Forty-three million Americans  
17 changed houses. That's extraordinary. The largest  
18 percent of them are still in the same county. About  
19 seven million moved to another state. And a few of  
20 them go transcontinental, but relatively few.

21           But in Fairfax County, if you move from  
22 one part of the county to another, you change schools;  
23 and as you change schools, you change universes.

24           Transiency is the great enemy of social

1 cohesion. Ask any minister, any school principal,  
2 anybody who sells newspapers and they'll tell you if  
3 things move around too rapidly, there is no social  
4 cohesion.

5 If you don't know your neighbor, you might  
6 just as well rob them. One of the great sources of  
7 crime is high transients. It's amazing to look across  
8 the country and correlate crime rates with the rates  
9 in which people move in and out.

10 Cohesive, stable communities are hard to  
11 find in Texas, Florida and California. In every state  
12 now there are teachers who have 24 students in  
13 September, 24 students the following May, but 22 of  
14 the 24 students are different people.

15 Try teaching a class in which every three  
16 weeks one of the children leaves and another child  
17 moves in. That makes cohesion very difficult. As the  
18 population ages and the baby boom stays single or  
19 marries with no children, only one household in four  
20 today has a child in the public schools.

21 Twenty-five percent of the households in  
22 America have a child in the public schools. When I  
23 was growing up, it was 69%. What this means is that  
24 the average American adult has no daily contact with

1 a young person, and many of them, frankly, prefer it  
2 that way.

3 (Laughter.)

4 Three, although the media focus on poverty  
5 in large city schools, the rates are almost as high in  
6 rural America. One of the big forgotten issues, of  
7 course, is rural poverty in the United States. The  
8 two groups with the highest poverty rates in the  
9 country are in rural settings:

10 Children of migrant workers, which I  
11 studied two years ago, mainly Hispanics who attend an  
12 average of four schools a year. It's often the same  
13 schools as seasonal work requires the parents to go  
14 from place to place, but you get a very clear sense of  
15 how difficult it is to go to four different schools a  
16 year if you're one person.

17 And Black children of single mothers in  
18 the Mississippi Delta, 80% of whom are below the  
19 poverty line. Eighty-percent of rural, Black Delta  
20 single female children are below the poverty line.  
21 And right behind is Appalachian White children.

22 So that the rural poverty issues in  
23 America, although they're not politically relevant  
24 because the densities are so low, and very few

1 politicians care about those things, those things just  
2 -- they're a wash.

3           Indeed, we have 200 counties in the United  
4 States in which the density is below six people per  
5 square mile. You are now in a county in which the  
6 density is over 1,000 people per square mile. Indeed,  
7 the Bos-Wash corridor from Boston to Washington is  
8 Japanesei in nature: the densities are the same as  
9 Japan.

10           The reason the Japanese are so efficient  
11 is not that they're so smart; it's that they're so  
12 dense.

13           (Laughter.)

14           So let me close with some issues. First,  
15 issues in rural schools in America. Many school  
16 districts have fewer than 100 students. That means  
17 eight kids per grade. How do you get a physics  
18 teacher to come in and teach eight kids? Bus rides of  
19 100 miles per day, six residents per square mile to  
20 pay taxes and support the schools.

21           Think of a tax base based on six people  
22 per square mile. This issue, I think, is important as  
23 we begin to look at the counties where you have these  
24 severe rates of low density.

1 Political invisibility at the state level,  
2 lack of social infrastructure in rural counties where  
3 the churches, the youth clubs, the hospitals, the  
4 movie houses, the counseling centers and lack of  
5 teachers in special fields like physics and chemistry.

6 Some issues in suburban schools: Rapidly  
7 increasing poverty in close in suburbs. Arlington was  
8 the first to show increased eligibility for free  
9 lunch, and now we're beginning to see that even in  
10 places as far out as Fairfax.

11 More non-speaking -- non-English speaking  
12 children. Parents who want the whole system to be  
13 focused totally on getting kids into Harvard and Yale,  
14 which is a major preoccupation with many suburban  
15 parents. More single mothers with low income.

16 Higher rates of juvenile crime. Many city  
17 problems are now moving out to the suburbs. The big  
18 issue with Fairfax is that Washington is moving in  
19 this direction.

20 Issues of urban schools: Transiency,  
21 number one. Teachers who don't know the names of the  
22 kids because they're a different bunch than was in the  
23 day before. That issue overrides many others. Kids  
24 who have no home address.

1 Kids who have little parent support. Kids  
2 who don't have a telephone. We're talking Internet?  
3 These are kids who don't have phones in their home.  
4 Mothers without education or job skills. Teachers who  
5 spend 70% of their time and effort just in establish  
6 and maintaining minimum classroom control.

7 An NEA survey of urban school teachers  
8 showed that they're spending 80 to 90% of their time  
9 getting the kids to be quiet and pay attention. It's  
10 not a lot of fun to teach English or history if you  
11 have those kinds of residuals.

12 And thus, the teacher shortage that's been  
13 widely bandied around is mostly in inner city schools  
14 and for handicapped children and people who speak a  
15 variety of languages.

16 Shortage of equipment and building  
17 maintenance is a continual problem in urban schools,  
18 and many students who honestly feel that the schools  
19 are not for them; that the schools are not in their  
20 self interest.

21 Those are very difficult, challenging  
22 problems. We've presented race-poverty issues that  
23 surround the schools. I want to end by saying that  
24 much progress has been made. Eighty-percent of White

1 Americans have a good Black friend.

2 We now find that most people think their  
3 neighborhood is safer than the place in which they  
4 grew up. Seventy-seven percent of Americans describe  
5 themselves as being deeply religious and they go to  
6 school -- they go to church every Sunday.

7 There are many healthy things then that we  
8 forget in our tenency to resolve issues by looking  
9 only at differences. But it's essential that  
10 Americans understand the complexity of the racial-  
11 ethnic-origin issue in our country and how differently  
12 it plays out in the south, which is 12% Black when the  
13 rest of the country is one-half of one percent Black.

14 And if you go to Texas where the majority  
15 population is White, but just barely, and Hispanics,  
16 especially Mexicans, are the largest single growing  
17 group, we have to understand that blend as we move  
18 across the country.

19 It's very important then to look at the  
20 census categories for the year 2000 and realize that,  
21 for the first time, we're going to be able to say that  
22 many Americans are of mixed ethnic ancestry. But poor  
23 Tiger Woods is going to have to say that he is a  
24 Cablanasian, and he will check Caucasian, Black, Asian

1 and Indian.

2 That's fine. Next question, how do you  
3 score that response? Does he become four people?  
4 Does each of his choices become one quarter of a  
5 person? And the Congress, of course, failed to deal  
6 with that particular issue.

7 So e pluribus is really important. That's  
8 why we're here today. But what's most important is  
9 unum. What holds us together as America? And it's  
10 been pretty much a European cement that has glued  
11 people together.

12 What we now have is people from every  
13 country in the world. All 220 countries have someone  
14 living in the United States. How do we get to a non-  
15 European glue that holds us together without going to  
16 war?

17 The one time Americans are splendidly  
18 cooperative -- as soon as we go to war, then everybody  
19 becomes American. As soon as the war's over, we tend  
20 to drop back into differences. So the question for me  
21 is how can we get from e pluribus to an unum that will  
22 meet the next 30 years?

23 And if you can help with your  
24 deliberations toward that goal, this is time very well



1 spent.

2 Thank you.

3 (Applause.)

4 CHAIRMAN FRANKLIN: I am deeply grateful  
5 to you, Dr. Hodgkinson, for your exposition on  
6 demography which was itself most enticing, most  
7 exciting and most interesting and easy to understand  
8 and follow.

9 There is -- before we break for lunch,  
10 there is a public service announcement that the  
11 Advisory Board has -- the President's Advisory Board  
12 of Race has been working on. It's one of a number  
13 that will be presented.

14 And at this time, we want to share with  
15 you at least one of these public service  
16 announcements. I think it's going to be on the  
17 screen.

18 (A public service announcement was  
19 played.)

20 (Applause.)

21 CHAIRMAN FRANKLIN: That is the first of  
22 the public service announcements which we will be  
23 running in various parts of the country and all over  
24 the country in the next few months. And we draw your

1 attention to them and hope you will be watching for  
2 them.

3 Now I want to thank the panel this morning  
4 and our wonderful moderator, Ms. Matthews, for  
5 bringing to us the message of Fairfax County and  
6 microcosm for change. I have learned a great deal.  
7 I believe that I speak for the Board when I say that  
8 we've learned a great deal.

9 And I hope that you have learned from the  
10 observations and points that were made by students,  
11 faculty, administration and other people in Fairfax  
12 County. I certainly have been enlightened. And I  
13 look forward to more enlightenment in the afternoon.

14 We're going to have some organizations  
15 even at lunch. There are so many aspects of this  
16 problem which we need to explore that we're going to  
17 have some exploration at lunch. We're going to break  
18 into three round tables.

19 And we'll be joined by Senator Charles  
20 Robb and Representative Tom Davis of the House. And  
21 we'll be meeting with invited students, parents and  
22 teachers from Annandale High School. They will be  
23 having lunch with us and we'll be discussing various  
24 issues.

1                   The lunch is only by invitation, but it's  
2 open to the press. And we look forward to seeing  
3 members of the press there. And at 1:00, we will be  
4 return -- we will return for our afternoon discussion  
5 session, at which time the audience, as well as the  
6 panel, will be invited to participate in the  
7 discussion.

8                   Thank you very much. We will adjourn for  
9 lunch.

10                   (Applause.)

11                   (Whereupon, the proceedings recessed for  
12 lunch at 11:30 a.m.)

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1 round table discussions.

2 Later on, Ms. Winston will open up the  
3 conversation to questions from the audience, as I  
4 sought to announce this morning, but was not able to  
5 get the floor to announce that we would have  
6 discussions from the floor this afternoon.

7 I'm delighted and pleased to present our  
8 Executive Director, Ms. Judith Winston.

9 (Applause.)

10 MS. WINSTON: Thank you. Thank you very  
11 much, Dr. Franklin. And I thank all of you for  
12 joining us here today. We have a very distinguished  
13 panel of education experts and practitioners here with  
14 us today with diverse views on educational issues.

15 Before I introduce them, however, I would  
16 like to just reiterate a few statistics that build on  
17 what Dr. Hodgkinson presented earlier today as a sort  
18 of predicate or a foundation for the discussion that  
19 I expect will follow.

20 The data show that racial disparities in  
21 education persist. For example, the problem of under  
22 prepared teachers is most severe in high poverty  
23 schools where 39% of teachers have neither a college  
24 major nor a minor in their primary field.

1           And we know that schools in high poverty  
2 areas are -- have an enrollment of -- high enrollment  
3 of minority students, students of color  
4 disproportionately represented in high poverty  
5 schools. The greatest percentage of students  
6 attending schools with the most inadequate building  
7 facilities were in school where the student body is  
8 more than 50% minority.

9           Low income students are less likely to  
10 have access to challenging courses such as algebra and  
11 geometry, and these courses matter for whether they  
12 have the skills to go on to college. Unless we say  
13 that this is an income problem only and not a race  
14 problem, remember, as I said earlier, that there is a  
15 much greater proportion of minority students who live  
16 in poverty than non-minority students.

17           There also remain substantial racial  
18 disparities in educational outcomes. For example, one  
19 of the concerns that the President has voiced  
20 repeatedly and an issue that the Advisory Board would  
21 like to spend time on this afternoon is the issue of  
22 high school drop out rates.

23           While the drop out rates for White and  
24 Black youth are approaching parity, the rates for

1 Hispanic and Native American students are increasing.  
2 And it seems to me that we have to ask the question  
3 why and what can we do about it?

4 As Dr. Franklin stated earlier, our hope  
5 with this afternoon's panel discussion is that we will  
6 have an opportunity to build on some of the earlier  
7 points made in this morning's session on the Fairfax  
8 County Public Schools.

9 While we know that we can't hope to cover  
10 every part of this very complex issue, we do hope to  
11 both explore the challenges of growing diversity and  
12 the continued racial disparities in education and  
13 really to begin to understand the way in which issues  
14 of race are bound up in the way that we educate our  
15 children.

16 Or, if there is a view that race is not a  
17 factor that needs to be dealt with at any length, we  
18 hope that that view will also be expressed and an  
19 opportunity presented to explore it.

20 We do have a group here this afternoon who  
21 can -- which can lend a national perspective to this  
22 discussion. And more importantly, it can help suggest  
23 ways to address some of these tough issues that we  
24 expect to be presented.

1           Let me introduce to you Dr. William J.  
2 Bennett who is the former U.S. Secretary of Education  
3 and national -- and formally National Drug Control  
4 Policy Director. He is the author of the nationwide  
5 best sellers, *The Book of Virtues*, and *The Children's*  
6 *Book of Virtues*.

7           He also serves as Co-Director of Empower  
8 America and is an Oldman Fellow at the Heritage  
9 Foundation.

10           Welcome, Dr. Bennett.

11           Dr. James Comer, on my left, is the  
12 Director of the School Development Program and a  
13 Maurice Falk Professor of child psychology at the Yale  
14 Child Study Center. He also serves as Associate Dean  
15 of the Yale School of Medicine.

16           Dr. Comer has participated in the process  
17 of changing two inner city -- of changing two inner  
18 city, low income elementary schools from chaos to  
19 stability and academic and social achievement. His  
20 Social Development Program is in place in 600 schools  
21 in 26 states.

22           Welcome to you, Dr. Comer.

23           Ms. Lisa Graham Keegan has served -- also  
24 on my left -- has served as State Superintendent of



1 Public Instruction for the State of Arizona since  
2 January 1995. She also served as Chairman of the  
3 Education Committee that sponsored education reform  
4 legislation for the State of Arizona.

5 Ms. Diana Lam is on my right -- has served  
6 as -- left, I'm sorry, Diana Lam. That's Deborah  
7 Meier, who I will come to next. Sorry about that.

8 Diana Lam is on my left and has served as  
9 Superintendent of Schools for the San Antonio  
10 Independent School District since 1994. She is the  
11 first woman and second Hispanic to hold this position  
12 in the San Antonio Independent School District.

13 Now on my right, Deborah Willins Meier.  
14 Ms. Meier is the Principal of Mission Hill Charter  
15 School. She is --

16 MS. MEIER: No, not a charter school.  
17 It's a public school.

18 MS. WINSTON: Ah ha, it's a public school,  
19 not a charter school. And she has spent more than  
20 three decades working in public schools as a teacher,  
21 writer and public advocate.

22 The school she has helped created serve  
23 predominantly low income African-American and Latino  
24 students are considered exemplars of reform in terms

1 of governance, curriculum and pedagogy.

2 Welcome to you.

3 Dr. Gary Orfield, on my right, has been a  
4 Professor of Education and Social Policy at Harvard  
5 University since 1991. He is the Director of the  
6 Harvard Project on School Desegregation and is the  
7 author of several books on education and civil rights.

8 Unfortunately, panel member Bill Rojas,  
9 who is the Superintendent of San Francisco's Public  
10 Schools and whose name appears on your agenda, was  
11 regrettably unable to join us today, and he does send  
12 his regrets. We hope that he will join us at some  
13 future time.

14 This panel discussion will proceed in much  
15 the same way as this morning's discussion. That is,  
16 there will be no formal presentations. However, I  
17 will be asking, as the moderator, a series of  
18 questions which the panelists will be asked to respond  
19 to.

20 I invite each of them to feel comfortable  
21 in following up on questions provided by other panel  
22 members and even asking questions themselves should  
23 they wish to do so.

24 The members of the Advisory Board, of

1 course, are also asked to feel free to intervene with  
2 questions, although we do expect to have a period at  
3 the end of the panel presentation for the Board to ask  
4 any remaining questions that the members may have.

5 As Dr. Franklin indicated, we intend to  
6 make time available for those of you in the audience  
7 here to ask questions, and we look forward to your  
8 questions. We hope that you will help us permit as  
9 many people as possible to ask questions by keeping  
10 your questions short and your comments to a bare  
11 minimum if you feel it's absolutely necessary to make  
12 a comment.

13 But we invite your questions.

14 I'd like to start this afternoon's panel  
15 off by asking the following question. We see that the  
16 data suggests that there are disparities across racial  
17 lines in the educational experience of minority and  
18 White children.

19 My question to the panel is, does race  
20 continue to matter when it comes to providing equal  
21 educational opportunity to children in America? And  
22 what is the evidence for that, assuming your answer is  
23 yes? And how does it matter, and why?

24 I'd like to ask all of you to think about

1 an answer to that question. I'd like to start,  
2 however, by asking Dr. Comer if he would respond to  
3 that question.

4 DR. COMER: Well, I think race matters.  
5 It matters in the concentration of poverty. It  
6 matters in the preparation of staff -- selection and  
7 preparation of staff. And it matters in the  
8 expectations of the staff and others, even the entire  
9 community for children.

10 And I'd like to just give too an example  
11 of schools that we've been working with with our  
12 School Development Program which deal with the issue  
13 of under education, race and diversity given the  
14 outcomes of these schools.

15 These are two schools that in 1996 went  
16 from 25th to first in achievement, the lowest  
17 socioeconomic -- almost entirely a Black school. And  
18 then in 1997, one went from 34th to first.

19 What happened in those schools was that  
20 there's a huge concentration of poverty that really  
21 resulted from economic conditions, housing conditions  
22 that left these children there with low expectations  
23 and poorly supported staff.

24 But the staff, using the program, was able

1 to really mobilize the housing project that the  
2 children came from. The parents, all of the social  
3 services turned it around and created high  
4 expectations in those -- that school.

5 And then in New Jersey, it was even more  
6 interesting. The principal helped created a good  
7 climate in the school with parents, teachers,  
8 administrators participating; a climate so that they  
9 could eventually ask the teachers to take the test.

10 Well, the teachers took the test and they  
11 didn't do well on the test. But the climate was such  
12 that they didn't punish the teachers; they called in  
13 consultants and they taught the teachers, and the  
14 children zoomed from the bottom to the top and rivaled  
15 the high income suburban schools -- 3/10 of a point of  
16 the high income suburban schools.

17 Now to me, it points out the fact that the  
18 children -- the problem is not with the children. The  
19 problem is not even with the teachers. The problem is  
20 with the system of education in the country that did  
21 not prepare the teachers to function in the schools  
22 and to solve problems in the schools.

23 And it is the training and preparation of  
24 the teachers that is a major problem. And then race

1 matters because -- because of race, these teachers end  
2 up dealing with low income, minority children. And  
3 that is the way that, while race is not the direct  
4 problem, it ends up being a major factor in  
5 interfering with the education of the children.

6 MS. WINSTON: And Dr. Comer, it seems to  
7 me that there are probably many people who would  
8 suggest that the problem really is one of economics,  
9 that the fact that these are poor children and these  
10 -- the teachers that are in these schools, probably  
11 new teachers, are less well prepared and cost less  
12 money.

13 I wonder if Secretary Bennett would like  
14 to comment on the question, and what are your views?  
15 Do you think it's -- how significant is race in this  
16 particular area of disparity?

17 DR. BENNETT: Well, race certainly matters  
18 sometimes. Along with what Dr. Comer said, the great  
19 Jaime Escalante of Garfield High School in East Los  
20 Angeles -- they even made a movie out of him and  
21 forced Hollywood to make a movie celebrating a  
22 teacher.

23 Doesn't happen very often -- said that the  
24 lower expectations of his Latino students -- he said

1 he had a lot of trouble with the counseling  
2 department. He said when he wanted to teach calculus  
3 to the kids, the counselor said don't do that; that  
4 will be dangerous for them.

5 And I asked him what he thought of that,  
6 and he said, "If you're growing up Latino in East  
7 L.A., there are a lot of things that are dangerous for  
8 you. Calculus isn't one of them."

9 (Laughter.)

10 Race matters sometimes because there are  
11 bigots left in the world. There are also fools, as  
12 you saw this morning, left in the world. But I think  
13 if you desegregate the data, I think you'll find that  
14 race in education matters less than family.

15 Desegregate the data, take a look at two  
16 parent families. Did you know that two parent Black  
17 families make three times the income of single parent  
18 White families? I think it's probably more than I  
19 think the evidence shows. It's probably more the  
20 incidence of single parenthood.

21 Illegitimacy, often ill prepared parenting  
22 that has a lot to do with lower expectations as well.

23 But race certainly matters in some  
24 context. The other thing I'd mention is that there

1 are always stories of miracles like the two -- like  
2 Jaime Escalante and like these two school systems.  
3 And we should try to do everything we can to move  
4 schools up to that level of aspiration.

5 But I agree with Dr. Comer; there are  
6 system wide problems. When you've got urban school  
7 systems in this country that have already lost 50% of  
8 their students with 50% drop out rates, they're gone.  
9 You have got system-wide -- you've got system-wide  
10 problems. And you've got to get at the problem  
11 earlier than that.

12 My own view, as you know, is that all of  
13 God's children should be free. Pharaoh should get out  
14 of the way and let those mothers and those children go  
15 to schools that might serve them, public or private or  
16 parochial. It doesn't matter.

17 Many White Americans, to put it back on  
18 the level of race, have long since abandoned those  
19 schools for the suburbs. But they say that other kids  
20 -- other people's kids have to go to those schools no  
21 matter how rotten and horrible they are.

22 That, I think, is a terrible injustice.  
23 Let the people go.

24 MS. WINSTON: Do you agree, Gary Orfield,



1 that it will take a miracle to recreate the experience  
2 of the two schools that Dr. Comer described, and is  
3 that miracle in the form of vouchers from public to  
4 private schools?

5 What's your view of that?

6 DR. ORFIELD: I think there's a lot that  
7 can be done about high poverty, minority schools and  
8 that remarkable people like Dr. Comer do amazing  
9 things in some of those schools. I think that  
10 vouchers -- I have a very short time of experiment.  
11 The record is very ambiguous at this stage.

12 And most of the opportunities to use  
13 vouchers are in religious schools, and we have to  
14 think about the idea of how much we want to go down  
15 that road. If we can do it in the public schools,  
16 we're much better off, I think.

17 Now in terms of the problem of race  
18 mattering, basically we have segregated schools in the  
19 United States and they're getting more segregated.  
20 Two-thirds of the Black students and three-quarters of  
21 the Latino students are in predominantly minority  
22 schools.

23 One-third of each group is in intensively  
24 segregated schools. Half of the schools in the

1 country are virtually all White. They are  
2 tremendously unequal on every dimension that you can  
3 look at.

4 Segregated minority schools are 16 times  
5 as likely to have concentrated poverty as White  
6 schools. That means all of these problems are  
7 concentrated in those segregated minority schools.

8 And all you have to do is drive down the  
9 freeway from here to Washington, D.C., which wasn't  
10 really discussed this morning, and see that our  
11 central cities are the epitome of that situation. You  
12 basically have almost all minorities and almost all  
13 poor.

14 And you have incredibly severe educational  
15 problems. Right now, Washington is under receivership  
16 to a non-elected board and a general is trying to  
17 straighten it out because there aren't even roofs on  
18 the school buildings.

19 That's part of what race matters about.  
20 Residential segregation produces school segregation  
21 produces tremendous inequalities, and only minority  
22 children in most of our communities end up in high  
23 poverty schools.

24 And those schools have less adequate

1 curriculum, less prepared teachers, less challenging  
2 peer groups, fewer connections with college. It  
3 matters tremendously. And we're going backwards  
4 because our courts are approving resegregation of  
5 schools.

6 MS. WINSTON: Well, I'd like to ask Lisa  
7 Keegan if she wants to comment on the issue of the  
8 extent to which race matters, and also the suggestion  
9 that, by ending racial isolation, that we could begin  
10 -- go a long way to resolving whatever disparities  
11 that may exist in the educational experiences.

12 MS. KEEGAN: Well, first and foremost, I  
13 think what I would focus on is educational attainment.  
14 And I don't think that we've proven to ourselves in  
15 this country that the mere presence of different  
16 ethnicity on a campus guarantees anybody improved  
17 achievement.

18 I just don't think we can make that claim.

19 I want to talk a little bit about the  
20 notion that choice -- choice is something we don't  
21 know much about. Perhaps we don't know much about  
22 private school choice. It certainly has not taken  
23 place -- or taken hold like -- for example, in  
24 Arizona, public charter schools.

1 Charter schools in Arizona are public.  
2 Perhaps they're not elsewhere. But they're public  
3 schools. They must take whoever comes. They must  
4 take the state core curriculum. They must test their  
5 children.

6 Our experience with charter schools in  
7 Arizona is that 25% of the leadership in charter  
8 schools is minority leadership. That compares with  
9 18% of the leadership in the traditional public  
10 system.

11 Charter schools come up in Arizona mostly  
12 under the State Board of Education and the State Board  
13 for Charter Schools. It's a very open system.  
14 There's a higher percentage of minority children in  
15 charter schools.

16 All of the diatribe I think we heard in  
17 1994 when we passed that law saying that charters  
18 schools would simply be an invitation to sort of elite  
19 children going to new schools has not been true in  
20 Arizona, has not been true in the country.

21 These are schools that parents are  
22 choosing because they're not happy with the experience  
23 their children were having. And in fact, their test  
24 scores are improving right in the middle of, in many

1 cases in Arizona, of desegregation districts where  
2 we've been making explicit attempts to address this  
3 problem.

4 A charter school restarted up by a  
5 minority leadership will be largely -- for example,  
6 largely African-American. I can think of three right  
7 off hand right in downtown Phoenix whose scores  
8 immediately out paced the district system.

9 I think you have to congratulate that.  
10 And I think while it is perhaps a concern in some  
11 people's minds about resegregation if that  
12 resegregation is by choice, by choice of the family.

13 And if those children are excelling in  
14 ways that they were not before, does it really matter?  
15 Is that to be worried about more than the academic  
16 achievement of those children? And I would say no.

17 CHAIRMAN FRANKLIN: Let me ask -- Ms.  
18 Keegan, I am being educated on charter schools, and  
19 I'm happy that you're here largely because I was  
20 myself -- I've been visiting a charter school in the  
21 State of North Carolina where I live.

22 And this is really the first year that  
23 charter schools have been authorized by the state.  
24 And it was my experience that these schools did not

1 originate in the way that you say they originated in  
2 Arizona.

3 I visited a school the other day where the  
4 majority was just White. And indeed, there were only  
5 -- there was only one Asian-American in the class and  
6 only four African-Americans, one Hispanic, and the  
7 others were White.

8 That is, I'm speaking of a group of more  
9 than 40 students. And it was my impression that these  
10 young people were there for reasons other than you  
11 expressed as being the reasons for their being in  
12 charter schools in your state.

13 And these young people, while  
14 extraordinarily bright -- it was clear to me they were  
15 bright -- it was clear to me that they were -- that  
16 they could succeed under favorable circumstances.

17 And yet, it was my impression that they  
18 were not for the reason that you've suggested, but  
19 they were there because -- well, it might have been  
20 discipline problems in the regular schools or they  
21 might have been sort of free spirits, as they  
22 obviously were, and just could not be subjected to the  
23 constraints of a structured curriculum and a  
24 structured environment.

1           And do you have any schools like that --  
2           any charter schools like that?

3           MS. KEEGAN:    We have in Arizona more  
4           alternative schools like that that are part of the  
5           district system than we have charter schools.  But I  
6           think it is true in the country that many states'  
7           charter school program is like Arizona's alternative  
8           program.

9           Arizona's charter school program is very  
10          open.  In essence, an educator comes forward, says I  
11          have a board, this is my board, this is our  
12          experience, we'd like to start a school, we can  
13          demonstrate we'll follow the state curriculum.

14          And in fact, in Phoenix in the main,  
15          speaking of schools -- and I'll use the African-  
16          American community for an example, a very strong  
17          educational ethic, long history in downtown Phoenix.

18          A number of people have come together:  
19          the Urban League, in some instances Phoenix schools  
20          and Tucson schools, also a gentleman named Dr. Ray  
21          Jackson started a school, Mary Black -- the whole  
22          community pulling together.

23          These are independent schools who came up  
24          for the express purpose of advancing the achievement

1 of the children who would come into those schools, not  
2 children who were misbehaving elsewhere and not  
3 children who were unsuitable for classroom elsewhere.

4 These are academic core curriculum schools  
5 that outscore the district that the children came  
6 from.

7 MS. WINSTON: Now Ms. Deborah Meier, you  
8 very correctly made clear that you don't -- you're not  
9 involved with a charter school. Yours is a public  
10 school. But it seems to me that from what I've read  
11 that you are doing some things in the public school  
12 that you run that we'd like to see occurring in all  
13 schools, particularly where there are large  
14 proportions of minority students.

15 Tell us a little bit about your school and  
16 whether or not what you've done is likely to be  
17 duplicated in public schools across the district.

18 MS. MEIER: First of all, I was just  
19 thinking to myself the main thing I have against  
20 charter schools is that we end up spending too much of  
21 our time discussing them.

22 (Laughter.)

23 And the real issue is -- and I'm  
24 interested only in those aspects of charter schools



1 that help me understand what we could do for the  
2 majority of children in public schools. I don't --  
3 the notion that we're going to eventually end up with  
4 nothing but charter schools seems to me a fantasy.

5 Therefore, I'm more concerned with the  
6 question of what we can learn from our experiences  
7 that can be transferred into the lives of all  
8 children. So I would hope -- I mean, I know some  
9 people feel strongly about it, and I didn't -- I'm not  
10 insulted because you thought I was a charter school.

11 It's just that my focus has been public  
12 education. And I think most of the things we're  
13 learning from charter schools we can do in the public  
14 sector if the people who are in charge in public  
15 schools and the public around them and the media and  
16 all the rest of them stop expecting the public  
17 schools, by their nature, have to all be identical to  
18 each other and all solutions have to come from the top  
19 down.

20 I think we can make public a good word for  
21 schools, and they can be as interesting and powerful  
22 communities as the best of private schools. And there  
23 are a lot of bad private schools, of course, too.

24 Now I think it takes a different kind of

1 culture, a different picture of what we're doing,  
2 which is not delivering services. I find the language  
3 which we talk about schooling so appalling to me that  
4 I think I can't picture dealing with race or anything  
5 else as long as we think of children simply as objects  
6 in a race with foreign competition as things that are  
7 being delivered to something or other.

8 The children don't belong to the state,  
9 and they are being grown up. And we need to create  
10 schools that cherish them and focus on them and which  
11 put power in the hands of the people who care about  
12 them most and know them best.

13 And I think the success of the Central  
14 Park East schools and other schools I've been involved  
15 in, which have had remarkable success of the type that  
16 Dr. Comer is describing against all the odds, has been  
17 because they were powerful communities that retained  
18 and demanded to hold onto as much power to be what  
19 they were, to respond to their own community.

20 And that is often associated with private  
21 schools. But if we know that's what children need,  
22 then that's what has to be associated with public  
23 education. And the price paid in our society though  
24 for race is enormous and it impacts upon schools.

1 I've just been dealing with this the last  
2 week, the degree to which children of color come to  
3 our schools feeling a large sense of distrust about  
4 their environment, not knowing who's out to get them  
5 and not. Whatever we might say, it's not only some  
6 mad racist here or there who children don't know where  
7 they stand in relationship to it.

8 So the majority of boys in the school that  
9 I previously was the head of, secondary school, the  
10 vast majority of whom went on to college and did well,  
11 the majority of them were held by the police in New  
12 York City at least once a year, an experience that  
13 never happened to most White teenagers.

14 And these were kids whose crimes were, if  
15 any, not ones that would have put them in that  
16 position had they been White.

17 The general sense of looking at a kid in  
18 our culture and responding to them with different  
19 expectations and fears based upon race and the impact  
20 in alienation and anger, apathy and confusion and the  
21 degree to which that interferes with being educated.

22 It takes a very powerful community to  
23 surround those kids, and that powerful community has  
24 to include their families to produce a different

1 possible idea, to transform the notion of possibility  
2 that children can have.

3           And it's not an accident, I think, that  
4 the kids in Central Park East not only did very well  
5 academically, although they were absolutely a cross  
6 section of New York City -- somewhat par, but a cross  
7 section -- that also, they have an incredible record  
8 of having stayed alive.

9           That is, at the time the last study was  
10 done, they were all still alive. That's partly luck.  
11 But it is also something about what a powerful  
12 community gives kids in the sense of hope and  
13 possibilities.

14           So I do -- yes, race matters enormously  
15 and a community can do a lot to help kids feel less  
16 alienated by race and less afraid and more hopeful  
17 about their future.

18           MS. WINSTON: Well, I'm really concerned  
19 about the references to miracles and luck in a  
20 circumstance where we have --

21           DR. BENNETT: I didn't say luck. I said  
22 miracles.

23           MS. WINSTON: I know you did, but I think  
24 that Ms. Meier --

1 DR. BENNETT: In my religious persuasion,  
2 there's a big difference.

3 MS. WINSTON: -- did use the term luck in  
4 terms of the way that community --

5 MS. MEIER: No, but that -- there's 70, 80  
6 schools in New York City. It's not -- what stops that  
7 from being common practice is not because there aren't  
8 more Deborah Meier's. That is not what stops it.

9 MS. WINSTON: Okay, let's --

10 MS. MEIER: What stops it from happening  
11 is that we have institutional mind sets and practices  
12 that make you have to be a hero -- that make you have  
13 to be a hero.

14 MS. WINSTON: Well, let's talk about that.  
15 And let's have some specific examples, if possible.

16 Diana Lam, you've been trying to get a  
17 word in.

18 MS. LAM: Thank you. I think that race  
19 and poverty do matter, but I think they're only some  
20 factors. I guess my most important message to give to  
21 all of you is that it can be done; that in San  
22 Antonio, we have proven that -- in the past four  
23 years, we have gone from 40 low performing schools to  
24 six.

1           We have narrowed the gap in achievement  
2 between our minority students and the state average.  
3 You should know that, in San Antonio, we basically do  
4 not have a White student population. My district is  
5 97% minority, predominantly Hispanic.

6           But we also have 12% African-Americans.  
7 And the poverty level can be defined by 90-91% of the  
8 children who are eligible for free and reduced lunch.  
9 So that kind of gives you the context.

10           So things can happen. Are we where we  
11 want to be? Absolutely not. But I would like to  
12 point to certain things that we have done that I think  
13 can be replicated and that we have learned from the  
14 schools that Dr. Comer was mentioning or Debbie  
15 Meier's school in New York and now in Boston.

16           Teacher preparation matters, and it  
17 matters a lot. We have now allocated three percent of  
18 our general budget to go towards professional  
19 development. We wish we didn't have to spend that  
20 much money; but if that's what we need to do, we'll do  
21 it.

22           Second, expectations matter. It used to  
23 be that, you know, it didn't matter if San Antonio was  
24 the worst school district in Texas. You know, after

1 all, it was all, you know, Mexican-Americans and  
2 African-American students.

3 Nobody really cared. So in that sense, I  
4 really commend the state accountability system. I  
5 think that a state accountability system has really  
6 helped us; has helped us increase the level of  
7 expectation that we have for our -- for all of our  
8 students in San Antonio.

9 And of course, that's not enough. We  
10 cannot just overnight say well, the level of  
11 expectation is going to be higher, we're going to, you  
12 know, have more demanding courses, more rigorous  
13 curriculum.

14 As a school district, I have always felt  
15 that we had the responsibility to then provide those  
16 support mechanisms to help students and their families  
17 go through a transition. For example, what we have  
18 done in schools.

19 We have not just said well schools need to  
20 change or we need to have higher standards or more of  
21 our kids need to achieve. But we have said all  
22 schools, at some point during the next three years,  
23 will need to select a whole school design, whether  
24 it's a new American school, or whether it's something

1 else.

2 We have, for example, 15 modern red school  
3 house -- schools that are implementing the design.  
4 Eighty-percent of the faculty needed to vote on this.  
5 So we had faculty buy in immediately. So then I felt  
6 that my job as superintendent was let's not nickel and  
7 dime this operation.

8 If that's what they have decided they want  
9 to do, if they believe that that's what's going to  
10 help their schools and the students in their schools,  
11 then let's give them all of the resources that they  
12 need to get it done.

13 It's working. Right now, I have 48 out of  
14 the 94 schools that have adopted a whole school  
15 design, and the expectation is that, in the next  
16 couple of years, the rest will follow suit.

17 MS. WINSTON: I'm interested in hearing  
18 that you were able to give them all of the resources  
19 that they need. That seems to me a very unusual  
20 position for a school superintendent to be in. My  
21 understanding is that basically the resources that are  
22 available in -- particularly in large, urban school  
23 districts are minimal in terms of the job that needs  
24 to be done.



1           So what -- to what extent are resources  
2 allocated differently across racial lines? That's not  
3 a problem for San Antonio?

4           MS. LAM: Oh, I think it used to be a  
5 problem, and perhaps it still remains a lessor problem  
6 now. Four years ago, there were some middle schools  
7 that served predominantly African-American students  
8 that, for example, did not offer algebra.

9           Nobody had raised an eyebrow about that.  
10 It was just taken for granted. So that, for example,  
11 has completely been eliminated, that practice. We  
12 have other policies that have impacted on minority  
13 students. And now I'll get to the resources in a  
14 minute.

15           The whole transfer of teacher policy  
16 impacts especially those schools that need the most  
17 stability, the best teachers. Because what happens is  
18 new teacher comes, where are the openings there in the  
19 low performing schools? Nobody wants to really go  
20 there.

21           So we send a new teacher there, the  
22 teacher that perhaps just graduated from college. The  
23 following year, the minute there is another opening,  
24 that teacher transfers out and then we put another new

1 teacher there.

2           So we are trying to address that through  
3 policy so that now we do not honor any transfers for  
4 -- I wanted three years, so we're compromising on two  
5 and perhaps, you know, it will get to three at some  
6 point.

7           In terms of the resources, in Texas,  
8 school boards have the power to levy their own taxes,  
9 unlike some of the schools in the northeast -- school  
10 districts in the northeast where I used to work. But  
11 we've found ourselves in a position that we needed to  
12 do something, and we couldn't just wait for resources  
13 to come from somewhere.

14           So we basically looked at our budget and  
15 did a complete reallocation of resources. We  
16 eliminated, to a large extent, a central curriculum  
17 office. And we provided a position to every single  
18 school called instructional guide.

19           And they are the link between professional  
20 development and what actually happens in classrooms.  
21 Because that has always been -- the criticism is that  
22 we can spend a lot of money on professional  
23 development, but there is no evidence that that  
24 impacts classroom instruction.

1 MS. WINSTON: Let me turn to Gary Orfield  
2 in following up on your statement.

3 Gary, you've studied racial isolation in  
4 schools for many, many years. Is it your view that if  
5 we could get all of the resources that we could  
6 possibly need or want into city schools or any school  
7 system, that the racial isolation factor is not  
8 particularly relevant in terms of the opportunities  
9 for children to excel academically?

10 DR. ORFIELD: Well, there's lots of  
11 dimensions of that. One of them is, of course, that  
12 the schools that are segregated by race are also  
13 segregated on many other dimensions.

14 They're segregated by poverty, they're  
15 segregated by parent education, they're segregated by  
16 how many kids come to school hungry, they're  
17 segregated by how dangerous the community experience  
18 is, they're segregated by how many have two parent  
19 families, they're segregated by how many kids move in  
20 and out all the time.

21 All of those things are related to each  
22 other. They're segregated by what the background of  
23 the teachers are and whether they're teaching in their  
24 subject expertise and many other factors. So to say

1 that you just add money into that is not adequate.

2 In fact, we did a study of metropolitan  
3 Atlanta where the Atlanta schools had spent more for  
4 a decade than any of the suburban schools, and it  
5 really did not solve the inequalities in any  
6 significant way.

7 The most important resources that a school  
8 has are the parents, and their educational background,  
9 and their power and the other kids. When you come to  
10 Harvard, you're paying partly for the faculty, but not  
11 -- mostly what you're paying for is the opportunity to  
12 associate with some of the smartest people in the  
13 world who are your fellow students.

14 And that's what a great college is like.  
15 Then, if you are -- the other really important things  
16 are the curriculum and the level of competition. And  
17 all those things are related to poverty and related to  
18 family background.

19 And it's very hard to change all those  
20 things. So the resources -- the most important  
21 resources are not things that you can financially  
22 reallocate. So I think segregation is very, very  
23 important for that reason.

24 It's not because a child sits next to

1 somebody of a different race; it's because they tie  
2 into a different opportunity system. The middle class  
3 school is connected to college. There is a curriculum  
4 and a path where kids go to college. That's the  
5 normal expectation.

6           Everybody talks about which college to go  
7 to, not whether college. There's many schools in high  
8 poverty inner cities where there is no college path  
9 and where the courses don't exist, and the level of  
10 competition doesn't exist, and the colleges don't even  
11 recruit. Many high schools in Chicago, when we  
12 studied them, didn't even give college entrance exams.

13           So we have totally different worlds out  
14 there, and they are defined by race. And when you do  
15 get desegregation of a good sort, you get access to  
16 not just another race, but you get access to another  
17 set of opportunities for your life.

18           And the biggest effects are actually in  
19 what happens to you in your later life, not on your  
20 test scores.

21           I think the other thing about this is  
22 there's one thing you can't learn in a segregated  
23 school, which is how to get along across racial lines.  
24 We're becoming a half non-white society, and it's much

1 harder to learn how to do that as an adult.

2 For most minority young people, they have  
3 to learn how to do that when they go to college, if  
4 they go to college, because seven out of eight Blacks  
5 and virtually all Latinos end up in a predominantly  
6 White, middle class college.

7 So you've got to think about all of those  
8 opportunity network aspects as well as just  
9 achievement test scores. And I think that's why  
10 trying to preserve successful desegregation where we  
11 have it and trying to open up opportunities, for  
12 example, for suburban schooling for kids who are  
13 isolated in a place like Washington or Philadelphia or  
14 other central cities is very important.

15 And it's not all the answer, but it's a  
16 vital part.

17 MS. WINSTON: Okay, Gary, let me turn to  
18 Secretary Bennett who wanted to comment, I think, on  
19 the points you were making.

20 DR. BENNETT: Gary's right. Certainly not  
21 everybody gets to sit next to someone from Harvard.

22 (Laughter.)

23 As I said when I made a speech at Harvard,  
24 not everybody wants to sit next to somebody from

1 Harvard, believe it or not.

2 (Laughter.)

3 Judy and Chairman, I have a question. A  
4 litany of speeches does not a dialogue make. I've  
5 disagreed with something that everyone has said. I  
6 don't want to make the monologue either.

7 But in this celebration of diversity of  
8 opinions, there are certain things that are true, that  
9 just happen to be true, such as school expenditure  
10 levels being very high in America's urban districts.

11 The Atlanta public schools spend a lot  
12 more money, 20% more, than they spend in suburban  
13 DeKalb County. Chicago public schools are spending a  
14 lot of money. If you look at the expenditure per  
15 pupil according to the National Center for Education  
16 Statistics, you will find the expenditures in the 20  
17 major urban areas of our country higher than the  
18 national average by a lot.

19 The higher the minority population in  
20 those schools generally, the higher the expenditure.  
21 I agree with Gary -- you can't spend you way there.  
22 Eric Hanisheck at the University of Rochester has done  
23 185 studies relating expenditure and achievement.

24 One other comment, if I can, and then I

1 would like sort of the ground rules. Do you want us  
2 to engage or do you want us just to each to make our  
3 own speeches?

4 MS. WINSTON: I'm happy to have you  
5 engage. I invite you --

6 DR. BENNETT: My last comment. Gary --

7 MS. WINSTON: Please --

8 DR. BENNETT: Gary Orfield says the  
9 evidence on private schools is ambiguous. Let me make  
10 it plain. I am not a cheerleader for private schools.  
11 I'm a cheerleader for educational freedom, for  
12 educational choice.

13 Only critics of educational choice believe  
14 that if there is choice, every public school in  
15 America will be abandoned. I do not believe that. I  
16 think some will be abandoned. But bad ones will be  
17 abandoned for the most part, which is richly deserved.

18 But the evidence is ambiguous because we  
19 don't have enough experience with it. But your  
20 colleague, a Harvard guy, Paul Peterson, has suggested  
21 the evidence is pretty good. Derrick Neal from the  
22 University of Chicago -- it's not Harvard, but it's  
23 not a bad place -- has also done some good work.

24 But the evidence, Gary, of the failure of



1 the Chicago, the D.C., the Philadelphia, etc. public  
2 schools is not ambiguous. It's a failure. Now you  
3 can say you want to preserve these institutions  
4 because you'd like to see what else we can do.

5           Meanwhile, you've got a 50% drop out rate  
6 and kids are going to hell. I think you should give  
7 them a chance.

8           MS. WINSTON: Dr. Comer, you wanted to  
9 respond to that?

10           DR. COMER: The evidence -- San Antonio  
11 was a failure. It was there also. But San Antonio is  
12 no longer a failure.

13           DR. BENNETT: Good.

14           DR. COMER: San Antonio's no longer a  
15 failure because you have management that addresses the  
16 needs of children and it uses existing funds  
17 differently.

18           Now my point is that we should fix the  
19 public schools before we run off to do lots of other  
20 things in private schools.

21           DR. BENNETT: But why is that your  
22 decision rather than the parents' decisions? I mean,  
23 what gives you the right to decide that those kids  
24 should remain in that --

1 DR. COMER: Because a long time ago, the  
2 forefathers of this country and others decided that  
3 the public school was important to maintain the core  
4 values of the democracy.

5 DR. BENNETT: Right.

6 DR. COMER: And --

7 DR. BENNETT: Do you know --

8 DR. COMER: -- expertise is important.  
9 And educational expertise. Now why --

10 DR. BENNETT: Do you -- let me just  
11 respond to that because if you take those children --  
12 I mean, I've got to disagree with Gary once more.

13 I'm sorry, Gary.

14 But if you drive over --

15 DR. ORFIELD: I've got to get into this.

16 DR. BENNETT: I know you will.

17 If you drive over the district and look at  
18 those schools, don't paint with too broad a brush.  
19 Banneker's doing a great job over there.

20 DR. COMER: Right.

21 DR. BENNETT: Vera White at Jefferson  
22 Junior High School is doing a great job. I go into  
23 these schools. But there are some other little  
24 schools, St. Augustus, St. Thomas -- more that are

1 doing a great job at these core values.

2 All kinds of schools can do a good job at  
3 core values.

4 I guess what I'm asking you, Dr. Comer, is  
5 do -- how many more generations have to wait for  
6 Deborah Meier to come and deliver them as she did in  
7 New York before you give them an opportunity?

8 Isn't it in fact the case -- and my last  
9 question on this point -- that if you create some  
10 competition, some incentive for them to improve, the  
11 odds are that they will improve?

12 I mean, I know the people in Detroit  
13 wanted to make good cars all along, but I think  
14 competition made them focus a little more than before.

15 MS. WINSTON: Do you want to respond to  
16 that, Dr. Comer?

17 DR. COMER: Well, I think that we can do  
18 for schools what we did for medicine years ago. If we  
19 would create schools of education and systems all  
20 around that support the development of teachers and  
21 administrators, we could change education.

22 But we haven't done for education what we  
23 did for medicine. And then we're going off for some  
24 totally untested experiment in vouchers, for example

1 -- we're going off on that without ever having tried  
2 to fix the --

3 DR. BENNETT: This is not untested. I  
4 mean, go to the Jayzu School in North Philadelphia.  
5 Go to Thomas Jefferson.

6 DR. COMER: I also ought to point out that  
7 to pay the --

8 DR. BENNETT: No, no, no; you can't count  
9 the same way. This is a fact.

10 DR. COMER: -- for the five million  
11 children --

12 DR. BENNETT: Sorry, this is a fact.

13 DR. COMER: -- for the five million  
14 children we have in private schools already, it would  
15 cost \$15 billion dollars a year to support that. And  
16 what would happen is that as soon as we looked at how  
17 much it would cost, we would say we can't pay that.

18 And then who would go back to the public  
19 schools, the poorest children, and that public school  
20 would have been devastated --

21 DR. BENNETT: That is the oddest argument  
22 of all. That is the oddest argument of all.

23 MS. WINSTON: Isn't it true, in fact, that  
24 part of the reason that our public schools are in the

1 shape that they are, many of them, is because White  
2 people were running away from schools that are public  
3 schools because -- not because of the schools, but  
4 because of the kids, the minority kids in those  
5 schools?

6 Now, the question I ask is, what happens  
7 to the students who are left behind, assuming there is  
8 a voucher program? There are not enough private  
9 schools in existence now of a quality that you suggest  
10 to accommodate --

11 DR. BENNETT: Judy, Judy.

12 MS. WINSTON: -- all of the students.

13 DR. BENNETT: Judy, open it up. Give them  
14 a chance. Open it up and let -- and see what happens.  
15 See where they go. If you open the gate, see which  
16 way they go.

17 MS. WINSTON: Can we afford to take that  
18 chance?

19 MS. KEEGAN: Yes, you must take that  
20 chance. Can we afford not to?

21 MS. WINSTON: And what is that risk?

22 MS. KEEGAN: I don't know. You can't fall  
23 out of bed when you're sleeping on the floor.

24 DR. BENNETT: Why don't you take the

1 chance with the 50 --

2 (Laughter.)

3 MS. WINSTON: We do have some experience.

4 DR. ORFIELD: We do have experience in  
5 higher education where we already have a voluntary  
6 system, and we know how that worked. We have a  
7 voucher system called the Pell Grants and that's our  
8 basic system of higher education.

9 And it's equally available, and it's  
10 targeted on poor kids, and it does not work to provide  
11 college access for them.

12 MS. WINSTON: Lisa and then --

13 DR. ORFIELD: And many of them end up  
14 using those Pell Grants in --

15 DR. BENNETT: Works better than anywhere  
16 else in the world.

17 DR. ORFIELD: -- fly by night institutions  
18 that are created to exploit them.

19 DR. BENNETT: Best system of higher  
20 education in the world.

21 MS. WINSTON: The concern here is the  
22 extent to which it seems from -- part of the concern  
23 at least is the extent to which race and the race of  
24 students in public schools prevents us from providing



1 is then, Deborah? What do you want to talk about?

2 MS. MEIER: I think we ought to talk about  
3 what are some of the components that we know and what  
4 are some of the obstacles within the public sector  
5 that make it hard to have those kinds of good schools.  
6 School size, for example.

7 There's, I think, plenty of evidence that  
8 especially for the children who are most vulnerable,  
9 small schools are more powerful. But we have lots of  
10 public policy issues -- (applause) -- that have made  
11 public -- that have made smallness hard to do.

12 In New York, we just recently got a court  
13 decision, God knows how, that says that directors of  
14 small schools had to be replaced by principals. Now  
15 the one -- small schools are partly attractive in New  
16 York City. We got -- won them over in part because  
17 they didn't have to pay quite as much for principals  
18 because it was a much smaller school.

19 Now they say no, you would have to do  
20 that. Now what is the court deciding that for? But  
21 it's going to be an excuse to cut back on small  
22 schools and the autonomy of small schools.

23 This happened a few weeks ago, so it's on  
24 my mind. The number of stupid things we do when we



1 know what is right for children. So I think we know  
2 that, especially for vulnerable children, small size  
3 matters. And we ought to look at all the policies and  
4 make it hard to have small size.

5 We know that giving schools more autonomy  
6 -- if you can't give them all the resources, at least  
7 don't make me spend half of my day arguing with the  
8 bureaucracy about an order that I can't track down  
9 because they did all the central ordering.

10 (Applause.)

11 I mean, there's a whole bunch of things of  
12 that sort that we could change that would increase the  
13 odds. They wouldn't guarantee that all schools be  
14 Central Park East. They would shift the odds towards  
15 improving schools.

16 I think also we have to tackle the  
17 question of the way we measure and who does the  
18 measuring and how we measure. And I'll tell you this  
19 way.

20 If we acknowledge that having an advantage  
21 is an advantage, and then we create a measuring system  
22 that always rank orders and is designed only to rank  
23 order, then it seems to me odd -- it would be an odd  
24 world indeed if the least advantaged were in the front

1 of the line by such a measuring system.

2 Why can't we invent one more like the park  
3 where my drivers test? And what would the driving  
4 industry be like? What would America be like if we  
5 had insisted upon a norm reference curve, bell curve,  
6 for drivers, and then said everybody below the 50  
7 percentile isn't allowed to get a license?

8 (Laughter.)

9 Only half of Americans are, by law,  
10 allowed to get licenses.

11 (Applause.)

12 That's the kind of thing that could make  
13 a difference, could put energy into the idea that all  
14 children -- we should have high expectations. If we  
15 didn't -- I have very high expectations when I take  
16 the kids out to recess every day.

17 I want them to get in line at the end very  
18 fast. But -- and they've gotten there much faster.  
19 But, you know, there's exactly the same number of the  
20 children at the end of the line as there were when  
21 they got there slower.

22 I want us to improve, but I don't think we  
23 can -- we've put an incentive out there when the way  
24 we measure improvement is percentile rank orders.

1 That's -- so I just think there's a lot of things we  
2 can do besides arguing about voucher systems.

3 And I hope we'll -- I think some of the  
4 things I've thrown out there -- I see people nodding  
5 their head.

6 MS. WINSTON: Well, I mean, there are a  
7 lot of people nodding their heads up here, but --

8 MS. MEIER: I mean, the two of us nod our  
9 head on that one together.

10 MS. WINSTON: Right.

11 (Laughter.)

12 And we know that there are a lot of  
13 children in trouble who are not being well educated.  
14 What does it take to do those things? You've put the  
15 ideas out, we've got books.

16 Lisa, do you want to respond?

17 MS. KEEGAN: Well, what frustrates me, I  
18 guess, Deborah, is that you don't want to discuss  
19 charter schools. They're sort of off the table for  
20 you because they might be interesting, but --

21 MS. MEIER: No, I don't mind discussing  
22 for five minutes.

23 MS. KEEGAN: But what you did in your  
24 school defined you as a heroine, and God knows I think

1 that's true. I think that's true of anybody who takes  
2 children and changes their hope and their life and  
3 their future.

4 But that has happened 220 times over in  
5 the State of Arizona in two years. That cannot be  
6 dismissed. Those are all professional educators who  
7 had a dream about how to educate children. These are  
8 not private companies yet in Arizona.

9 That probably will come. And they  
10 probably will run schools, and they probably will do  
11 a great job. These are missionary educators who  
12 wanted to come in on behalf of children, start a  
13 school. These schools are smaller.

14 I followed your points. These schools are  
15 autonomous. Money goes to the school controlled by  
16 the school. They hire their staff, they fire their  
17 staff, they define their curriculum under the state  
18 standard.

19 They are not exempted from testing. They  
20 must have the --

21 MS. MEIER: You've missed my point.

22 MS. KEEGAN: No, no; but what I'm saying  
23 is there seems to be one --

24 DR. BENNETT: She's just against talking

1 about them. She's not against them.

2 MS. KEEGAN: I know that. I've read the  
3 book. I've read the book. But you didn't want to  
4 discuss them. You're not against them. We just can't  
5 use them as a route.

6 What I'm saying is, if there isn't one  
7 best school, and there isn't, there can't be one best  
8 way to get there. Perhaps we define heroes, we define  
9 heroines in the traditional public system. We also  
10 say public charter schools are fine.

11 We say why not take a look at private  
12 school vouchers for those children who could benefit.  
13 Why not open every door, every window, every crack in  
14 the floor these children can get through right now?

15 If we said today in Arizona that all  
16 children will have the opportunity to take all of the  
17 operational and capital money that they're entitled  
18 to, you strap that money to that child's back and it  
19 goes with them to the public school that they choose,  
20 it changes the world tomorrow.

21 Changes the world tomorrow because schools  
22 can control what happens for those children --  
23 discipline, curriculum, the teachers in that  
24 classroom. It is a simple solution. We choose to

1 make it complex because we protect people.

2 I think we protect adults and we don't  
3 worry about children.

4 DR. ORFIELD: I think it's a very simple  
5 minded solution.

6 MS. KEEGAN: It has worked in Arizona,  
7 however. You cannot say that it hasn't.

8 DR. ORFIELD: What we know about choice is  
9 that it doesn't work that way. We know that families  
10 that are English speaking, that are educated, and that  
11 have information, inside information, and have the  
12 ability to bring their kids to school in their car and  
13 so forth get lots of choices that other families do  
14 not get, especially when you have charters.

15 MS. KEEGAN: You know what, I need to  
16 respond to that, Doctor. That is extremely  
17 patronizing and untrue --

18 DR. ORFIELD: It's not patronizing and  
19 it's not untrue.

20 MS. KEEGAN: -- that low income families  
21 don't make choices. It's not true in Arizona.

22 DR. ORFIELD: It's a fact.

23 MS. KEEGAN: We have -- you need to study  
24 our state. We have a higher percentage of low income

1 and minority families who choose charter schools than  
2 who don't.

3 DR. ORFIELD: That's when they're based  
4 right in the neighborhood, right?

5 MS. KEEGAN: No, sir; they drive across  
6 town as well. They drive all the way across town, 25  
7 miles.

8 MS. WINSTON: Governor Kean.

9 GOVERNOR KEAN: You know, what I think is  
10 happening, and one of the things I like about this  
11 discussion, is that I've been so tired of hearing in  
12 my own state and elsewhere for so many years excuses  
13 why poor kids couldn't be educated.

14 It's because there isn't any money. All  
15 right, everybody goes out there and tries to get more  
16 money. In the City of Newark now in my state, there  
17 is more money than the average suburban school in the  
18 state.

19 But that doesn't work. Newark is still,  
20 by most measures, the worst school system in the  
21 state. Then they say well it's because of single  
22 parent families, or it's because of teenage pregnancy,  
23 or it's because of all the excuses you've heard.

24 The fact is that we have people sitting up

1 here who have done it. And they were educating kids  
2 in schools where people thought it was impossible.

3 And what we've got to do is learn from the  
4 kind of things that Deborah Meier just said, from the  
5 kind of things that Jim Comer has done, from the kind  
6 of things we just heard was going on in a number of  
7 parts of the country.

8 And start positively, and say if we follow  
9 some of these steps, these kids don't have to be  
10 warehoused anymore. That's all that schools are doing  
11 is warehousing them until the smartest ones drop out  
12 at some point.

13 These kids are educatable, and race is  
14 another excuse. It may not be verbalized, but people  
15 say well it's very hard to do, you know, in that area.  
16 You know, we've got all sorts of problems. It can be  
17 done. It is being done.

18 There are people all over the country who  
19 are educating poor kids and doing it well, and those  
20 kids are going on to productive lives. And somehow  
21 we've got to find a way to replicate those people and  
22 those systems and really say goodbye to the excuses.

23 There is no excuse anymore.

24 (Applause.)



1 DR. COMER: I don't want Deborah or Dr.  
2 Lam or the people working in our schools to be heroes.  
3 I want every school to be able to make it happen on a  
4 day by day basis in what's going on there.

5 In order for that to happen, I don't think  
6 that we can count on a system that is so fragmented  
7 that here, there, everywhere people can do what they  
8 want to do. We have to have a system where the state  
9 has really helped decide, maybe with the input of  
10 parents and the like, that this is what teachers need,  
11 this is what administrators need and this is what  
12 needs to happen in the classroom at a building, and  
13 then we need to buy into that.

14 But we have to invest in the training of  
15 our teachers and the preparation of our teachers, and  
16 we're not doing that. Now I -- that is the most  
17 important factor. We're not investing in that  
18 preparation, and we're not making certain that they  
19 are prepared to work with children.

20 There is an assumption on the part of the  
21 public that most teachers know how to work with  
22 children. My experience is that most teachers don't  
23 know how to work with children. They don't know how  
24 to support the development of children.

1                   Not through any fault of their own. They  
2                   are good people. They are the hardest working people  
3                   in this country. But, they are not prepared to do the  
4                   job they're asked to do. And I see it all the time.

5                   And it seems to me -- and it becomes an  
6                   issue of race because a disproportionate number of the  
7                   children -- a disproportionate number are not -- are  
8                   Black children in areas where the teachers have not  
9                   been prepared.

10                  And the question is, why don't we invest  
11                  in the teachers who are in the public system?

12                  MS. WINSTON: Well, these are pretty well  
13                  known facts I think among the public, the informed  
14                  public, that this is true. The question, it seems to  
15                  me, the challenge --

16                  DR. BENNETT: Not a fact, not a fact,  
17                  sorry. It may be an opinion, but it's not a fact.

18                  MS. WINSTON: All right.

19                  CHAIRMAN FRANKLIN: What did you say?

20                  DR. BENNETT: It's an opinion. It's not  
21                  a fact.

22                  MS. WINSTON: Okay, perhaps a widely held  
23                  opinion that we are not doing -- making that kind of  
24                  investment and that the students that are

1 disproportionately affected by race are children of  
2 color.

3 Now it seems to me the challenge for us is  
4 to answer the question what will change that position?  
5 What will spark the investment in teacher preparation  
6 which we know, if done well, can change the way  
7 students learn?

8 DR. COMER: Teacher and administrator, how  
9 is that?

10 MS. WINSTON: Teachers and administration.  
11 Governor Kean just said principals.

12 DR. BENNETT: Let me put out one other  
13 thing before we answer that.

14 MS. WINSTON: Okay.

15 DR. COMER: You know, the issue of public  
16 versus private -- I want to point out that the most  
17 successful institution in this country -- one of the  
18 most successful institutions, one of the most  
19 respected in the world, is a public institution.  
20 That's the military.

21 Now -- and the military is also a big  
22 bureaucracy, but it works. And why does it work?  
23 Because it has a clear mission and there is training  
24 and there is an effort to get everybody prepared, and

1       there's a readiness that is important.

2                       Now that, it seems to me, we have to  
3 bring, and we have to buy in that all of our children  
4 are important; that we have to have the same sense of  
5 readiness and preparation of all the children if we  
6 want to maintain a democracy or create and maintain  
7 the democracy that we want.

8                       That has to be created. That has to be  
9 generated, that notion. But I -- making it private is  
10 not going to create the idea that it's going to be --  
11 I mean, that's not going to make it better. We have  
12 to create the notion that all kids can, and we prepare  
13 the teachers to do --

14                      MS. WINSTON: Well, all kids can. There  
15 have to be standards --

16                      DR. COMER: Right, that's right, right,  
17 right, right.

18                      MS. WINSTON: -- of what we expect them to  
19 know.

20                      DR. COMER: Right.

21                      MS. WINSTON: Teachers have to be held  
22 accountable.

23                      DR. COMER: Right.

24                      MS. WINSTON: Resources have to made

1 available to make sure that that happens.

2 What else?

3 DR. BENNETT: There's actually a body of  
4 research on this. Actually, a lot of bodies of  
5 research. There's worked called the Effective Schools  
6 Research, which I know many of you are familiar with.  
7 Ron Edmonds did it. He is deceased now. Very  
8 distinguished educator, Black gentleman by the way, I  
9 would point out, did some of the -- I think the best  
10 work ever done.

11 He said, "All good schools are the same."  
12 Tolstoy said, "All happy families are alike." Edmonds  
13 gave the pedagogical version of this.

14 He said, "Whether they're Catholic,  
15 Baptist, Public, Seventh Day Adventist, whether  
16 they're in Alaska or Arizona, they have six features:  
17 they are safe, they have high academic expectations,  
18 they spend time on tasks," -- that is, most of the  
19 time is spent on educational tasks -- "they are led by  
20 someone."

21 Amy Weiss Norea at LaSalle Language  
22 Academy, a Joe Clark, a Deborah Meier -- they're led.  
23 Time on task, academic achievement, leadership, high  
24 expectations, which have already been mentioned,

1 evaluation -- evaluation of students, how they're  
2 doing, how they're learning, what their deficiencies  
3 are.

4 And those are the features.

5 When you find them, you find them, and you  
6 find them in all kinds of different environments. And  
7 I think that research is still pretty much up to date.

8 I'll accept your offer -- just one brief  
9 comment, Judy. I don't want to prolong this argument  
10 in terms of choice being too risky a proposition.  
11 Give me only the students who have dropped out, okay?  
12 They're already gone. You've lost them already. Give  
13 me those students.

14 Al Shankar once said to me, "We'll give  
15 you a choice for the bottom five percent." I thought  
16 that was kind of nasty of them. But I said, "We'll  
17 take it, we'll take it. Because they're already gone.  
18 You've lost them. Let's see what else might work."

19 This is about them; it's not about us or  
20 our blessed system.

21 MS. WINSTON: I want to give the Board an  
22 opportunity to ask some questions. I would like to  
23 just very, very quickly, very quickly just ask each of  
24 the panelists for a one or two word answer to this

1 question:

2 What do you believe is the single most  
3 important factor of assuring equal educational  
4 opportunity for students across racial lines?

5 Gary.

6 DR. ORFIELD: I think getting kids into  
7 good schools that are competitive, that have well  
8 trained teachers that are on task and on -- with the  
9 right curriculum. And I think that one of the ways to  
10 do that is through school integration.

11 MS. WINSTON: Okay, thank you.

12 Deborah Meier.

13 MS. MEIER: I think it's creating schools  
14 in which everyone knows each other well and a lot of  
15 power rests with those who know the children best and  
16 care about them most.

17 MS. WINSTON: Okay.

18 Secretary Bennett.

19 DR. BENNETT: In school or out of school?

20 MS. WINSTON: I'm sorry?

21 DR. BENNETT: In school or out of school,  
22 or either?

23 MS. WINSTON: You decide.

24 DR. BENNETT: Parents.

1 MS. WINSTON: Parents, okay.

2 Lisa.

3 MS. KEEGAN: It would be families and also  
4 high academic standards and an expectation that all  
5 children reach them.

6 MS. WINSTON: Dr. Comer.

7 DR. COMER: Training and preparation in  
8 pre-service and in in-service that allows teachers and  
9 administrators to create a climate that supports the  
10 development of children and enables them to manage  
11 that climate to continue to support the development.

12 Because when children are developing well,  
13 they will learn.

14 MS. WINSTON: Thank you.

15 Ms. Lam.

16 MS. LAM: I would say high expectations  
17 and strong accountability, good teacher preparation  
18 and principal preparation, and strong work with  
19 parents and community.

20 MS. WINSTON: Thank you.

21 Now I'd like to offer the Advisory Board  
22 an opportunity to ask any questions that you may have  
23 remaining of the Board, and then we'll go to audience  
24 -- public participation.



1           MR. WINTERS: In addition to all of the  
2 matters that we have been discussing this afternoon,  
3 out of my own observations from the area in which I  
4 come, one of the great challenges that we are  
5 confronted with now and will be increasingly  
6 confronted with, it seems to me, is an adequate supply  
7 of teachers.

8           In my state, we opened this school year  
9 with at least 1,000 teachers short -- 1,000 certified  
10 teachers short of what we needed. In this country, as  
11 I understand, in the next few years, we will need two  
12 million new teachers.

13           And we can talk about all the types of  
14 school organizations that we have, but the key element  
15 in any educational system is the quality of the  
16 teachers. What can we say can be done about this  
17 problem?

18           DR. BENNETT: Should I start and be the  
19 target? Okay.

20           It's a kind of false market we've created,  
21 I think, Governor. Current teacher certification is  
22 mindless. Al Shankar, the President of the American  
23 Federation of Teachers, surveyed his teachers. He  
24 loved his teachers, and we should all love the good

1 teachers who do the good job.

2 Teachers was the only profession who said  
3 their own preparation was terrible. They trashed  
4 their own education. And it really is, in many  
5 places, very dismal. I think we should open up  
6 licensing to anybody who is competent, who knows their  
7 subject matter, can communicate with kids.

8 In these days, you've got to check  
9 criminal records. Give them a try, and then work with  
10 them in the way Dr. Comer was talking about. Consider  
11 this: I was at St. Albans School yesterday. My  
12 children don't go there, but I was watching a  
13 basketball game.

14 It's a very wealthy, toney prep school in  
15 D.C., about \$13,000 tuition. I was there watching a  
16 basketball game. But people pull their children --  
17 wealthy people in Northwest D.C. pull their people out  
18 of public schools to send their children to this  
19 school and other schools and pay an extra \$13,000  
20 bucks, which I'm not sure makes sense, but that's  
21 their decision -- where teachers are not certified.

22 All over this country, people send their  
23 children to schools where the teachers aren't  
24 certified, where the teachers have had a good, liberal

1 arts education. I went to Williams College, which is  
2 a pretty good college.

3 A lot of the graduates, when they  
4 finished, wanted to go into teaching. But we didn't  
5 have a school of education. So those kids could not  
6 teach. No matter how idealistic they were -- they  
7 wanted to go to Newark, Tom, you know, and teach.

8 They wanted to do two years in the inner  
9 city, you know, and see how things worked out. They  
10 couldn't go there because they weren't licensed. They  
11 -- commercial, commercial -- alternative  
12 certification. But they could go to the most elite  
13 prep schools in America and teach.

14 I think you cast a wider net, as we say in  
15 the language of affirmative action -- cast a wider  
16 net. Get anybody who can do the job. Don't just  
17 limit it to the people who've come through that narrow  
18 passage.

19 MR. WINTERS: The problem, as I see it,  
20 and this may be a provincial view, is that there is  
21 still a huge shortage of teachers, whether they are  
22 formally certifiably or not. And those good teachers  
23 will not go to the poor schools.

24 Now how do we arrange a system where the

1 best teachers go where they are most needed, and that  
2 is to raising the level of education in schools that,  
3 for generations, have not had any sort of adequate  
4 educational process?

5 GOVERNOR KEAN: Governor, let me say, in  
6 New Jersey, where we put in the alternate route  
7 certification, we have had a huge number of increase  
8 in number of students who want to go into teaching  
9 that have come from the best schools, best colleges.

10 They are staying in the profession longer  
11 than the teachers who were provided by the normal  
12 method, and there are more minorities in that  
13 particular group. We have now almost two teacher  
14 applicants for every teacher position in the State of  
15 New Jersey.

16 But what I started to do when I was  
17 governor is I actually put a scholarship out for  
18 students who were in the top quarter of their class  
19 who wanted to teach. And then we increased it for  
20 those who said they were going to teach in an urban  
21 school.

22 That's gone by the board because there is  
23 such a surplus of students now who want to teach in  
24 any school.

1 MS. MEIER: Governor Kean, do they -- were  
2 there resources to help train them on the job?

3 GOVERNOR KEAN: Yes; oh, yes. They don't  
4 just get put in the classroom. They have to obviously  
5 be expert in their subject matter, pass a test in  
6 their subject matter. They've got to eventually pass  
7 the National Teacher Certification Program. What is  
8 the test, the national teacher test, whatever it is?

9 But they -- and they have to take some  
10 courses while they're on the job. But they can go  
11 under the supervision of a senior teacher right into  
12 the school.

13 MS. MEIER: So it's an apprenticeship?

14 GOVERNOR KEAN: Yes, exactly. But they  
15 can come from Princeton -- and right now, if you  
16 graduate from, I'll say Princeton or Harvard -- you  
17 graduate from a good college like that, --

18 MS. MEIER: You're all snobs, you're all  
19 snobs.

20 GOVERNOR KEAN: Yes.

21 (Laughter.)

22 And you want to go into teaching, a lot of  
23 people do not want to go and do the traditional  
24 teacher's college route. But they will go into

1 something like alternate certification or they will go  
2 to a program like Teach America which has put an  
3 enormous number of very qualified young students into  
4 classrooms where they're needed the most.

5 MS. LAM: Well, in San Antonio, we still  
6 have a teacher shortage, especially in some areas like  
7 mathematics, physics, bilingual education and special  
8 education. But the problem is not just recruiting  
9 people and hiring them, but it's also to retain them.

10 Sometimes they will come in, but, you  
11 know, after a year or two without proper support, they  
12 will just leave and then we have -- the cycle starts  
13 all over again. We have initiated a program to mentor  
14 every new teacher in the district and not just for the  
15 first year, but for five years.

16 Because we have discovered that that's  
17 when we lose our teachers is during their first five  
18 years in the district. So we thought okay -- and  
19 there's some incentives for the mentor teacher to make  
20 sure that the mentee is helped and supported and stays  
21 in the district.

22 But, for example, in the area of  
23 mathematics, we just do not find enough mathematics  
24 teachers that want to come to San Antonio inner city

1 school district. And we have offered the world. I  
2 mean, we have additional incentives, monetary  
3 incentives to come.

4 But in the state as a whole, 50% of the  
5 teachers -- and not that certification means  
6 everything -- but just as a statistic, 50% of the  
7 teachers in Texas do not have a major in mathematics.

8 MS. WINSTON: Let me ask if there are  
9 other questions that member of the Board have.

10 CHAIRMAN FRANKLIN: I just want to be  
11 certain that time --

12 MS. WINSTON: Yes, that's what -- I was  
13 going to move to the others.

14 CHAIRMAN FRANKLIN: I would have a  
15 question, if I may. I thought maybe --

16 MS. CHAVEZ-THOMPSON: No, no question;  
17 just a comment that I have found this a very  
18 interesting discussion from these wonderful panelists  
19 that has brought forth a lot of information to this  
20 Board. And I thank you personally for your  
21 observations.

22 Whether I agree or don't agree with you is  
23 not the important thing; is that you've been able to  
24 voice them and expound on them and have done it so

1 well.

2 CHAIRMAN FRANKLIN: First of all, I have  
3 two or three questions. I don't know, I don't know  
4 about the audience.

5 But I was wondering first of all if there  
6 is not -- have we looked at the problem of cost and  
7 the willingness of our country to pay for the kind of  
8 education we want our children to have?

9 I know that there are parts of the  
10 country, sections of the country, where schools are so  
11 inadequate, resources are so inadequate that neither  
12 teachers nor students nor anyone else can do an  
13 adequate job.

14 And I just wonder if we are, as a Nation,  
15 committed -- I mean, across the board. I don't mean  
16 -- I mean across the board, are we willing to roof our  
17 schools, to glaze our schools, to be very fundamental  
18 and to heed our schools to say nothing of providing  
19 the kind of technical equipment and skills inside our  
20 schools?

21 Are we willing to do that in order to  
22 provide the education for our children across the  
23 board? I am not persuaded that we are, and I want to  
24 be assured that we are.



1           And we can speak about this kind of school  
2           or that kind of school, the other kind of school, but  
3           is -- are we committed as a people, as an American  
4           people, the people of this country, to do what is  
5           necessary to provide the kind of educational  
6           opportunities that we think -- that I think the  
7           American children deserve?

8           And assure me, please, someone that we  
9           are, as a Nation, willing to do that.

10           MS. KEEGAN: Well, I don't know that -- I  
11           can assure you, except to say, number one, I think the  
12           public is in fact willing to do that if they feel they  
13           know their schools, they have a hand in their schools,  
14           they understand what's happening with their children.

15           And I would simply suggest, Doctor, I  
16           think we ought to look at doing away with district  
17           funding. We ought to start looking at student  
18           funding. Geographic boundaries and a reliance on  
19           property wealth have created some of the disparities  
20           we're talking about right now.

21           I think it would be incredibly powerful,  
22           incredibly powerful for states to look at whether it  
23           shouldn't be the case that we fund children and not  
24           political subdivisions; and that that money goes not

1 to central offices, but to the schools themselves  
2 where control by principals such as they've done in  
3 San Antonio at the behest of a progressive  
4 superintendent.

5           Could that not be the case? Because it  
6 isn't necessarily the case that within these political  
7 subdivisions all schools are treated equally. I would  
8 rather have us just flat out pay for kids in a public  
9 system and let the schools have that money.

10           And I do believe that the public is  
11 willing to say absolutely, that's a system I am  
12 confident in and one that I'll support, and they do  
13 support it.

14           MS. MEIER: I was wondering -- I mean, I  
15 love the idea of giving me the money for our school.  
16 But thinking about the question of the public's sense  
17 that these are -- that the schools of America and the  
18 kids of America belong to all of us, I'm not sure that  
19 you're right that people who don't actually have their  
20 kids in schools would maintain a sense that these are  
21 our shared institutions.

22           I think that's one of the issues that we  
23 don't tackle, what would make this country think these  
24 are our shared institutions. And someone pointed out

1 to me that in the 1930's, with a population half the  
2 size we have today, we had something like ten times as  
3 many people in this country who served on school  
4 boards because we had smaller districts.

5 I mean, the public is not part of our  
6 school life. And getting them back in I don't think  
7 will happen just by giving us all our sort of private  
8 problem, you know, our private little world in which  
9 we only have our own constituents.

10 So finding some balance between giving me  
11 a situation where parents and our staff and our kids  
12 are a community that makes powerful decisions, but  
13 that we still are part of a larger public body --

14 MS. WINSTON: I really do want to give the  
15 public participants here, the audience, an opportunity  
16 to ask questions. I understand that we do have  
17 microphones on the floor. Is that right? Both at the  
18 front of the auditorium there are microphones.

19 If you have a question or would like to  
20 make a very short comment, please come forward. Okay,  
21 we have a gentleman there.

22 Please state your name.

23 MR. HARRIS: Hi, my name's Robert Harris.  
24 I work in the county school system here. The second

1 part of this panel was to talk about strategies for  
2 overcoming racial disparities and make diversity an  
3 asset to education.

4 So I'd like to get some of your comment on  
5 what I think is a wonderful strategy, and that is  
6 teaching and providing education and conflict  
7 resolution and mediation skills to students, as well  
8 as teachers, counselors, administrators, social  
9 workers, psychologists, parents and so on and so  
10 forth.

11 And that, over the past five years,  
12 programs have been developing all over the country,  
13 including my last count, about 130, 140 here in  
14 Fairfax. And that these skills help to teach students  
15 to better understand when differences arise, when  
16 diversity comes into play, to help promote  
17 understanding and respect.

18 And that this kind of education really can  
19 help solve conflict and help solve some of the  
20 divisiveness that comes from people who are different.  
21 So I'd like some of your comment.

22 MS. WINSTON: I think we understand the  
23 question.

24 DR. ORFIELD: I think that teaching people

1 in conflict resolution skills, human relation skills,  
2 not just students, but faculty too, and faculty and  
3 staff, is very important, particularly in interracial  
4 schools.

5 About half of the kids in the United  
6 States are in schools with at least one second racial  
7 group, and about an eighth are in schools that have at  
8 least three major racial groups involved. And there's  
9 lots of conflicts and there's lots of  
10 misunderstandings.

11 And we know ways, techniques, that will  
12 bring those down and improve the outcomes. We used to  
13 have a federal program called the Emergency School Aid  
14 Act which financed that kind of work in schools. It  
15 came out of the Nixon administration. It was repealed  
16 during the Reagan administration.

17 We really don't have any kinds of  
18 resources at the federal level for doing that. It's  
19 very important that school districts do that, and it's  
20 very -- I think we really ought to put some money back  
21 into the federal budget to help work on those issues  
22 because there's lots of unnecessary, unsolvable  
23 conflicts in interracial schools.

24 DR. BENNETT: I think that Fairfax can pay

1 for itself. This is a --

2 DR. ORFIELD: The world isn't Fairfax.

3 DR. BENNETT: I said Fairfax. That's  
4 fine. Pay attention to what I said. Fairfax can pay  
5 for it itself.

6 But I'll tell you, I would get the math  
7 scores up before I'd have courses in conflict  
8 resolution. Not necessarily in Fairfax. One  
9 suggestion has occurred to me.

10 If you have another hearing or discussion  
11 on schools, have it in the inner city and hear from  
12 parents in the inner city. You will not hear them  
13 talk about --

14 (Applause.)

15 I guarantee you will hear maybe some, but  
16 you will not hear much about conflict resolution and  
17 we need more diversity. What you will hear is get the  
18 damn drugs out, keep the criminals in jail, get order  
19 in the streets and give our kids a chance.

20 I think it's fine to work with conflict  
21 resolution, but we're -- you know, we're 22nd in the  
22 world in math; first things first.

23 MS. WINSTON: I'm going to go to this side  
24 of the auditorium.

1                   MR. TAYLOR: Hello. My name is Jerod  
2 Taylor. I am with a monthly publication called  
3 American Renaissance. And my question is primarily  
4 directed to Professor Orfield, but I'd be curious to  
5 hear anyone's views on this.

6                   I've been following your research for some  
7 time, Professor, and I find it very interesting that  
8 you find this increasing resegregation of schools  
9 which reflects segregation in residential patterns.  
10 And residential patterns are really like everything  
11 else in which Americans have a free choice that's not  
12 directed by Government.

13                   They tend to segregate. And even in  
14 integrated schools, there tends to be a kind of  
15 segregation racially within those schools. And this  
16 despite the fact that, for the past 40 years, every  
17 major institution in the country has been promoting  
18 the view that race doesn't matter or it can be made  
19 not to matter and that integration's a good thing.

20                   Now this suggests to me that the  
21 persistence of segregation suggests that perhaps  
22 that's a natural state of affairs and that integration  
23 is an attempt to create something is unnatural.

24                   DR. ORFIELD: That's a good question.

1           MR. TAYLOR: And so my question to you  
2 would be, if integration is unnatural and separation  
3 is more natural, should the whole integrationist  
4 enterprise be rethought?

5           DR. ORFIELD: Well, this is exactly what  
6 some conservatives are arguing, which is segregation  
7 is natural and you can't do anything about it. And  
8 that was the same thing that was in the Plessy  
9 decision in 1896.

10           It said segregation is natural, you can't  
11 do anything about it, let's do separate but equal, and  
12 we found out how that turned out. What's actually  
13 going on in the residential markets isn't free choice.  
14 The assessments and audits of the housing market show  
15 very intense segregation and discrimination against  
16 African-American and Latino home buyers and renters.

17           It operates in all kinds of ways.  
18 Suburban access is not free either. Almost all  
19 suburban land is zoned in a way that poor people and  
20 working class people aren't allowed to live in those  
21 communities because housing isn't provided for them.

22           Housing in public housing, which houses a  
23 significant share of the -- the large share of the  
24 residents of central city school districts is located



1 in a segregated basis. And every place that's been  
2 examined by the courts has been found to be  
3 unconstitutionally located.

4 So millions of people are living where  
5 they're living not from their free choice, but from  
6 systems of public and private discrimination and  
7 exclusion. And you can't assume that's natural. Only  
8 1/10th of African-Americans want to live in a  
9 segregated neighborhood.

10 The reason that they end up in a  
11 segregated neighborhood isn't from preference, it's  
12 from a system of discrimination that's very pervasive.

13 MS. GAMBLE: Cheryl Gamble with the  
14 Counsel of Great City Schools.

15 I have two questions, actually. My first  
16 one is for Governor Kean.

17 You said that there are two teachers for  
18 each teacher vacancy in New Jersey. I wanted to know  
19 if that was representative of districts like Newark  
20 and also Patterson.

21 My second question is for Ms. Keegan. You  
22 said that there are 220 charter schools in Arizona.  
23 I'd like to know how many students do you have in  
24 Arizona as a whole?

1           How many students that those 220 charter  
2 schools serve, and what you're doing to move programs  
3 such as the charter school programs to students who  
4 don't have access to them?

5           GOVERNOR KEAN: I'll answer mine first.  
6 I don't know if it's exactly two to one in a city like  
7 Newark or Patterson. I'll tell you there are people  
8 looking for every job that opens up. And so that is  
9 not -- whether or not it's a problem maybe in physics  
10 or something, I'm not sure.

11           But in general, there is a teaching  
12 shortage in my state. And the shortage extends to  
13 jobs in urban areas, as well as jobs in suburban  
14 areas. And maybe some of the rest of you want to pay  
15 for a plane ticket from New Jersey.

16           You could find some teachers.

17           MS. KEEGAN: The answer on charter schools  
18 in Arizona is we have about 740,000 students in the  
19 total public system, 30,000 students approximately in  
20 the charter schools. The charter schools come up by  
21 choice where the operator wants to build the school.

22           They generally are picking very populous  
23 areas, but they also are in the rural counties.  
24 They're in every one -- we have 15 counties; they're

1 in every county but one. So they come up where the  
2 operator feels they're needed.

3 Most of the good schools have substantial  
4 waiting lists. The charter school operators don't  
5 want big schools, and so they're kind of, a lot of  
6 them, in the process of trying to find other educators  
7 to help them multiply these schools.

8 And so we don't tell them how to do that.  
9 They're doing it by virtue of parent demand.

10 GOVERNOR KEAN: I just want to correct  
11 what I said. I said shortage in New Jersey. I didn't  
12 mean shortage. I meant we have an excess of teachers.  
13 We have students at Drew University where I am, very  
14 bright people who want to teach, and cannot find jobs  
15 in the State of New Jersey, urban or suburban.

16 MR. PRINCE: My name is Ernie Prince and  
17 I'm with the Urban League. And this is for any of the  
18 panelists.

19 It's that we talk about how we can find  
20 ways to end the disparity in education of our  
21 children. If most of -- as we look at the educational  
22 systems around the country, they have not been changed  
23 for at least 70 years.

24 I mean, they are far behind all of the

1 changes that have taken place in the private sector to  
2 meet the demands of the new world. It is very  
3 difficult to get school systems to change. For  
4 example, you know, why do we close schools at  
5 basically 3:00 in the afternoon when the most  
6 dangerous hour for kids is between 3:00 and 6:00?

7 I mean, there's nothing that says  
8 education has to end at 3:00. Why do we close schools  
9 in the summers for two and a half or three months out  
10 of the year? No other business in this country could  
11 exist on that type of a schedule.

12 I think what we have to do is to look at  
13 changing and modifying how we educate all of our  
14 children, which may supply us with an answer ending  
15 some of the disparity. It is very difficult to go  
16 into a school system and to ask them why do we have 39  
17 minute classes or 49 minute classes.

18 And the administration will tell you well,  
19 that's because we negotiated with the teachers' union.  
20 It has nothing to do with education. And I think we  
21 have to get back to what some of the panelists  
22 indicated this afternoon -- our core mission is  
23 educating our children.

24 If we can solve some of those issues, I

1 think we can deal with some of the disparities that we  
2 find in our school systems in this Nation.

3 MS. MEIER: I want to say one thing about  
4 this, the time question of after school, which is so  
5 fascinating. Because in fact, I remember it came as  
6 a shock to me to realize that kids spend only 1/6th of  
7 their waking hours inside schools.

8 Five-sixths of the kids are, if you want,  
9 home schooled under circumstances in which there isn't  
10 -- we haven't thought about what is that home in a  
11 position to do for them. So if educating -- if we look  
12 at the education fact that the other 5/6 has an  
13 enormous educational impact and we pay no attention to  
14 it, I couldn't agree more.

15 I mean, the -- I think there's been a  
16 decline in that. At least in New York City, there  
17 were a great many more after school opportunities for  
18 kids, and it's harder and harder to think what kids  
19 should be doing during those hours in our increasingly  
20 more violent streets.

21 So I think that's -- I thank you for  
22 bringing that up.

23 MS. WINSTON: Dr. Comer, did you want to  
24 respond?

1 DR. COMER: Yes, I agree with you very  
2 much that schools have not changed, but in part  
3 because we still think of the mission of the school as  
4 just to pour information into the heads of children  
5 and we don't think of developing the whole child.

6 And the whole issue of keeping the schools  
7 open, activities, social development -- I heard Mr. Yi  
8 this morning and Mr. Williams this morning talking  
9 about the fact that middle school children are very  
10 much concerned about their social situation.

11 Well, that whole development is going on  
12 and very important and is related to academic  
13 learning. And we don't pay attention to that. We pay  
14 -- and as a result of that, we haven't trained our  
15 teachers differently.

16 We haven't trained our managers  
17 differently. In other countries with better school  
18 systems than we have, they are centralized systems.  
19 And they make the decisions, relate it to what's good  
20 for children, and they flow throughout the system.

21 In our country, with the decentralized  
22 system, we need an organizing theme and a way of  
23 understanding what it is we're doing and then train  
24 the managers and the teachers to carry that out in

1 order to make the adjustments needed to keep up in  
2 this age.

3 We don't have that. And I argue that the  
4 organizing theme is child development, and we should  
5 think about child development and education.

6 DR. BENNETT: Well, just think about this.  
7 If we all agree that time on task is important, and  
8 it's true that many children in America spend more  
9 time watching television than being in school, some  
10 things are not a surprise, are they?

11 MS. WINSTON: Diana Lam, did you also want  
12 to --

13 DR. BENNETT: And the portrayal of race,  
14 by the way, on television. You need to talk to those  
15 guys about how they portray Black people, people of  
16 color, because there are messages there to our  
17 children which are absolutely horrible.

18 You talk about stereotyping. If a  
19 conservative did or said or told stories about Black  
20 people or Latinos the way Hollywood routinely does and  
21 sitcoms routinely do, they'd be called the worst think  
22 you can think of: Reaganites, conservatives, whatever  
23 you'd call them.

24 (Laughter.)

1           But I mean, it's really -- particularly  
2 advertising, particularly advertising. These kids are  
3 made to buy, consume and live on junk.

4           MS. LAM: I think that after school  
5 programs, schools being open the entire year -- I  
6 would say that most school districts would like to do  
7 that, but it's also a question of resources. We are  
8 very fortunate in San Antonio that we're able to do  
9 that.

10           But I guess I want to put in a plug for  
11 urban school districts where there is a high  
12 concentration of minority and poor children. So your  
13 statement about giving the money to students rather  
14 than to districts, although it sounds alluring, if  
15 it's the same per pupil cost, I don't think that takes  
16 into consideration that what we -- the children do not  
17 come to the school district with the same level of  
18 preparation for school.

19           So I would just like to see some  
20 allowances for that.

21           MS. WINSTON: Next question.

22           MS. MOORE: Hi, my name is Tishon Moore  
23 and I'm a senior at Cordoza Senior High School in  
24 Washington, D.C.



1           I have a comment with just the fact that  
2 most of these questions that are being brought up --  
3 it's quite interesting that all of you guys are  
4 answering it where it will be better actually to get  
5 the -- get it from the source who are doing what we're  
6 going through with racial issues such as the students  
7 like myself.

8           Just to hear that, you know, you guys have  
9 -- you know, you've seen it, you're teachers and  
10 things like that and you're around it, but unless you  
11 understand what it feels like to go through the simple  
12 fact of being in Washington, D.C. and going to schools  
13 such as Banneker and things like that -- no, I haven't  
14 attended Banneker or anything like that, but I do see  
15 that.

16           Look where those schools are -- uptown,  
17 northwest. And the schools that aren't being held  
18 with the money and the issues of everything, you know,  
19 how we're being taught, you know, "not good," it's  
20 down in southeast or northeast and, you know, places  
21 where it's not looked upon because of minorities are  
22 more highly recognized there.

23           And it's quite -- just interesting how,  
24 you know, they have the jurisdiction breaking up for

1 D.C. Like if you're in this area, then you have to go  
2 to this school. I'm in a jurisdiction area of what --  
3 I'm not exactly sure what ward, but I'm a block away  
4 from Dunbar Senior High School, but I have to catch a  
5 bus to Cordoza Senior High School which is out of my  
6 jurisdiction.

7 But they say it's my jurisdiction because  
8 "the Government has it that way." And so if you see  
9 that most of these kids are coming from other parts of  
10 the city which are starting these issues where race is  
11 coming like here and there and there and most of the  
12 White kids are uptown or Fairfax County -- if you live  
13 in Fairfax County, you'll go to Fairfax schools.

14 Or if you live in this county, you'll go  
15 to those schools. But it's not like that in D.C. And  
16 you're forced to go to schools where there is bad  
17 teaching, where there is students who fall out of  
18 school and don't have that, you know, concern for  
19 whether or not who going to do what.

20 So -- and the question I have is that with  
21 the question on the issues on what schools are like  
22 highly recognized and what schools aren't in the  
23 Government. Most schools are highly recognized such  
24 as Banneker. You probably don't know much about

1 Cordoza. Why not? Because we're only recognized for  
2 shootings and stabbings, which is totally not the only  
3 thing about Cordoza.

4 And only because there you have White  
5 people, there you have the highly recognized. And I'm  
6 not racial at all. One of my best friends --

7 MS. WINSTON: Could I just ask for your  
8 question?

9 MS. MOORE: I'm sorry, no problem at all.  
10 But I just had the question in seeing that the race  
11 issue, is it truly coming from just the schools or is  
12 it coming from the Government? Because that's what I  
13 see mainly. You know, you have the Government pairing  
14 off places and you're wondering, you know -- well, you  
15 say it's just the schools that's doing it.

16 DR. BENNETT: Me? Well, I'm with you.  
17 The management -- (laughter) -- I'm with you.

18 (Applause.)

19 Actually, I did go to school in D.C. But  
20 the management of the D.C. public schools is, shall we  
21 say, wondrous to behold. And the stuff that is -- I  
22 mean that sarcastically. It doesn't work. It's  
23 totally mismanaged.

24 For a long time, General Beckton has been

1       trying to find out the budget and the enrollment, and  
2       they're still not sure how many students there are in  
3       the schools. I mean, not by missing one or two, but  
4       by hundreds or perhaps thousands.

5                It is a mess. It is a test case for  
6       educational revolution really. It makes the case for  
7       educational revolution.

8                MS. WINSTON: Yes, sir.

9                MR. LITZCIS: Yes, I have a question for  
10       -- it's an open question for the whole panel.

11               Several of the members have said that  
12       Blacks in particular feel distrustful of the education  
13       establishment. Yet, more and more, we are hearing  
14       from Whites, and indeed some Asians, that they too are  
15       distrustful of the same establishment because of  
16       political correctness, affirmative action and multi-  
17       culturalism.

18               Are there any plans to address their  
19       concerns?

20               Jim Litzcis.

21               MS. WINSTON: As I understand it, you've  
22       asked -- you've indicated that many of the panelists  
23       or Board members have indicated that Blacks are  
24       distrustful of the school system, but there are also

1 many Whites who are concerned about -- and Asians who  
2 are concerned about the way the schools operate.

3 And is there any plan to talk about  
4 affirmative action, multi-culturalism? Is that your  
5 --

6 MR. LITZCIS: Exactly, exactly.

7 MS. WINSTON: Do we plan to address those  
8 issues in the context of White fear?

9 MR. LITZCIS: Yes, that they feel that  
10 they are discriminated against by affirmative action  
11 or a lot of their liberties are taken away by  
12 political correctness, especially in the  
13 college/university setting.

14 MS. MEIER: I hope we can help disabuse  
15 him of that impression that being White is a great  
16 disadvantage in America.

17 (Laughter.)

18 MS. WINSTON: Yes, what is the nature of  
19 the fear? Do you want to --

20 MR. LITZCIS: I think many Whites, Asians,  
21 conservatives have expressed distaste for affirmative  
22 action. They think it is discriminatory. And it  
23 would seem on an initiative on race that that would be  
24 an issue, and political correctness and multi-

1 culturalism, it would come up.

2 MS. WINSTON: It certainly has come up and  
3 certainly I expect it will come up many times again.  
4 In terms of -- yes, we plan to -- we plan to address  
5 it. But I'm not sure that there's anything -- more of  
6 an answer that would -- that you would require.

7 MR. LITZCIS: Okay, thank you.

8 MS. WINSTON: I'm sorry.

9 Yes, ma'am.

10 MS. WALKER: Good afternoon. My name is  
11 Shirley Walker and I work for the Parenting Education  
12 Center, Fairfax County Schools, but I come here to  
13 speak as a parent.

14 As a parent, my goal is to raise my  
15 children to be caring, competent, functioning,  
16 successful adults. And I think I'm not alone in that.  
17 I think that's true of every parent across the board.

18 I have heard you talk about kids dropping  
19 out and all kinds of things about education. But my  
20 challenge to you is to redefine what academic  
21 expectations are and what education is because, even  
22 in this time of technology and the era of technology,  
23 children are still dropping out of schools -- children  
24 are still getting out of school not prepared to work

1 in the system once they get out of high school.

2 They have to go to college these days. A  
3 lot of kids -- and even statistics show that when  
4 children go to college, a large number of them drop  
5 out before they finish.

6 So my concern is that you, as top people  
7 in the education field, look at how you are defining  
8 academic expectations and education and redefine that  
9 so that we are touching the whole child and that we  
10 are educating kids to be -- with marketable skills  
11 when they get out of high school.

12 Right now, they are not. Many of them are  
13 coming out of school and they're not. So how would  
14 you redefine academic expectations and education so  
15 that you include not just the college bound students,  
16 but those who may not be going to college so that they  
17 will be prepared right out of high school?

18 MS. WINSTON: Does anyone want to respond  
19 to that?

20 DR. ORFIELD: I'd like to say a couple  
21 things about it.

22 MS. WINSTON: Okay.

23 DR. ORFIELD: One of the things is I think  
24 in our accountability systems now we basically

1 concentrate on test scores and on "make or break"  
2 tests. And we don't really hold the schools very  
3 accountable for drop outs, and we should.

4 It's a terribly important thing. And it's  
5 something that's easier to change than test scores if  
6 you really work hard on it. And it's something that  
7 really wipes children's lives out completely if they  
8 drop out of school.

9 And a huge number of Latino students, for  
10 example, are dropping out of school still. And it  
11 seems to me some of the things we're doing in terms of  
12 the standards-based assessment is actually increasing  
13 that drop out rate by flunking students, which greatly  
14 increases the probability that they're going to drop  
15 out.

16 And we should be using those tests more  
17 diagnostically to target assistance on them.

18 The second thing we ought to do that  
19 relates to your question is that we ought not to  
20 assume that minority or poor White children don't want  
21 to prepare for college or post-secondary education  
22 because everybody needs it.

23 And we have these empty general classes in  
24 our schools and vocational classes that don't lead to



1 any vocation. We should have our students in  
2 curricula that keeps them ready for anything as long  
3 as possible in high school, and that we should have  
4 vocational/technical programs that actually lead to  
5 vocational/technical jobs and post-secondary  
6 vocational/technical education.

7 And those things we don't do very well.  
8 In other words, what the schools do pretty well is the  
9 academic track. They don't do the other ones very  
10 well at all. And they assume that the kids who drop  
11 into them -- and they usually do it because of  
12 ignorance -- don't want to be prepared for anything.

13 And every kid has to be prepared for  
14 something, and they have to be prepared for some kind  
15 of post-secondary. So counseling and placement and  
16 curriculum changes are very important.

17 MS. MEIER: You know, one reason I think  
18 small schools are such an advantage is because part of  
19 what we found out employers cared about was not  
20 actually how much they remembered of the American  
21 history -- I'm a history major, so I wish they  
22 remembered more -- but that they -- their capacity to  
23 relate to the adult world, their feeling they are  
24 members of the adult world, their attitudes they bring

1 to the work force, the initiative they take, their  
2 reliability as -- and those are things that are  
3 learned in a community.

4           They're not learned in anonymous  
5 environments that too many of our children grow up in  
6 today. I mean, as they become adults, kids are more  
7 and more cut off from the adult world. I mean, I  
8 don't think there's ever been a culture which has said  
9 you're about to become adults and we're going to  
10 remove all adults from your life.

11           And so with the exception of a small  
12 number of children in the average high school in  
13 America, they don't know any adults outside their own  
14 parents. They've never had to negotiate with an adult  
15 world.

16           A small school -- quite aside from school  
17 to work issues. A small school itself is a real work  
18 place in which young people have to negotiate with  
19 grown ups and grown ups are models to kids of what  
20 it's like and what can happen between relationships.

21           And I think that's one of the reasons our  
22 kids did very well when they studied afterwards and  
23 did interviews. It was not just their academic  
24 skills, although they had quite a few of them.

1                   But kids we didn't expect to do well  
2 because they didn't have as much academic skill often  
3 did very well because they had extraordinary skill as  
4 human beings and knew how to deal with the adult  
5 world.

6                   MS. LAM: There is a real early indicator,  
7 and that's literacy. I mean, if we -- if our students  
8 do not learn to read, you know, in the primary grades,  
9 there is a direct correlation with dropping out later  
10 on in school.

11                   MS. MEIER: Well, you know, we're still  
12 number two in the world on literacy.

13                   MS. LAM: Pardon me?

14                   MS. MEIER: We test number two in the  
15 world on literacy. You know, when we talk about where  
16 our schools fail, actually the United States still  
17 does remarkably well in literacy.

18                   MS. WINSTON: I want to make sure that we  
19 have an opportunity to hear everyone who is currently  
20 in line. I think we can do that by 3:00. Let me turn  
21 to the gentleman on my right here.

22                   MR. FONG: Yes, thank you very much. My  
23 name is Twon Fong. I'm an independent diversity  
24 trainer. And I think that one of the strategies to

1 make diversity an asset in education is to make it --  
2 is inclusiveness or more inclusiveness.

3 I am particularly thinking of the Asian  
4 representations in various activities in schools, as  
5 well as in the Board's activity. I watched the Ohio  
6 town meeting twice. And I was looking long and hard  
7 for an Asian perspective, which took me -- which took  
8 probably about an hour and 16 minutes and after the  
9 President specifically asked for an Asian point of  
10 view.

11 And I think that's the situations that  
12 Asians see themselves in. We are in, but we are not  
13 quite "in." We're kind of taken for granted. So  
14 that's the feeling, and that's why you see that on the  
15 one hand, Asians excel in education.

16 But at the same time, more and more Asians  
17 leaving the work place going into the private sector.

18 MS. WINSTON: May I ask you if you have a  
19 question for the panel?

20 MR. FONG: No, I said I have a comment.

21 MS. WINSTON: Okay. And I just want to  
22 try to be respectful of the people who were in line.

23 Go ahead, sir.

24 MR. FONG: Okay, so I am respectfully

1 request that whatever the Board does, just make an  
2 extra effort to see -- to make sure that there is  
3 equal representations of everyone -- don't feel left  
4 out.

5 MS. WINSTON: Thank you.

6 CHAIRMAN FRANKLIN: I'd just like to  
7 comment with respect to the town hall meeting in Akron  
8 that, at the time that the President asked for an  
9 Asian perspective, I think -- I don't know what was in  
10 his mind, but it could have been because of the Asians  
11 on the platform at the time, there had not been an  
12 expression by them.

13 And he was wanting to make certain that  
14 there was. But they were there, and they had not made  
15 a comment up to that point.

16 MR. FONG: Exactly. I understand that.

17 CHAIRMAN FRANKLIN: And that was there.  
18 I mean, they were responsible for that.

19 MR. FONG: I think the moderator has a  
20 list of people to call, and then -- and a lot of  
21 people were called, but the Asians there were not  
22 called. And maybe the President noticed that, and  
23 then he opened it for everybody.

24 MS. WINSTON: Thank you. Thank you for

1 your comment.

2 MR. FONG: Thank you.

3 MS. WINSTON: Let me just say again that  
4 I think we have time only for the people who were in  
5 line and are in line at the moment. I noticed that  
6 two people joined the line. We will try to get to  
7 you, but we will have to stop at 3:00.

8 Yes, sir.

9 MR. SHALALA: Thank you very much. My  
10 name is Andy Shalala. I'm a parent here at Fairfax  
11 County Schools.

12 I couldn't help but notice that, during  
13 the video which you had which was the public  
14 announcement, that there were no accents. No one had  
15 an accent that they spoke in. Although it was a very  
16 diverse group of people, they all sound very -- well,  
17 much the same.

18 And maybe we need to include some of that  
19 in there.

20 But the main comment that I wanted to also  
21 ask you about is I think this type of dialogue is  
22 really important and it's long overdue, and I  
23 appreciate it. I very much appreciate it. I do feel  
24 that the elementary school level is really where all

1 dialogue should begin.

2 And I'd like to see some kind of a race  
3 relations course be mandated in all schools so that  
4 kids begin early to talk about this stuff and feel  
5 really comfortable talking about it. I couldn't help  
6 but be invited to the lunch group there where people  
7 -- the kids were the ones that really were making the  
8 most poignant comments, and I think we need to learn  
9 from them.

10 MS. WINSTON: Thank you for your comment.

11 MR. SHALALA: Thank you.

12 (Applause.)

13 MS. WINSTON: Yes, sir.

14 MR. HUGGINS: My name is Gary Huggins and  
15 I'm from the Education Leaders Council. And a  
16 question particularly for Dr. Orfield and Ms. Meier.

17 Earlier in your comments, you said that  
18 minority kids in particular, if I'm characterizing it  
19 correctly, are segregated in schools where they  
20 disproportionately don't have an opportunity to  
21 associate with success and with the things that bring  
22 success in schools with low expectations and schools  
23 with all of these problems.

24 And yet, you stopped short of saying they

1 should have -- or their parents should have a choice  
2 to put them in other schools where they could perhaps  
3 do these things.

4 My question to you is, what solution then  
5 -- failing that, what solution would you offer to  
6 those kids now, not four years from now or eight years  
7 from now when their school career is over or past  
8 while they're waiting for a system that's  
9 indefensible, I think in everybody's words, to fix  
10 itself?

11 And then for Ms. Meier -- I promise I  
12 won't say this to irritate you. But with regard to  
13 charter schools, everything you've said that's  
14 important to the success of a school -- autonomy,  
15 control over your budgets, a smaller school -- that  
16 defines charter schools.

17 And as Ms. Keegan pointed out about  
18 Arizona, that's what the charter school movement is  
19 all about. My question to you is, I'm just curious  
20 why you don't see that as a viable solution in the  
21 whole or in a larger sense?

22 DR. ORFIELD: On the issue of kids who are  
23 in ineffective, inferior, isolated schools that can't  
24 provide an equal education, I think that there are



1 several dimensions of answering it.

2 First of all, if the school is really that  
3 ineffective, nobody should be going there. I'm in  
4 favor of reconstituting schools like that and starting  
5 schools new. And that's been done now in San  
6 Francisco for some time.

7 It's very difficult. I'm in favor of  
8 giving students an option to transfer to an adequate  
9 school if one -- if they're in a totally inadequate  
10 school. And that can be done in a public system  
11 through magnet programs or through city suburban  
12 transfers, which are operating in several metropolitan  
13 areas.

14 And I think those are good ideas.

15 In terms of transferring to a private  
16 system or a charter school system, the thing that I'd  
17 be concerned about is that there be some basic  
18 projections that aren't there in either charter  
19 schools or voucher systems which would be parent  
20 information, full provision of special education,  
21 bilingual programs for kids who needed them when they  
22 transferred, transportation, good information and  
23 outreach for parents and so forth.

24 And most of those things aren't there.

1 That means that those kids that have the deepest  
2 problems will end up with no choices, and that's not  
3 acceptable to me.

4 MS. WINSTON: I don't know if you want to  
5 --

6 MS. MEIER: I'll just say that why  
7 shouldn't all public schools be those things? You  
8 know, there are big charter schools and small ones,  
9 but I just want all schools to have those qualities.

10 MS. WINSTON: Dr. Comer?

11 Okay, I'm going to go here. And I'm going  
12 to ask the three women who are in this line to go  
13 ahead and ask their questions one right after another  
14 because I notice that you came into the line a little  
15 later than they.

16 AUDIENCE PARTICIPANT: There's been a  
17 throw away line here a couple times in this discussion  
18 that I find disturbing, and that is, "Oh, well, it's  
19 Fairfax County. So, you know, you can just ignore  
20 them. That's the wealthy county."

21 I think you need to face the reality of  
22 this particular school, and it is a wealthy county.  
23 This school doesn't have a wealthy community. And any  
24 school system there's going to be inequities partly

1 because of the amount of money a PTA can raise at a  
2 fund raiser.

3 When you've got a third of the kids on  
4 free or reduced lunches and you have a very heavy  
5 minority population, many go back to homes where  
6 there's not English spoken, you have to realize that  
7 there are challenges in this school.

8 And to throw away the successes here  
9 because it's part of a "wealthy county" doesn't face  
10 the reality of the increasing poverty in the county  
11 and the tremendous numbers of immigrants here.

12 So let's remember what happens here.  
13 Let's remember this is a community school. It's not  
14 a magnet school. It's not a charter school. It has  
15 a commitment from the top down to achievement at every  
16 level from every student.

17 People get along. They talk to one  
18 another. The teachers who come here like this  
19 population and want these kids to achieve. These can  
20 be done in any school. And we --

21 (Applause.)

22 And there's one more point I need to make,  
23 and that is we have a particular challenge because  
24 we're in Fairfax County. A lot of the parents in this

1 community can live anyplace. And we have to get them  
2 to understand that many of us choose to live here  
3 because of this place, because this is a fantastic  
4 place for our kids to go to school.

5 And if we can get a message out to parents  
6 throughout the country, it is do not fear schools like  
7 this. Don't run away from them. Don't go to the  
8 place where your kid looks like every other kid  
9 because they miss out.

10 Seek this out and move into these  
11 communities.

12 (Applause.)

13 MS. WINSTON: Thank you for your comment.

14 Quick response? Okay.

15 DR. BENNETT: I'm going to take a wild  
16 guess.

17 Oh, I'm sorry.

18 AUDIENCE PARTICIPANT: In order to create  
19 the kind of schools that you've just described, you've  
20 got to select, train and prepare the administrators  
21 and teachers across the board in order to make that  
22 happen.

23 MS. WINSTON: You want to just repeat  
24 that?

1                   AUDIENCE PARTICIPANT: In order to create  
2 the kind of school you just described and to have that  
3 across the country, you've got to select, train and  
4 prepare administrators and teachers to do that across  
5 the country.

6                   Otherwise, you're going to get little  
7 bouquets of success all over the place rather than a  
8 system of success across the country.

9                   MS. WINSTON: Thank you.

10                  DR. BENNETT: I think it might have been  
11 directed at me. I certainly wasn't "dissing" Fairfax  
12 County.

13                  Look, Fairfax County is the solution. I  
14 was pointing out just on one particular point -- the  
15 argument was being made for conflict resolution  
16 seminars or something, and Professor Orfield said well  
17 the Federal Government cut its money.

18                  I said in Fairfax County, you guys can pay  
19 for that yourselves. I mean, you're not the richest  
20 in the world, but, you know, this is America. You've  
21 made it. You are a success. Pay for it yourself.  
22 It's called self government. Not a bad idea.

23                  MS. WINSTON: Okay, thank you.

24                  DR. BENNETT: Where's the applause?

1                   Okay, go ahead.

2                   (Laughter.)

3                   MS. WINSTON:     Let's go to the next  
4 question.

5                   AUDIENCE PARTICIPANT:   Okay, I wanted to  
6 draw your attention to the new standards of learning  
7 and those that are being devised for the country as a  
8 whole and those that are being devised here in  
9 Virginia.

10                   The new standards of learning actually  
11 have some elements in them, especially for grade  
12 eight, nine and ten, that specifically draw the  
13 attention and the direction of the learning to be  
14 anti-Muslim and anti-Middle Eastern.

15                   And we've been drawing this to the  
16 attention of educators around the country.   And I  
17 would ask the Board to look at new standards of  
18 learning, specifically the one in Fairfax County  
19 because it's being promoted all over the country to be  
20 used all over the country.

21                   And it's designed in such a way that  
22 students will be tested on ugly, race-ridden  
23 misinformation.   And I think that there -- it really  
24 is sowing the seeds for ethnic dissidence and ethnic

1 hatred, and I don't know if we want our children to be  
2 developing a system where they're going to be tested  
3 on how to hate each other.

4 Some people also believe that the new  
5 standards of learning are actually deliberately  
6 devised to make a lot of children drop out of the  
7 school system so they'll go into charter schools.

8 I don't know whether that's true or not,  
9 but there's a lot of talk about that around.

10 The other comment I had -- and I would  
11 like anyone's comment on that. The other comment I  
12 have is I like the idea of the vouchers and I think  
13 that every kind of school operation should be  
14 considered.

15 However, I'm really worried about -- I  
16 sort of see it like privatizing Social Security.  
17 Unless you have your own private, you know, financial  
18 analyst, how do you know what to choose? How are you  
19 going to be a good consumer?

20 How do you know what's the best private  
21 school to choose or the best charter school? Who's  
22 going to do that for the parents who have no idea what  
23 -- how to do that?

24 MS. WINSTON: Can we have some quick

1 response perhaps to that?

2 DR. BENNETT: I'll do the last part.

3 Self government -- folks who live in our  
4 cities, our suburbs, our towns make these decisions  
5 about their own children. And many of them can make  
6 a very good decision about their own children.

7 The question is, does democracy mean the  
8 bureaucracy decides where your child goes, or do you,  
9 the parent, decide where your child goes? You know  
10 what they'll do? They'll talk to each other. They'll  
11 talk to people they trust.

12 They'll talk to their ministers. They'll  
13 talk to their relatives who are teachers and make a  
14 decision. Let me very quickly -- the reason I'm for  
15 educational choice isn't because I've been hanging  
16 around conservative think tanks.

17 The reason I'm for educational choice is  
18 that I spend a lot of time in Chicago. The one part  
19 of the American population that is strongest for  
20 educational choice are inner city minority parents.

21 Bear that in mind.

22 DR. ORFIELD: I spent a lot of time in  
23 Chicago too, and I dealt with hundreds of parents who  
24 were trying to figure out the Chicago magnet school



1 system and the other options there.

2 DR. BENNETT: Well, that's hard to figure  
3 out.

4 DR. ORFIELD: It is tremendously  
5 complicated. And parents who don't have a lot of time  
6 and a lot of education and speak English and are able  
7 to deal with lots of complicated forms, applications  
8 and so on and so forth don't get equal access.

9 And parents who don't have a car to take  
10 their kids, as about half the poor people in Chicago  
11 don't have, can't get to many of these options because  
12 there isn't a really good -- there isn't any kind of  
13 really decent transportation system.

14 So we have to think about those dimensions  
15 too. These things -- we can't assume equal knowledge  
16 or equal access or equal transportation. We have to  
17 build that into any fair choice system.

18 DR. BENNETT: Do those parents want  
19 choice?

20 Do they want choice, Gary?

21 DR. ORFIELD: I think that they should --

22 DR. BENNETT: Did you ask them?

23 DR. ORFIELD: -- have choices.

24 DR. BENNETT: Good.

1                   GOVERNOR KEAN: I'll you what's -- again,  
2 I'll tell you what's sad though, really sad. When you  
3 get in my state, people in Jersey City and Patterson  
4 and Newark who are going to the neighborhood public  
5 school and are scared to death because of safety  
6 considerations, because of the drop out rate, because  
7 of all the problems at school, and one block away is  
8 a parochial school which is educating children, and  
9 the question is whether their grandmother can take  
10 enough out of her Social Security so they can go to  
11 that school, that is outrageous.

12                   DR. ORFIELD: Well, the problem is, if  
13 you're going to finance the parochial school system --  
14 and I went to a parochial school myself. I have  
15 nothing against them. I think they're wonderful.

16                   DR. BENNETT: Isn't that interesting?  
17 Isn't that interesting.

18                   (Laughter.)

19                   Good for you. Okay for you.

20                   DR. ORFIELD: I went to public schools as  
21 well.

22                   DR. BENNETT: Okay for you.

23                   DR. ORFIELD: I went to public schools as  
24 well.

1 DR. BENNETT: All right, good for you,  
2 good for you.

3 DR. ORFIELD: And my children went to  
4 Washington and Chicago public schools.

5 But I think parochial schools are fine.  
6 But if we start financing them, we're going to have to  
7 finance all the people who are already in them. And  
8 in the Indianapolis experiment, for example, most of  
9 the parents are getting the vouchers where parents  
10 already had a kid in Catholic school and were using it  
11 to finance another kid going there.

12 If we're going to do that, we're basically  
13 going to get into financing religious education, and  
14 the religious groups are going to get into being state  
15 controlled in different ways that they haven't been  
16 previously.

17 Those are very big --

18 DR. BENNETT: This requires another  
19 discussion. Standard canard, standard canard, Harvard  
20 canard.

21 MS. WINSTON: We are about five minutes  
22 over.

23 MS. KEEGAN: First of all, the standards  
24 are developed mostly by teachers and parents in our

1 state. I don't know how that goes in other states,  
2 but I doubt -- there's no collusion there to create  
3 animosity. In fact, the high expectation is the  
4 guideline.

5 I also don't want to leave on the table  
6 that magnet programs are easy to understand just as  
7 little work product. I got a seven page how to  
8 transfer your child out of the district in case you  
9 would like to, and you have to cross every T and dot  
10 every I.

11 Let us not leave the impression that  
12 currently choices parents make in this system are easy  
13 to understand and to require them to pick a school  
14 would just be too overwhelming. That is not the case.

15 MS. LACY: Hi, my name is Karen Lacy. I'm  
16 one of those graduate students who's paying a good  
17 deal of money to sit next to students at Harvard.

18 (Laughter.)

19 DR. BENNETT: Did it work?

20 MS. LACY: I think it's working. I'm  
21 still there.

22 My question has to do with neighborhood  
23 schools. I attended a meeting last night in Prince  
24 Georges County in which, in addition to talking about

1 the myriad of problems that PG County school system is  
2 experiencing, there was a great deal of support for  
3 neighborhood schools.

4 I thought this was especially interesting  
5 given that PG County is a predominantly Black county  
6 and there are also pockets of middle class  
7 neighborhoods.

8 I'm wondering if any of the panelists  
9 would want to comment on that?

10 MS. MEIER: I wanted to say -- that  
11 neighborhood school question. In my experience, most  
12 parents would love to stay in their neighborhood. I  
13 mean, I say it very solemnly, even though I have run  
14 nothing but schools of choice.

15 And in Boston now, I'm trying to make sure  
16 that Mission Hill becomes a school of choice, with  
17 first choice to the people in the immediate  
18 neighborhood. It happens to be a neighborhood in  
19 which I can do that also and get integration.

20 But I think building strong neighborhood  
21 schools and having incentive for it is enormously  
22 important because it builds America at the same time.  
23 I mean, we forget the price we pay for not having a  
24 strong base of neighborhood schools.

1           And you can, in certain urban areas, have  
2 both choice and neighborhood schools. You can have  
3 four or five schools that constitute a community of  
4 schools in which the community has a stake in those  
5 four or five schools and have choice.

6           You can take these big buildings and break  
7 them down. But I think we pay a price when we abandon  
8 the neighborliness because neighborliness is important  
9 for kids belonging to a community.

10           DR. COMER: Can you have bad neighborhood  
11 schools?

12           MS. MEIER: Pardon me?

13           DR. COMER: Can you have bad neighborhood  
14 schools?

15           MS. MEIER: Sure. But I don't -- what I'm  
16 saying is I don't think we have to say that if we want  
17 good schools, we have to abandon neighborliness.

18           DR. COMER: I agree with you. What I want  
19 to stress, however, is that it's not neighborhood  
20 schools, it is not choice, it's not vouchers; it is  
21 well functioning systems made to function well by  
22 people who are trained to make them function well.

23           And in order to do that, we're going to  
24 have to invest in the training. And that goes back to

1 the question of whether we're willing to spend -- to  
2 invest in the training of teachers in the same way  
3 we've invested in other professionals in this country.

4 When I went to see the children, --

5 MS. WINSTON: I'm afraid that is going to  
6 have to be the last word, Dr. Comer.

7 And as usual, the -- you know, at the last  
8 five minutes or so, we're getting to -- just getting  
9 warmed up.

10 I apologize. I know that you came into  
11 the --

12 MS. ALMUSHWADI: There was a question that  
13 was asked that I didn't see anybody address, and that  
14 concerns me. When Sharifa stood up and talked about  
15 --

16 MS. WINSTON: Let me suggest this. Some  
17 of us will stay at the end and answer your question.

18 MS. ALMUSHWADI: But she went ahead and  
19 asked it before the last question. Sharifa asked  
20 about the standards of learning and about --

21 MS. WINSTON: Let me ask you to do this.  
22 I would be happy to have your question responded to.  
23 I do know that some of the panelists have to -- had to  
24 leave at 3:00, which is -- and I'm trying to respect

1 their time.

2 We are over about eight or nine minutes.  
3 And if you would just wait at the end of the session,  
4 I will get your question and make sure that you get an  
5 answer to it.

6 Okay, we do need to -- let me take this  
7 opportunity to thank all of our panelists. Clearly  
8 this is a discussion that could have gone on for many  
9 more hours.

10 (Applause.)

11 And we will continue -- the Board and the  
12 President's Initiative will continue this discussion  
13 because we know it is a very important one, and there  
14 are many questions yet to be asked and responded to.

15 So thank you very much.

16 (Whereupon, the foregoing matter went off  
17 the record briefly.)

18 MS. WINSTON: Excuse me, the meeting is  
19 not yet adjourned. This panel is over. The work --  
20 the Board has some additional business to take care  
21 of. So if you must leave at this point, would you do  
22 it quietly? I think we are not going to actually have  
23 time to take the break, although it looks like we're  
24 going to take about two minutes.



1 I'm going to ask that the Board members  
2 who are here just stay for another few moments while  
3 we conclude our business for the day.

4 Dr. Franklin, I'm sorry for the  
5 interruption. I just wanted to try to bring some  
6 order to the --

7 CHAIRMAN FRANKLIN: Yes, yes.

8 Well, I wanted to ask the Board members  
9 that are about to leave now if they have any  
10 additional comments.

11 Linda, do you have any comments?

12 Governor, do you have any comments?

13 Governor Kean, do you have any comments to  
14 make?

15 I think the time is drawing to a close,  
16 and we therefore perhaps can't have these individual  
17 comments about their experiences since the last Board  
18 meeting that we wanted. We certainly wanted to hear  
19 from Linda about -- Linda Chavez-Thompson about her  
20 exciting experience at Bailey's Elementary School  
21 here.

22 We heard some additional -- we got some  
23 additional information this morning. But if you would  
24 just take a minute to wrap up --

1 MS. CHAVEZ-THOMPSON: I'm going to take  
2 probably less than minute just to say that what  
3 reinforces what I saw at Bailey's, I saw today at  
4 Annandale. The articulation, the interest of the  
5 parents with the children, the interaction of the  
6 community with the children was very present at  
7 Bailey's Elementary.

8 And it is absolutely delightful that the  
9 children at the elementary level don't know what color  
10 is. They understand diversity. And they made such  
11 great examples. One teacher said that a racial issue  
12 came up during the year, and she immediately -- he  
13 immediately stopped the class and, for 25 minutes,  
14 allowed the children to discuss the issue.

15 Stopped everything that they were doing  
16 and let the children discuss the issue of race. And  
17 they talked about it, they worked it out for  
18 themselves. The young girl who had the problem with  
19 the racial issue felt much better about it afterwards  
20 and eventually became very friendly with the person  
21 that they had problems with.

22 What I learned most of all was that they  
23 celebrate their differences. They highlight the  
24 differences. And one young student said, "And that

1 makes us one. We all are the same inside."

2 And I got that very distinctly from the  
3 curriculum, from the expression of the parents, from  
4 the expression of the teachers, and most especially  
5 the reinforcement of the administrator who was with us  
6 this morning, Carol Franz.

7 I was absolutely blown away by how intense  
8 these young fourth and fifth graders were in  
9 expressing why to them there is absolutely no  
10 difference between all of them, no matter what their  
11 name is and no matter what the color of their skin is.

12 I was absolutely blown away.

13 CHAIRMAN FRANKLIN: Thank you very much.

14 Governor Kean, did you want to make any  
15 comments about your experiences?

16 GOVERNOR KEAN: No. Well, I've --

17 CHAIRMAN FRANKLIN: You haven't been to a  
18 charter school?

19 GOVERNOR KEAN: Yes, I've been to a number  
20 of schools, charter and otherwise. And I think the  
21 kind of celebration of diversity we've been talking  
22 about is wonderful, but I would like to stress that it  
23 is very, very important that as we emerge in the next  
24 century into this wonderful, multi-cultural society

1 that we're going to be as a country and celebrate that  
2 fact and educate our kids to be ready for that, that  
3 we've also got to remember there are certain subjects  
4 around which we've got to unite.

5 There are certain things we've got to  
6 decide that make us one, that make us Americans, that  
7 make us whatever. And if we don't do that, we're  
8 going to have different kind of problems as we emerge  
9 into the next century.

10 CHAIRMAN FRANKLIN: I quite agree with  
11 you. I quite agree with you.

12 Governor Winters,

13 MR. WINTERS: Well, Mr. Chairman, let me  
14 simply second what Governor Kean has said. This has  
15 been a very instructive process today for me as a  
16 member of the Advisory Board. And I want to say how  
17 pleased I am that we have been able to engage so many  
18 people here in this community with diverse points of  
19 view.

20 That is a part of the process that we are  
21 engaged in. We have not come into this initiative  
22 with any preconceived notions about what we're going  
23 to find or what we will advise. We are seeking that  
24 from all of you and those with whom you work and live.

1           But it is important for all of us to  
2 understand that we do have an individual  
3 responsibility to see to it that we create an  
4 atmosphere in which all of us can live together in  
5 respect and dignity and value -- and value the  
6 diversity that is one of the strong features of this  
7 great country of ours.

8           And I want to thank our Chairman and my  
9 colleagues on this Board, and especially Judith  
10 Winston and her fine staff for making this experience  
11 possible for me and for letting me have the  
12 opportunity to have you share with us your  
13 experiences, insights and ideas.

14           Out of that process, we will find, I  
15 think, the way to one America.

16           CHAIRMAN FRANKLIN: I don't have any  
17 additional comments myself to make. I don't have any  
18 additional comments myself to make. If the Executive  
19 Director would like to make some comments, I'd be --

20           MS. WINSTON: I just wanted to invite  
21 those of you who have not had an opportunity to visit  
22 the One America Web site to do so, those of you who  
23 have access to the Internet. We have brochures  
24 outside.

1           There's additional information on that  
2 site about the work that the Advisory Board is doing  
3 and the work of the President's Initiative on Race.  
4 I am sorry that we've run out of time and don't have  
5 anymore opportunity to engage you.

6           And I will ask the young lady who had the  
7 question to come forward. I'll come down and talk  
8 with you, get your question, make sure that you get an  
9 answer. Some members of the Board do have to leave.  
10 We have about ten minutes, I think, for press  
11 availability and -- okay, do ask your question,  
12 please, and those of the Board members --

13           MS. ALMUSHWADI: Thank you. I appreciate  
14 that because it was important to me that it was -- it  
15 would be heard by all.

16           My name is Salma Almushwadi, and I have  
17 four children in Fairfax County. And I like the idea  
18 that this was all brought out. But in a way, I  
19 haven't heard enough about our children.

20           I have four kids, and it's a lot of -- my  
21 concern is how they will be educated and what will  
22 they be taught while they are out there in school.  
23 They spend most of their days there.

24           What are they being taught?

1           Now a kid without enough self worth or  
2 self esteem or pride in themselves cannot function  
3 properly, cannot produce properly in their community  
4 and cannot be a good citizen if what Sharifa Alkhateeb  
5 had said, that the standards of education, of learning  
6 are bias in a way.

7           That's one issue that was not addressed,  
8 even though she did mention it. It's very sad how it  
9 was breezed by without even being rementioned. My  
10 question, originally when I stood up, was:

11           The social studies curriculum, it is very  
12 misrepresentative of almost every culture other than  
13 European. And the gentleman that came up -- and I use  
14 the term loosely -- at the end of the first session  
15 and tried to express his view is probably, in a way,  
16 similar to the views that is represented in the social  
17 studies books and curriculum.

18           My children go to that -- to all the  
19 schools and they learn this, my children and other  
20 children all over the United States. Fairfax County  
21 has put an effort to put in a group of advisers to  
22 view those books, to have a supplementary or something  
23 of that sort that goes with it into the schools, into  
24 the classes.

1           And I'm hoping that the rest of the  
2 country can do the similar thing. If we're looking at  
3 examples of success, trying to learn from it, I think  
4 that was a good example of someone who's trying to do  
5 something that is successful.

6           And maybe we should take that on and use  
7 it for the rest of the school. World history is  
8 taught in every single county, every single state, but  
9 it's not taught properly. And our kids are out there,  
10 and they're being looked down at.

11           MS. WINSTON: Thank you.

12           Any of the members of the Board wish to  
13 respond to the comment?

14           MS. ALMUSHWADI: Or at least keep it in  
15 mind for later. Keep it in mind for later references  
16 whenever you're working on that.

17           MS. WINSTON: Let me just say quickly that  
18 the Advisory Board, the President's Initiative on  
19 Race, is in fact collecting examples of promising  
20 practices across a wide variety of issues related to  
21 diversity and race relations, including efforts to  
22 expand the curriculum in ways that promote an  
23 appreciation of diversity.

24           And I again would refer you to the Web



1 site where we have brief descriptions of those  
2 programs, those practices, and some indication of  
3 where you can get additional information.

4 You're welcome.

5 CHAIRMAN FRANKLIN: I do appreciate the  
6 patience of all of you, and particularly appreciative  
7 of the people who raised questions in the audience, as  
8 well as the stimulating conversation among the  
9 panelists.

10 And I want to indicate that, in the  
11 future, we will continue to have these discussions,  
12 these dialogues. At times, they will be lively and  
13 even sparkling; at other times, perhaps not.

14 This is a fact finding opportunity also  
15 for us. And if we do it in a sober fashion, we are  
16 trying to learn. And that is also a very important  
17 intellectual process that is important.

18 If we are going to move on to become wiser  
19 about the things that we need to do in order to  
20 achieve the kind of human relations, racial peace that  
21 we want to have in this country.

22 I would indicate that we will continue to  
23 do this, and I'm going to be reporting to the  
24 President what we have been doing today and in the --

1 and our plans for the future.

2 And I want you to realize that, between  
3 now and the time of the next Board meeting in January,  
4 the Board will be busy. Members of the Board will be  
5 busy. They will be speaking to various groups. They  
6 will be participating in various programs.

7 And I think it's important for you who do  
8 not hear about the Board's activities from day to day,  
9 understand that the Board is acting from day to day  
10 and that we continue -- we will persist in doing that  
11 right down to the end of our term.

12 I want finally to thank the officials of  
13 the Fairfax County schools, and particularly our host,  
14 the members of the faculty and the staff and the  
15 principal of Annandale High School, for their  
16 hospitality.

17 But most of all, I want to thank you for  
18 your patience and your contributions and the  
19 constructive way in which you have helped us to think  
20 through our programs. And we appreciate your  
21 contributions.

22 Thank you very much.

23 (Applause.)

24 (Whereupon, the proceedings were adjourned

1 at 3:21 p.m.)  
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