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

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

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

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

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

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

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

dealing with diversity.

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

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

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

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

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

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

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

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

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

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

Education.

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

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

Secretary Riley.

SECRETARY RILEY: Thank you so much.

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

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

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

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

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

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

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

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

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

(Laughter.)

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

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

You can’t be rushed if the dialogue is to truly be thoughtful.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

and self view.

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

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

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

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

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

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

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

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

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

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

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

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

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

child.

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

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

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

I wish everybody a Merry Christmas and a Happy Hanukkah.

(Applause.)

CHAIRMAN FRANKLIN: Thank you very much, Secretary Riley.

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

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

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

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

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

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

Mr. Clausen, thank you so very much for

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

PRINCIPAL CLAUSEN: Thank you.

(Applause.)

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

(Laughter.)

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

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

Thank you.

(Applause.)

Thank you for coming.

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

exist between cultures and languages.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are programs in place to aid

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

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

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

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

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

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

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

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

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

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

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

to making any school work begins with the teaching staff.

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

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

Thank you and welcome.

(Applause.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Applause.)

MS. MATTHEWS: Thank you, Dr. Franklin.

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

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

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

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

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

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

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

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

Give us a wave right there.

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

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

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

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

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

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

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

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

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

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

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

(Laughter.)

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

Welcome to all of you here today.

(Applause.)

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

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

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

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

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

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

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

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

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

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

(Laughter.)

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

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

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

It was very much the same everywhere.

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

Why don’t we start with Alex over here.

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

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

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

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

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

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

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

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

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

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

that social arena?

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

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

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

And we see that more and more in every classroom.

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

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

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

CHAIRMAN FRANKLIN: I have a question of Alex.

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

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

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

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

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

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

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

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

Mr. Yi, what happens in your math classes?

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

(Laughter.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is not an easy job. But as teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MS. ALKHATEEB: Well, I think it changes

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

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

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

I wish more schools would do that.

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

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

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

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

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

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

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

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

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

MS. ALKHATEEB: Yes.

MS. MATTHEWS: Mr. Williams.

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

MS. MATTHEWS: Good.

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

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

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

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

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

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

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

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

Let me paint one example. My son, when he

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

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

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

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

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

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

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

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

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

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

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

Do they feel -- have they liked their

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

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

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

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

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

That becomes a very important factor.

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

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

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

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

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

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

Those things I do also look for too.

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

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

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

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

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

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

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

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

MS. MATTHEWS: Alex.

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

MS. KOHISTANI: Yes.

CHAIRMAN FRANKLIN: -- what your life was?

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

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

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

MS. KOHISTANI: Yes.

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

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

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

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

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

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

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

It wasn't -- it was their dance.

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

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

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

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

MR. WINTERS: I would like to ask these

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

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

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

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

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

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

But I trusted them before they trusted me.

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

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

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

quite a while.

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

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

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

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

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

their classroom their own background, their own experiences.

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

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

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

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

So that really ensures that we're

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

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

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

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

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

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

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

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

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

And so it is very problematic, I know.

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

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

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

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

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

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

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

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

MS. MATTHEWS: I want to ask Chris.

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

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

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

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

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

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

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

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

MS. MATTHEWS: Rodney Williams.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Do you get that kind of feedback ever?

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

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

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

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

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

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

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

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

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

And when you talk with them and when you

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

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

MS. MATTHEWS: Fatema.

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

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

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

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

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

MS. MATTHEWS: Governor Kean.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

student?

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

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

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

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

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

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

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

MS. MATTHEWS: So you actually set up meetings?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

That's how we started working together.

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

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

If students are only involved in their

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

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

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

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

I saw them going around the hall after

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

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

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

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

(Laughter.)

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

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

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

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

(Laughter.)

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

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

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

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

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

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

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

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

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

Williams, I'm sorry.

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

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

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

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

Other things that concern me -- safety.

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

MS. MATTHEWS: Ms. Alkhateeb.

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

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

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

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

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

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

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

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

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

MS. MATTHEWS: Mr. Yi, problems?

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

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

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

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

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

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

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

School is not the same thing around the world.

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

MS. ALKHATEEB: Yes.

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

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

MS. MATTHEWS: Fatema.

CHAIRMAN FRANKLIN: Just at the end, I was

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Applause.)

CHAIRMAN FRANKLIN: Thank you.

MR. HOY: Are there going to be comments

-- a chance for comments?

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

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

CHAIRMAN FRANKLIN: That is --

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

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

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

to be a minority in our country?

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

CHAIRMAN FRANKLIN: If you will come this afternoon --

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

CHAIRMAN FRANKLIN: If you will --

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

CHAIRMAN FRANKLIN: Let me ask you --

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

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

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

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

MR. HOY: I'm being thrown out.

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

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

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

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

CHAIRMAN FRANKLIN: -- this afternoon --

MS. MATTHEWS: -- listen to the --

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

CHAIRMAN FRANKLIN: There is a chance --

(Applause.)

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

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

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

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

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

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

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

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

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

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

Welcome.

(Applause.)

DR. HODGKINSON: Thank you, Mr. Chairman.

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

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

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

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

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

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

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

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

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

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

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

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

The vast majority of this increased

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

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

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

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

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

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

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

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

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

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

Although most people speak Spanish who do

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Mormon --

(Laughter.)

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

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

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

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

Transiency is the great enemy of social

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

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

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

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

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

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

(Laughter.)

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

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

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

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

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

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

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

(Laughter.)

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

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

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

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

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

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

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

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

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

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

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

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

Americans have a good Black friend.

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

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

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

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

and Indian.

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

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

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

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

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

spent.

Thank you.

(Applause.)

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

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

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

(A public service announcement was played.)

(Applause.)

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

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

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

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

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

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

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

Thank you very much. We will adjourn for lunch.

(Applause.)

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

A-F-T-E-R-N-O-O-N S-E-S-S-I-O-N

(1:05 p.m.)

CHAIRMAN FRANKLIN: Ladies and gentlemen, panel, members of the Advisory Board, we will now return to the issues of race in primary and secondary eduction that we were discussing this morning.

In the afternoon round table discussion, we hope to build on the earlier points made by the students, the parents and the teachers from Fairfax County and address more broadly the challenges associated with race and racial diversity in primary and secondary education and the strategies that can overcome those challenges.

We are joined by a distinguished group of educators and scholars representing a diverse view on educational issues. Because our esteemed Executive Director has much knowledge and experience in this fold, I am asking her to moderate this round table.

Our esteemed Executive Director, Judith Winston, is presently on detail from the United States Department of Education where she is both General Counsel and Acting Under Secretary. And she will make some brief remarks as the moderator, and then she will introduce our distinguished panelists and begin our

round table discussions.

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

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

(Applause.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Welcome, Dr. Bennett.

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

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

Welcome to you, Dr. Comer.

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

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

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

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

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

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

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

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

of governance, curriculum and pedagogy.

Welcome to you.

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

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

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

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

The members of the Advisory Board, of

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

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

But we invite your questions.

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

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

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

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

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

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

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

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

But the staff, using the program, was able

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

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

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

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

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

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

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

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

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

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

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

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

(Laughter.)

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

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

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

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

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

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

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

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

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

MS. WINSTON: Do you agree, Gary Orfield,

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

What's your view of that?

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

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

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

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

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

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

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

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

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

And those schools have less adequate

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Laughter.)

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

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

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

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

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

Now I think it takes a different kind of

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MS. WINSTON: Okay, let's --

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

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

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

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

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

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

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

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

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

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

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

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

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

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

else.

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

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

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

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

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

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

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

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

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

teacher there.

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

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

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

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

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

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

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

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

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

that you just add money into that is not adequate.

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

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

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

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

It's not because a child sits next to

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

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

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

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

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

harder to learn how to do that as an adult.

For most minority young people, they have to learn how to do that when they go to college, if they go to college, because seven out of eight Blacks and virtually all Latinos end up in a predominantly White, middle class college.

So you've got to think about all of those opportunity network aspects as well as just achievement test scores. And I think that's why trying to preserve successful desegregation where we have it and trying to open up opportunities, for example, for suburban schooling for kids who are isolated in a place like Washington or Philadelphia or other central cities is very important.

And it's not all the answer, but it's a vital part.

MS. WINSTON: Okay, Gary, let me turn to Secretary Bennett who wanted to comment, I think, on the points you were making.

DR. BENNETT: Gary's right. Certainly not everybody gets to sit next to someone from Harvard.

(Laughter.)

As I said when I made a speech at Harvard, not everybody wants to sit next to somebody from

Harvard, believe it or not.

(Laughter.)

Judy and Chairman, I have a question. A litany of speeches does not a dialogue make. I've disagreed with something that everyone has said. I don't want to make the monologue either.

But in this celebration of diversity of opinions, there are certain things that are true, that just happen to be true, such as school expenditure levels being very high in America's urban districts.

The Atlanta public schools spend a lot more money, 20% more, than they spend in suburban DeKalb County. Chicago public schools are spending a lot of money. If you look at the expenditure per pupil according to the National Center for Education Statistics, you will find the expenditures in the 20 major urban areas of our country higher than the national average by a lot.

The higher the minority population in those schools generally, the higher the expenditure. I agree with Gary -- you can't spend you way there. Eric Hanisheck at the University of Rochester has done 185 studies relating expenditure and achievement.

One other comment, if I can, and then I

would like sort of the ground rules. Do you want us to engage or do you want us just to each to make our own speeches?

MS. WINSTON: I'm happy to have you engage. I invite you --

DR. BENNETT: My last comment. Gary --

MS. WINSTON: Please --

DR. BENNETT: Gary Orfield says the evidence on private schools is ambiguous. Let me make it plain. I am not a cheerleader for private schools. I'm a cheerleader for educational freedom, for educational choice.

Only critics of educational choice believe that if there is choice, every public school in America will be abandoned. I do not believe that. I think some will be abandoned. But bad ones will be abandoned for the most part, which is richly deserved.

But the evidence is ambiguous because we don't have enough experience with it. But your colleague, a Harvard guy, Paul Peterson, has suggested the evidence is pretty good. Derrick Neal from the University of Chicago -- it's not Harvard, but it's not a bad place -- has also done some good work.

But the evidence, Gary, of the failure of

the Chicago, the D.C., the Philadelphia, etc. public schools is not ambiguous. It's a failure. Now you can say you want to preserve these institutions because you'd like to see what else we can do.

Meanwhile, you've got a 50% drop out rate and kids are going to hell. I think you should give them a chance.

MS. WINSTON: Dr. Comer, you wanted to respond to that?

DR. COMER: The evidence -- San Antonio was a failure. It was there also. But San Antonio is no longer a failure.

DR. BENNETT: Good.

DR. COMER: San Antonio's no longer a failure because you have management that addresses the needs of children and it uses existing funds differently.

Now my point is that we should fix the public schools before we run off to do lots of other things in private schools.

DR. BENNETT: But why is that your decision rather than the parents' decisions? I mean, what gives you the right to decide that those kids should remain in that --

DR. COMER: Because a long time ago, the forefathers of this country and others decided that the public school was important to maintain the core values of the democracy.

DR. BENNETT: Right.

DR. COMER: And --

DR. BENNETT: Do you know --

DR. COMER: -- expertise is important. And educational expertise. Now why --

DR. BENNETT: Do you -- let me just respond to that because if you take those children -- I mean, I've got to disagree with Gary once more.

I'm sorry, Gary.

But if you drive over --

DR. ORFIELD: I've got to get into this.

DR. BENNETT: I know you will.

If you drive over the district and look at those schools, don't paint with too broad a brush. Banneker's doing a great job over there.

DR. COMER: Right.

DR. BENNETT: Vera White at Jefferson Junior High School is doing a great job. I go into these schools. But there are some other little schools, St. Augustus, St. Thomas -- more that are

doing a great job at these core values.

All kinds of schools can do a good job at core values.

I guess what I'm asking you, Dr. Comer, is do -- how many more generations have to wait for Deborah Meier to come and deliver them as she did in New York before you give them an opportunity?

Isn't it in fact the case -- and my last question on this point -- that if you create some competition, some incentive for them to improve, the odds are that they will improve?

I mean, I know the people in Detroit wanted to make good cars all along, but I think competition made them focus a little more than before.

MS. WINSTON: Do you want to respond to that, Dr. Comer?

DR. COMER: Well, I think that we can do for schools what we did for medicine years ago. If we would create schools of education and systems all around that support the development of teachers and administrators, we could change education.

But we haven't done for education what we did for medicine. And then we're going off for some totally untested experiment in vouchers, for example

-- we're going off on that without ever having tried to fix the --

DR. BENNETT: This is not untested. I mean, go to the Jayzu School in North Philadelphia. Go to Thomas Jefferson.

DR. COMER: I also ought to point out that to pay the --

DR. BENNETT: No, no, no; you can't count the same way. This is a fact.

DR. COMER: -- for the five million children --

DR. BENNETT: Sorry, this is a fact.

DR. COMER: -- for the five million children we have in private schools already, it would cost $15 billion dollars a year to support that. And what would happen is that as soon as we looked at how much it would cost, we would say we can't pay that.

And then who would go back to the public schools, the poorest children, and that public school would have been devastated --

DR. BENNETT: That is the oddest argument of all. That is the oddest argument of all.

MS. WINSTON: Isn't it true, in fact, that part of the reason that our public schools are in the

shape that they are, many of them, is because White people were running away from schools that are public schools because -- not because of the schools, but because of the kids, the minority kids in those schools?

Now, the question I ask is, what happens to the students who are left behind, assuming there is a voucher program? There are not enough private schools in existence now of a quality that you suggest to accommodate --

DR. BENNETT: Judy, Judy.

MS. WINSTON: -- all of the students.

DR. BENNETT: Judy, open it up. Give them a chance. Open it up and let -- and see what happens. See where they go. If you open the gate, see which way they go.

MS. WINSTON: Can we afford to take that chance?

MS. KEEGAN: Yes, you must take that chance. Can we afford not to?

MS. WINSTON: And what is that risk?

MS. KEEGAN: I don’t know. You can’t fall out of bed when you’re sleeping on the floor.

DR. BENNETT: Why don’t you take the

chance with the 50 --

(Laughter.)

MS. WINSTON: We do have some experience.

DR. ORFIELD: We do have experience in higher education where we already have a voluntary system, and we know how that worked. We have a voucher system called the Pell Grants and that's our basic system of higher education.

And it's equally available, and it's targeted on poor kids, and it does not work to provide college access for them.

MS. WINSTON: Lisa and then --

DR. ORFIELD: And many of them end up using those Pell Grants in --

DR. BENNETT: Works better than anywhere else in the world.

DR. ORFIELD: -- fly by night institutions that are created to exploit them.

DR. BENNETT: Best system of higher education in the world.

MS. WINSTON: The concern here is the extent to which it seems from -- part of the concern at least is the extent to which race and the race of students in public schools prevents us from providing

them, those students, with the kind of quality teaching and learning experience that will permit them to compete.

Now, we're talking about where students are today. They are there. Now, the question is, do we have to change attitudes about these kids and to make sure that first everybody understands that low expectations for Black kids and Hispanic kids and Asian kids and other kids are not appropriate, and then we'll get change?

How do we deal with this issue?

Deborah, do you want to respond?

MS. MEIER: When the people in New York who wanted vouchers in New York, I point out to them that in New York City alone, public school choice, creating small, powerful schools of much the kind that Dr. Bennett describes, there are 100 of them in New York City, more than all the charter schools if they won they way in New Jersey, New York and Connecticut in the next few years.

In other words, there is -- that's why I don't want to spend most of my time arguing against them. I want to talk about what's --

MS. WINSTON: What do you think the issue

is then, Deborah? What do you want to talk about?

MS. MEIER: I think we ought to talk about what are some of the components that we know and what are some of the obstacles within the public sector that make it hard to have those kinds of good schools. School size, for example.

There's, I think, plenty of evidence that especially for the children who are most vulnerable, small schools are more powerful. But we have lots of public policy issues -- (applause) -- that have made public -- that have made smallness hard to do.

In New York, we just recently got a court decision, God knows how, that says that directors of small schools had to be replaced by principals. Now the one -- small schools are partly attractive in New York City. We got -- won them over in part because they didn't have to pay quite as much for principals because it was a much smaller school.

Now they say no, you would have to do that. Now what is the court deciding that for? But it's going to be an excuse to cut back on small schools and the autonomy of small schools.

This happened a few weeks ago, so it's on my mind. The number of stupid things we do when we

know what is right for children. So I think we know that, especially for vulnerable children, small size matters. And we ought to look at all the policies and make it hard to have small size.

We know that giving schools more autonomy -- if you can't give them all the resources, at least don't make me spend half of my day arguing with the bureaucracy about an order that I can't track down because they did all the central ordering.

(Applause.)

I mean, there's a whole bunch of things of that sort that we could change that would increase the odds. They wouldn't guarantee that all schools be Central Park East. They would shift the odds towards improving schools.

I think also we have to tackle the question of the way we measure and who does the measuring and how we measure. And I'll tell you this way.

If we acknowledge that having an advantage is an advantage, and then we create a measuring system that always rank orders and is designed only to rank order, then it seems to me odd -- it would be an odd world indeed if the least advantaged were in the front

of the line by such a measuring system.

Why can't we invent one more like the park where my drivers test? And what would the driving industry be like? What would America be like of we had insisted upon a norm reference curve, bell curve, for drivers, and then said everybody below the 50 percentile isn't allowed to get a license?

(Laughter.)

Only half of Americans are, by law, allowed to get licenses.

(Applause.)

That's the kind of thing that could make a difference, could put energy into the idea that all children -- we should have high expectations. If we didn't -- I have very high expectations when I take the kids out to recess every day.

I want them to get in line at the end very fast. But -- and they've gotten there much faster. But, you know, there's exactly the same number of the children at the end of the line as there were when they got there slower.

I want us to improve, but I don't think we can -- we've put an incentive out there when the way we measure improvement is percentile rank orders.

That’s -- so I just think there’s a lot of things we can do besides arguing about voucher systems.

And I hope we’ll -- I think some of the things I’ve thrown out there -- I see people nodding their head.

MS. WINSTON: Well, I mean, there are a lot of people nodding their heads up here, but --

MS. MEIER: I mean, the two of us nod our head on that one together.

MS. WINSTON: Right.

(Laughter.)

And we know that there are a lot of children in trouble who are not being well educated. What does it take to do those things? You’ve put the ideas out, we’ve got books.

Lisa, do you want to respond?

MS. KEEGAN: Well, what frustrates me, I guess, Deborah, is that you don’t want to discuss charter schools. They’re sort of off the table for you because they might be interesting, but --

MS. MEIER: No, I don’t mind discussing for five minutes.

MS. KEEGAN: But what you did in your school defined you as a heroine, and God knows I think

that's true. I think that's true of anybody who takes children and changes their hope and their life and their future.

But that has happened 220 times over in the State of Arizona in two years. That cannot be dismissed. Those are all professional educators who had a dream about how to educate children. These are not private companies yet in Arizona.

That probably will come. And they probably will run schools, and they probably will do a great job. These are missionary educators who wanted to come in on behalf of children, start a school. These schools are smaller.

I followed your points. These schools are autonomous. Money goes to the school controlled by the school. They hire their staff, they fire their staff, they define their curriculum under the state standard.

They are not exempted from testing. They must have the --

MS. MEIER: You've missed my point.

MS. KEEGAN: No, no; but what I'm saying is there seems to be one --

DR. BENNETT: She's just against talking

about them. She's not against them.

MS. KEEGAN: I know that. I've read the book. I've read the book. But you didn't want to discuss them. You're not against them. We just can't use them as a route.

What I'm saying is, if there isn't one best school, and there isn't, there can't be one best way to get there. Perhaps we define heroes, we define heroines in the traditional public system. We also say public charter schools are fine.

We say why not take a look at private school vouchers for those children who could benefit. Why not open every door, every window, every crack in the floor these children can get through right now?

If we said today in Arizona that all children will have the opportunity to take all of the operational and capital money that they're entitled to, you strap that money to that child's back and it goes with them to the public school that they choose, it changes the world tomorrow.

Changes the world tomorrow because schools can control what happens for those children -- discipline, curriculum, the teachers in that classroom. It is a simple solution. We choose to

make it complex because we protect people.

I think we protect adults and we don't worry about children.

DR. ORFIELD: I think it's a very simple minded solution.

MS. KEEGAN: It has worked in Arizona, however. You cannot say that it hasn't.

DR. ORFIELD: What we know about choice is that it doesn't work that way. We know that families that are English speaking, that are educated, and that have information, inside information, and have the ability to bring their kids to school in their car and so forth get lots of choices that other families do not get, especially when you have charters.

MS. KEEGAN: You know what, I need to respond to that, Doctor. That is extremely patronizing and untrue --

DR. ORFIELD: It's not patronizing and it's not untrue.

MS. KEEGAN: -- that low income families don't make choices. It's not true in Arizona.

DR. ORFIELD: It's a fact.

MS. KEEGAN: We have -- you need to study our state. We have a higher percentage of low income

and minority families who choose charter schools than who don't.

DR. ORFIELD: That's when they're based right in the neighborhood, right?

MS. KEEGAN: No, sir; they drive across town as well. They drive all the way across town, 25 miles.

MS. WINSTON: Governor Kean.

GOVERNOR KEAN: You know, what I think is happening, and one of the things I like about this discussion, is that I've been so tired of hearing in my own state and elsewhere for so many years excuses why poor kids couldn't be educated.

It's because there isn't any money. All right, everybody goes out there and tries to get more money. In the City of Newark now in my state, there is more money than the average suburban school in the state.

But that doesn't work. Newark is still, by most measures, the worst school system in the state. Then they say well it's because of single parent families, or it's because of teenage pregnancy, or it's because of all the excuses you've heard.

The fact is that we have people sitting up

here who have done it. And they were educating kids in schools where people thought it was impossible.

And what we've got to do is learn from the kind of things that Deborah Meier just said, from the kind of things that Jim Comer has done, from the kind of things we just heard was going on in a number of parts of the country.

And start positively, and say if we follow some of these steps, these kids don't have to be warehoused anymore. That's all that schools are doing is warehousing them until the smartest ones drop out at some point.

These kids are educatable, and race is another excuse. It may not be verbalized, but people say well it's very hard to do, you know, in that area. You know, we've got all sorts of problems. It can be done. It is being done.

There are people all over the country who are educating poor kids and doing it well, and those kids are going on to productive lives. And somehow we've got to find a way to replicate those people and those systems and really say goodbye to the excuses.

There is no excuse anymore.

(Applause.)

DR. COMER: I don't want Deborah or Dr. Lam or the people working in our schools to be heroes. I want every school to be able to make it happen on a day by day basis in what's going on there.

In order for that to happen, I don't think that we can count on a system that is so fragmented that here, there, everywhere people can do what they want to do. We have to have a system where the state has really helped decide, maybe with the input of parents and the like, that this is what teachers need, this is what administrators need and this is what needs to happen in the classroom at a building, and then we need to buy into that.

But we have to invest in the training of our teachers and the preparation of our teachers, and we're not doing that. Now I -- that is the most important factor. We're not investing in that preparation, and we're not making certain that they are prepared to work with children.

There is an assumption on the part of the public that most teachers know how to work with children. My experience is that most teachers don't know how to work with children. They don't know how to support the development of children.

Not through any fault of their own. They are good people. They are the hardest working people in this country. But, they are not prepared to do the job they're asked to do. And I see it all the time.

And it seems to me -- and it becomes an issue of race because a disproportionate number of the children -- a disproportionate number are not -- are Black children in areas where the teachers have not been prepared.

And the question is, why don't we invest in the teachers who are in the public system?

MS. WINSTON: Well, these are pretty well known facts I think among the public, the informed public, that this is true. The question, it seems to me, the challenge --

DR. BENNETT: Not a fact, not a fact, sorry. It may be an opinion, but it's not a fact.

MS. WINSTON: All right.

CHAIRMAN FRANKLIN: What did you say?

DR. BENNETT: It's an opinion. It's not a fact.

MS. WINSTON: Okay, perhaps a widely held opinion that we are not doing -- making that kind of investment and that the students that are

disproportionately affected by race are children of color.

Now it seems to me the challenge for us is to answer the question what will change that position? What will spark the investment in teacher preparation which we know, if done well, can change the way students learn?

DR. COMER: Teacher and administrator, how is that?

MS. WINSTON: Teachers and administration. Governor Kean just said principals.

DR. BENNETT: Let me put out one other thing before we answer that.

MS. WINSTON: Okay.

DR. COMER: You know, the issue of public versus private -- I want to point out that the most successful institution in this country -- one of the most successful institutions, one of the most respected in the world, is a public institution. That's the military.

Now -- and the military is also a big bureaucracy, but it works. And why does it work? Because it has a clear mission and there is training and there is an effort to get everybody prepared, and

there’s a readiness that is important.

Now that, it seems to me, we have to bring, and we have to buy in that all of our children are important; that we have to have the same sense of readiness and preparation of all the children if we want to maintain a democracy or create and maintain the democracy that we want.

That has to be created. That has to be generated, that notion. But I -- making it private is not going to create the idea that it’s going to be -- I mean, that’s not going to make it better. We have to create the notion that all kids can, and we prepare the teachers to do --

MS. WINSTON: Well, all kids can. There have to be standards --

DR. COMER: Right, that’s right, right, right, right.

MS. WINSTON: -- of what we expect them to know.

DR. COMER: Right.

MS. WINSTON: Teachers have to be held accountable.

DR. COMER: Right.

MS. WINSTON: Resources have to made

available to make sure that that happens.

What else?

DR. BENNETT: There's actually a body of research on this. Actually, a lot of bodies of research. There's worked called the Effective Schools Research, which I know many of you are familiar with. Ron Edmonds did it. He is deceased now. Very distinguished educator, Black gentleman by the way, I would point out, did some of the -- I think the best work ever done.

He said, "All good schools are the same." Tolstoy said, "All happy families are alike." Edmonds gave the pedagogical version of this.

He said, "Whether they're Catholic, Baptist, Public, Seventh Day Adventist, whether they're in Alaska or Arizona, they have six features: they are safe, they have high academic expectations, they spend time on tasks," -- that is, most of the time is spent on educational tasks -- "they are led by someone."

Amy Weiss Norea at LaSalle Language Academy, a Joe Clark, a Deborah Meier -- they're led. Time on task, academic achievement, leadership, high expectations, which have already been mentioned,

evaluation -- evaluation of students, how they're doing, how they're learning, what their deficiencies are.

And those are the features.

When you find them, you find them, and you find them in all kinds of different environments. And I think that research is still pretty much up to date.

I'll accept your offer -- just one brief comment, Judy. I don't want to prolong this argument in terms of choice being too risky a proposition. Give me only the students who have dropped out, okay? They're already gone. You've lost them already. Give me those students.

Al Shankar once said to me, "We'll give you a choice for the bottom five percent." I thought that was kind of nasty of them. But I said, "We'll take it, we'll take it. Because they're already gone. You've lost them. Let's see what else might work."

This is about them; it's not about us or our blessed system.

MS. WINSTON: I want to give the Board an opportunity to ask some questions. I would like to just very, very quickly, very quickly just ask each of the panelists for a one or two word answer to this

question:

What do you believe is the single most important factor of assuring equal educational opportunity for students across racial lines?

Gary.

DR. ORFIELD: I think getting kids into good schools that are competitive, that have well trained teachers that are on task and on -- with the right curriculum. And I think that one of the ways to do that is through school integration.

MS. WINSTON: Okay, thank you.

Deborah Meier.

MS. MEIER: I think it's creating schools in which everyone knows each other well and a lot of power rests with those who know the children best and care about them most.

MS. WINSTON: Okay.

Secretary Bennett.

DR. BENNETT: In school or out of school?

MS. WINSTON: I'm sorry?

DR. BENNETT: In school or out of school, or either?

MS. WINSTON: You decide.

DR. BENNETT: Parents.

MS. WINSTON: Parents, okay.

Lisa.

MS. KEEGAN: It would be families and also high academic standards and an expectation that all children reach them.

MS. WINSTON: Dr. Comer.

DR. COMER: Training and preparation in pre-service and in in-service that allows teachers and administrators to create a climate that supports the development of children and enables them to manage that climate to continue to support the development.

Because when children are developing well, they will learn.

MS. WINSTON: Thank you.

Ms. Lam.

MS. LAM: I would say high expectations and strong accountability, good teacher preparation and principal preparation, and strong work with parents and community.

MS. WINSTON: Thank you.

Now I'd like to offer the Advisory Board an opportunity to ask any questions that you may have remaining of the Board, and then we'll go to audience -- public participation.

MR. WINTERS: In addition to all of the matters that we have been discussing this afternoon, out of my own observations from the area in which I come, one of the great challenges that we are confronted with now and will be increasingly confronted with, it seems to me, is an adequate supply of teachers.

In my state, we opened this school year with at least 1,000 teachers short -- 1,000 certified teachers short of what we needed. In this country, as I understand, in the next few years, we will need two million new teachers.

And we can talk about all the types of school organizations that we have, but the key element in any educational system is the quality of the teachers. What can we say can be done about this problem?

DR. BENNETT: Should I start and be the target? Okay.

It's a kind of false market we've created, I think, Governor. Current teacher certification is mindless. Al Shankar, the President of the American Federation of Teachers, surveyed his teachers. He loved his teachers, and we should all love the good

teachers who do the good job.

Teachers was the only profession who said their own preparation was terrible. They trashed their own education. And it really is, in many places, very dismal. I think we should open up licensing to anybody who is competent, who knows their subject matter, can communicate with kids.

In these days, you've got to check criminal records. Give them a try, and then work with them in the way Dr. Comer was talking about. Consider this: I was at St. Albans School yesterday. My children don't go there, but I was watching a basketball game.

It's a very wealthy, toney prep school in D.C., about $13,000 tuition. I was there watching a basketball game. But people pull their children -- wealthy people in Northwest D.C. pull their people out of public schools to send their children to this school and other schools and pay an extra $13,000 bucks, which I'm not sure makes sense, but that's their decision -- where teachers are not certified.

All over this country, people send their children to schools where the teachers aren't certified, where the teachers have had a good, liberal

arts education. I went to Williams College, which is a pretty good college.

A lot of the graduates, when they finished, wanted to go into teaching. But we didn't have a school of education. So those kids could not teach. No matter how idealistic they were -- they wanted to go to Newark, Tom, you know, and teach.

They wanted to do two years in the inner city, you know, and see how things worked out. They couldn't go there because they weren't licensed. They -- commercial, commercial -- alternative certification. But they could go to the most elite prep schools in America and teach.

I think you cast a wider net, as we say in the language of affirmative action -- cast a wider net. Get anybody who can do the job. Don't just limit it to the people who've come through that narrow passage.

MR. WINTERS: The problem, as I see it, and this may be a provincial view, is that there is still a huge shortage of teachers, whether they are formally certifiably or not. And those good teachers will not go to the poor schools.

Now how do we arrange a system where the

best teachers go where they are most needed, and that is to raising the level of education in schools that, for generations, have not had any sort of adequate educational process?

GOVERNOR KEAN: Governor, let me say, in New Jersey, where we put in the alternate route certification, we have had a huge number of increase in number of students who want to go into teaching that have come from the best schools, best colleges.

They are staying in the profession longer than the teachers who were provided by the normal method, and there are more minorities in that particular group. We have now almost two teacher applicants for every teacher position in the State of New Jersey.

But what I started to do when I was governor is I actually put a scholarship out for students who were in the top quarter of their class who wanted to teach. And then we increased it for those who said they were going to teach in an urban school.

That’s gone by the board because there is such a surplus of students now who want to teach in any school.

MS. MEIER: Governor Kean, do they -- were there resources to help train them on the job?

GOVERNOR KEAN: Yes; oh, yes. They don't just get put in the classroom. They have to obviously be expert in their subject matter, pass a test in their subject matter. They've got to eventually pass the National Teacher Certification Program. What is the test, the national teacher test, whatever it is?

But they -- and they have to take some courses while they're on the job. But they can go under the supervision of a senior teacher right into the school.

MS. MEIER: So it's an apprenticeship?

GOVERNOR KEAN: Yes, exactly. But they can come from Princeton -- and right now, if you graduate from, I'll say Princeton or Harvard -- you graduate from a good college like that, --

MS. MEIER: You're all snobs, you're all snobs.

GOVERNOR KEAN: Yes.

(Laughter.)

And you want to go into teaching, a lot of people do not want to go and do the traditional teacher's college route. But they will go into

something like alternate certification or they will go to a program like Teach America which has put an enormous number of very qualified young students into classrooms where they're needed the most.

MS. LAM: Well, in San Antonio, we still have a teacher shortage, especially in some areas like mathematics, physics, bilingual education and special education. But the problem is not just recruiting people and hiring them, but it's also to retain them.

Sometimes they will come in, but, you know, after a year or two without proper support, they will just leave and then we have -- the cycle starts all over again. We have initiated a program to mentor every new teacher in the district and not just for the first year, but for five years.

Because we have discovered that that's when we lose our teachers is during their first five years in the district. So we thought okay -- and there's some incentives for the mentor teacher to make sure that the mentee is helped and supported and stays in the district.

But, for example, in the area of mathematics, we just do not find enough mathematics teachers that want to come to San Antonio inner city

school district. And we have offered the world. I mean, we have additional incentives, monetary incentives to come.

But in the state as a whole, 50% of the teachers -- and not that certification means everything -- but just as a statistic, 50% of the teachers in Texas do not have a major in mathematics.

MS. WINSTON: Let me ask if there are other questions that member of the Board have.

CHAIRMAN FRANKLIN: I just want to be certain that time --

MS. WINSTON: Yes, that's what -- I was going to move to the others.

CHAIRMAN FRANKLIN: I would have a question, if I may. I thought maybe --

MS. CHAVEZ-THOMPSON: No, no question; just a comment that I have found this a very interesting discussion from these wonderful panelists that has brought forth a lot of information to this Board. And I thank you personally for your observations.

Whether I agree or don't agree with you is not the important thing; is that you've been able to voice them and expound on them and have done it so

well.

CHAIRMAN FRANKLIN: First of all, I have two or three questions. I don't know, I don't know about the audience.

But I was wondering first of all if there is not -- have we looked at the problem of cost and the willingness of our country to pay for the kind of education we want our children to have?

I know that there are parts of the country, sections of the country, where schools are so inadequate, resources are so inadequate that neither teachers nor students nor anyone else can do an adequate job.

And I just wonder if we are, as a Nation, committed -- I mean, across the board. I don't mean -- I mean across the board, are we willing to roof our schools, to glaze our schools, to be very fundamental and to heed our schools to say nothing of providing the kind of technical equipment and skills inside our schools?

Are we willing to do that in order to provide the education for our children across the board? I am not persuaded that we are, and I want to be assured that we are.

And we can speak about this kind of school or that kind of school, the other kind of school, but is -- are we committed as a people, as an American people, the people of this country, to do what is necessary to provide the kind of educational opportunities that we think -- that I think the American children deserve?

And assure me, please, someone that we are, as a Nation, willing to do that.

MS. KEEGAN: Well, I don't know that -- I can assure you, except to say, number one, I think the public is in fact willing to do that if they feel they know their schools, they have a hand in their schools, they understand what's happening with their children.

And I would simply suggest, Doctor, I think we ought to look at doing away with district funding. We ought to start looking at student funding. Geographic boundaries and a reliance on property wealth have created some of the disparities we're talking about right now.

I think it would be incredibly powerful, incredibly powerful for states to look at whether it shouldn't be the case that we fund children and not political subdivisions; and that that money goes not

to central offices, but to the schools themselves where control by principals such as they've done in San Antonio at the behest of a progressive superintendent.

Could that not be the case? Because it isn't necessarily the case that within these political subdivisions all schools are treated equally. I would rather have us just flat out pay for kids in a public system and let the schools have that money.

And I do believe that the public is willing to say absolutely, that's a system I am confident in and one that I'll support, and they do support it.

MS. MEIER: I was wondering -- I mean, I love the idea of giving me the money for our school. But thinking about the question of the public's sense that these are -- that the schools of America and the kids of America belong to all of us, I'm not sure that you're right that people who don't actually have their kids in schools would maintain a sense that these are our shared institutions.

I think that's one of the issues that we don't tackle, what would make this country think these are our shared institutions. And someone pointed out

to me that in the 1930's, with a population half the size we have today, we had something like ten times as many people in this country who served on school boards because we had smaller districts.

I mean, the public is not part of our school life. And getting them back in I don't think will happen just by giving us all our sort of private problem, you know, our private little world in which we only have our own constituents.

So finding some balance between giving me a situation where parents and our staff and our kids are a community that makes powerful decisions, but that we still are part of a larger public body --

MS. WINSTON: I really do want to give the public participants here, the audience, an opportunity to ask questions. I understand that we do have microphones on the floor. Is that right? Both at the front of the auditorium there are microphones.

If you have a question or would like to make a very short comment, please come forward. Okay, we have a gentleman there.

Please state your name.

MR. HARRIS: Hi, my name's Robert Harris. I work in the county school system here. The second

part of this panel was to talk about strategies for overcoming racial disparities and make diversity an asset to education.

So I'd like to get some of your comment on what I think is a wonderful strategy, and that is teaching and providing education and conflict resolution and mediation skills to students, as well as teachers, counselors, administrators, social workers, psychologists, parents and so on and so forth.

And that, over the past five years, programs have been developing all over the country, including my last count, about 130, 140 here in Fairfax. And that these skills help to teach students to better understand when differences arise, when diversity comes into play, to help promote understanding and respect.

And that this kind of education really can help solve conflict and help solve some of the divisiveness that comes from people who are different. So I'd like some of your comment.

MS. WINSTON: I think we understand the question.

DR. ORFIELD: I think that teaching people

in conflict resolution skills, human relation skills, not just students, but faculty too, and faculty and staff, is very important, particularly in interracial schools.

About half of the kids in the United States are in schools with at least one second racial group, and about an eighth are in schools that have at least three major racial groups involved. And there's lots of conflicts and there's lots of misunderstandings.

And we know ways, techniques, that will bring those down and improve the outcomes. We used to have a federal program called the Emergency School Aid Act which financed that kind of work in schools. It came out of the Nixon administration. It was repealed during the Reagan administration.

We really don't have any kinds of resources at the federal level for doing that. It's very important that school districts do that, and it's very -- I think we really ought to put some money back into the federal budget to help work on those issues because there's lots of unnecessary, unsolvable conflicts in interracial schools.

DR. BENNETT: I think that Fairfax can pay

for itself. This is a --

DR. ORFIELD: The world isn't Fairfax.

DR. BENNETT: I said Fairfax. That's fine. Pay attention to what I said. Fairfax can pay for it itself.

But I'll tell you, I would get the math scores up before I'd have courses in conflict resolution. Not necessarily in Fairfax. One suggestion has occurred to me.

If you have another hearing or discussion on schools, have it in the inner city and hear from parents in the inner city. You will not hear them talk about --

(Applause.)

I guarantee you will hear maybe some, but you will not hear much about conflict resolution and we need more diversity. What you will hear is get the damn drugs out, keep the criminals in jail, get order in the streets and give our kids a chance.

I think it's fine to work with conflict resolution, but we're -- you know, we're 22nd in the world in math; first things first.

MS. WINSTON: I'm going to go to this side of the auditorium.

MR. TAYLOR: Hello. My name is Jerod Taylor. I am with a monthly publication called American Renaissance. And my question is primarily directed to Professor Orfield, but I'd be curious to hear anyone's views on this.

I've been following your research for some time, Professor, and I find it very interesting that you find this increasing resegregation of schools which reflects segregation in residential patterns. And residential patterns are really like everything else in which Americans have a free choice that's not directed by Government.

They tend to segregate. And even in integrated schools, there tends to be a kind of segregation racially within those schools. And this despite the fact that, for the past 40 years, every major institution in the country has been promoting the view that race doesn't matter or it can be made not to matter and that integration's a good thing.

Now this suggests to me that the persistence of segregation suggests that perhaps that's a natural state of affairs and that integration is an attempt to create something is unnatural.

DR. ORFIELD: That's a good question.

MR. TAYLOR: And so my question to you would be, if integration is unnatural and separation is more natural, should the whole integrationist enterprise be rethought?

DR. ORFIELD: Well, this is exactly what some conservatives are arguing, which is segregation is natural and you can't do anything about it. And that was the same thing that was in the Plessy decision in 1896.

It said segregation is natural, you can't do anything about it, let's do separate but equal, and we found out how that turned out. What's actually going on in the residential markets isn't free choice. The assessments and audits of the housing market show very intense segregation and discrimination against African-American and Latino home buyers and renters.

It operates in all kinds of ways. Suburban access is not free either. Almost all suburban land is zoned in a way that poor people and working class people aren't allowed to live in those communities because housing isn't provided for them.

Housing in public housing, which houses a significant share of the -- the large share of the residents of central city school districts is located

in a segregated basis. And every place that's been examined by the courts has been found to be unconstitutionally located.

So millions of people are living where they're living not from their free choice, but from systems of public and private discrimination and exclusion. And you can't assume that's natural. Only 1/10th of African-Americans want to live in a segregated neighborhood.

The reason that they end up in a segregated neighborhood isn't from preference, it's from a system of discrimination that's very pervasive.

MS. GAMBLE: Cheryl Gamble with the Counsel of Great City Schools.

I have two questions, actually. My first one is for Governor Kean.

You said that there are two teachers for each teacher vacancy in New Jersey. I wanted to know if that was representative of districts like Newark and also Patterson.

My second question is for Ms. Keegan. You said that there are 220 charter schools in Arizona. I'd like to know how many students do you have in Arizona as a whole?

How many students that those 220 charter schools serve, and what you're doing to move programs such as the charter school programs to students who don't have access to them?

GOVERNOR KEAN: I'll answer mine first. I don't know if it's exactly two to one in a city like Newark or Patterson. I'll tell you there are people looking for every job that opens up. And so that is not -- whether or not it's a problem maybe in physics or something, I'm not sure.

But in general, there is a teaching shortage in my state. And the shortage extends to jobs in urban areas, as well as jobs in suburban areas. And maybe some of the rest of you want to pay for a plane ticket from New Jersey.

You could find some teachers.

MS. KEEGAN: The answer on charter schools in Arizona is we have about 740,000 students in the total public system, 30,000 students approximately in the charter schools. The charter schools come up by choice where the operator wants to build the school.

They generally are picking very populous areas, but they also are in the rural counties. They're in every one -- we have 15 counties; they're

in every county but one. So they come up where the operator feels they're needed.

Most of the good schools have substantial waiting lists. The charter school operators don't want big schools, and so they're kind of, a lot of them, in the process of trying to find other educators to help them multiply these schools.

And so we don't tell them how to do that. They're doing it by virtue of parent demand.

GOVERNOR KEAN: I just want to correct what I said. I said shortage in New Jersey. I didn't mean shortage. I meant we have an excess of teachers. We have students at Drew University where I am, very bright people who want to teach, and cannot find jobs in the State of New Jersey, urban or suburban.

MR. PRINCE: My name is Ernie Prince and I'm with the Urban League. And this is for any of the panelists.

It's that we talk about how we can find ways to end the disparity in education of our children. If most of -- as we look at the educational systems around the country, they have not been changed for at least 70 years.

I mean, they are far behind all of the

changes that have taken place in the private sector to meet the demands of the new world. It is very difficult to get school systems to change. For example, you know, why do we close schools at basically 3:00 in the afternoon when the most dangerous hour for kids is between 3:00 and 6:00?

I mean, there's nothing that says education has to end at 3:00. Why do we close schools in the summers for two and a half or three months out of the year? No other business in this country could exist on that type of a schedule.

I think what we have to do is to look at changing and modifying how we educate all of our children, which may supply us with an answer ending some of the disparity. It is very difficult to go into a school system and to ask them why do we have 39 minute classes or 49 minute classes.

And the administration will tell you well, that's because we negotiated with the teachers' union. It has nothing to do with education. And I think we have to get back to what some of the panelists indicated this afternoon -- our core mission is educating our children.

If we can solve some of those issues, I

think we can deal with some of the disparities that we find in our school systems in this Nation.

MS. MEIER: I want to say one thing about this, the time question of after school, which is so fascinating. Because in fact, I remember it came as a shock to me to realize that kids spend only 1/6th of their waking hours inside schools.

Five-sixths of the kids are, if you want, home schooled under circumstances in which there isn't -- we haven't thought about what is that home in a position to do for them. So if educating -- if we look at the education fact that the other 5/6 has an enormous educational impact and we pay no attention to it, I couldn't agree more.

I mean, the -- I think there's been a decline in that. At least in New York City, there were a great many more after school opportunities for kids, and it's harder and harder to think what kids should be doing during those hours in our increasingly more violent streets.

So I think that's -- I thank you for bringing that up.

MS. WINSTON: Dr. Comer, did you want to respond?

DR. COMER: Yes, I agree with you very much that schools have not changed, but in part because we still think of the mission of the school as just to pour information into the heads of children and we don't think of developing the whole child.

And the whole issue of keeping the schools open, activities, social development -- I heard Mr. Yi this morning and Mr. Williams this morning talking about the fact that middle school children are very much concerned about their social situation.

Well, that whole development is going on and very important and is related to academic learning. And we don't pay attention to that. We pay -- and as a result of that, we haven't trained our teachers differently.

We haven't trained our managers differently. In other countries with better school systems than we have, they are centralized systems. And they make the decisions, relate it to what's good for children, and they flow throughout the system.

In our country, with the decentralized system, we need an organizing theme and a way of understanding what it is we're doing and then train the managers and the teachers to carry that out in

order to make the adjustments needed to keep up in this age.

We don't have that. And I argue that the organizing theme is child development, and we should think about child development and education.

DR. BENNETT: Well, just think about this. If we all agree that time on task is important, and it's true that many children in America spend more time watching television than being in school, some things are not a surprise, are they?

MS. WINSTON: Diana Lam, did you also want to --

DR. BENNETT: And the portrayal of race, by the way, on television. You need to talk to those guys about how they portray Black people, people of color, because there are messages there to our children which are absolutely horrible.

You talk about stereotyping. If a conservative did or said or told stories about Black people or Latinos the way Hollywood routinely does and sitcoms routinely do, they'd be called the worst think you can think of: Reaganites, conservatives, whatever you'd call them.

(Laughter.)

But I mean, it's really -- particularly advertising, particularly advertising. These kids are made to buy, consume and live on junk.

MS. LAM: I think that after school programs, schools being open the entire year -- I would say that most school districts would like to do that, but it's also a question of resources. We are very fortunate in San Antonio that we're able to do that.

But I guess I want to put in a plug for urban school districts where there is a high concentration of minority and poor children. So your statement about giving the money to students rather than to districts, although it sounds alluring, if it's the same per pupil cost, I don't think that takes into consideration that what we -- the children do not come to the school district with the same level of preparation for school.

So I would just like to see some allowances for that.

MS. WINSTON: Next question.

MS. MOORE: Hi, my name is Tishon Moore and I'm a senior at Cordoza Senior High School in Washington, D.C.

I have a comment with just the fact that most of these questions that are being brought up -- it's quite interesting that all of you guys are answering it where it will be better actually to get the -- get it from the source who are doing what we're going through with racial issues such as the students like myself.

Just to hear that, you know, you guys have -- you know, you've seen it, you're teachers and things like that and you're around it, but unless you understand what it feels like to go through the simple fact of being in Washington, D.C. and going to schools such as Banneker and things like that -- no, I haven't attended Banneker or anything like that, but I do see that.

Look where those schools are -- uptown, northwest. And the schools that aren't being held with the money and the issues of everything, you know, how we're being taught, you know, "not good," it's down in southeast or northeast and, you know, places where it's not looked upon because of minorities are more highly recognized there.

And it's quite -- just interesting how, you know, they have the jurisdiction breaking up for

D.C. Like if you're in this area, then you have to go to this school. I'm in a jurisdiction area of what -- I'm not exactly sure what ward, but I'm a block away from Dunbar Senior High School, but I have to catch a bus to Cordoza Senior High School which is out of my jurisdiction.

But they say it's my jurisdiction because "the Government has it that way." And so if you see that most of these kids are coming from other parts of the city which are starting these issues where race is coming like here and there and there and most of the White kids are uptown or Fairfax County -- if you live in Fairfax County, you'll go to Fairfax schools.

Or if you live in this county, you'll go to those schools. But it's not like that in D.C. And you're forced to go to schools where there is bad teaching, where there is students who fall out of school and don't have that, you know, concern for whether or not who going to do what.

So -- and the question I have is that with the question on the issues on what schools are like highly recognized and what schools aren't in the Government. Most schools are highly recognized such as Banneker. You probably don't know much about

Cordoza. Why not? Because we're only recognized for shootings and stabbings, which is totally not the only thing about Cordoza.

And only because there you have White people, there you have the highly recognized. And I'm not racial at all. One of my best friends --

MS. WINSTON: Could I just ask for your question?

MS. MOORE: I'm sorry, no problem at all. But I just had the question in seeing that the race issue, is it truly coming from just the schools or is it coming from the Government? Because that's what I see mainly. You know, you have the Government pairing off places and you're wondering, you know -- well, you say it's just the schools that's doing it.

DR. BENNETT: Me? Well, I'm with you. The management -- (laughter) -- I'm with you.

(Applause.)

Actually, I did go to school in D.C. But the management of the D.C. public schools is, shall we say, wondrous to behold. And the stuff that is -- I mean that sarcastically. It doesn't work. It's totally mismanaged.

For a long time, General Beckton has been

trying to find out the budget and the enrollment, and they're still not sure how many students there are in the schools. I mean, not by missing one or two, but by hundreds or perhaps thousands.

It is a mess. It is a test case for educational revolution really. It makes the case for educational revolution.

MS. WINSTON: Yes, sir.

MR. LITZCIS: Yes, I have a question for -- it's an open question for the whole panel.

Several of the members have said that Blacks in particular feel distrustful of the education establishment. Yet, more and more, we are hearing from Whites, and indeed some Asians, that they too are distrustful of the same establishment because of political correctness, affirmative action and multi-culturalism.

Are there any plans to address their concerns?

Jim Litzcis.

MS. WINSTON: As I understand it, you've asked -- you've indicated that many of the panelists or Board members have indicated that Blacks are distrustful of the school system, but there are also

many Whites who are concerned about -- and Asians who are concerned about the way the schools operate.

And is there any plan to talk about affirmative action, multi-culturalism? Is that your --

MR. LITZCIS: Exactly, exactly.

MS. WINSTON: Do we plan to address those issues in the context of White fear?

MR. LITZCIS: Yes, that they feel that they are discriminated against by affirmative action or a lot of their liberties are taken away by political correctness, especially in the college/university setting.

MS. MEIER: I hope we can help disabuse him of that impression that being White is a great disadvantage in America.

(Laughter.)

MS. WINSTON: Yes, what is the nature of the fear? Do you want to --

MR. LITZCIS: I think many Whites, Asians, conservatives have expressed distaste for affirmative action. They think it is discriminatory. And it would seem on an initiative on race that that would be an issue, and political correctness and multi-

culturalism, it would come up.

MS. WINSTON: It certainly has come up and certainly I expect it will come up many times again. In terms of -- yes, we plan to -- we plan to address it. But I'm not sure that there's anything -- more of an answer that would -- that you would require.

MR. LITZCIS: Okay, thank you.

MS. WINSTON: I'm sorry.

Yes, ma'am.

MS. WALKER: Good afternoon. My name is Shirley Walker and I work for the Parenting Education Center, Fairfax County Schools, but I come here to speak as a parent.

As a parent, my goal is to raise my children to be caring, competent, functioning, successful adults. And I think I'm not alone in that. I think that's true of every parent across the board.

I have heard you talk about kids dropping out and all kinds of things about education. But my challenge to you is to redefine what academic expectations are and what education is because, even in this time of technology and the era of technology, children are still dropping out of schools -- children are still getting out of school not prepared to work

in the system once they get out of high school.

They have to go to college these days. A lot of kids -- and even statistics show that when children go to college, a large number of them drop out before they finish.

So my concern is that you, as top people in the education field, look at how you are defining academic expectations and education and redefine that so that we are touching the whole child and that we are educating kids to be -- with marketable skills when they get out of high school.

Right now, they are not. Many of them are coming out of school and they're not. So how would you redefine academic expectations and education so that you include not just the college bound students, but those who may not be going to college so that they will be prepared right out of high school?

MS. WINSTON: Does anyone want to respond to that?

DR. ORFIELD: I'd like to say a couple things about it.

MS. WINSTON: Okay.

DR. ORFIELD: One of the things is I think in our accountability systems now we basically

concentrate on test scores and on "make or break" tests. And we don't really hold the schools very accountable for drop outs, and we should.

It's a terribly important thing. And it's something that's easier to change than test scores if you really work hard on it. And it's something that really wipes children's lives out completely if they drop out of school.

And a huge number of Latino students, for example, are dropping out of school still. And it seems to me some of the things we're doing in terms of the standards-based assessment is actually increasing that drop out rate by flunking students, which greatly increases the probability that they're going to drop out.

And we should be using those tests more diagnostically to target assistance on them.

The second thing we ought to do that relates to your question is that we ought not to assume that minority or poor White children don't want to prepare for college or post-secondary education because everybody needs it.

And we have these empty general classes in our schools and vocational classes that don't lead to

any vocation. We should have our students in curricula that keeps them ready for anything as long as possible in high school, and that we should have vocational/technical programs that actually lead to vocational/technical jobs and post-secondary vocational/technical education.

And those things we don't do very well. In other words, what the schools do pretty well is the academic track. They don't do the other ones very well at all. And they assume that the kids who drop into them -- and they usually do it because of ignorance -- don't want to be prepared for anything.

And every kid has to be prepared for something, and they have to be prepared for some kind of post-secondary. So counseling and placement and curriculum changes are very important.

MS. MEIER: You know, one reason I think small schools are such an advantage is because part of what we found out employers cared about was not actually how much they remembered of the American history -- I'm a history major, so I wish they remembered more -- but that they -- their capacity to relate to the adult world, their feeling they are members of the adult world, their attitudes they bring

to the work force, the initiative they take, their reliability as -- and those are things that are learned in a community.

They're not learned in anonymous environments that too many of our children grow up in today. I mean, as they become adults, kids are more and more cut off from the adult world. I mean, I don't think there's ever been a culture which has said you're about to become adults and we're going to remove all adults from your life.

And so with the exception of a small number of children in the average high school in America, they don't know any adults outside their own parents. They've never had to negotiate with an adult world.

A small school -- quite aside from school to work issues. A small school itself is a real work place in which young people have to negotiate with grown ups and grown ups are models to kids of what it's like and what can happen between relationships.

And I think that's one of the reasons our kids did very well when they studied afterwards and did interviews. It was not just their academic skills, although they had quite a few of them.

But kids we didn't expect to do well because they didn't have as much academic skill often did very well because they had extraordinary skill as human beings and knew how to deal with the adult world.

MS. LAM: There is a real early indicator, and that's literacy. I mean, if we -- if our students do not learn to read, you know, in the primary grades, there is a direct correlation with dropping out later on in school.

MS. MEIER: Well, you know, we're still number two in the world on literacy.

MS. LAM: Pardon me?

MS. MEIER: We test number two in the world on literacy. You know, when we talk about where our schools fail, actually the United States still does remarkably well in literacy.

MS. WINSTON: I want to make sure that we have an opportunity to hear everyone who is currently in line. I think we can do that by 3:00. Let me turn to the gentleman on my right here.

MR. FONG: Yes, thank you very much. My name is Twon Fong. I'm an independent diversity trainer. And I think that one of the strategies to

make diversity an asset in education is to make it -- is inclusiveness or more inclusiveness.

I am particularly thinking of the Asian representations in various activities in schools, as well as in the Board's activity. I watched the Ohio town meeting twice. And I was looking long and hard for an Asian perspective, which took me -- which took probably about an hour and 16 minutes and after the President specifically asked for an Asian point of view.

And I think that's the situations that Asians see themselves in. We are in, but we are not quite "in." We're kind of taken for granted. So that's the feeling, and that's why you see that on the one hand, Asians excel in education.

But at the same time, more and more Asians leaving the work place going into the private sector.

MS. WINSTON: May I ask you if you have a question for the panel?

MR. FONG: No, I said I have a comment.

MS. WINSTON: Okay. And I just want to try to be respectful of the people who were in line.

Go ahead, sir.

MR. FONG: Okay, so I am respectfully

request that whatever the Board does, just make an extra effort to see -- to make sure that there is equal representations of everyone -- don't feel left out.

MS. WINSTON: Thank you.

CHAIRMAN FRANKLIN: I'd just like to comment with respect to the town hall meeting in Akron that, at the time that the President asked for an Asian perspective, I think -- I don't know what was in his mind, but it could have been because of the Asians on the platform at the time, there had not been an expression by them.

And he was wanting to make certain that there was. But they were there, and they had not made a comment up to that point.

MR. FONG: Exactly. I understand that.

CHAIRMAN FRANKLIN: And that was there. I mean, they were responsible for that.

MR. FONG: I think the moderator has a list of people to call, and then -- and a lot of people were called, but the Asians there were not called. And maybe the President noticed that, and then he opened it for everybody.

MS. WINSTON: Thank you. Thank you for

your comment.

MR. FONG: Thank you.

MS. WINSTON: Let me just say again that I think we have time only for the people who were in line and are in line at the moment. I noticed that two people joined the line. We will try to get to you, but we will have to stop at 3:00.

Yes, sir.

MR. SHALALA: Thank you very much. My name is Andy Shalala. I'm a parent here at Fairfax County Schools.

I couldn't help but notice that, during the video which you had which was the public announcement, that there were no accents. No one had an accent that they spoke in. Although it was a very diverse group of people, they all sound very -- well, much the same.

And maybe we need to include some of that in there.

But the main comment that I wanted to also ask you about is I think this type of dialogue is really important and it's long overdue, and I appreciate it. I very much appreciate it. I do feel that the elementary school level is really where all

dialogue should begin.

And I'd like to see some kind of a race relations course be mandated in all schools so that kids begin early to talk about this stuff and feel really comfortable talking about it. I couldn't help but be invited to the lunch group there where people -- the kids were the ones that really were making the most poignant comments, and I think we need to learn from them.

MS. WINSTON: Thank you for your comment.

MR. SHALALA: Thank you.

(Applause.)

MS. WINSTON: Yes, sir.

MR. HUGGINS: My name is Gary Huggins and I'm from the Education Leaders Council. And a question particularly for Dr. Orfield and Ms. Meier.

Earlier in your comments, you said that minority kids in particular, if I'm characterizing it correctly, are segregated in schools where they disproportionately don't have an opportunity to associate with success and with the things that bring success in schools with low expectations and schools with all of these problems.

And yet, you stopped short of saying they

should have -- or their parents should have a choice to put them in other schools where they could perhaps do these things.

My question to you is, what solution then -- failing that, what solution would you offer to those kids now, not four years from now or eight years from now when their school career is over or past while they're waiting for a system that's indefensible, I think in everybody's words, to fix itself?

And then for Ms. Meier -- I promise I won't say this to irritate you. But with regard to charter schools, everything you've said that's important to the success of a school -- autonomy, control over your budgets, a smaller school -- that defines charter schools.

And as Ms. Keegan pointed out about Arizona, that's what the charter school movement is all about. My question to you is, I'm just curious why you don't see that as a viable solution in the whole or in a larger sense?

DR. ORFIELD: On the issue of kids who are in ineffective, inferior, isolated schools that can't provide an equal education, I think that there are

several dimensions of answering it.

First of all, if the school is really that ineffective, nobody should be going there. I'm in favor of reconstituting schools like that and starting schools new. And that's been done now in San Francisco for some time.

It's very difficult. I'm in favor of giving students an option to transfer to an adequate school if one -- if they're in a totally inadequate school. And that can be done in a public system through magnet programs or through city suburban transfers, which are operating in several metropolitan areas.

And I think those are good ideas.

In terms of transferring to a private system or a charter school system, the thing that I'd be concerned about is that there be some basic projections that aren't there in either charter schools or voucher systems which would be parent information, full provision of special education, bilingual programs for kids who needed them when they transferred, transportation, good information and outreach for parents and so forth.

And most of those things aren't there.

That means that those kids that have the deepest problems will end up with no choices, and that's not acceptable to me.

MS. WINSTON: I don't know if you want to --

MS. MEIER: I'll just say that why shouldn't all public schools be those things? You know, there are big charter schools and small ones, but I just want all schools to have those qualities.

MS. WINSTON: Dr. Comer?

Okay, I'm going to go here. And I'm going to ask the three women who are in this line to go ahead and ask their questions one right after another because I notice that you came into the line a little later than they.

AUDIENCE PARTICIPANT: There's been a throw away line here a couple times in this discussion that I find disturbing, and that is, "Oh, well, it's Fairfax County. So, you know, you can just ignore them. That's the wealthy county."

I think you need to face the reality of this particular school, and it is a wealthy county. This school doesn't have a wealthy community. And any school system there's going to be inequities partly

because of the amount of money a PTA can raise at a fund raiser.

When you've got a third of the kids on free or reduced lunches and you have a very heavy minority population, many go back to homes where there's not English spoken, you have to realize that there are challenges in this school.

And to throw away the successes here because it's part of a "wealthy county" doesn't face the reality of the increasing poverty in the county and the tremendous numbers of immigrants here.

So let's remember what happens here. Let's remember this is a community school. It's not a magnet school. It's not a charter school. It has a commitment from the top down to achievement at every level from every student.

People get along. They talk to one another. The teachers who come here like this population and want these kids to achieve. These can be done in any school. And we --

(Applause.)

And there's one more point I need to make, and that is we have a particular challenge because we're in Fairfax County. A lot of the parents in this

community can live anyplace. And we have to get them to understand that many of us choose to live here because of this place, because this is a fantastic place for our kids to go to school.

And if we can get a message out to parents throughout the country, it is do not fear schools like this. Don't run away from them. Don't go to the place where your kid looks like every other kid because they miss out.

Seek this out and move into these communities.

(Applause.)

MS. WINSTON: Thank you for your comment.

Quick response? Okay.

DR. BENNETT: I'm going to take a wild guess.

Oh, I'm sorry.

AUDIENCE PARTICIPANT: In order to create the kind of schools that you've just described, you've got to select, train and prepare the administrators and teachers across the board in order to make that happen.

MS. WINSTON: You want to just repeat that?

AUDIENCE PARTICIPANT: In order to create the kind of school you just described and to have that across the country, you've got to select, train and prepare administrators and teachers to do that across the country.

Otherwise, you're going to get little bouquets of success all over the place rather than a system of success across the country.

MS. WINSTON: Thank you.

DR. BENNETT: I think it might have been directed at me. I certainly wasn't "dissing" Fairfax County.

Look, Fairfax County is the solution. I was pointing out just on one particular point -- the argument was being made for conflict resolution seminars or something, and Professor Orfield said well the Federal Government cut its money.

I said in Fairfax County, you guys can pay for that yourselves. I mean, you're not the richest in the world, but, you know, this is America. You've made it. You are a success. Pay for it yourself. It's called self government. Not a bad idea.

MS. WINSTON: Okay, thank you.

DR. BENNETT: Where's the applause?

Okay, go ahead.

(Laughter.)

MS. WINSTON: Let's go to the next question.

AUDIENCE PARTICIPANT: Okay, I wanted to draw your attention to the new standards of learning and those that are being devised for the country as a whole and those that are being devised here in Virginia.

The new standards of learning actually have some elements in them, especially for grade eight, nine and ten, that specifically draw the attention and the direction of the learning to be anti-Muslim and anti-Middle Eastern.

And we've been drawing this to the attention of educators around the country. And I would ask the Board to look at new standards of learning, specifically the one in Fairfax County because it's being promoted all over the country to be used all over the country.

And it's designed in such a way that students will be tested on ugly, race-ridden misinformation. And I think that there -- it really is sowing the seeds for ethnic dissidence and ethnic

hatred, and I don't know if we want our children to be developing a system where they're going to be tested on how to hate each other.

Some people also believe that the new standards of learning are actually deliberately devised to make a lot of children drop out of the school system so they'll go into charter schools.

I don't know whether that's true or not, but there's a lot of talk about that around.

The other comment I had -- and I would like anyone's comment on that. The other comment I have is I like the idea of the vouchers and I think that every kind of school operation should be considered.

However, I'm really worried about -- I sort of see it like privatizing Social Security. Unless you have your own private, you know, financial analyst, how do you know what to choose? How are you going to be a good consumer?

How do you know what's the best private school to choose or the best charter school? Who's going to do that for the parents who have no idea what -- how to do that?

MS. WINSTON: Can we have some quick

response perhaps to that?

DR. BENNETT: I'll do the last part.

Self government -- folks who live in our cities, our suburbs, our towns make these decisions about their own children. And many of them can make a very good decision about their own children.

The question is, does democracy mean the bureaucracy decides where your child goes, or do you, the parent, decide where your child goes? You know what they'll do? They'll talk to each other. They'll talk to people they trust.

They'll talk to their ministers. They'll talk to their relatives who are teachers and make a decision. Let me very quickly -- the reason I'm for educational choice isn't because I've been hanging around conservative think tanks.

The reason I'm for educational choice is that I spend a lot of time in Chicago. The one part of the American population that is strongest for educational choice are inner city minority parents.

Bear that in mind.

DR. ORFIELD: I spent a lot of time in Chicago too, and I dealt with hundreds of parents who were trying to figure out the Chicago magnet school

system and the other options there.

DR. BENNETT: Well, that's hard to figure out.

DR. ORFIELD: It is tremendously complicated. And parents who don't have a lot of time and a lot of education and speak English and are able to deal with lots of complicated forms, applications and so on and so forth don't get equal access.

And parents who don't have a car to take their kids, as about half the poor people in Chicago don't have, can't get to many of these options because there isn't a really good -- there isn't any kind of really decent transportation system.

So we have to think about those dimensions too. These things -- we can't assume equal knowledge or equal access or equal transportation. We have to build that into any fair choice system.

DR. BENNETT: Do those parents want choice?

Do they want choice, Gary?

DR. ORFIELD: I think that they should --

DR. BENNETT: Did you ask them?

DR. ORFIELD: -- have choices.

DR. BENNETT: Good.

GOVERNOR KEAN: I'll you what's -- again, I'll tell you what's sad though, really sad. When you get in my state, people in Jersey City and Patterson and Newark who are going to the neighborhood public school and are scared to death because of safety considerations, because of the drop out rate, because of all the problems at school, and one block away is a parochial school which is educating children, and the question is whether their grandmother can take enough out of her Social Security so they can go to that school, that is outrageous.

DR. ORFIELD: Well, the problem is, if you're going to finance the parochial school system -- and I went to a parochial school myself. I have nothing against them. I think they're wonderful.

DR. BENNETT: Isn't that interesting? Isn't that interesting.

(Laughter.)

Good for you. Okay for you.

DR. ORFIELD: I went to public schools as well.

DR. BENNETT: Okay for you.

DR. ORFIELD: I went to public schools as well.

DR. BENNETT: All right, good for you, good for you.

DR. ORFIELD: And my children went to Washington and Chicago public schools.

But I think parochial schools are fine. But if we start financing them, we're going to have to finance all the people who are already in them. And in the Indianapolis experiment, for example, most of the parents are getting the vouchers where parents already had a kid in Catholic school and were using it to finance another kid going there.

If we're going to do that, we're basically going to get into financing religious education, and the religious groups are going to get into being state controlled in different ways that they haven't been previously.

Those are very big --

DR. BENNETT: This requires another discussion. Standard canard, standard canard, Harvard canard.

MS. WINSTON: We are about five minutes over.

MS. KEEGAN: First of all, the standards are developed mostly by teachers and parents in our

state. I don't know how that goes in other states, but I doubt -- there's no collusion there to create animosity. In fact, the high expectation is the guideline.

I also don't want to leave on the table that magnet programs are easy to understand just as little work product. I got a seven page how to transfer your child out of the district in case you would like to, and you have to cross every T and dot every I.

Let us not leave the impression that currently choices parents make in this system are easy to understand and to require them to pick a school would just be too overwhelming. That is not the case.

MS. LACY: Hi, my name is Karen Lacy. I'm one of those graduate students who's paying a good deal of money to sit next to students at Harvard.

(Laughter.)

DR. BENNETT: Did it work?

MS. LACY: I think it's working. I'm still there.

My question has to do with neighborhood schools. I attended a meeting last night in Prince Georges County in which, in addition to talking about

the myriad of problems that PG County school system is experiencing, there was a great deal of support for neighborhood schools.

I thought this was especially interesting given that PG County is a predominantly Black county and there are also pockets of middle class neighborhoods.

I'm wondering if any of the panelists would want to comment on that?

MS. MEIER: I wanted to say -- that neighborhood school question. In my experience, most parents would love to stay in their neighborhood. I mean, I say it very solemnly, even though I have run nothing but schools of choice.

And in Boston now, I'm trying to make sure that Mission Hill becomes a school of choice, with first choice to the people in the immediate neighborhood. It happens to be a neighborhood in which I can do that also and get integration.

But I think building strong neighborhood schools and having incentive for it is enormously important because it builds America at the same time. I mean, we forget the price we pay for not having a strong base of neighborhood schools.

And you can, in certain urban areas, have both choice and neighborhood schools. You can have four or five schools that constitute a community of schools in which the community has a stake in those four or five schools and have choice.

You can take these big buildings and break them down. But I think we pay a price when we abandon the neighborliness because neighborliness is important for kids belonging to a community.

DR. COMER: Can you have bad neighborhood schools?

MS. MEIER: Pardon me?

DR. COMER: Can you have bad neighborhood schools?

MS. MEIER: Sure. But I don't -- what I'm saying is I don't think we have to say that if we want good schools, we have to abandon neighborliness.

DR. COMER: I agree with you. What I want to stress, however, is that it's not neighborhood schools, it is not choice, it's not vouchers; it is well functioning systems made to function well by people who are trained to make them function well.

And in order to do that, we're going to have to invest in the training. And that goes back to

the question of whether we're willing to spend -- to invest in the training of teachers in the same way we've invested in other professionals in this country.

When I went to see the children, --

MS. WINSTON: I'm afraid that is going to have to be the last word, Dr. Comer.

And as usual, the -- you know, at the last five minutes or so, we're getting to -- just getting warmed up.

I apologize. I know that you came into the --

MS. ALMUSHWADI: There was a question that was asked that I didn't see anybody address, and that concerns me. When Sharifa stood up and talked about --

MS. WINSTON: Let me suggest this. Some of us will stay at the end and answer your question.

MS. ALMUSHWADI: But she went ahead and asked it before the last question. Sharifa asked about the standards of learning and about --

MS. WINSTON: Let me ask you to do this. I would be happy to have your question responded to. I do know that some of the panelists have to -- had to leave at 3:00, which is -- and I'm trying to respect

their time.

We are over about eight or nine minutes. And if you would just wait at the end of the session, I will get your question and make sure that you get an answer to it.

Okay, we do need to -- let me take this opportunity to thank all of our panelists. Clearly this is a discussion that could have gone on for many more hours.

(Applause.)

And we will continue -- the Board and the President's Initiative will continue this discussion because we know it is a very important one, and there are many questions yet to be asked and responded to.

So thank you very much.

(Whereupon, the foregoing matter went off the record briefly.)

MS. WINSTON: Excuse me, the meeting is not yet adjourned. This panel is over. The work -- the Board has some additional business to take care of. So if you must leave at this point, would you do it quietly? I think we are not going to actually have time to take the break, although it looks like we're going to take about two minutes.

I'm going to ask that the Board members who are here just stay for another few moments while we conclude our business for the day.

Dr. Franklin, I'm sorry for the interruption. I just wanted to try to bring some order to the --

CHAIRMAN FRANKLIN: Yes, yes.

Well, I wanted to ask the Board members that are about to leave now if they have any additional comments.

Linda, do you have any comments?

Governor, do you have any comments?

Governor Kean, do you have any comments to make?

I think the time is drawing to a close, and we therefore perhaps can't have these individual comments about their experiences since the last Board meeting that we wanted. We certainly wanted to hear from Linda about -- Linda Chavez-Thompson about her exciting experience at Bailey's Elementary School here.

We heard some additional -- we got some additional information this morning. But if you would just take a minute to wrap up --

MS. CHAVEZ-THOMPSON: I'm going to take probably less than minute just to say that what reinforces what I saw at Bailey's, I saw today at Annandale. The articulation, the interest of the parents with the children, the interaction of the community with the children was very present at Bailey's Elementary.

And it is absolutely delightful that the children at the elementary level don't know what color is. They understand diversity. And they made such great examples. One teacher said that a racial issue came up during the year, and she immediately -- he immediately stopped the class and, for 25 minutes, allowed the children to discuss the issue.

Stopped everything that they were doing and let the children discuss the issue of race. And they talked about it, they worked it out for themselves. The young girl who had the problem with the racial issue felt much better about it afterwards and eventually became very friendly with the person that they had problems with.

What I learned most of all was that they celebrate their differences. They highlight the differences. And one young student said, "And that

makes us one. We all are the same inside."

And I got that very distinctly from the curriculum, from the expression of the parents, from the expression of the teachers, and most especially the reinforcement of the administrator who was with us this morning, Carol Franz.

I was absolutely blown away by how intense these young fourth and fifth graders were in expressing why to them there is absolutely no difference between all of them, no matter what their name is and no matter what the color of their skin is.

I was absolutely blown away.

CHAIRMAN FRANKLIN: Thank you very much.

Governor Kean, did you want to make any comments about your experiences?

GOVERNOR KEAN: No. Well, I've --

CHAIRMAN FRANKLIN: You haven't been to a charter school?

GOVERNOR KEAN: Yes, I've been to a number of schools, charter and otherwise. And I think the kind of celebration of diversity we've been talking about is wonderful, but I would like to stress that it is very, very important that as we emerge in the next century into this wonderful, multi-cultural society

that we're going to be as a country and celebrate that fact and educate our kids to be ready for that, that we've also got to remember there are certain subjects around which we've got to unite.

There are certain things we've got to decide that make us one, that make us Americans, that make us whatever. And if we don't do that, we're going to have different kind of problems as we emerge into the next century.

CHAIRMAN FRANKLIN: I quite agree with you. I quite agree with you.

Governor Winters,

MR. WINTERS: Well, Mr. Chairman, let me simply second what Governor Kean has said. This has been a very instructive process today for me as a member of the Advisory Board. And I want to say how pleased I am that we have been able to engage so many people here in this community with diverse points of view.

That is a part of the process that we are engaged in. We have not come into this initiative with any preconceived notions about what we're going to find or what we will advise. We are seeking that from all of you and those with whom you work and live.

But it is important for all of us to understand that we do have an individual responsibility to see to it that we create an atmosphere in which all of us can live together in respect and dignity and value -- and value the diversity that is one of the strong features of this great country of ours.

And I want to thank our Chairman and my colleagues on this Board, and especially Judith Winston and her fine staff for making this experience possible for me and for letting me have the opportunity to have you share with us your experiences, insights and ideas.

Out of that process, we will find, I think, the way to one America.

CHAIRMAN FRANKLIN: I don't have any additional comments myself to make. I don't have any additional comments myself to make. If the Executive Director would like to make some comments, I'd be --

MS. WINSTON: I just wanted to invite those of you who have not had an opportunity to visit the One America Web site to do so, those of you who have access to the Internet. We have brochures outside.

There's additional information on that site about the work that the Advisory Board is doing and the work of the President's Initiative on Race. I am sorry that we've run out of time and don't have anymore opportunity to engage you.

And I will ask the young lady who had the question to come forward. I'll come down and talk with you, get your question, make sure that you get an answer. Some members of the Board do have to leave. We have about ten minutes, I think, for press availability and -- okay, do ask your question, please, and those of the Board members --

MS. ALMUSHWADI: Thank you. I appreciate that because it was important to me that it was -- it would be heard by all.

My name is Salma Almushwadi, and I have four children in Fairfax County. And I like the idea that this was all brought out. But in a way, I haven't heard enough about our children.

I have four kids, and it's a lot of -- my concern is how they will be educated and what will they be taught while they are out there in school. They spend most of their days there.

What are they being taught?

Now a kid without enough self worth or self esteem or pride in themselves cannot function properly, cannot produce properly in their community and cannot be a good citizen if what Sharifa Alkhateeb had said, that the standards of education, of learning are bias in a way.

That's one issue that was not addressed, even though she did mention it. It's very sad how it was breezed by without even being rementioned. My question, originally when I stood up, was:

The social studies curriculum, it is very misrepresentative of almost every culture other than European. And the gentleman that came up -- and I use the term loosely -- at the end of the first session and tried to express his view is probably, in a way, similar to the views that is represented in the social studies books and curriculum.

My children go to that -- to all the schools and they learn this, my children and other children all over the United States. Fairfax County has put an effort to put in a group of advisers to view those books, to have a supplementary or something of that sort that goes with it into the schools, into the classes.

And I'm hoping that the rest of the country can do the similar thing. If we're looking at examples of success, trying to learn from it, I think that was a good example of someone who's trying to do something that is successful.

And maybe we should take that on and use it for the rest of the school. World history is taught in every single county, every single state, but it's not taught properly. And our kids are out there, and they're being looked down at.

MS. WINSTON: Thank you.

Any of the members of the Board wish to respond to the comment?

MS. ALMUSHWADI: Or at least keep it in mind for later. Keep it in mind for later references whenever you're working on that.

MS. WINSTON: Let me just say quickly that the Advisory Board, the President's Initiative on Race, is in fact collecting examples of promising practices across a wide variety of issues related to diversity and race relations, including efforts to expand the curriculum in ways that promote an appreciation of diversity.

And I again would refer you to the Web

site where we have brief descriptions of those programs, those practices, and some indication of where you can get additional information.

You're welcome.

CHAIRMAN FRANKLIN: I do appreciate the patience of all of you, and particularly appreciative of the people who raised questions in the audience, as well as the stimulating conversation among the panelists.

And I want to indicate that, in the future, we will continue to have these discussions, these dialogues. At times, they will be lively and even sparkling; at other times, perhaps not.

This is a fact finding opportunity also for us. And if we do it in a sober fashion, we are trying to learn. And that is also a very important intellectual process that is important.

If we are going to move on to become wiser about the things that we need to do in order to achieve the kind of human relations, racial peace that we want to have in this country.

I would indicate that we will continue to do this, and I'm going to be reporting to the President what we have been doing today and in the --

and our plans for the future.

And I want you to realize that, between now and the time of the next Board meeting in January, the Board will be busy. Members of the Board will be busy. They will be speaking to various groups. They will be participating in various programs.

And I think it's important for you who do not hear about the Board's activities from day to day, understand that the Board is acting from day to day and that we continue -- we will persist in doing that right down to the end of our term.

I want finally to thank the officials of the Fairfax County schools, and particularly our host, the members of the faculty and the staff and the principal of Annandale High School, for their hospitality.

But most of all, I want to thank you for your patience and your contributions and the constructive way in which you have helped us to think through our programs. And we appreciate your contributions.

Thank you very much.

(Applause.)

(Whereupon, the proceedings were adjourned

at 3:21 p.m.)