

Pentagon-Run Schools Excel in Academics, Defying Demographics

Of Course, It Doesn't Hurt That Parents Can Be Ordered to Get Involved Sneaking Kids Back on Base

By DANIEL GOLDEN

Staff Reporter of THE WALL STREET JOURNAL
FORT KNOX, Ky. — If the schools on this U.S. Army base were lagging in standardized test scores, they would have plenty of excuses. Their students are poorer and more racially diverse than the national average, and only 60% finish the school year where they started it.

Instead of struggling, however, the schools the Pentagon runs at Fort Knox and other U.S. military bases are defying demographics by acing the National Assessment of Educational Progress, a federal exam regarded as the best gauge of precollege academic performance.

In the 1998 NAEP eighth-grade writing exam, for example, military bases in the U.S. ranked No. 21, second only to Connecticut, among 39 states and jurisdictions. In reading, their eighth-graders tied for fourth out of 43. Of the 13 NAEP tests the schools have taken at home and abroad in various grade levels and subjects since 1994, only once have they failed to top the national mean.

Bound for College

But tests aren't the only measure of the system's success. The Defense Department says that its schools are sending more than 80% of their graduates to college, well ahead of the overall national rate of 67%. And parent satisfaction is so high that the department has had to crack down on those trying to sneak their children back into the system after leaving the military or moving off base.

Most astonishing to those who have studied the NAEP results is the Pentagon's record with low-income and minority children. At least half the 34,000 students at its 71 domestic base schools qualify for free or reduced-price lunches under the federal school-lunch program because their parents are on the low end of the military pay scale. Forty percent of the system's students are black or Hispanic—10 percentage points above the public-school average.

But 35% of the students in the base schools' lunch program demonstrated writing proficiency last year, almost as high a rate as the 40% among their other students. Nationally, only 10% of such low-income students achieved proficiency. And 26% of black students and 32% of Hispanic students scored at or above proficiency, far exceeding national averages of 7% for blacks and 10% for Hispanics.

"This debunks the notion that demography is destiny," says Roy Truby, executive director of the National Assessment Governing Board, which oversees NAEP. "It's one of the most encouraging things I've ever seen."

Ray Tolleson, interim director of the Pentagon schools, says they are so effective because they spend extra time and effort training teachers and trying to involve parents in school life. Military authorities grant service members release time—typically, an hour a week or a half-day a month—to volunteer in the schools. At Fort Knox, every school also is adopted by an Army unit, which may do anything from mentoring to proctoring.

"We've found a blue print for success," says Gen. Patrick K. G. Amble, commander of the U.S. Air Force in the Pacific and an adviser to the schools, which require 24 credits for graduation, two or three more than most states demand.

Of course, some aspects of the military formula would be hard to replicate in civilian life. The domestic base schools, which are funded from the Pentagon budget, spend \$7,279 per pupil. That's about 23% more than the national average and 26% more than Fort Knox's neighboring Hardin County school district, which depends on local taxes and state and federal aid. The Pentagon says it uses the extra funds for such things as staff training, art and music classes and technology. While class sizes are about the same as the national average, a higher proportion of teachers at the Pentagon schools hold master's degrees. And the schools have about twice as many computers per student as the national norm.

But "you can replicate the drive for parent involvement and the intensive staff training," says Mr. Tolleson, a former Northern California school superintendent. "Our teachers are really apprised of the latest techniques for working with kids," he adds.

The higher levels of minority achievement at the base schools echo their roots. After World War II, the military established schools overseas for children of occupying forces in Europe and the Pacific. At the same time, it formalized a school system in the U.S., primarily in the then-segregated South, to provide integrated schools for children of the newly desegregated armed services. In most other parts of the U.S., local school districts run base schools or dependents go to school off base.

Fort Knox's schools, which have 3,200 students, don't look much like military academies. They are relaxed places where students wear jeans and can participate in a full slate of extracurricular activities. Through close cooperation with the military authorities, the schools strive to maintain a creative learning environment, effective discipline and sensitivity to the upheavals in children's lives.

At the Fort Knox schools, many of the parent volunteers also serve as role models, including Sgt. Ricky Price, who helps fifth-grade teacher Amelia Blossom Pegram at MacDonald Intermediate School. Sgt. Price tutors students who struggle with spelling or math, hands out rewards for good test scores and "has made a difference to some of the boys who have less parent support or come from single-parent families," Ms. Pegram says.

Detail Makes the Difference

When Ms. Pegram tries to elicit some holiday essays from her students, she first describes a menu—corn, coleslaw, and meat—in tones as flat as those she might use in giving her weekly spelling test. Then her voice ripens to savor a feast: "End-of-season corn, fresh coleslaw, smoked-meat barbecue."

The difference? "The detail?" ventures Danielle Stephenson, a braided 11-year-old. "What it looked like and tasted like?"

"All right," says Ms. Pegram, who has taught at Fort Knox for 26 years. "We're using the language, taking it up a bit." The students begin writing. Sgt. Price hunches over one of them, dispensing advice.

'I'll Go In'

Serita Samuel, a nurse, frequently volunteers at the Pierce Elementary School, which her son and daughter attend. But her husband, Bernard, an Army sergeant, plans to retire in March to study nursing at the University of Louisville. In that case, they would have to leave the base and forfeit eligibility for the Fort Knox schools. The prospect so distresses Ms. Samuel that she is thinking of joining the Army herself

rather than sending her children to local public schools.

"They care about learning here," she says one morning as she grades a spelling test. "I told my husband, if he goes out, I'll go in."

Her daughter, Jasmine, a third-grader, is composing a cherry-pie recipe on a computer. "I don't want to go to another school," she says. "I want to stay here."

Fort Knox schools are trying experimental techniques, from peer mediation for student disputes to a form of exile from regular classes, called in-school suspension, for misbehavers. These gentle approaches work particularly well here because they are backed up by a threat. If a soldier can't keep his children in line, or ignores repeated requests for a conference, the school can call his commanding officer. At the least, the soldier will get a dressing-down; at most, he or his family may be expelled from base housing.

In one recent instance, an elementary school sought help from Fort Knox authorities after a mother—a soldier's wife—insulted a cafeteria worker. The garrison command reminded the soldier that, under Army rules, he was responsible for his family's conduct. Similarly, after being contacted by Fort Knox High School, military authorities chewed out a soldier whose son had joined a gang. And when the 16-year-old's behavior didn't improve, they evicted the boy from base.

"At Fort Knox, the command is going to support you, so parents know they better show up for conferences," says Lois Gray, a former Fort Knox principal who is now superintendent of the Hardin County schools. "If I have a parent who works at Dow Corning, I don't usually call the Dow Corning chief executive."

Systemwide, about 35% of the base schools' students come or go each year, a turnover rate higher than that of many troubled urban schools. Such high mobility disrupts learning and often creates social turmoil. At many regular schools, the problem gets no special treatment; kids are just expected to assimilate.

By contrast, the base schools—where many of the teachers are military wives or were "Army brats" themselves—confront the problem directly or even try to turn it into an advantage. Since 1994, the domestic base schools and the Pentagon's 153 overseas schools have shared the same curriculum. That helps students adjust when their families are transferred from one base to another.

Travels of 'Flat Stanley'

Eight of Betty Yundt's 25 fifth-graders at Fort Knox's Walker Intermediate School have joined the class since the start of the year; four others have left. But the students stay in touch with ex-classmates by sending them a "Flat Stanley," a cardboard cutout named for the two-dimensional hero of a 1964 book who was mailed to faraway places. The pen pals carry Flat Stanley with them and send back postcards to describe the places he has visited. Students learn geography by pinning the postcards to classroom maps, and gain a little math by measuring Flat Stanley's journeys.

Fort Knox High teacher Laurie Walker, who is married to a sergeant, assigns personal narratives on topics such as "My Worst Move." Ninth-grader Jessica Wood, who came to Fort Knox from Georgia in July, just before her stepfather was sent to Korea, took the opportunity to reflect on her family's upheavals.

"I slowly got out of bed wondering what the day was to hold even though, deep down in my heart, I already knew," she wrote. "I walked downstairs to find my mother helping my dad pack his bags. I can remember wanting to go back upstairs and locking myself in my room. I guess I thought that if I did that then it would be like the day was not happening, like he would not really have to leave."

As with other Pentagon schools, much of Fort Knox's approach is based on the idea of doing it over again to get it right. Writing is taught in three phases: brainstorming, first draft and revision. Each year, the Pentagon administers its own systemwide writing test over three days—one for each step in the process.

1/2

Fort Knox school superintendent Frank Calvano credits staff training for inculcating effective techniques. The schools have rearranged class schedules so that teachers can attend a mandatory session each Wednesday to bone up. One of the ideas taught in these sessions is "mastery learning," which is based on the concept that all students can learn—just at different speeds. Those scoring less than 80% on a subject are taught the material again and retested, while the rest of the class deepens its study of the subject.

A Legal Maneuver

Periodically, Congress hears proposals to transfer the Defense Department schools to local districts. But many Fort Knox parents are so loyal to the Pentagon-run system that, when they lose family eligibility by moving off base or retiring, they keep their children in the schools through a legal maneuver. They go to court to have friends or former neighbors on base appointed guardians.

Children with guardians are supposed to spend at least half of their nights on base, but enforcement has been spotty. In 1995, before a recent crackdown on abuses, 132 of the children in Fort Knox schools were ostensibly living with guardians. Today, about 40 have guardians, says garrison manager Malcolm Fogleman.

When Sgt. Nancy Hewlett had to move off post this year for medical reasons, she didn't want to uproot her daughter Tasha, who was entering her senior year at Fort Knox High. So, Ms. Hewlett and her civilian husband had friends on base named as guardians, giving them legal and financial responsibility for Tasha.

"It's a big decision," says Ms. Hewlett. "She's my flesh and blood. But Fort Knox has a lot more to offer Tasha than the Hardin County schools."

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THE PRESIDENT HAS SEEN
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Kosovo Inquiry Confirms U.S. Fears of War Crimes Court

By STEVEN LEE MYERS

WASHINGTON, Jan. 2 — Eighteen months ago the Pentagon strongly opposed a plan to create a permanent international criminal tribunal, fearing that a strong and independent court would expose American troops sent overseas to prosecution outside the American judicial system.

Now, as a result of NATO's air war against the Serbs last spring, members of the American military have already undergone the scrutiny of just such a court: the International Criminal Tribunal for the Former Yugoslavia. Experts on international law say that may create political and legal precedents for requiring Americans to submit to international judicial review.

"The future the United States government feared is here sooner than it expected," said Diane F. Orentlicher, the director of the War Crimes Research Office at American University's Washington College of Law.

"The United States has been almost obsessively afraid of how an international criminal court will act with regard to American soldiers," she added, "and now it turns out by this unforeseen turn of history that the international tribunal for Yugoslavia has that jurisdiction."

Officials of the tribunal, in The Hague, completed an internal report in late December that was a legal analysis of the possibility that the NATO allies had committed war crimes during their 78-day campaign against Yugoslavia.

Tribunal and administration officials said there was virtually no possibility that charges would be brought against American or NATO personnel. The tribunal's chief prosecutor, Carla Del Ponte, went to lengths to emphasize in a statement on Thursday that there was "no formal inquiry into the actions of NATO during the conflict in Kosovo."

But neither White House nor Pentagon officials disputed the tribunal's legal authority to review American and allied involvement in the fighting. A State Department official said there was no question that the tribunal had such authority.

The tribunal was created by the United Nations Security Council in 1993 to prosecute those accused of war crimes in the conflicts spawned by the breakup of Yugoslavia, during which four of its six republics seceded.

When Slobodan Milosevic, the president of what remains of Yugoslavia, ordered police and military forces to crush rebels operating in the largely Albanian-inhabited province of Kosovo in southern Serbia in 1998, that conflict fell under the court's jurisdiction too. It led to Mr. Milosevic's indictment on war crimes charges last May.

The United States has strongly supported the tribunal and its work, but the idea of subordinating American sovereignty to any international legal body remains one that some Americans find objectionable. That has been an issue especially, though not exclusively, among conservatives in Congress.

When delegates from more than 160 countries gathered in Rome in July 1998 to negotiate the creation of a permanent international criminal court, the Clinton administration strongly advocated limiting the court's authority and independence to protect American sovereignty.

With the Pentagon leading the way, the administration contended that American soldiers could be subject to frivolous or politically motivated prosecutions in such a court. American negotiators demanded

provisions in the court's charter that would, in essence, give the United States veto power over any prosecution through its seat on the Security Council.

Many countries, including strong allies like Germany, countered that the American provisions would undermine the court, and delegates rejected them.

Since then, 92 countries have signed the treaty creating the court and 6 have ratified it. When 60 countries have ratified the treaty, the court will come into being, possibly within two or three years.

Technically, NATO's short-lived air strikes in the waning months of the war in Bosnia in 1995 also fell under the Hague tribunal's purview, but those strikes were much more limited and the issue never came up. But NATO's air war last year included strikes across Serbia and Montenegro, Yugoslavia's two republics.

Kenneth Roth, the executive director of Human Rights Watch, an advocacy group in New York that has worked extensively on war crimes issues, said NATO's more recent campaign merited legal scrutiny.

He cited the use of cluster bombs, the decision to strike electrical grids and other targets with civilian uses and the decision to have planes fly at high altitudes, which reduced the risk to pilots but increased the chances of accidental bombings.

"Unlike the rest of the world, the Pentagon cannot accept the idea that its conduct would be scrutinized by an international tribunal," he said.

The tribunal's review began in August after members of the Russian Parliament and legal experts met with Ms. Del Ponte's predecessor, Louise Arbour, and urged an investigation of NATO's role. The review summarized their charges and the legal issues surrounding them, but stopped far short of endorsing an investigation, officials said.

Even so, the White House responded sharply. "NATO undertook extraordinary efforts to restrict collateral damage," said a spokesman, James R. Fallin. "Any inquiry into the conduct of its pilots would be completely unjustified."

Ms. Orentlicher of American University and other experts said the tacit American acceptance of the Hague tribunal's jurisdiction over

The New York Times

MONDAY, JANUARY 3, 2000

American actions in the struggle over Kosovo would make it harder for the United States to dispute the new court's authority in future conflicts.

The State Department official said only "a limited precedent" would be set, since the new court would be a different legal entity, created by treaty rather than a Security Council resolution supported by the United States.

The political precedent could be greater. William L. Nash, a retired Army major general who oversaw the American peacekeepers in Bosnia in 1995 and 1996, said the tribunal was showing that it was fair-minded enough not to rule out investigations of NATO but also that it would not rush to prosecute NATO to make a statement.

"The critics of the court may see this is not all bad," said Mr. Nash, now the director of civilian-military programs at the National Democratic Institute for International Affairs in Washington.

The Pentagon would not discuss questions of whether any precedent was being set, but a Defense Department official said the Pentagon remained adamantly opposed to any external jurisdiction over the American military, regardless of the tribunal's jurisdiction in this case.

THE PRESIDENT HAS SEEN
1-5-00

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DEPARTMENT OF VETERANS AFFAIRS
ASSISTANT SECRETARY FOR FINANCIAL MANAGEMENT
WASHINGTON DC 20420

THE PRESIDENT HAS SEEN
1-5-00

December 21, 1999

President William J. Clinton
The White House
Washington, D.C. 20050

Dear Mr. President,

I realize this is a bit out of the ordinary and for that I will apologize up front. However, I would not be serving you, or the veterans I have committed to represent, if I did not communicate with you.

The VA is truly one of the crown jewels of your administration. You don't necessarily know this for a variety of reasons, but it is. The challenge to do more with less, to become more customer focused, to re-engineer our methodologies, have all been taken very much to heart at the VA and especially at the Hospital Administration.

The 2001 Budget represents a wonderful opportunity for you to make permanent all the changes in health care your administration has initiated. VHA has the true potential to become the standard by which all other health care delivery systems are measured.

You know my loyalty to you. I would not ask you to do anything if I weren't convinced it was absolutely in the best interest of the people we both serve and in yours, and now Vice President Gore's interests. The VA needs funding to fulfill its mission in the range of \$1.5 to \$1.6 billion of new appropriations beyond our 2000 Enacted Budget. Below this range puts the system at great risk of going backwards in its service mission and puts Vice President Gore in an untenable campaign position with a voting group he desperately needs to be successful in his quest to become President.

It is also obvious you have many competing interests for scarce resources. For your investment in the VA you receive a tremendous return. This value is proven every day at our medical centers, clinics, research facilities, etc. Few government activities directly touch as many lives, in as many different ways as we do. Help us continue to excel at demonstrating your commitment to our nation's veterans.

As always, I am available to you at any time. Thank you for your consideration.

Best always,
Bob

Good
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This guy is sharp
a friend, a businessman
BC
Interesting
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ASSISTANT SECRETARY FOR FINANCIAL
MANAGEMENT

DEPARTMENT OF VETERANS AFFAIRS

FACSIMILE TRANSMITTAL SHEET

TO:	FROM:
Ms Betty Currie	Edward A. Powell
COMPANY:	DATE:
	12/21/99
FAX NUMBER:	TOTAL NO. OF PAGES INCLUDING COVER:
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PHONE NUMBER:	SENDER'S TELEPHONE NUMBER:
	202-273-5589
RE:	YOUR REFERENCE NUMBER:

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

NOTES/COMMENTS:

Hey - You're the best! Blessings
to you and your family.

Frank.

hnd

THE WHITE HOUSE
WASHINGTON

January 4, 2000

Copied
Reed
Podesta

MR. PRESIDENT:

We sent these to Jack Lew when they arrived, but I thought you might like to see them as well.

THE PRESIDENT HAS SEEN

1-5-00

Sean Maloney *SM*

Notes

- we need to think in terms of a physical fortress
- I'd like a physical fortress
- Ambition for my last year - W.P. no count
- ~~others~~
- Construction in the works
- what about other??



THE PRESIDENT HAS SEEN
1-5-00

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

December 21, 1999

The Honorable William Jefferson Clinton
President of the United States
The White House
Washington, D. C. 20500

Dear Mr. President:

My entire Department and I appreciate the opportunity of meeting with you regarding several unresolved education issues.

Enclosed are three memos regarding matters on which you requested additional information. The fourth is on a subject we did not discuss but that we think is of critical and timely importance – the matter of school leadership, or “the principal.”

Memo 1 suggests options regarding school construction.

Memo 2 explains SEOGs, the Supplemental Educational Opportunity Grants, which higher education leaders put at a very high priority of \$100 million funding, along with Pell increases.

Memo 3 describes an initiative regarding a national emphasis on physical education. (A recommendation similar to this is in our proposed ESEA reauthorization.)

Memo 4 describes a new proposal regarding principals, which I understand is being strongly considered by your White House staff. With the pressure now building regarding high-stakes testing on the state level and the advance of the standards movement, it is our belief that “school leadership” must be addressed by you in this budget and in your State of the Union message.

Thanks for your strong support of education in America.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Dick", is written above the name Richard W. Riley.

Richard W. Riley

Cc: Bruce Reed

Spending-Side School Construction Proposal, FY 2001

A new 2001 proposal should be based on the spending-side bill that you proposed in 1997 and be complementary to a tax-side proposal. That bill embodied principles that the Administration continues to embrace: leveraging limited federal resources to help states and localities get the job done; targeting funds to areas with the most need, particularly cities; incorporating enough flexibility to mesh with the different ways in which states and localities finance construction; providing incentives that are consistent with current appropriations for small schools and technology and in areas like energy efficiency, safety, lighting, environmental benefit, and schools as the centers of communities.

Key features:

- In order to continue to address the over \$100 billion of documented need for school renovation and new construction, the proposal should allocate at least \$1 to \$1.5 billion a year to states and localities. With these resources, the federal government can become a significant partner and further stimulate the efforts of states and local governments to address the urgent needs of their schools.
- As a way of bringing the states along, we should require a state match. Given current state surpluses, this match could be as high as a 1:1 match or 100 percent.
- The 1997 bill included a 50 percent set-aside for the 100 school districts that had the largest numbers of children living in poverty. We would recommend lowering this to 35 percent, approximately the same amount that these districts would get using the Title I formula and similar to what the Senate Democrats have included in their bills.
- In order to address the various ways that states and localities finance school construction, we need to develop a proposal that is flexible enough to fit within the states' current efforts, either through bonding, pay-as-you go systems or direct appropriations. But, at the same time, the proposal has to address a particular national purpose and respond to greatest need. A targeted grant with matching funds could be directed toward a particular focus, like environmental quality or health and safety, or could be directed to communities that do not have the ability to pass the necessary referenda or float bonds.
- The bill should provide incentives for states and school districts to address smaller learning environments, schools as centers of communities, helping close the digital divide, and improving infrastructure to encourage energy efficiency, environmental quality, air quality, or health and safety. These incentives could be included in any of the options that follow.

Supplemental Educational Opportunity Grants

The Federal Supplemental Educational Opportunity Grants (SEOG) program provides need-based grant aid, in addition to Pell grants, to eligible undergraduate students to help reduce financial barriers to a college education.

Funding is awarded to qualifying post-secondary institutions under a statutory formula. Nearly 3,800 post-secondary institutions receive funds under the SEOG program. Participating institutions are required by statute to contribute at least 25 percent of SEOG award amounts. In other words, the institution provides one dollar for every three Federal dollars.

Currently, more than 1 million students are served by this program. Students qualify for grants of up to \$4,000 by demonstrating financial need. First priority is given to students with "exceptional need" who are Pell grant recipients when a Pell grant does not cover the cost of college.

An additional \$100 million will serve 140,000 more students through this program.

Options:

1. The first option would focus on what we think of as well-designed schools. We could use, as a starting point, the FIE Schools as Centers of Community proposal that we put forward for FY2000 for \$10 million. However, we would need to create a much larger "incentive" grant program where the federal government would act as a partner with states and localities to encourage school districts to design, build, and renovate schools that are smaller, healthier, more energy efficient, environmentally friendly, and open later and longer as family learning and community technology centers. Schools that serve the entire community need to be multi-purpose and multi-generational -- built so that they help all parts of the community overcome the digital divide.
2. The second option would target funds to communities that are unlikely to be able to make use of the tax-side assistance. A proposal could target communities with low credit ratings but this could penalize communities that have improved their financial practices and improved their bond ratings. We should instead target funds on communities that have the very highest rates of child poverty. These would be, for starters, the types of "forgotten communities" that you visited last summer -- Mississippi Delta, Indian reservations, Rio Grande Valley, Appalachia, etc.
3. A third option would capitalize a State revolving loan funds for school construction. This is a concept that the Federal Government has pursued in other areas such as transportation and water quality. Basically, the Department would make grants to states for them to set up loan banks. We would probably want to require the states to provide a match. The states would then make loans to LEAs and later make more loans from the repayments.

An Initiative to Promote Healthy Habits And Physical Fitness

Findings

- The major health problems facing the United States today are preventable and attributable to a few types of behaviors, including those that lead to injuries (accidents and violence), drug and alcohol abuse (including tobacco use), poor nutrition, and insufficient physical activity. These interrelated behaviors contribute to poor health, as well as poor educational and social outcomes.

Purposes

- A national awareness program to help children and youth, including those with disabilities, understand what they can do to be fit and stay healthy (with very visible co-spokespersons – for example, Michael Jordan and Mia Hamm, and popular disabled athlete, Bill Demby).
- Grant program to support demonstration projects promoting lifelong physical activity and health awareness for students through school – community and business partnerships.
- Identifying and showcasing exemplary physical education and fitness programs that promote lifelong healthy habits, provide opportunities for students to connect to school and after-school and summer programs.

A \$40 Million Program

The Secretary would be authorized to make grants or enter into contracts or agreements with national, state and local school-community-business partnerships, state and local educational agencies, other federal agencies, institutions of higher education, and public and private nonprofit agencies or organizations for the purpose of:

- Developing and conducting a national campaign, including advertisements, to promote physical fitness and healthy habits for children and youth. (\$5 million)
- Establishing demonstration sites (200-400 sites), including the training of school personnel, on how to provide quality programs to promote lifelong physical activity and healthy habits among children and adolescents. (\$20 million)
- Evaluating and highlighting best practices to expand existing state and local coordinated school health programs to promote health habits among children and adolescents. (\$3 million)
- Providing technical assistance and materials to all interested school-community-business partnership to organize, expand and develop physical fitness and health awareness programs in schools throughout America. (\$12 million)

Principals for the 21st Century Proposal

The nation faces a growing and critical shortage of principals that has largely gone unnoticed. Over 80% of practicing principals have 20 or more years of experience. Many of these seasoned principals will begin leaving the profession in large numbers in the next five years creating a "leadership void," precisely at a time when the standards movement is just beginning to take hold in the classroom. This comes at a time when 50% of all school districts are already reporting a shortage of "qualified" candidates. Women and minority members also remain under-represented in this demanding profession.

Our efforts to increase "accountability" and raise student achievement will flounder or even fail unless we recruit, encourage, and support a new generation of principals who are deeply committed to raising standards. Research shows that what principals do on a daily basis makes a difference in how much and how well students learn. The success of the standards movement is largely dependent upon good teaching and the principals who are willing to encourage and support teachers in the effort to raise achievement levels. Developing the leadership skills of this small, highly-skilled group of professionals (60,000) can leverage and have high impact on the 2 million teachers who will be entering our nation's classrooms in the next ten years.

\$50 million program

This is why we propose a \$10 million competitive grant incentive program to encourage districts or states to design principal "leadership" academies that would recruit, prepare, induct, and provide ongoing support for principals as instructional leaders. We propose that \$40 million be used for the implementation of effective models of leadership academies.

THE WHITE HOUSE
WASHINGTON

January 4, 2000

MR. PRESIDENT:

We have sent this to Bob Nash
and Stephanie Streett.

Sean Maloney

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Podesta

THE PRESIDENT HAS SEEN
1-5-00

December 22, 1999

William Jefferson Clinton
The White House
Washington, DC 20500

Dear Mr. President,

Your words earlier today at the DC Central Kitchen were exceptionally powerful. We have distributed them to our staff and our colleagues in the field as a Christmas message.

As I mentioned, it is our understanding that Gov. Marc Racicot is completely through the vetting process and will be nominated when Congress returns. That is excellent, but announcing your "intent to nominate" as soon as possible would send a strong and very timely message about your determination to keep national service on a bipartisan or nonpartisan basis. You thanked Gov. Racicot for his willingness to serve almost a year ago at your dinner for the NGA. He wrote an excellent column about AmeriCorps (attached), but we need his active help in the effort to reauthorize the Corporation, and the next weeks are a critical time in seeking additional Congressional support – by visits here and by telephone around the country even before Congress comes back. Bob Nash has said he will try to expedite the announcement, nomination and confirmation.

Applying your simple, appealing reminder that each of us can write a new page in our own story each day, I want to remind you of the Martin Luther King Holiday – January 17, 2000. Seeing you in action and wearing that AmeriCorps vest made me realize once again how important it is for you to participate in a service project next month on the King Holiday. With your help, and the help of thousands of AmeriCorps members, we have made tremendous progress in establishing the King Holiday as "A Day On, Not a Day Off." Your continued participation in service projects on that day will help establish the tradition of service on this day and make a reality of the King Holiday legislation you signed in the fall of 1994.

With gratitude for all your service – and good wishes for the holidays and the New Year.

Warmly,



Harris Wofford

*Nash
get this done
what's the hold up?
I should be a
service unit for MLK
day - in the city?*

Community service that works

By Marc Racicot

Governors meet together and routinely stake out areas of broad bipartisan agreement that transcend the partisan struggles that have become synonymous with election-year politics. One issue that enjoys strong support from governors of both parties is national and community service. The support for service is based on a simple conviction that I share with many other governors: that every generation of young people needs to accept responsibility for its country and its community.

As a first-term Republican governor in January, 1993, I asked, and our legislature approved, a proposal to create a Governor's Office of Community Service intended to enhance the ethic of service and elevate the importance of "community," particularly among our young people. Meaningful service, we believed, would nurture productive young citizens committed to the future of our state because they had invested their sweat and labor in that future. Here in Montana, we sought to encourage service as a life-long "habit of the heart."

When the National Community Service Act of 1993 was passed, Montana was in an ideal position to move forward with the opportunities offered through AmeriCorps. The Office of Community Service's mission and the mission of AmeriCorps was one and the same: to develop opportunities for young people to provide meaningful, direct and demonstrable service to their communities. It was our hope that AmeriCorps would help us to build unique partnerships with public and private agencies by engaging young people in productive and

meaningful service to their communities. These partnerships would serve as clear examples of how we could work together in Montana to improve how we, as fellow citizens, respond to pressing needs.

Now in its fourth year, AmeriCorps offers a creative, effective, and non-bureaucratic means of addressing the unmet education, human, public safety and environmental needs of our state — and our country. Indeed, AmeriCorps has become a model of devolution, where real authority and ownership for a federal initiative is delegated to the states. Through governor-appointed bipartisan state commissions, priorities are established and projects are selected to receive AmeriCorps funding.

The results are impressive. Last year alone, our locally-run AmeriCorps programs generated nearly 51,000 hours of service to Montana communities. Their service directly benefits 50,000 children and families in Montana, and indirectly almost one-third of our state population. Nationally, similar results abound. This year, some 40,000 AmeriCorps members will get things done for more than 1,200 communities across the country.

When AmeriCorps was created, some feared it might replay the worst of the welfare state — an entrenched, expensive, Washington-run program. Many feared, even more, that it would undermine traditional volunteers with yet another federal program. I can say from experience that the fears were misplaced. As a governor who tries very hard to be careful with tax dollars, I have witnessed time and again the fruits of this prudent investment in Montana.

Now, after more than five years, we have seen a tremendous rekindling of a sense of public service and civic duty, in many ways,

through the programs and opportunities generated through the National Community Service Act. I am convinced national and community service promotes core values — hard work, self-discipline, civic duty, personal responsibility, the cherishing of human life — that we too often sadly find lacking. If the era of big government is finally over, certainly the era of big citizenship must begin.

I have joined twelve of my fellow governors in urging not only continued federal funding of AmeriCorps, but also reauthorization of the Act, increasing the partnership with states and the authority of directing these programs at the state level. We join with our peers from the New England Governors' Conference in urging Congress to support reauthorizing the National Community Service Amendments Act, in order to improve the law's current language. As their resolution notes, we support the bill's "devolution provisions that add authority and flexibility to states . . . [to] provide Governor-appointed state commissions more control over program selection."

Community service is a vital element in the chemistry of our existence as a society, renewing our sense of community and civic initiative. It is the glue that bonds free peoples together. We in Montana have seen how vitally important this is, recently having completed our state Governors' Summit on Youth, and witnessing the real necessity of promoting opportunities for young people to give back to others. Through community service they learn what it's like to belong to something good and solid and decent. AmeriCorps helps provide that opportunity and truly puts the states in the driver's seat, which translates into meaningful ownership, and impact, at the state and local level.

Marc Racicot, a Republican, is governor of Montana.

HRC → See Mr. Miller / House floor 1-5-00
DRC

1-5-00

THE NEW YORK TIMES, SUNDAY, DECEMBER 5, 1999

Copied
HRC
Podesta

WK 5

The Nation

Gimme Shelter: Same Song, New Tune

By PETER T. KILBORN

NO big city can match New York City for its ungrudging support of the destitute. Alone among American cities, the city has legalized the right to shelter, and no city can touch the scope or the magnitude of benefits that New York City spreads among the poor. But now the city has become a model of toughness with a series of new demands on the homeless.

Soon, most likely by the start of the year, the city will require that anyone living in shelters follow the same rules as those receiving welfare: work, or lose their beds as well as their benefits. The police have also begun cracking down on homeless if they refuse to leave the streets and accept shelter.

Mayor Rudolph W. Giuliani's initiative reflects a growing national discontent with the homeless and impatience with solutions that fail. "The average American is thinking, 'I've been seeing these people sleeping in the streets for 20 years, and nothing seems to happen,'" said E. Fuller Torrey, a psychiatrist in Washington and an expert on disorders like schizophrenia and manic depression that, he said, afflict about a third of the nation's 400,000 to 700,000 homeless.

"Is there a right to basic shelter?" Dr. Torrey asked. "The answer in most cities has been yes. Giuliani is questioning whether you need to do something about that. He's saying that we as a city are going to require you to work. You can push a broom four hours a day and make that your rent money."

Cities that once pitied the homeless for their poverty, addictions, disabilities, mental illness and twists of fortune that put them on the street now see them as threats to safety and public order.

Tampa has ordered that they not be served food in public parks. Tucson is considering privatizing sidewalks so adjacent businesses can shoo them away. The National Law Center on Homeless and Poverty says that of 50 cities it surveyed, 48 percent have initiated police sweeps of the homeless over the last two years.

In New York City, Mr. Giuliani announced the new work requirements as part of a broader campaign to bring the homeless under the same rules that apply to welfare recipients. The tougher arrest policy came after a woman was attacked by a man who was first labeled homeless, although after his arrest it turned out he had a home in an abandoned apartment in the Bronx.

Mr. Giuliani's measures have already drawn the condemnation of his Senate opponent, Hillary Rodham Clinton, as well as protests this weekend by homeless advocates. The new rules, shelter operators and homeless advocates said, can be draconian. Showing up for work an hour or more late without an excuse can result in a loss of benefits — and now shelter — for 90 days for the first infraction, 150 for the second and 180 for the third. Recipients can also be penalized for missing appointments with doctors and caseworkers, or for not being home when their children return from school.

Others suggest that the rules can serve a good purpose in steering the homeless into jobs, depending on how they are enforced. But once they're brought into the system, the city must help them move toward self-sufficiency, said Douglas J. Besharov, a resident scholar



Panhandling on Market Street in downtown San Francisco.

at the American Enterprise Institute said. "The nuance here is how real is the offer of help and how helpful are the services," he said.

GOOD or bad, New York City's new regulations apply to an unusually comprehensive shelter system that developed after public outcry about the homeless in the 1980's. The city also built an extensive network of subsidized apartments; currently placing about 3,500 families in permanent apartments and about 1,000 single adults in single-room occupancy homes. The city also houses about 4,800 families and 6,800 single adults in its shelter system.

Many homeless people are already required to meet the work requirements because they receive welfare. Nearly all homeless families receive welfare benefits, and about one-quarter of single adults in shelters now receive other general assistance, said Susan Neubacher,

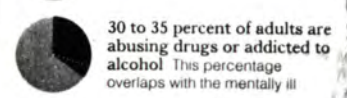
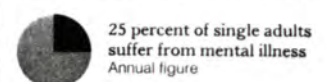
executive director of Care for the Homeless, which operates a shelter and counseling service. Now both these groups may lose not only welfare benefits but also shelter if they refuse to work. Once out on the street again, the parents will have the choice of finding friends or relatives to take their children or of turning them over to the courts and foster care.

Heidi Petersen, 31, who lives in a shelter in St. Paul, Minn., with her three children, ages 2 to 9, presents the test of any policy maker's intentions to help the homeless. After receiving welfare from 1994 to 1996, Ms. Petersen learned drafting and worked at an architectural firm for \$10 an hour. It was enough to get by, even without child support from her children's two fathers.

But the drafting school started dunning her for about \$10,000 in student loans. She was laid off, which put her behind on the rent for the lot where she parked her trailer, so she was out of a home. Meanwhile, the debt on

The Homeless

Counts of the homeless range from more than 700,000 nightly to two million yearly, according to the National Law Center on Homelessness and Poverty. This does not include those who found housing other than shelters.



Requests for shelter by families rose 15 percent between 1997 and 1998 in 30 cities, according to the U.S. Conference of Mayors

Sources: National Coalition for the Homeless (families/singles)
Dept. of Health and Human Services (mental illness) Urban Institute (addiction)

The New York Times

the loans soared to \$21,000.

For many Americans, there's the issue about how much to help someone like Ms. Peterson. They struggle with the conflict between extending a paternalistic hand and allowing Ms. Peterson the liberty of helping herself.

"Sometimes I think we go too far in saying, 'That's their choice,'" said Isabel V. Sawhill, economist and expert on poverty at the Brookings Institution in Washington. "But if we felt better about the kind of support we are providing, we wouldn't agonize about these people."

To many advocates for the homeless, however, the most acute problem is the most obvious: the cost of a home. "The fact is," said Cushing Dolbear, a consultant and recently retired founder of the National Low Income Housing Council in Washington, "there are many households paying more than half their income for housing, or they're living in seriously substandard housing, or they're homeless."

In a study this year of incomes and rents, Ms. Dolbear found that in New York City a minimum wage worker earning \$10,712 a year, or about \$893 a month, can afford a monthly rent up to \$267.80 and still have enough for other basic needs. The fair-market rent of a two-bedroom apartment is \$825. So to pay the rent and stay off welfare, she calculated that two adults must work 123 hours a week, or more than 60 hours each.

"We do have solutions here," said Doug Lasdon, executive director of the Urban Justice Center in New York, an advocacy group. One, he said, is government-supported housing. "That's much cheaper than psychiatric hospitals, jails and shelters."

Counsel's Office / BSM / BL

THE PRESIDENT HAS SEEN
1-5-00

We need to take another
look at this before I go -
His guilt is not clear to me -

BL

copied
Counsel's Ofc
Nolan
Lindsey
Podesta

January 1, 2000

President William Jefferson Clinton
The White House
Washington, D.C.

Dear Mr. President,

On this day which marks such an auspicious opportunity for new beginnings, I am writing to ask you to allow America to begin this new century, this new millenium with justice for a man, indeed for an entire people. For Native America, Leonard Peltier is more than one man; he is a living symbol of centuries of physical and cultural genocide, of the perpetuation of the American dream at the expense of the land's first inhabitants.

Almost twenty-four years ago, Leonard was wrongfully convicted of the murder of two FBI agents and sentenced to two consecutive life sentences. As time has passed, an overwhelming amount of evidence has surfaced that shows conclusively that an innocent man was prosecuted and convicted for these crimes simply because he was active in the renewal and rejuvenation of traditional Indian peoples through his participation in the American Indian Movement. Evidence was fabricated and testimony was coerced by law enforcement and over zealous prosecutors who seemed to believe that not getting caught in a lie is the same as telling the truth, that vengeance and justice are interchangeable.

Some of the most prominent statesmen and religious leaders around the world have joined their voices together to plead for clemency for Leonard Peltier, Mr. President. Have you not heard their cry? How can the unjust imprisonment of an innocent man be a fitting memorial to the lives of two men who were pledged to protect and serve justice and the American people? America will never be the country she dreams of being, Mr. President, until true reconciliation and healing can take place with the wrongs of our past. Freedom for Leonard Peltier would be a powerful force for healing for Native American people. Please let this healing begin now.

With prayers for peace and justice,



Gayle Ross

Leonard Peltier
In the Spirit of Crazy Horse

December 10, 1999

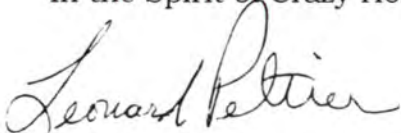
Greetings President Clinton,

As you are aware, a coalition of Native Americans, Human Rights Groups, Foreign Parliaments, Religious Leaders, American citizens, and Nobel Peace Prize Laureates have focused their efforts on bringing the facts of my case to your attention since the beginning of your term as President. My name is Leonard Peltier and I am a federal prisoner incarcerated at Leavenworth Federal Penitentiary. My attorney, and former Attorney General of the United States, Ramsey Clark filed a clemency petition on my behalf in November of 1993.

The *National Congress of American Indians* of the United States and the *Assembly of First Nations* of Canada, representing the majority of Native Nations of North America, both passed resolutions in support of my release during their historical joint conference held in Vancouver last July. On November 12, 1999 the two organizations met with the office of Janet Reno and again made a plea for my release. You may also recall that during your visit to Pine Ridge, several residents asked if you were going to grant me Executive Clemency. Many of my people see me as a symbol of the injustices that they have suffered as Native Americans. It is hard to understand why I continue to be imprisoned when the prosecuting attorney says he cannot prove who is actually guilty of the crime I was convicted of. It is hard to understand why I have not been released through parole when I have been eligible for eight years. To many who know the facts of my case, there seems to be no justification at all leaving them to conclude that justice for Native Americans has not yet reached full circle. But, we as Indigenous Peoples have a lot of hope for the future and we believe that a time for healing has begun. You can be the one to change history. Your understanding of Native American issues gives us hope that you may be the person to do just this.

I am getting older and my health is not so good. I long to be home with my people and my family. The holidays are always difficult times for us and I wish I could be with them this year. I pray that you will look into my case and grant me Executive Clemency. It would be a gesture of humanitarianism which would echo far into the future. Mr. President, I thank you for your time and your consideration.

In the Spirit of Crazy Horse,



Leonard Peltier

Leonard Peltier, #89637-132, USPL, Box 1000, Leavenworth, KS 66048, USA

Law Offices of Bruce Ellison
P.O. Box 2508
Rapid City, South Dakota 57709-2508
(605) 348-9458
Fax: (605) 341-5266

December 22, 1999

HON. WILLIAM JEFFERSON CLINTON
President of the United States
White House
Washington, D.C.

re: Executive Clemency Petition
On Behalf of Leonard Peltier

Dear Mr. President:

From my Family, I send you and your family the warmest of Holiday greetings! Perhaps it is fitting that I write this letter to you in the days before the last Christmas of the Millennium.

I have been one of Leonard Peltier's attorneys since he was extradited from Canada and I was not long out of law school. I came to initially know him as a client. I now consider him my friend. I have come to know this man as a kind, considerate, and compassionate. He is a loving grandfather. This is not a new trait, but one I have experienced since we first met in mid-December, 1976.

I know you had a taste of this land and its people during your visit to the Pine Ridge Reservation this past Summer. Many rejoiced your observance of the utter poverty there and the beginnings of federal efforts you helped initiate to eliminate an economic situation which played much of a part in why the American Indian Movement was formed in the late 1960s and found support here.

June 26, 1975 was a tragic day for many people on the Pine Ridge Reservation. It was particularly so for three young men who lost their lives in a gun battle which lasted over much of the day and many miles of Indian Country. Two of the men killed as you know, were agents of the FBI, Jack Coler and Ronald Williams. The other was a young Indian father named Joseph Stuntz. They will always be missed by their families and friends.

Mr. President, I am intimately familiar with all of the evidence in this case having worked on all of Leonard Peltier's trials and appeals. I believe the evidence in the record of this case shows he has been and remains wrongfully convicted of aiding and abetting the killing of two FBI agents. Many in our country, members of our Congress and religious leaders internationally have decried what is perceived to be and remains an injustice.

I am also familiar with the unsuccessful independent efforts since 1981 to have a Congressional Committee investigate the facts surrounding his case and the incredible violence on the Pine Ridge

Reservation which preceded it. Of the approximately 60 men, women and children killed during this period, virtually all were from traditional Indian families with which Mr. Peltier's efforts on the Reservation were aligned. Members of the jury which acquitted Mr. Peltier's co-defendants of the same charges on self-defense grounds, concluded the FBI was responsible for the climate of fear and violence which precipitated the tragic gun battle between people living at the Jumping Bull ranch and agents of the FBI.

This view was shared by now Senior U.S. Court of Appeals Judge Gerald Heaney, a Jurist familiar with much of this evidence from Mr. Peltier's criminal case as well as the evidence in a civil libel action against Viking Press and author Peter Mathiessen. In a letter written to Senator Daniel Inouye the year before you took Office, Judge Heaney urged the propriety of Executive Clemency and wrote:

[T]he United States government over-reacted at Wounded Knee. Instead of carefully considering the legitimate grievances of the Native Americans, the response was essentially a military one which culminated in a deadly firefight on June 26, 1975 between the Native Americans and the FBI agents and the United States marshals.

He further wrote "the United States must share the responsibility with the Native Americans for the June 26 firefight." I am attaching the letter from Judge Heaney for your review.

The U.S. Commission on Civil Rights in 1976 formally recommended Congress investigate the conduct of the FBI in its operations on the Pine Ridge Indian Reservation. A similar request was urged in 1981 Amnesty International for an "independent" inquiry into the FBI's use of our Criminal Justice System for political purposes, citing the Peltier case as an example. Neither request resulted in an inquiry.

People from different parts of the country have sent me copies of correspondence addressed to you from the Federal Bureau of Investigation Agents Association in New Rochelle and the Society of Former Special Agents of the Federal Bureau of Investigation in Quantico. It is unfortunate that the current and former agents of our FBI seem compelled to continue to urge your denial of Executive Clemency to Mr. Peltier upon facts they know are not true and theories long abandoned by government prosecutors.

There is no credible evidence remaining that Leonard Peltier shot and killed the two FBI agents. Leonard Peltier and others from within and without the Reservation came to the community at request of the traditional Chiefs and Headsmen of the Oglala Lakota to help protect its residents from violent attacks by members of a vigilante group which called itself the Guardians of the Oglala Nation, or "GOONS".

Mr. Peltier's case is profuse with evidence of questionable

tactics in his prosecution and conviction. One can find such evidence in Court records conclusively showing conduct which included the use by our Country of admittedly false eyewitness affidavits to extradite him from Canada to stand trial; sudden and unexplained switching of judges from the experienced jurist who tried Mr. Peltier's co-defendants who were acquitted; transcripts of testimony of children and women who said their stories were coerced by agents of the FBI; the FBI's suppression of critical ballistic's reports which refuted the government's factual presentation and argument at trial that Peltier's weapon killed the agents -- to name a few.

After a Freedom of Information Act request resulted in the disclosure of thousands of previously unreleased FBI documents on this matter, key ballistics analysis reports surfaced which just failed to win him a new trial in 1986. Of critical importance suggesting the propriety of Executive Clemency for Mr. Peltier, the government during oral arguments before the U.S. Court of Appeals changed its official position from contending he was a principle in the killing of the agents, and argued instead he should remain convicted as an aider and abettor.

While the government argued at trial the deceased agents followed in "Peltier's" red and white van, the FBI contemporaneously suppressed field reports which showed the van actually belonged to an Oglala resident and the agents were instead following a red pickup containing someone else shortly before their deaths.

Mr. Peltier has already served twice the sentence people in our Country generally serve for an aiding and abetting conviction.

Mr. Peltier also currently suffers daily from an improperly performed operation on his jaw. He needs appropriate medical care which has been apparently lacking within the U.S. Bureau of Prisons.

Justice Heaney urged Executive Clemency for Leonard Peltier in his letter to begin the healing process with Native Americans.

Therefore, on behalf of Leonard Peltier, I respectfully urge that you grant him Executive Clemency and suspend the balance of his sentence. In your last year of Office, you alone stand empowered with the authority to say by your actions and words that it is time for the healing to begin.

Thank you for taking the time to read this letter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bruce Ellison", written in dark ink.

Bruce Ellison

Attorney for Leonard Peltier

UNITED STATES COURT OF APPEALS
FOR THE EIGHTH CIRCUIT

CHAMBERS OF
GERALD W. HEANEY
UNITED STATES SENIOR CIRCUIT JUDGE
FEDERAL BUILDING
DULUTH, MINNESOTA 55802

April 18, 1991

Senator Daniel K. Inouye
United States Senate
Select Committee on Indian Affairs
Washington, D.C. 20510-6450

Re: Leonard Peltier

Dear Senator Inouye:

Unfortunately I did not receive your letter of February 1, 1991 until April 13, 1991. When I did receive your letter, I was visiting your state. Thus, this is my first chance to reply.

As you know, I wrote the opinion in United States v. Peltier, 800 F.2d 772 (8th Cir. 1986), and I sat as a member of the court in an earlier appeal, United States v. Peltier, 731 F.2d 550 (8th Cir. 1984). In the case I authored, our court concluded:

There is a possibility that the jury would have acquitted Leonard Peltier had the records and data improperly withheld from the defense been available to him in order to better exploit and reinforce the inconsistencies casting strong doubts upon the government's case. Yet, we are bound by the Bagley test requiring that we be convinced, from a review of the entire record, that had the data and records withheld been made available, the jury probably would have reached a different result. We have not been so convinced.

United States v. Peltier, 731 F.2d at 779-80. No new evidence has been called to my attention which would cause me to change the conclusion reached in that case.

There are, however, other aspects of the case that the President may see fit to consider in determining whether he should take action to commute or otherwise mitigate the sentence of Leonard Peltier. My thoughts on these other aspects result from a very careful study of the records of the Peltier trial and the post-trial evidence and from a study of the record in the Robideaux-Butler trial before Judge McManus in Iowa, a trial which resulted in the acquittal of Robideaux and Butler.

April 18, 1991
Senator Daniel K. Inouye
Page 2

First, the United States government over-reacted at Wounded Knee. Instead of carefully considering the legitimate grievances of the Native Americans, the response was essentially a military one which culminated in a deadly firefight on June 26, 1975 between the Native Americans and the FBI agents and the United States marshals.

Second, the United States government must share the responsibility with the Native Americans for the June 26 firefight. It was an intense one in which both government agents and Native Americans were killed. While the government's role in escalating the conflict into a firefight cannot serve as a legal justification for the killing of the FBI agents at short range, it can properly be considered as a mitigating circumstance.

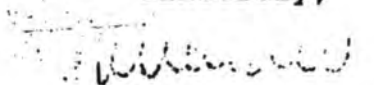
Third, the record persuades me that more than one person was involved in the shooting of the FBI agents. Again, this fact is not a legal justification for Peltier's actions, but it is a mitigating circumstance.

Fourth, the FBI used improper tactics in securing Peltier's extradition from Canada and in otherwise investigating and trying the Peltier case. Although our court decided that these actions were not grounds for reversal, they are, in my view, factors that merit consideration in any petition for leniency filed.

Fifth, Leonard Peltier was tried, found guilty, and sentenced. He has now served more than fourteen years in the federal penitentiary. At some point, a healing process must begin. We as a nation must treat Native Americans more fairly. To do so, we must recognize their unique culture and their great contributions to our nation. Favorable action by the President in the Leonard Peltier case would be an important step in this regard. I recognize that this decision lies solely within the President's discretion. I simply state my view based on the record presented to our court. I authorize you to show this letter to the President if you desire to do so.

Again, I am sorry your letter was not delivered to me at an earlier date.

Sincerely,


GERALD W. HEANEY

The Rt. Hon Tony Benn MP

House of Commons

London, SW1A 0AA

Tel/Fax: 011 44 171 229 0779

President Clinton --

Re; Leonard Peltier

Leonard Peltier's case has aroused worldwide interest and there is no doubt in the minds of those who have heard the evidence that he is innocent. While the United States keeps him imprisoned, the American reputation for human rights is severely damaged. Mr. President, I hope you appreciate that this is not only a question of justice but the reputation of a nation.

Clemency for Leonard Peltier; motion introduced to the British Parliament

That this House expresses its concern at the long prison sentence imposed upon Leonard Peltier, a distinguished American Indian leader, for an offence he is alleged to have committed in 1975 by a Court in America that withheld vital evidence which would have proved his innocence;

Notes that the campaign on his behalf has been supported by twenty million people worldwide, including 50 members of the United States Congress, 60 members of the Canadian Parliament, members of the European Parliament, Nelson Mandela, The Dalai Lama, Archbishop Tutu, Mikhail Gorbachov and the Archbishop of Canterbury and;

Requests the President of the United States to exercise his powers to grant Executive Clemency to permit the immediate release of Mr. Peltier.

Tony Benn.

(Motion supported by 29 MPs, ostensibly from the ruling Labor Party - the British Government lead by Prime Minister Blair).

CASE OF LEONARD PELTIER : STATEMENT OF FACTS

To : The Honorable Members of the United States Congress

From : The Leonard Peltier Defense Committee

"Amnesty International considers Leonard Peltier to be a political prisoner whose avenues of redress have long been exhausted....Amnesty International recognizes that a retrial is no longer a feasible option and believes that Leonard Peltier should be immediately and unconditionally released."

Amnesty International, April 6, 1999

"I have been reading in Leonard Peltier's book, and about an hour ago I spoke with him....He is a remarkable person and the depth of his spirituality shows....I would hope that the campaign to have him freed will succeed. I certainly support it very passionately....Because it is a blot on the judicial system of this country that ought to be corrected as quickly as possible."

Archbishop Desmond Tutu, April 18, 1999

" (Regarding FBI use of falsified testimony)....I have nothing on my conscience at all."

U.S. Prosecutor Lynn Crooks

We, the members and supporters of the Leonard Peltier Defense Committee, wish to express our grave concerns with regard to the denial of justice and due process to Mr. Leonard Peltier, and his ongoing detention at Leavenworth Penitentiary. Mr. Peltier has been incarcerated for twenty three years, despite the clear indications of misconduct, including the falsification of evidence, by various U.S. officials which lead to his conviction, as set forth below. He is now fifty four years of age and his health is beginning to deteriorate. We are therefore asking for your most urgent attention to this situation

The facts of this case have long been the subject of intensive investigation and documentation. We wish to set forth the following summary for your convenience :

1. On February 27, 1973, members of the American Indian Movement , or AIM, together with a number of local and traditional Native Americans began their seventy two day occupation of Wounded Knee. Their goal was to protest injustices against their tribes, violations of the many treaties, and current abuses and repression against their people. The United States government responded with a military style assault against the protesters. In the end, various officials promised hearings on local conditions and treaty violations. These hearings were never convened.

2. Throughout the next three years, long referred to by local Native Americans as the "reign of Terror", the FBI carried out intensive local surveillance, as well as the repeated arrests, harassment and bad faith legal proceedings against AIM leaders and supporters. The FBI also closely collaborated with and supported the local tribal chairperson, Dick Wilson, and his selected vigilantes, the "Guardians of the Oglala nation", or quite literally, the "GOONS." Mr. Wilson was notorious for his corruption and abuse of power.

During this "reign of Terror", some sixty four local Native Americans were murdered. (See attached list). Three hundred were harassed beaten or otherwise abused. Virtually all of the victims were either affiliated with AIM or their allies, the traditional tribe members. The FBI had jurisdiction to investigate major crimes, and in fact the FBI to civilian ratio during this time frame was extraordinarily high. Yet these deaths were never adequately investigated and no prosecutions were brought.

Meanwhile, in the years after Wounded Knee, federal officials made 562 arrests of local residents, all AIM supporters or traditionals. Only 15 of these ever lead to a conviction. Of those, five were against local supporters who had brought food into Wounded Knee during the occupation.

3. After Wounded Knee, both Dennis Banks and Russell Means were brought to trial. The prosecution presented the testimony of a Mr. Moves Camp. This testimony was shown to be pure fabrication, with serious implications of FBI misconduct. The judge dismissed the case, declaring that "the waters of justice have been polluted". (383 F. Supp., pp.397-8). The jurors asked the U.S. Attorney General not to appeal the case. (New York Times 26 Sept. 1974, pg.55).

4. In May of 1975 the FBI began a sizable build up of its agents, mostly SWAT members, on the reservation. In June 1974 SWAT teams from numerous divisions were designated for special assignment at Pine Ridge. Yet the politically related murder rate climbed. A June 1975 FBI memo referred to the potential need for military assault forces to deal with AIM members. Needless to say, tensions were running extremely high on all sides.

5. On June 26, 1975 two FBI agents, Mr. Jack Coler and Mr. Ron Williams, entered the Jumping Bull Ranch, private property. They allegedly sought to arrest a young Native American man they believed they had seen riding in a red pick up truck. A large number of AIM supporters were camping on the property at the time. A shoot out began, trapping a family with small children in the cross fire. The more than thirty men, women and children present were surrounded by over 150 FBI agents, SWAT team members, BIA police and local posse members, and barely escaped through a hail of bullets. When the gun fight ended, a Native American named Joe Stuntz lay dead. His killing was never investigated. FBI agents Coler and Williams were also dead. They had been wounded in the gun fight and then shot point blank through the head by a still unidentified assailant.

6. Clearly the killings of Mr. Stuntz and the two agents under such conditions represents a tragedy for all three the men and their families. However, it is equally clear that an unfair trial and the 23 year imprisonment of an innocent man is also a great tragedy. More critically, such a situation endangers the most basic tenets of our system of justice. Official vengeance can never be allowed to replace the due process of the law.

7. As noted by Judge Heaney of the Court of Appeals of the Eighth Circuit, in his 1991 letter to Senator Inouye, "The United States government overreacted at Wounded Knee. Instead of carefully considering the legitimate grievances of the Native Americans, the response was essentially a military one which culminated in the deadly firefight on June 26, 1975....The United States government must share responsibility with the Native Americans for the...firefight...the government's role can properly be considered a mitigating circumstance." Judge Heaney, in this letter, (attached hereto), recommended clemency/commutation of sentence for Mr. Peltier as part of the healing process.

8. Mr. Leonard Peltier was one of several high level AIM leaders present during the shoot out. Murder charges were brought against him, as well as his two friends and colleagues, Dino Butler and Bob Robideau, who had been present throughout the incident. Butler and Robideau stood trial separately from Leonard Peltier, who had fled to Canada, convinced he would never receive a fair trial in the United States. At the trial of Butler and Robideau a key prosecution witness, Mr. Draper, admitted that he had been threatened by the FBI and as a result had changed his testimony upon the agents' instructions, so as to support the government's position. There were other strong indications of misconduct as well. The jury found both men not guilty. They found that there was no evidence to link the defendants to the fatal shots. Moreover, the exchange of gun fire from a distance was deemed to have constituted an act of self defense.

9. Mr. Leonard Peltier was extradited from Canada on the basis of an affidavit signed by a Myrtle Poor Bear, a local Native American woman known to have serious mental problems. She claimed to have been Mr. Peltier's girl friend at the time, and to have been present during the shoot out, and to have witnessed the murders. In fact she did not know Mr. Peltier, nor was she present at the time of the shooting. She later confessed she had given the false statement after being pressured and terrorized by FBI agents, one of whom had also been involved in the falsification of Mr. Moves Camp's testimony earlier. Myrtle Poor Bear sought to testify in this regards at Leonard Peltier's trial. The judge barred her testimony on the grounds of mental incompetence. Nothing was done with regards to the illegal extradition. (Myrtle Poor Bear had also been forced to sign a similar affidavit against yet another local Native American named Dick Marshall. Again she claimed to have been his girl friend, and linked him to a separate murder. This too she recanted.)

10. No known witnesses exist as to the actual shooting of the FBI agents Coler and Williams. Three young men testified to seeing Peltier, Robideau and Butler near the crime scene, after the agents' deaths. More importantly, all three witnesses had been seriously threatened and intimidated by FBI agents. Not surprisingly, their testimonies were often self contradictory.

11. Critical ballistic information was withheld from the defense team, making a fair trial impossible. Portions of this information were later obtained through the Freedom of Information Act litigation. Moreover, other key information was improperly ruled inadmissible. Specifically, at the trial, the FBI ballistic expert, Evan Hodge, testified that he had conducted an extractor mark test, and compared Leonard Peltier's AR-15 rifle with the .223 bullet casing found near the agents' car, and found them to match. Hodge based his testimony on a test performed in February 1976, some six months after receiving the casing and over four months after receiving the gun alleged to have been Mr. Peltier's. However, an FBI ballistic report showed that Mr. Hodge had tested the cartridges far earlier, in October 1975, and found that none of them matched the weapon alleged to be Mr. Peltier's. At trial, however, defense counsel was not permitted to tell the jury that the test showing that the gun and the casing were incompatible was performed first, and that the test "finding" that the rifle and casing matched, was in fact performed much later as the prosecution put together its case.

More importantly, Mr. Hodge also testified at the trial that a firing pin test is a highly conclusive test in comparison to the extractor test, which is far less conclusive. He stated that due to fire damage to the rifle, the more precise type of test could not be carried out. He also stated that during the October testing, he had not yet examined the critical casing found near the agents' car. Later, documents obtained through the Freedom of Information Act showed that the

October 1975 ballistic testing was in fact based on the more precise firing pin test, and that the results had been negative. However, the Freedom of Information Act files also included FBI documents stressing the urgency for testing the key casing at once, thus contradicting Mr. Hodge's claim that he had simply not gotten around to testing the key casing until six months after it was received. In short, the fatal bullet did not come from Leonard Peltier's weapon. The jury never heard about any of these crucial issues.

12. Equally disturbing are the numerous discrepancies regarding the key vehicle in the case. Agents Williams and Coler had radioed that they were chasing a red pick up truck, which they believed was transporting a suspect. The chase lead to the Jumping Bull Ranch and the fatal shoot out. At trial however, the evidence had changed to described a red and white van, quite a different vehicle, and which not coincidentally was more easily linked to Mr. Peltier.

13. The Court, at Mr. Peltier's murder trial, did not permit the jury to learn of the FBI's pattern and practice of using false affidavits and of intimidating witnesses in related cases. The jury was thus unable to properly evaluate the prosecution witnesses' testimony. In the trials of other AIM leaders, such evidence had been admitted.

14. There was not witness testimony that Leonard Peltier actually shot the two FBI agents. There is no witness testimony that placed Mr. Peltier near the crime scene before the murders occurred. Those witnesses placing Peltier, Robideau and Butler near the crime scene at any time were coerced and intimidated by the FBI. There is no forensic evidence as to the exact type of rifle used to commit the murders. Several different weapons present in the area during the shoot out could have caused the fatal injuries. There was more than one AR-15 in the area at the time of the shoot out. The AR-15 rifle claimed to be Mr. Peltier's was found to be incompatible with the bullet casing near the agents' car. Although other bullets were fired at the crime scene, no other casings or evidence about them were offered by the Prosecutor's office. In short there is no reasonable evidence that Mr. Peltier committed the murders. Instead there is very strong evidence of FBI misconduct.

15. Some 6,000 FBI documents are still being withheld in their entirety from Mr. Leonard Peltier, as are some 5,000 partial documents. There is clearly no current reason to fear national security risks, or the disruption of ongoing investigations. Moreover, based on the critical nature of those documents which have been disclosed, such as the ballistic tests reports, it is reasonable to conclude that the remaining files would contain evidence that would help to establish Mr. Peltier's innocence. This situation violates his rights to access to the courts and to a fair trial.

16. At the Peltier trial the Prosecutor claimed in summation that...."we proved that he went down to the bodies and executed those two young men at point blank range...". At the appellate hearing, the government attorney conceded "We had a murder, we had numerous shooters, we do not know who specifically fired what killing shots...we do not know, quote unquote, who shot the agents."

17. At the murder trial the Prosecutor, referring to the murder weapon, stated that "There is only one AR-15 in the group. There is no testimony concerning any other AR-15 at Tent City or at the crime scene or anywhere else in the area...". Mr. Peltier's lawyers later filed a habeas corpus petition, claiming that the government had mislead the jury by concealing evidence of other AR-15 rifles, and thus other potential murder weapons, at the crime scene. The same prosecuting attorney, before the Eighth Circuit Court in 1992, claimed that "...I think its simply a misstatement of the trial that there was no evidence presented and it was suppressed as to other AR-15s at the scene...".

18. Mr. Peltier has now served more than 23 years in prison. During this time he has suffered a stroke which left him partially blind in one eye. He now has a seriously debilitating jaw condition which leaves him unable to chew properly and causes consistent pain and headaches. The prison medical facilities cannot properly treat this condition, and two prison surgeries have only worsened matters.

19. Mr. Peltier has served time for a significantly longer period of time than normally would be served before a grant of parole in similar cases. Yet the United States Parole Commission has made it clear that parole will not even be considered until the year 2008, some six years after the date Congress has set for abolition of the Parole Board. No adequate reason has been given for such arbitrary and discriminatory treatment. Instead, the Parole Commission stated the denial was based upon Mr. Peltier's participation in the "premeditated and cold blooded execution of these two officers." Yet, as noted, there is no evidence that Mr. Peltier ever fired the fatal shots. This has been admitted by the government attorneys themselves. Yet various FBI agents, together with Prosecutor Crooks, were present to personally oppose Mr. Peltier's parole.

20. The only evidence against Mr. Peltier is the fact that he was present at the Jumping Bull ranch during the fatal shoot out. There were more than thirty others there that day as well. Yet Mr. Peltier is the only one who was ever sentenced and imprisoned. The FBI and other officials clearly singled out Leonard Peltier as a scapegoat, and forced him to pay the collective price for the killings which occurred, despite the lack of evidence against him. Personalized vengeance of this kind in U.S. officials cannot be tolerated.

21. Eight years ago, Federal Judge Heaney of the Court of Appeals of the Eighth Circuit, has written to U.S. Senator Inouye, supporting clemency / commutation of sentence for Leonard Peltier. "At some point a healing process begins. We as a nation must treat Native Americans more fairly."

22. Disturbingly, the FBI has also been implicated in similar instances of grave misconduct in parallel cases. By way of example, Mr. Geronimo Pratt has only recently been released from prison after serving some 27 years for a crime he did not commit. It has been established that key evidence against him was falsified by the FBI. Mr. Pratt was a leader in the Black Panther party. It is now a matter of public record that the FBI COINTELPRO program considered such minority organizations to constitute a threat to domestic security, and routinely engaged in improper, unethical, and sometimes unlawful actions against them.

23. Numerous internationally recognized human rights organizations, including Amnesty International, and civil rights leaders have called for the immediate and unconditional release of Leonard Peltier. Some of these statements are attached to this summary for your convenience.

24. Based on all of the above, we seek your immediate intervention in this case. Our concepts of justice and good government require that such tragic errors of the past be set straight. We ask that you act to secure Mr. Leonard Peltier's prompt and unconditional release from prison, either by urging President Clinton to immediately grant clemency to Mr. Peltier, or in the alternative, by fully and properly supervising and advising the work of the U.S. Parole Commission with regards to this case. Past errors by U.S. officials are difficult to redress and much suffering has occurred. Leonard Peltier is no longer young, and his youth cannot be returned to him. Yet he still wishes to serve his people and contribute to his society. We ask that he be allowed to do so with freedom and dignity.

Thank you for your time and attention to this most urgent matter.

UNIVERSITY COLLEGE

OXFORD

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LORD BUTLER OF BROCKWELL GCB, CVO
MASTER

21 December 1999

President Clinton
The White House
Washington DC
20500-2000
USA

to Burkhardt to
coordinate w/
Council?
YES

Dear Mr. President,

We were all very sorry that your commitments prevented you from attending the Reception at the British Embassy in Washington to celebrate the 750th Anniversary of the foundation of University College. You will be glad to hear that the event was very well attended and was a great success.

As our 750th Anniversary year comes to a close we have been considering how we might mark your association with University College in an appropriate way.

One idea which has aroused a considerable amount of interest among Old Members is the creation of "Clinton Scholarships" at Univ. Several of our Old Members had suggested this, and Skip Rutherford at the Clinton Library has been an enthusiastic supporter of the concept.

Our idea is that we would seek to endow permanently, with about \$3 million, a fund for Clinton Scholars. Clinton Scholars would be given similar benefits to Rhodes Scholars (full tuition fees, room and board, plus spending money). The Scholarships would be available to American graduate students studying at Univ. A \$3m endowment would allow at least two new Clinton Scholars to be appointed every year.

Cont/-

I, and Skip, both believe that the Scholarships would demonstrate your strong personal support of education, your links to Univ, and your close Presidential relationship with Britain as a whole. It would also be marvellous for the College to be able to honour you in this way.

Skip mentioned in passing that a fundraising event in Washington could help to realise the sum needed quickly. It would be particularly appropriate if this were to take place during one of Tony Blair's visits to Washington so that you could both show your support as a fellow Oxonians and promoters of the Anglo-American relationship.

Mr President, we should greatly like to know whether a scheme on these lines would have your support. We believe that this would be a most appropriate way of providing a perpetual memorial to your achievements as the first University College Rhodes Scholar to serve as President of the United States, your commitment to education of young people and your contribution to the transatlantic relationship.

With best wishes to you and Mr. Clinton for Xmas and 2000,

Yours sincerely,

Robin Butler

THE SECRETARY OF EDUCATION
WASHINGTON

Edmonds

1-5-2000

Dear Mr. President -

This is a new report by 2
credible groups which can be very
helpful in preparation of your State
of the Union Address -

It is a great source showing
the progress we've made during your
years as President. Thanks from our Budget —
Dick

Do You Know...

THE
GOOD NEWS
ABOUT
AMERICAN
EDUCATION?

cc: Terry?
YES
[Signature]

CENTER ON EDUCATION POLICY
and
AMERICAN YOUTH POLICY FORUM

Center on Education Policy

The Center on Education Policy is the national independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we help citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools.

Working at the national, state and local levels, the Center achieves its mission by producing publications, writing articles, convening meetings, making presentations and, upon request, providing expert advice. The Center also works jointly with many other education, business, state and civic organizations.

Based in Washington, D.C., and founded in January 1995, the Center receives nearly all of its funding from charitable foundations. To learn more about our work, please visit our web site: www.ctredpol.org.

American Youth Policy Forum

The American Youth Policy Forum is a nonpartisan professional development organization providing learning opportunities for policymakers and practitioners working on youth issues at the local, state and national levels. AYPF's goal is to provide participants with information, insights and networks on issues related to the development of healthy and successful young people, productive workers and participating citizens in a democratic society, including: schooling, transition to careers and career development, training and preparation for employment, postsecondary education, national and community service and related forms of youth development.

Since 1993, AYPF has conducted an average of 40 events each year for over 2,000 participants, including lunchtime meetings and out-of-town field trips and foreign study missions with a thematic focus. Forum participants include Congressional staff, officials of various federal agencies, state and local government officials, policymakers from national non-profit and advocacy associations and members of the media who report on youth issues. AYPF also publishes, for the benefit of policymakers, practitioners and scholars, a wide variety of inexpensive and brief policy reports and background materials on youth issues. These may be consulted on our web site: www.aypf.org.

Credits

This publication was researched and written by Nancy Kober, a freelance writer and consultant to the Center on Education Policy, and Diane Stark Rentner, the Center's associate director. They received assistance and advice from Jack Jennings, the Center's director, and from Samuel Halperin, Betsy Brand, Glenda Partee and Donna Walker James of the American Youth Policy Forum. Cutting Edge Graphics of Washington, D.C., designed the publication.

The Center on Education Policy and the American Youth Policy Forum thank our respective funders who support this report and the other activities of our two organizations.

Do You Know...
THE
GOOD NEWS
ABOUT
**AMERICAN
EDUCATION?**

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By featuring objectively good news in this brief report, we hope to restore public confidence that school reform *can* make a difference and to encourage everyone to keep working to make public schools better for *all* students.

DATA USED IN THIS REPORT

This report includes a variety of statistics showing positive trends in education. These statistics are grouped into five broad categories:

- **School Participation and Curriculum.** Trends in school dropout rates, student course-taking patterns, and participation of students with disabilities.
- **Student Achievement.** Trends in student performance on the National Assessment of Educational Progress, various college entrance exams and other nationwide measures.
- **Educational Climate.** Data on school safety and crime and other environmental factors that affect student learning.
- **Teachers.** Statistics on the qualifications and experience of K-12 teachers.
- **Higher Education.** Trends in postsecondary enrollment and completion of degrees.

The higher education data and a few of the K-12 indicators include data for students in both public and private institutions. Since 89% of K-12 students and 76% of postsecondary students attend public institutions, these indicators still reflect improvements in public education.

To the extent possible, we have compared baseline data from the early 1980s with the most recent year available. The specific years vary depending on which data are available for a particular indicator. In some cases, we also include data earlier than the 1980s to show longer-term trends. For several indicators, reliable data on trends over time are not available, but we include current data showing positive aspects of public education.

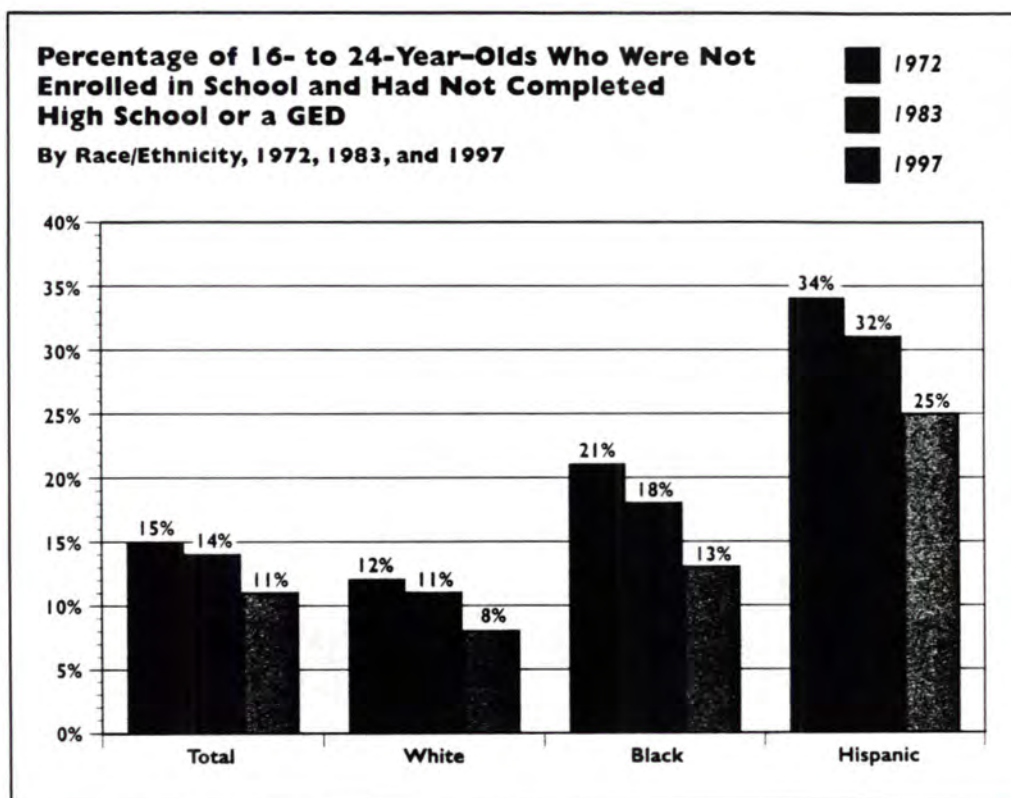
We chose the early 1980s as our primary baseline because that's when school reform became a major national issue. Since then, educational improvement has remained a high priority at the local, state and national levels, although the specific strategies have changed as the school reform movement has matured. Most recently, nearly all states have adopted standards to define what students should know and be able to do by the time they finish high school, along with new state tests to measure student progress. Most of these standards-based reforms are too new to have influenced the trends discussed in this report, but their effects on student learning should soon begin to appear.

Do You Know?

FEWER STUDENTS ARE DROPPING OUT OF SCHOOL

THE FACTS

Two-thirds of citizens surveyed mistakenly believe that high school dropout rates are going up and are higher than they were 25 years ago (1997 *Phi Delta Kappa-Gallup Poll*). In fact, dropout rates are lower today than they were in the 1970s and 1980s. Especially noteworthy is the sharp decline in the dropout rate of black youth.



Note: This chart shows the "status dropout rate," the percentage of the U.S. population ages 16-24 who were not enrolled in school, had not completed high school, and did not possess a general education development (GED) certificate.

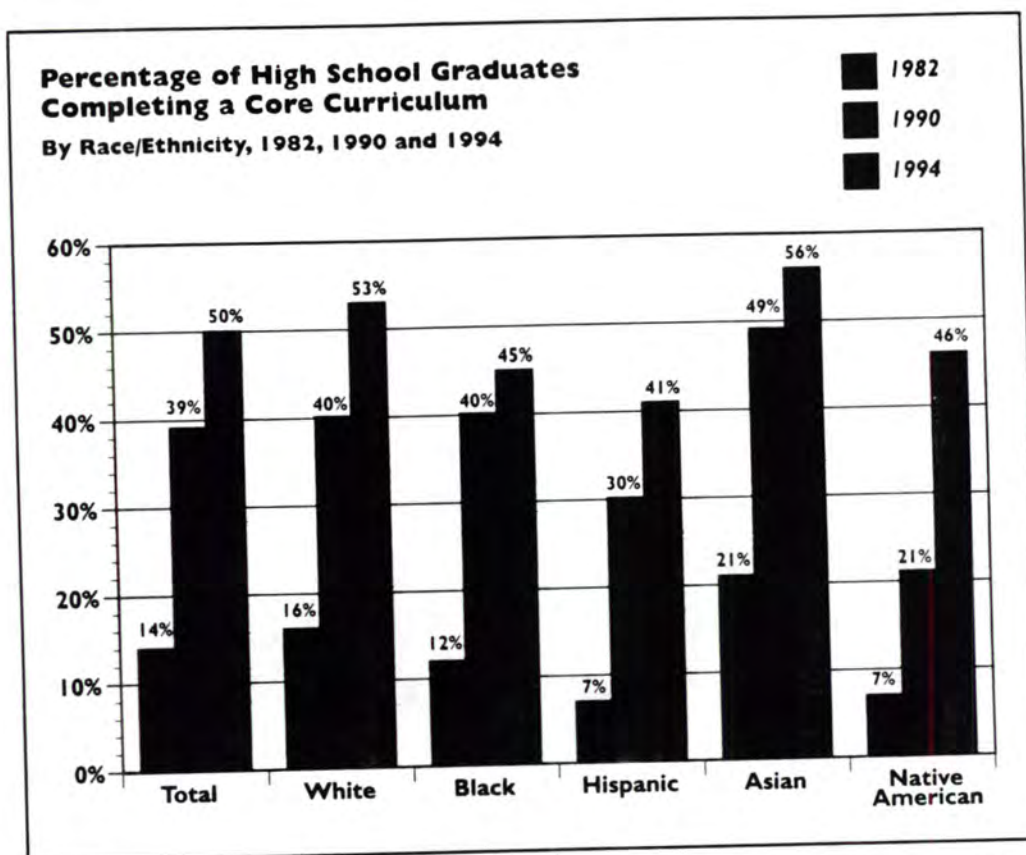
Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998*, Table 105.

Do You Know?

HIGH SCHOOL STUDENTS ARE TAKING MORE CHALLENGING COURSES

THE FACTS

The education reforms of the 1980s focused on raising the coursework requirements for high school students. As a result, more students today are taking tougher courses than their predecessors did in the early 1980s. The percentage of students completing a core academic curriculum that includes 4 years of English and 3 years each of social studies, science and mathematics more than *tripled* between 1982 and 1994, with large increases across all racial and ethnic groups.



Note: The "core curriculum" consists of 4 years of English and 3 years each of social studies, science and mathematics.

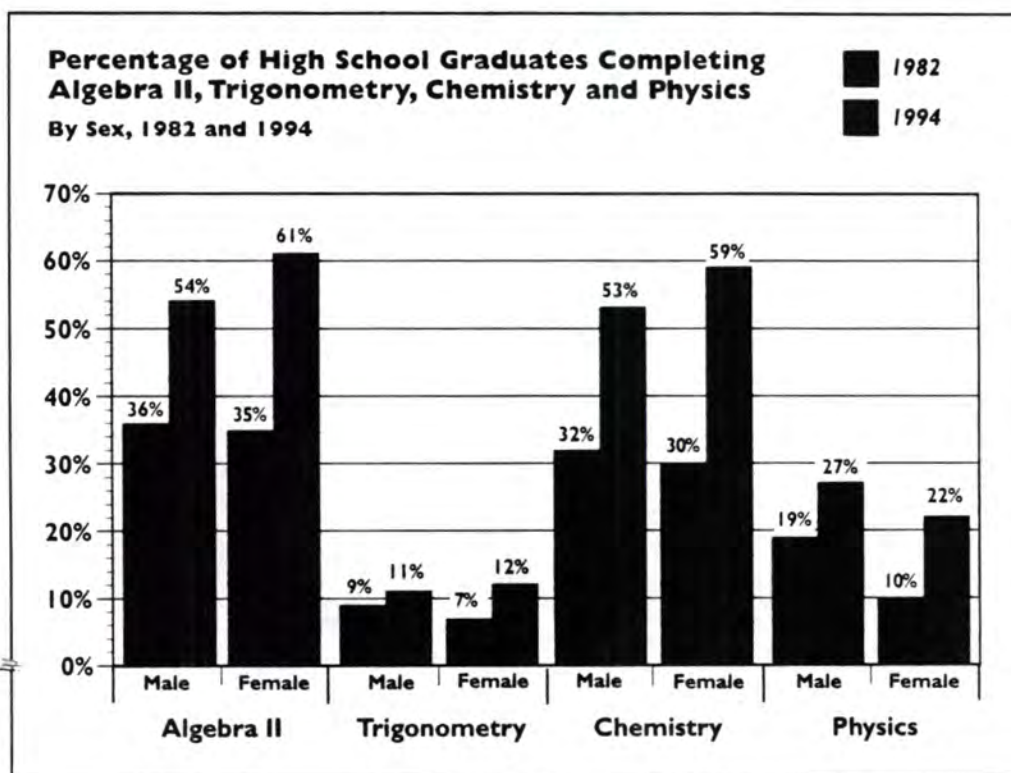
Source: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates* Revised, 1998.

Do You Know?

MORE GIRLS ARE TAKING HIGH-LEVEL MATHEMATICS AND SCIENCE COURSES

THE FACTS

The gender gap in mathematics and science that had limited educational and career opportunities for girls and women is disappearing. The percentage of girls taking rigorous high school mathematics and science courses, such as algebra II, trigonometry, chemistry and physics, has gone up significantly since 1982. For example, 59% of the girls who graduated in 1994 had completed a chemistry course, compared with only 30% of the girls in the class of 1982. In fact, gender patterns have reversed for some courses, with girls enrolled at higher rates than boys in courses like algebra II and chemistry. Boys still had slightly higher rates of enrollment in physics and calculus in 1994.



Source: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates Revised, 1998.*

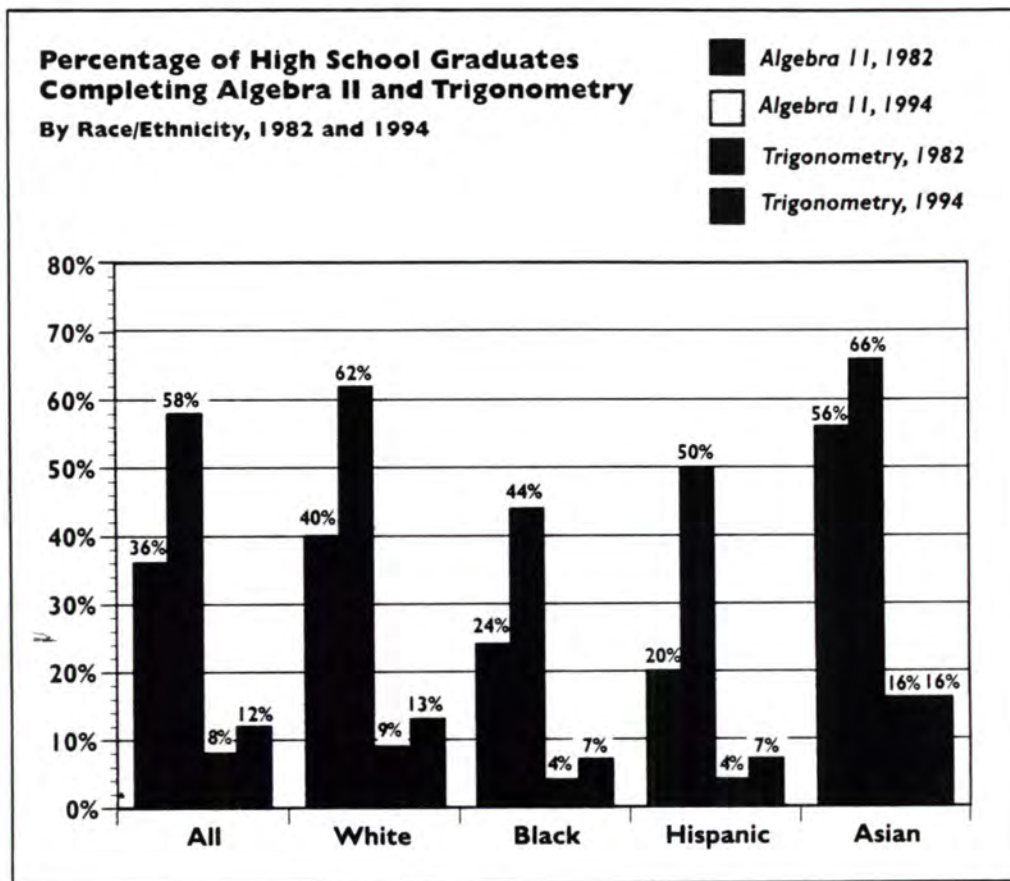
Do You Know?

HIGH SCHOOL STUDENTS ARE TAKING TOUGHER MATHEMATICS AND SCIENCE COURSES

THE FACTS

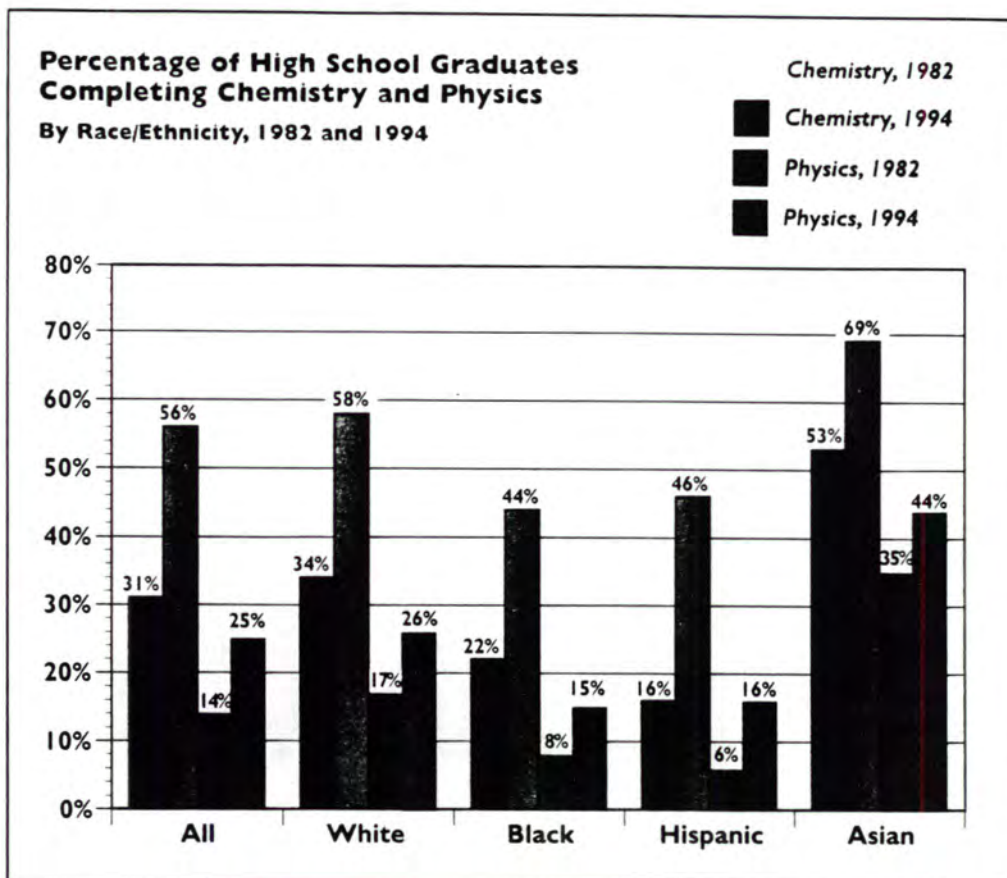
Recent education reforms emphasize the need for students to take more rigorous mathematics and science courses. Since 1982, the percentages of students taking higher-level courses, such as algebra II, trigonometry, chemistry and physics, have gone up significantly. (Enrollments have also gone up for other courses not shown here, from algebra I to calculus, and from biology to astronomy.)

These increases in higher-level course-taking occurred across all racial and ethnic groups. Especially impressive is the growth in the numbers of black and Hispanic students taking courses like algebra II and chemistry.



Note: These percentages do not include students who took these courses before they entered high school.

Source: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates Revised, 1998.*



Note: These percentages do not include students who took these courses before they entered high school.

Source: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates Revised*, 1998.

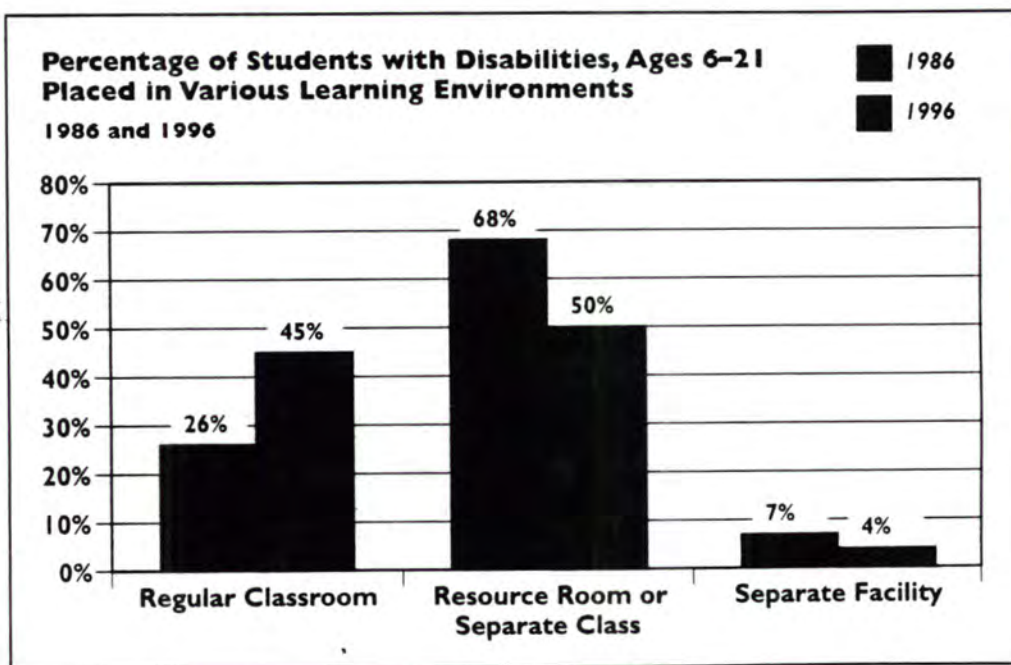
Do You Know?

MORE STUDENTS WITH DISABILITIES ARE BEING EDUCATED IN REGULAR CLASSROOMS

THE FACTS

The federal Individuals with Disabilities Education Act requires children with disabilities to be educated in the "least restrictive environment" and encourages them to be educated in general classroom settings, with appropriate services and supports. When students with disabilities are educated alongside other children in regular classrooms, they have increased opportunities to study the same curriculum as their peers, meet higher performance expectations, and learn the knowledge and skills necessary for independent adult life. This approach also helps children without disabilities avoid damaging stereotypes and understand how much people have in common.

Between 1986 and 1996, the percentage of children with disabilities who were educated in regular classrooms increased from 26% to 45%. The proportion of children with disabilities served in resource rooms or separate classes decreased, except for students with certain severe disabilities, such as autism. The percentage educated in separate facilities, such as state institutions for the disabled, dropped from 7% to 4%. These trends represent significant progress from 25 years ago, when 90% of developmentally disabled children were housed in state institutions and approximately 1 million children with disabilities were shut out of schools altogether (U.S. Department of Education, Office of Special Education and Rehabilitative Services, *IDEA General Information: Overview*, 1997).



Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education* 1999, Indicator 20. Percentages do not total 100% due to rounding.

THE WORK AHEAD: SCHOOL PARTICIPATION AND CURRICULUM

The U.S. job market has changed considerably since the early 1970s. Young people without a high school diploma are limited mostly to low-paying jobs with little chance for advancement. Indeed, some economists predict that the only way to get a well-paying job and have a secure career will be to complete additional study beyond high school. So the first step of the work ahead is for states and school districts to ensure that all students earn at least a high school diploma.

Students need more than a credential, however, to be ready for the workplace or higher education. They also must have high-level knowledge and skills, which are best learned by pursuing a rigorous high school curriculum. In a technology-dependent workforce, a strong mathematics and science background is especially important.

The growth in the number of students taking challenging coursework is a promising trend. The work ahead should include aggressive efforts to encourage *all* students to complete four years of English and three years each of social studies, science and mathematics before they graduate. These efforts should begin in middle school, with strategies that encourage students to take gateway courses like algebra before 9th grade. At the high school level, states and school districts should eliminate the "general track" of courses that do not adequately prepare students for either the workplace or higher education. High schools should also offer advanced courses like calculus and physics, so that students are not hindered from progressing because these key courses are not available.

Some students will need extra help to meet graduation requirements and succeed in a rigorous curriculum. States and school districts should adopt strategies that have proved to be effective with students who are struggling to keep pace or who learn in different ways. These strategies include:

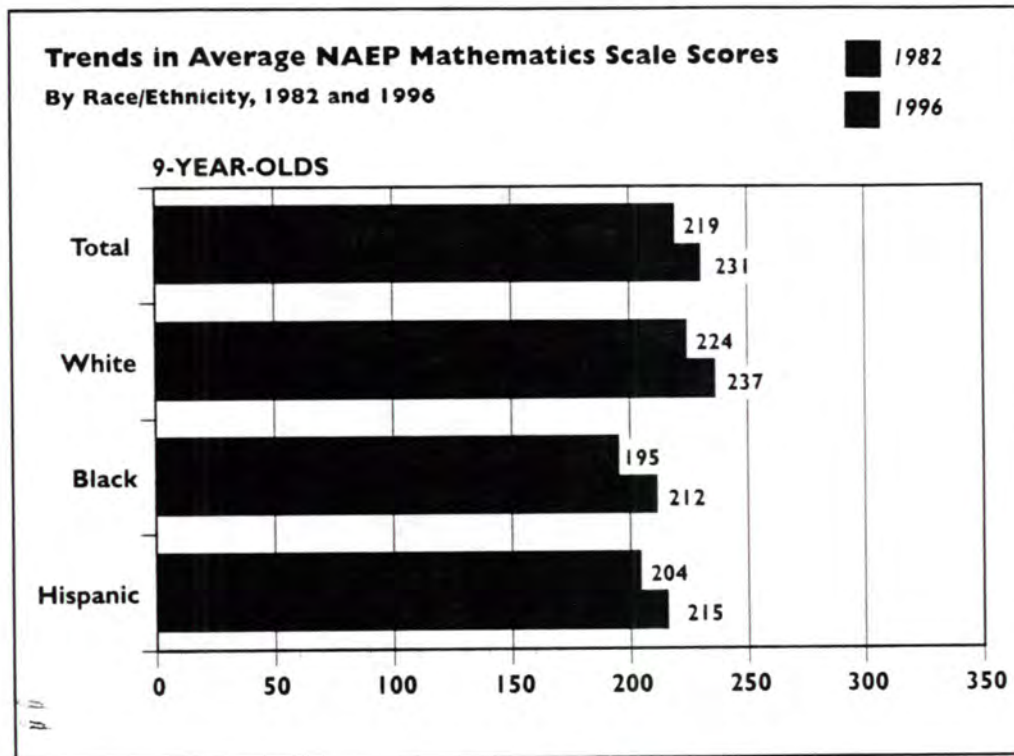
- counseling and mentoring programs that connect students with caring adults who can guide their academic progress;
- teaching methods that emphasize how academic knowledge applies in real-world contexts;
- "tech-prep" programs that integrate academic and technical education and lead directly into a two-year college or technical certificate program; and
- "career academies" that teach high-level academic skills through a curriculum centered around particular employment sectors, such as health care, hospitality, or finance.

The work ahead must also include continuing attention to students with disabilities. Although these students have benefitted from inclusion in regular classrooms and are graduating at higher rates than 15 years ago, they still drop out at twice the rate of their peers (OSERS, *IDEA General Information: Overview*, 1997). States and school districts should hold students with disabilities to high standards, while recognizing that they often need intensive assistance to graduate and make the transition from school to work or further education. Effective strategies include building relationships between students and caring adults, teaching problem-solving strategies and monitoring student behavior.

STUDENT MATHEMATICS ACHIEVEMENT IS IMPROVING

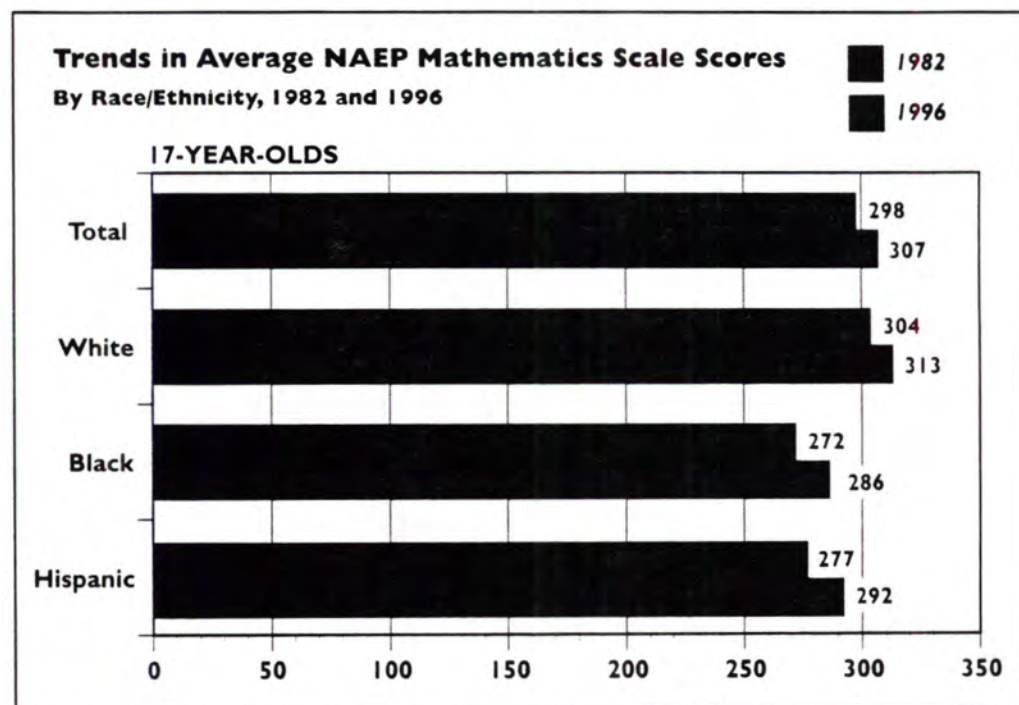
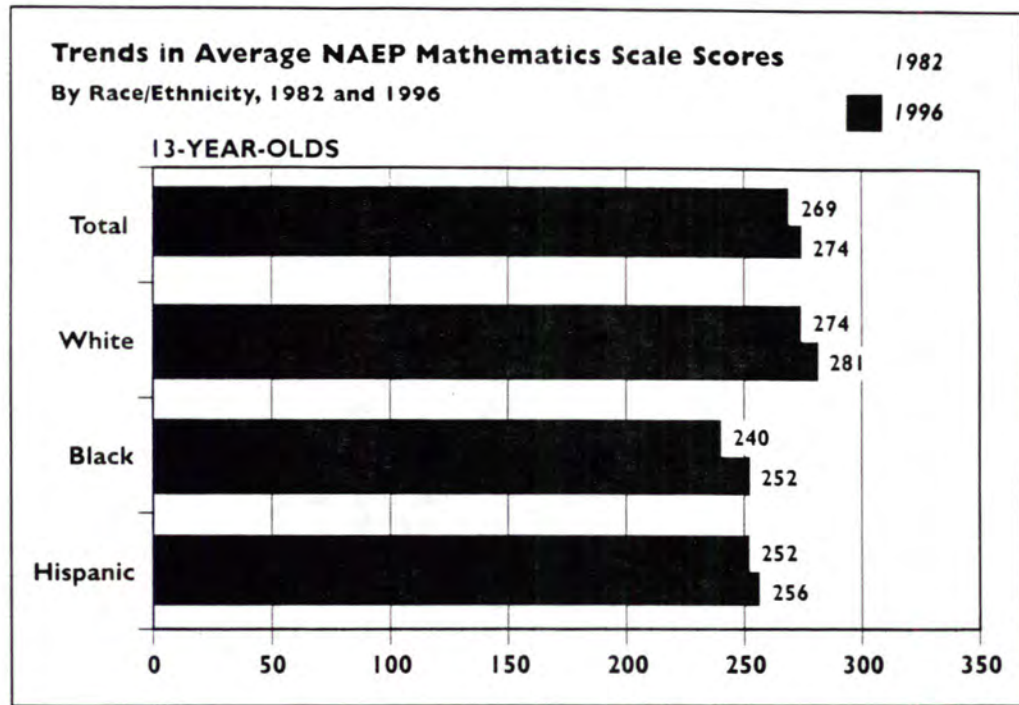
THE FACTS

Between 1982 and 1996, students improved their achievement in mathematics, as measured by the National Assessment of Educational Progress. (NAEP is the only national testing program that measures trends in student achievement in key subject areas.) Average NAEP mathematics scores rose for all three age groups tested, with 9-year-old students making the most progress. Black and Hispanic students have made significant gains so that racial/ethnic differences in achievement have narrowed since 1982.



Note: NAEP uses a scale of 0–500. Students who score at or above 200 on the NAEP mathematics scale can add and subtract two-digit numbers and recognize relationships among coins. Those who score at or above 250 can add, subtract, multiply and divide using whole numbers and solve one-step problems. Those who score at or above 300 can compute with decimals, fractions and percents; recognize geometric figures; solve simple equations; and use moderately complex reasoning.

Source: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress and The Condition of Education 1998*, Indicator 18.



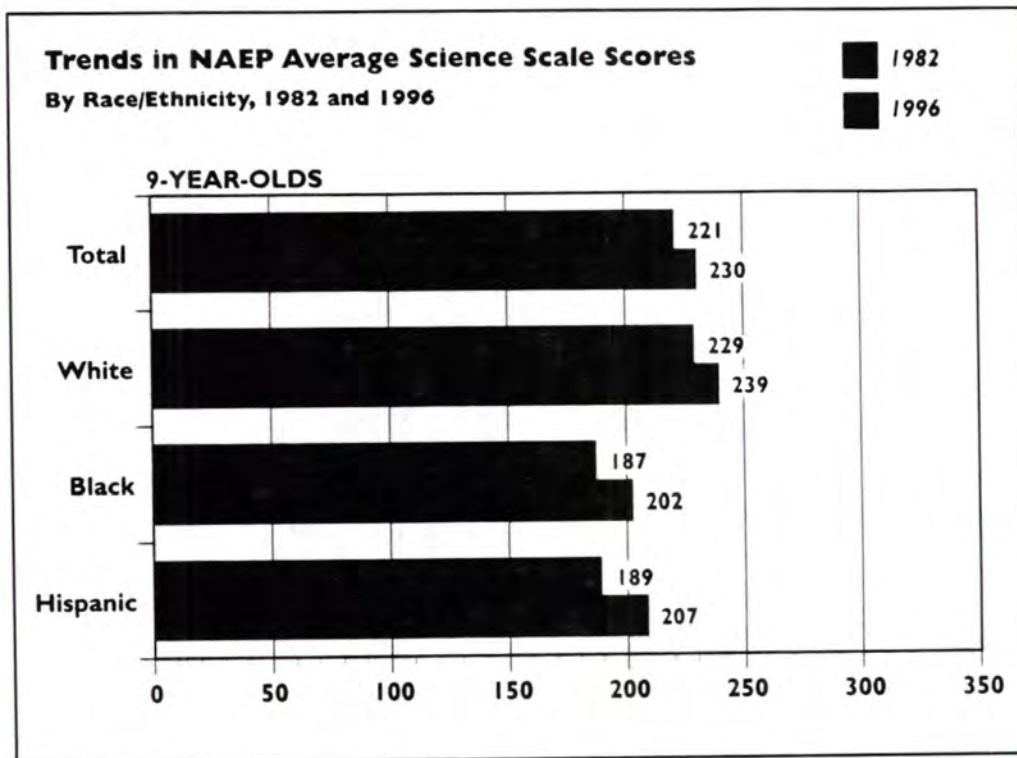
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Source: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Trends in Academic Progress and The Condition of Education 1998*, Indicator 18.

STUDENT SCIENCE ACHIEVEMENT IS IMPROVING

THE FACTS

Between 1982 and 1996, science achievement increased for all three age groups tested by NAEP, with the greatest gains among black and Hispanic students. (NAEP is the only national testing program that measures trends in student achievement in key subject areas.)



Note: NAEP uses a scale of 0–500. Students who score at or above 200 on the NAEP science scale understand simple scientific principles; for example, they show some knowledge of the structure and functions of plants and animals. Those who score at or above 250 can apply general scientific information; for example, they can interpret data from simple tables and make inferences about the outcomes of experiments. Those who score at or above 300 can analyze scientific procedures and data.

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1999*, Indicator I.

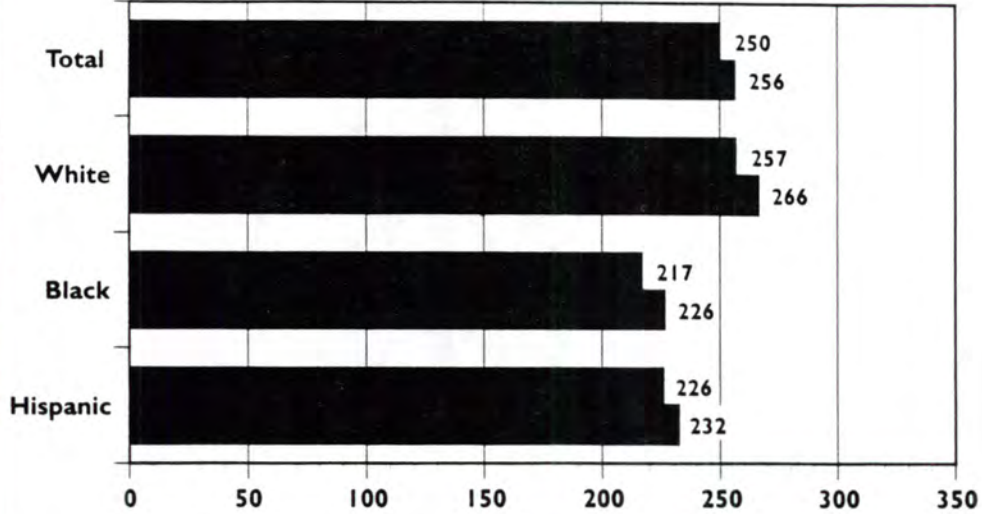
Trends in NAEP Average Science Scale Scores

By Race/Ethnicity, 1982 and 1996

1982

1996

13-YEAR-OLDS



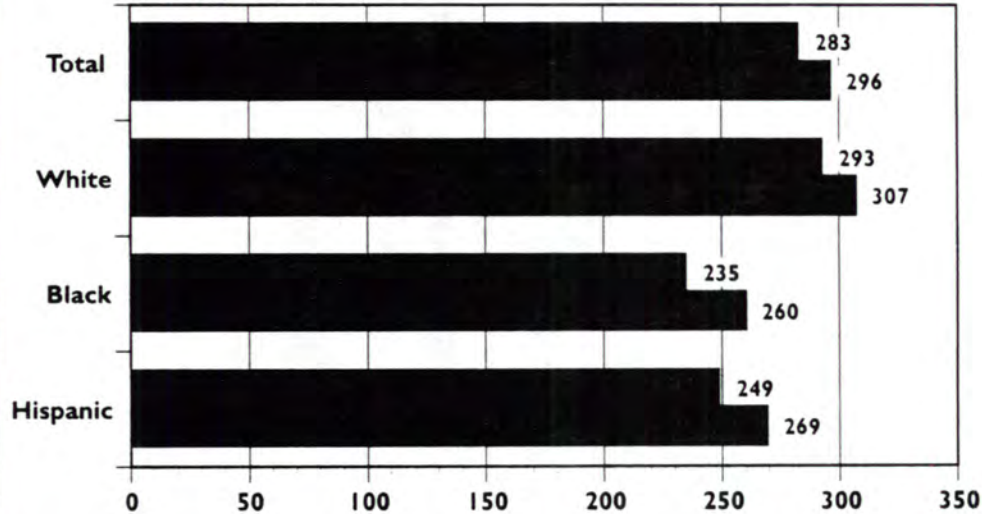
Trends in NAEP Average Science Scale Scores

By Race/Ethnicity, 1982 and 1996

1982

1996

17-YEAR-OLDS



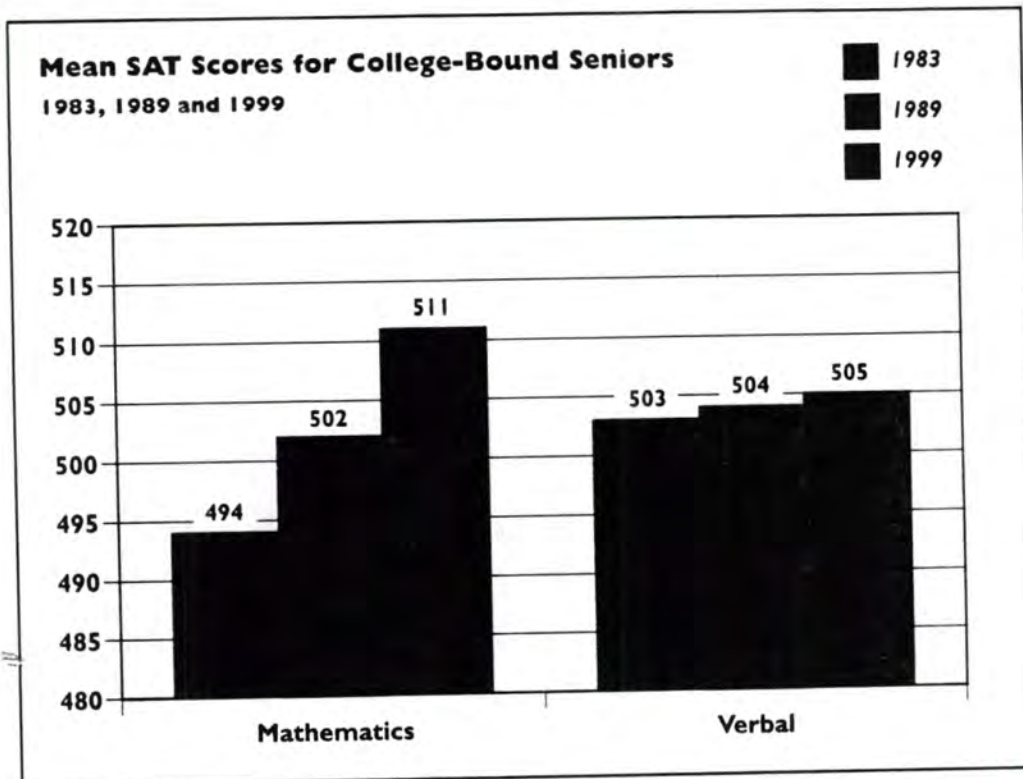
Note: NAEP uses a scale of 0–500. Students who score at or above 200 on the NAEP science scale understand simple scientific principles; for example, they show some knowledge of the structure and functions of plants and animals. Those who score at or above 250 can apply general scientific information; for example, they can interpret data from simple tables and make inferences about the outcomes of experiments. Those who score at or above 300 can analyze scientific procedures and data.

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1999*, Indicator I.

SAT SCORES INCREASED DURING THE 1990s

THE FACTS

High school students who plan to apply to college often take the college entrance examination known as the SAT, or Scholastic Assessment Test. Although some people are under the impression that SAT scores are falling, scores actually went up during the 1990s. The 1999 SAT mathematics average is markedly higher than the average for either 1983 or 1989. The 1999 verbal average is 1 point higher than it was in 1989 and has remained the same for the past four years. This is good news, since the proportion of test-takers who did not speak English as a first language increased from 6% in 1989 to 8% in 1999. It is also encouraging that mathematics and verbal scores have increased even as the population of test-takers has grown much larger and more racially and ethnically diverse.



Caution: College entrance exams, such as the SAT and ACT, are designed only to be predictors of college success and should not be used as indicators of how well American schools and students are doing. Further, since students voluntarily choose to take these tests, the results are not based on a representative sample.

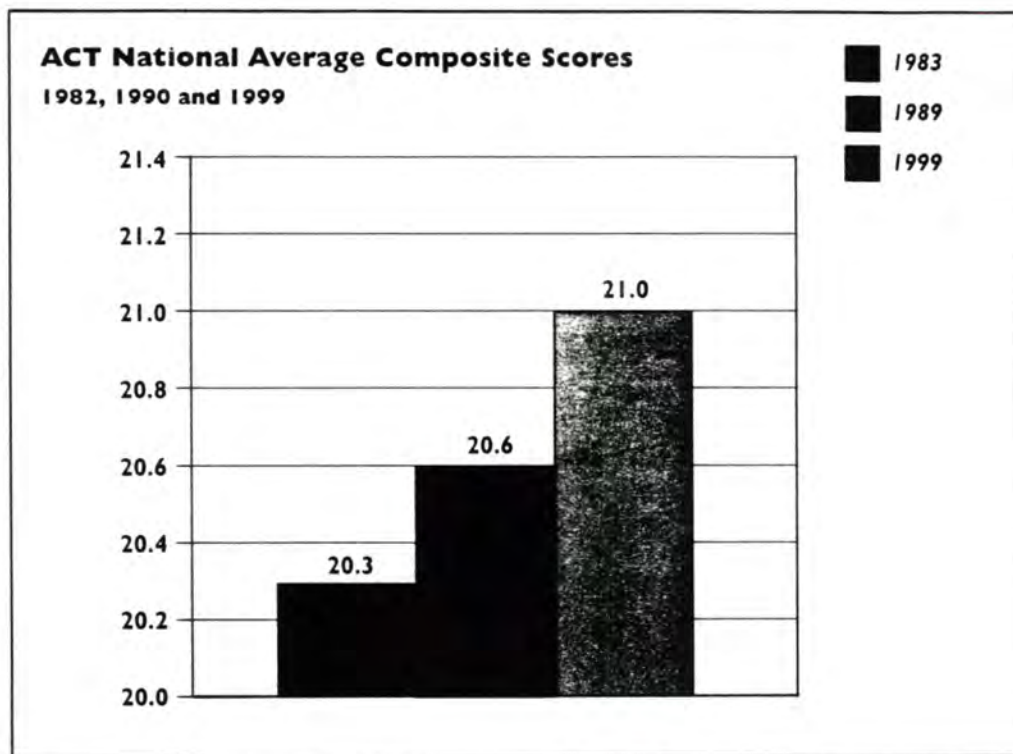
Note: The SAT uses a scale of 200–800.

Source: The College Board, *News From the College Board*, "College Board Reports 'Decade of Promise' for America's College-Bound Students As Record Numbers Take the SAT and Advanced Placement Courses," August 31, 1999.

ACT TEST SCORES ARE UP

THE FACTS

The ACT is another popular college entrance examination taken by high school students who want to go to college. In 1999, the national average composite score on the ACT remained the same as in 1998, continuing a 10-year trend of stable or increasing scores. These results have occurred at a time when record numbers of students are taking the exam—a factor that normally would cause scores to drop. The ACT program has concluded that the students taking the exam today must be at least as well prepared as those tested in the past.



Caution: College entrance exams, such as the ACT and SAT, are designed only to be predictors of college success and should not be used as indicators of how well American schools and students are doing. Further, since students voluntarily choose to take these tests, the results are not based on a representative sample.

Note: The ACT uses a scale of 0–36.

Sources: ACT August 17, 1999 press release; and U.S. Department of Education, *Digest of Education Statistics* 1997.

Do You Know?

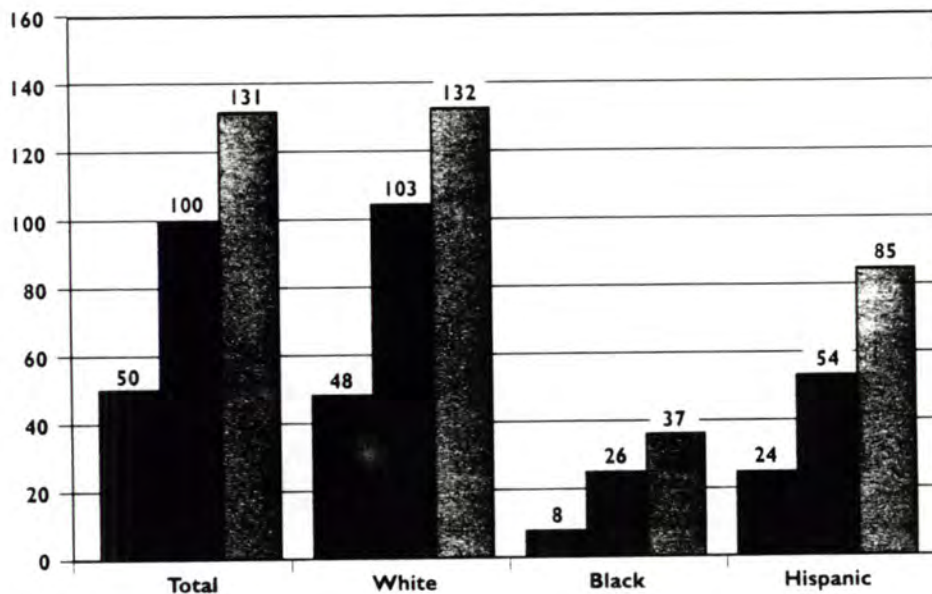
STUDENTS ARE TAKING MORE AP EXAMS

THE FACTS

Between 1984 and 1997, the number of Advanced Placement (AP) exams taken by high school students nearly *tripled*, growing from 50 exams per 1,000 twelfth-grade students to 131. Since then, the numbers have continued to rise. Minority students now comprise 30% of all AP test-takers, up from 22% a decade ago (The College Board, press release, August 31, 1999). AP exams are annual tests offered in many different subject areas that give students an opportunity to demonstrate college-level achievement. Many institutions of higher education offer college credits to students who score at least a 3 on a scale of 0 to 5.

Number of AP Exams Taken Per 1,000 Twelfth-Grade Students

By Race/Ethnicity, 1984, 1990 and 1997



Note: Includes exams taken by both 11th and 12th graders.

Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1999*, Indicator 14.

THE WORK AHEAD: STUDENT ACHIEVEMENT

Although U.S. students have made promising achievement gains during the past 15 years, the nation still has a way to go before all young people are academically well prepared. This is especially apparent at the secondary level. In a recent international achievement study, U.S. 4th graders performed above average in math, but our 8th and 12th graders lagged behind students from many other countries. In science, U.S. 4th graders performed in the top tier of nations, and our 8th graders achieved above the international average, but our 12th graders performed below average (U.S. Department of Education, *Third International Mathematics and Science Study*, 1998).

States and school districts should persist in their efforts to raise achievement in all core subjects. Students who take rigorous academic courses have higher test scores than other students. All students, whether headed for the workplace or higher education, should be encouraged to take challenging academic courses. Other critical steps for states and school districts include:

- setting high standards for student learning;
- strengthening the secondary school curriculum to provide more focus and depth;
- ensuring that subject-matter courses are taught by qualified teachers with credentials in the field they are teaching;
- encouraging all students to take college entrance examinations and providing extra help to prepare them for these tests; and
- making AP courses available in the 44% of high schools that do not offer them.

Strategies to raise achievement should also include extra assistance or different teaching methods for students who are struggling to meet high academic standards. In science and math, for example, many students do better when teachers make clear how the content and skills being taught apply to real-life problems and careers.

Closing the gap between white and Asian students and their black and Hispanic counterparts should be a major thrust of the work ahead. Although minority students have made considerable gains, a gap still remains. Socioeconomic factors, such as racial-ethnic differences in family income and parents' educational levels, play a role in this gap. Poverty has a negative correlation with school achievement, and black and Hispanic children are more than twice as likely to live in poverty as white children (NCES, *The Condition of Education 1997*). Yet teachers in schools with high minority enrollments or high poverty are somewhat less likely to have a master's degree or a college major or minor in their main field of assignment than teachers in schools with few minority children or low poverty (NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999).

To close achievement gaps, states and school districts should make special efforts to:

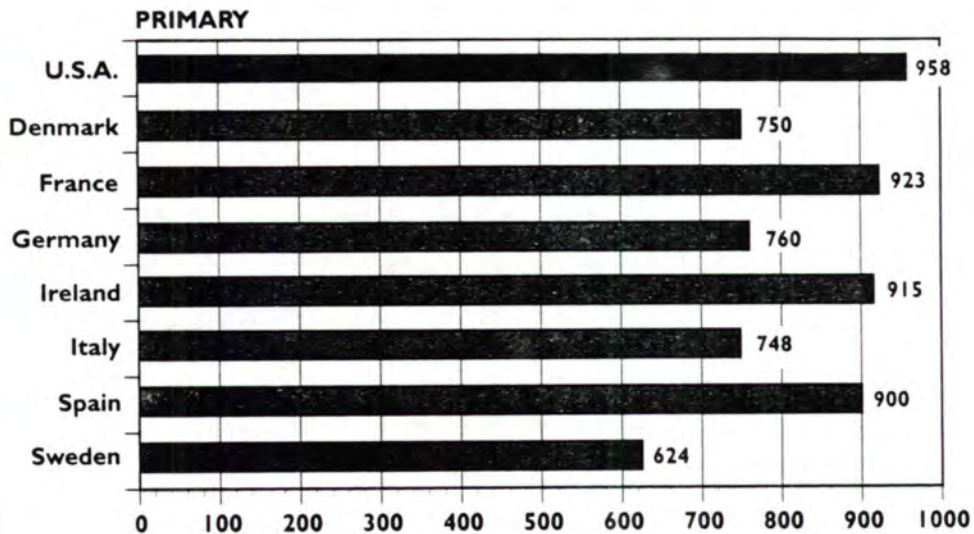
- recruit and hire teachers for high-poverty and high-minority schools who have academic backgrounds and full certification in the fields they are teaching;
- encourage all middle school students to take rigorous coursework; and
- make low-income students aware of programs to help finance the costs of AP exams, as well as the costs of postsecondary education.

U.S. STUDENTS RECEIVE MORE INSTRUCTIONAL TIME THAN EUROPEAN STUDENTS

THE FACTS

Students in the United States receive more instructional time than students in the seven European countries studied by the Organization for Economic Cooperation and Development. In 1994, U.S. primary schools provided an average of 958 teaching hours per year, compared with 923 in France and 760 hours in Germany. The U.S. secondary school averages were also higher.

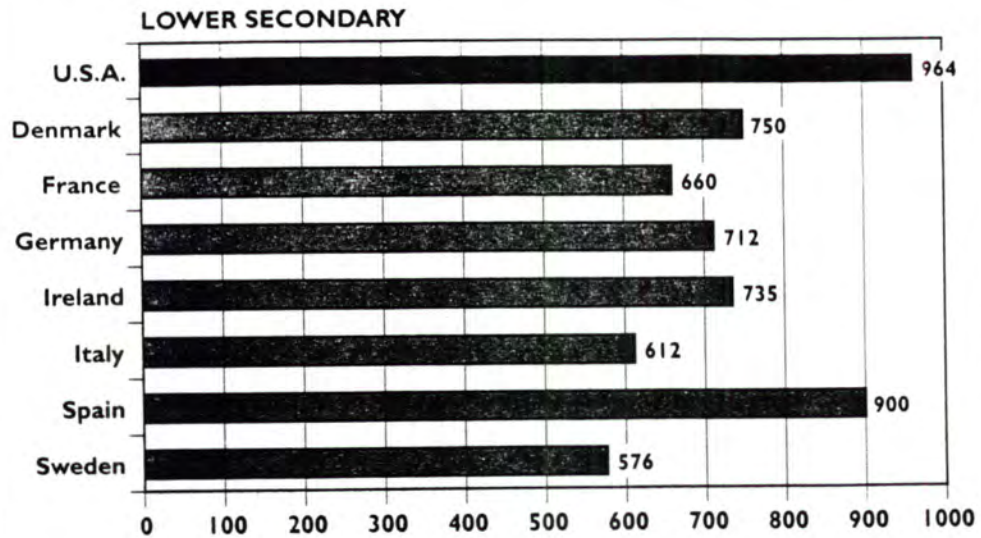
**Number of Teaching Hours Per Year in Public Schools
Primary Level, 1994**



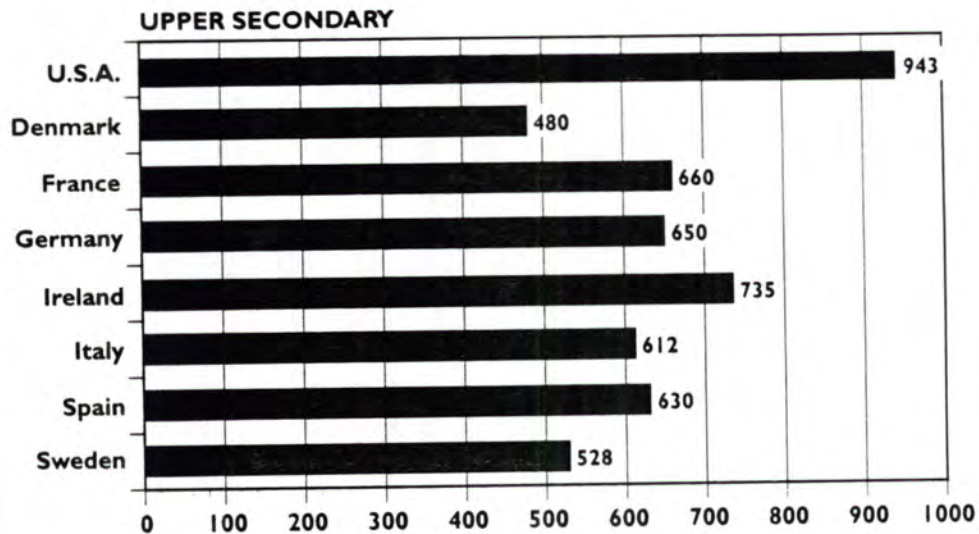
Note: Number of teaching hours is the total number of hours per year during which a full-time classroom teacher is responsible for teaching a group of students.

Source: Organization for Economic Cooperation and Development, *Education at a Glance: OECD Indicators*, 1996; and U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1998*, Indicator 38.

**Number of Teaching Hours Per Year in Public Schools
Lower Secondary Level, 1994**



**Number of Teaching Hours Per Year in Public Schools
Upper Secondary Level, 1994**



Note: Number of teaching hours is the total number of hours per year during which a full-time classroom teacher is responsible for teaching a group of students.

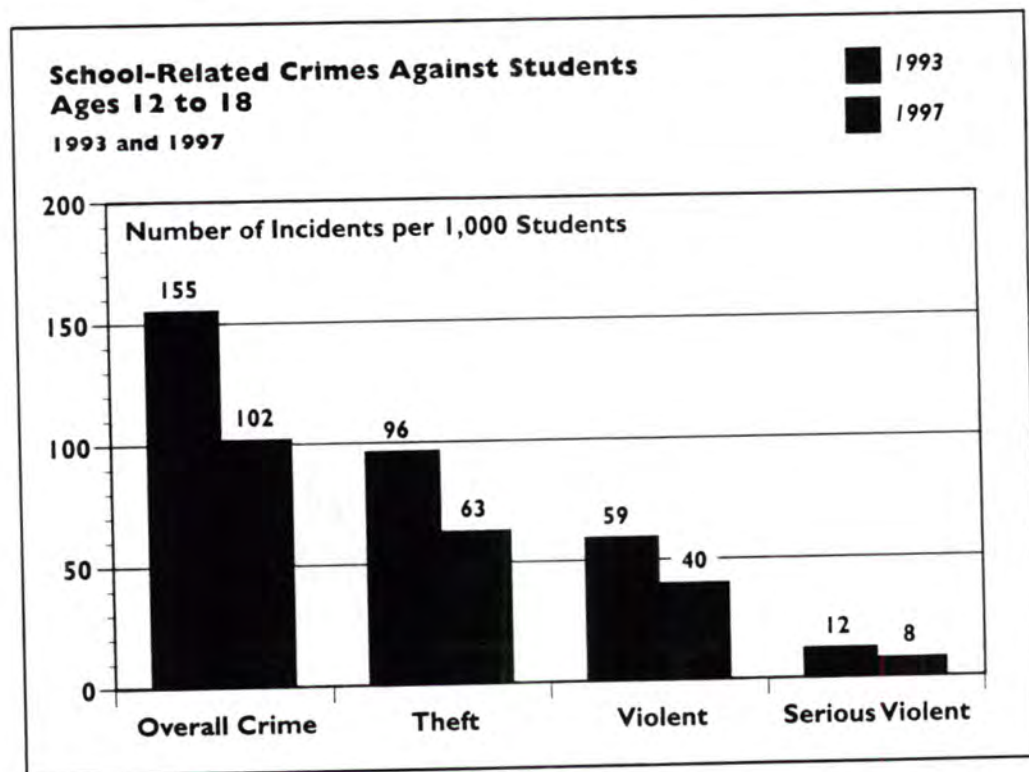
Source: Organization for Economic Cooperation and Development, *Education at a Glance: OECD Indicators*, 1996; and U.S. Department of Education, National Center for Education Statistics, *The Condition of Education* 1998, Indicator 38.

SCHOOL CRIME IS DECLINING

THE FACTS

The overall school crime rate decreased between 1993 and 1997. In 1993, there were 155 school-related crimes for every 1,000 students ages 12 to 18, while in 1997 there were 102 such incidents. The most common crime at school is theft, rather than violent crime.

Although recent, tragic school shootings have reminded the nation that violent death at school is intolerable no matter how rare an event, children are safer in schools than in the community or at home. Less than 1% of the 2,500 child homicides and suicides during the last 6 months of 1997 took place at school or on the way to and from school. There were also significant decreases between 1993 and 1997 in the percentages of high school students who carried a weapon on school property or were involved in a physical fight at school (U.S. Department of Education, *1999 Annual Report on School Safety*).



Note: Serious violent crimes are defined as rape, sexual assault, robbery and aggravated assault. Violent crimes include serious violent crimes and simple assault.

Source: U.S. Departments of Education and Justice, *Indicators of School Crime and Safety 1999*.

THE WORK AHEAD: EDUCATIONAL CLIMATE

Creating a safe climate that promotes learning is a joint responsibility of the community, schools, educators, parents and students. Continuing steps to reduce crime and violence at home and school should be part of the work ahead. Even though serious crime is down, students seem to feel less safe at school than they did a few years ago. In 1989, 6% of students ages 12 to 19 feared being harmed at school, but by 1995, this figure had risen to 9%. Street gangs and drugs on school property continue to be a problem at some schools. In 1995, 28% of students reported that there were gangs at their school, and almost one-third said they had been offered, sold, or given an illegal drug on school property (U.S. Departments of Education and Justice, *Indicators of School Crime and Safety, 1999*).

Parents and families need to teach children respect for others and help them to resolve conflicts through non-violent means. States, communities and schools should ensure that schools have and enforce strict codes of student behavior and have in place preventive approaches, such as conflict resolution strategies, counseling for troubled students and character education. States, communities and schools also should develop special strategies to improve the safety of children in urban areas, who are more vulnerable to serious violent crime than suburban or rural children.

Time devoted to teaching and learning is another factor that both educators and parents can influence. Recently many schools have sought to boost the amount of time spent on instruction, and the international data cited above suggest these efforts may be paying off. Whether added instructional time translates into higher achievement, however, depends on how well the time is used. To improve the educational climate, states, communities and school districts should:

- organize the school day so that students have adequate instructional time to learn core academic subjects;
- keep interruptions to a minimum;
- provide teachers with professional development in effective use of classroom time; and
- offer before- and after-school activities in a safe and structured environment.

— Students themselves must also make a serious effort to stay focused and learn while in class.

Parents can shape the learning environment by setting clear guidelines for children about study, homework, television, and other recreational activities. Children who spend several hours a day watching TV or playing computer games obviously have less time to spend on homework, reading and other active pursuits. In addition, parents can help to create a learning climate at home by reading aloud to their young children and having their children read to them, and by talking with their children about the television programs they watch and the books they read.

PUBLIC SCHOOL TEACHERS ARE WELL-EDUCATED

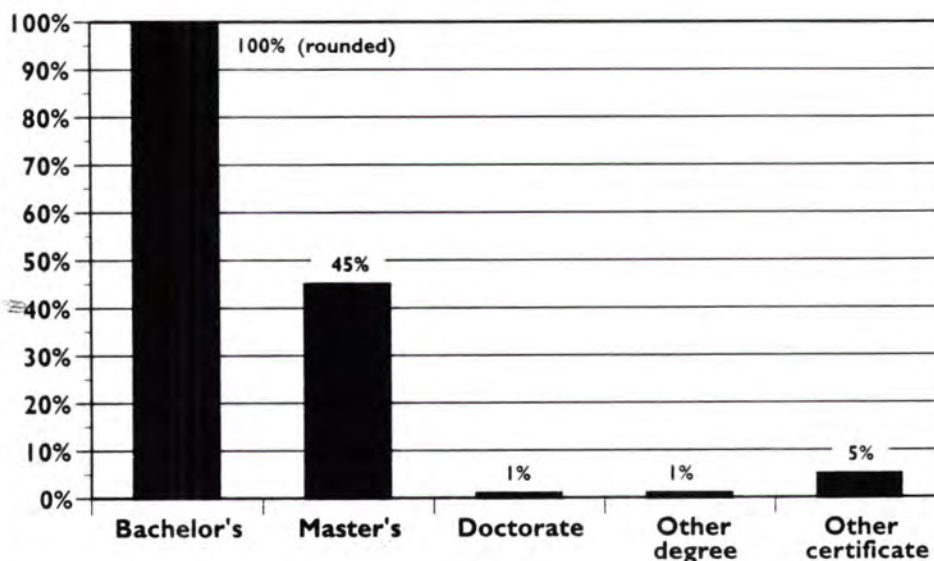
THE FACTS

Public school teachers are well-educated, according to a 1998 national survey by the National Center for Education Statistics. Virtually all public school teachers have a bachelor's degree, and nearly half (45%) hold a master's degree. One percent have doctorates. These percentages have remained much the same since 1993-94.

Other good news about teacher qualifications came out of this survey:

- Teachers have stronger backgrounds in academic disciplines than critics have asserted. Two-thirds of high school teachers, 44% of middle school teachers and 22% of elementary teachers have an undergraduate or graduate major in an academic field (such as English or mathematics), rather than a major in an education field (such as general education or mathematics education).
- Ninety-three percent of general elementary teachers and 92% of subject-matter teachers are fully certified in the field of their main teaching assignment (in other words, the field in which they taught most often).

**Percentage of Full-Time Public School Teachers
Who Hold Various Degrees, 1998**

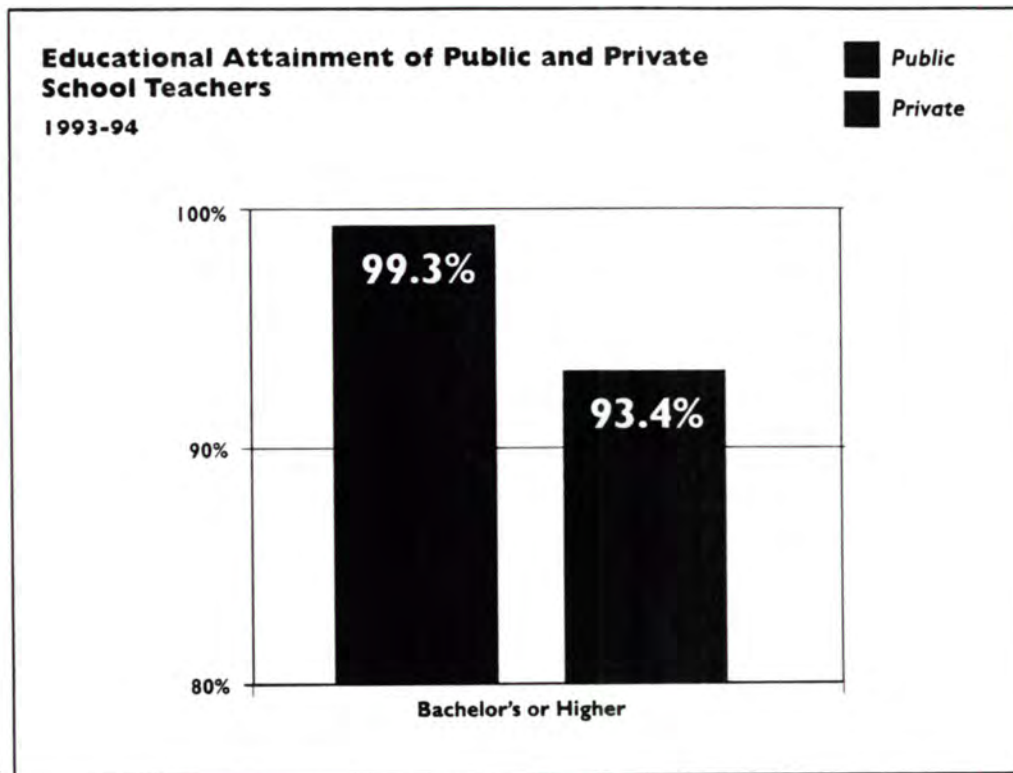


Source: U.S. Department of Education, National Center for Education Statistics, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999.

PUBLIC SCHOOL TEACHERS ARE BETTER EDUCATED THAN PRIVATE SCHOOL TEACHERS

THE FACTS

In 1993-94, virtually all public school teachers (99.3%) had completed at least a bachelor's degree, compared with 93.4% of private school teachers. Public school teachers also had more experience on average: 14.8 years of experience for public school teachers versus 12.2 years of experience for private school teachers.



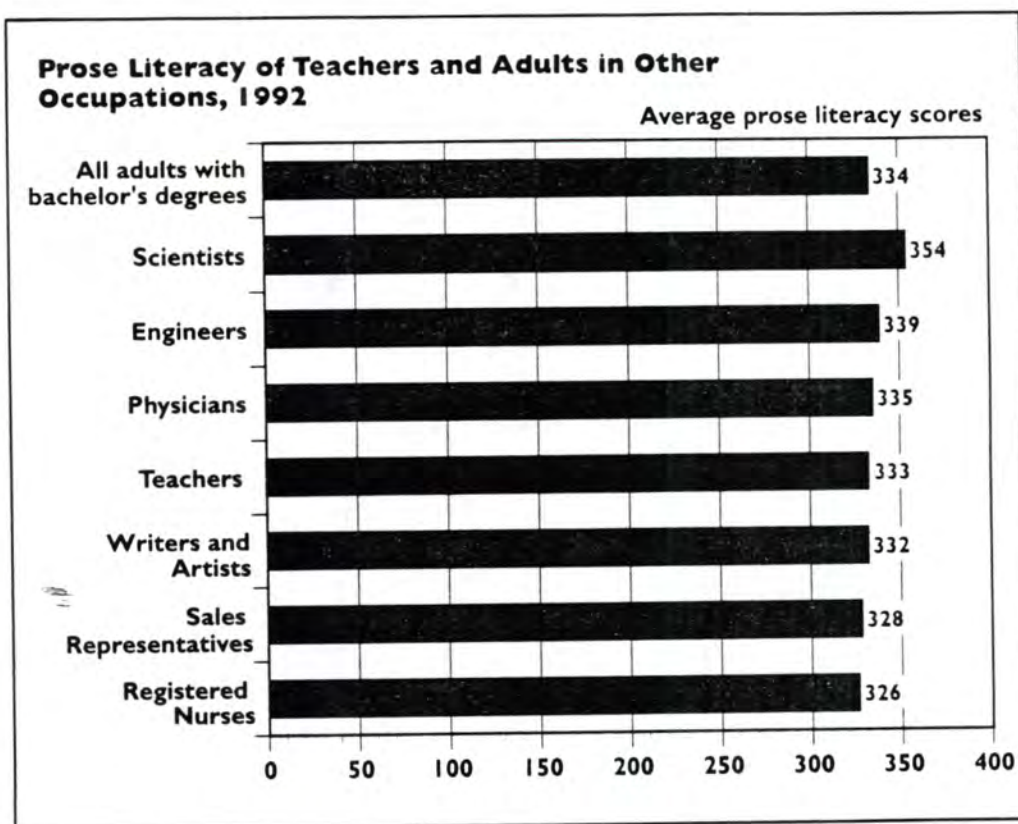
Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1993-94* and *The Condition of Education 1998*.

Note: Although data on teacher education were updated for public school teachers in 1998, comparable data were not collected that year for private school teachers.

TEACHERS HAVE LITERACY LEVELS COMPARABLE TO OTHER COLLEGE GRADUATES

THE FACTS

Some critics of public education contend that school teachers have low literacy skills, but this isn't the case. Data from a 1992 national study of adult literacy suggest that teachers have a level of literacy comparable to that of other college graduates. The prose literacy of teachers is not significantly different from that of engineers, physicians, writers, sales representatives, registered nurses and other college-educated professionals. ("Prose literacy" means the ability to understand, analyze and synthesize information from written texts.) Scientists were the only professionals who had measurably higher prose literacy skills than teachers.



Source: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey 1992* and *The Condition of Education 1995*, Indicator 58.

THE WORK AHEAD: TEACHERS

Public school teachers have the education, certification and academic backgrounds necessary for teaching. States, school districts, colleges and universities must next address the issues of out-of-field teaching, recruitment and retention, competitive compensation, teacher preparation and professional development.

Although the vast majority of public secondary school teachers have an undergraduate or graduate major or minor in their main field of assignment, some still teach courses outside their field. In 1998, 18% of mathematics teachers, 14% of English teachers and 12% of science teachers in grades 7 through 12 did not have a major or minor in their main field of assignment (NCES, *Teacher Quality*, 1999). These figures probably understate the problem because they omit teachers who teach most of their courses in their major field but teach a few courses outside their field. Issues of teacher qualification are most acute in low-income areas, central cities, and schools with high minority enrollments; teachers in these settings are somewhat less likely than other teachers to have full (rather than provisional) certification, to have a master's degree, or to have a major or minor in their assigned field. States, higher education institutions and school districts should work together to ensure that all teachers—especially in schools with the greatest needs—have at least a major in the subject they are teaching.

Large cohorts of experienced teachers are approaching retirement age at the same time that secondary school enrollments are about to surge—a combination that could intensify existing teacher shortages. College graduates with good literacy skills can choose from a wide range of occupations, including many that pay better than teaching. In 1992, for example, teachers who scored at prose literacy level 3, the middle range of the National Adult Literacy Survey, had median weekly wages of \$475, compared with \$603 for other college graduates scoring at level 3 (U.S. Department of Education, *National Adult Literacy Survey 1992*). School districts should raise teacher salaries and offer other incentives to attract and keep highly qualified candidates. States and higher education institutions should develop incentives, such as alternative certification, to encourage knowledgeable, experienced people from other fields to become teachers.

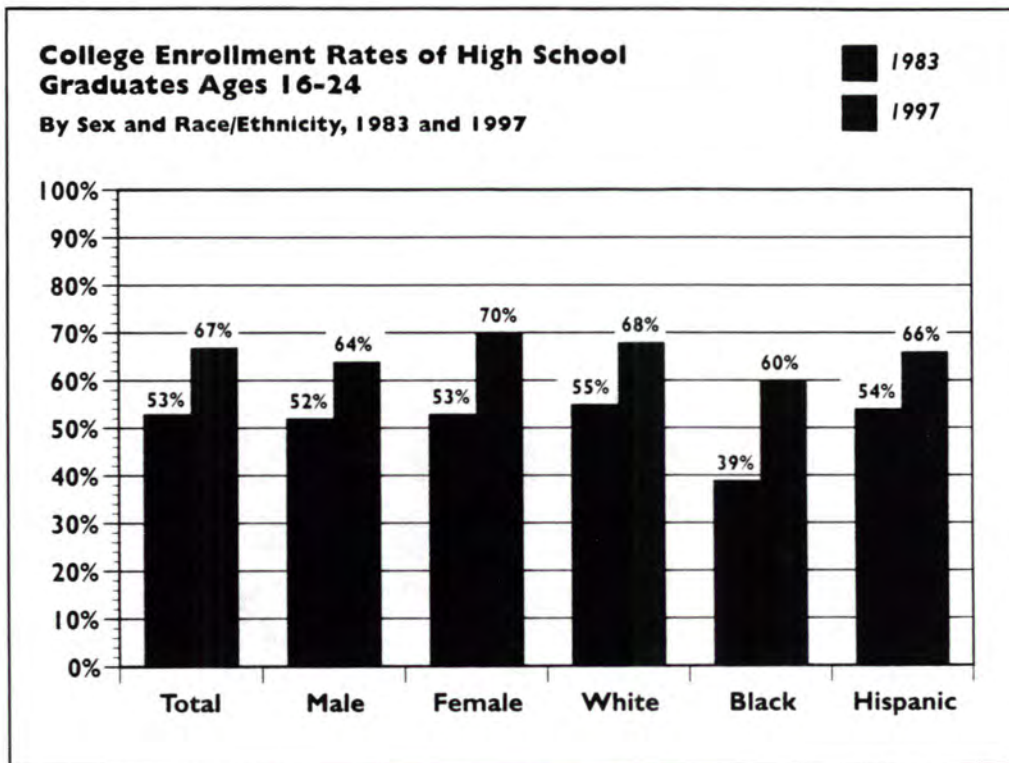
State and local reform initiatives have raised the bar for student learning, which places greater demands on teachers. To prepare new cohorts of teachers for these heightened expectations will require reforms in teacher education programs. Colleges and universities should strengthen the academic course requirements for prospective teachers and should provide them with high-quality education and practice in effective teaching methods. School districts should provide supports for new teachers, such as mentoring and sustained professional development.

School districts should also provide all teachers with more sustained professional development, rather than short-term workshops. Teachers need professional development in such areas as teaching to high standards, integrating the use of technology into their teaching, acquiring deeper content knowledge in their field, teaching students with limited English proficiency, and teaching students with disabilities in the regular classroom. Currently, 37% of teachers said they felt only somewhat well prepared or not at all prepared to address the needs of children with disabilities (NCES, *Teacher Quality*).

MORE STUDENTS ARE GOING ON TO HIGHER EDUCATION

THE FACTS

Compared with young people of the early 1980s, many more students today are going to college soon after they complete high school. Especially noteworthy are the increases among black students and women.



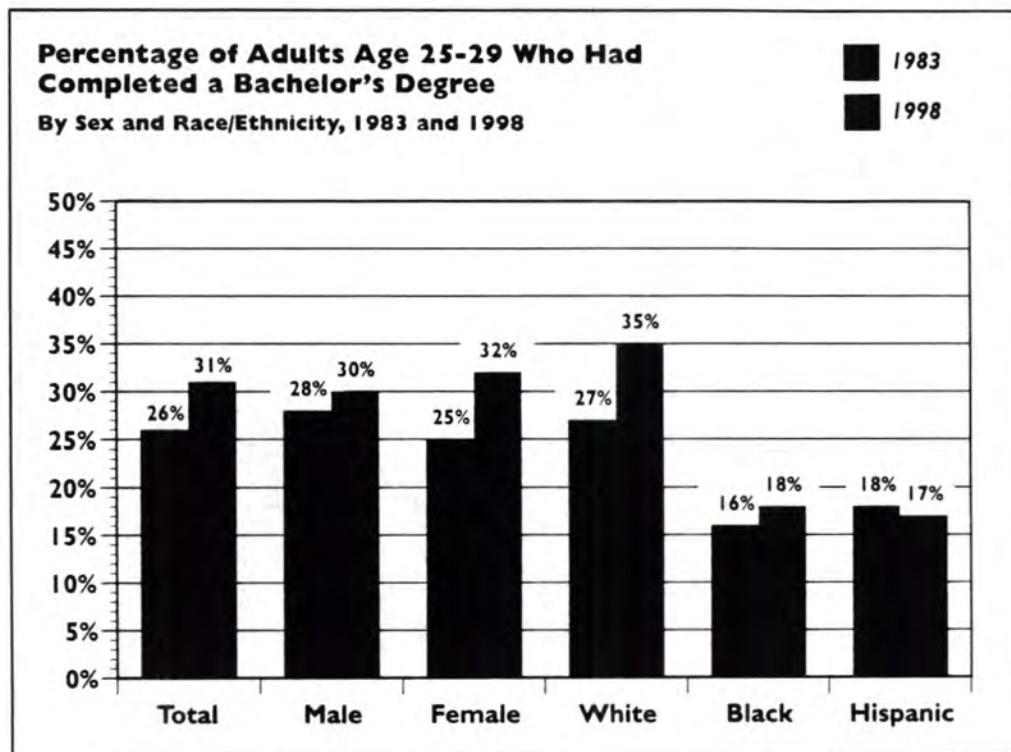
Note: Chart shows percentage of high school completers (including GED recipients) ages 16-24 who were enrolled in college during the October after they finished high school. Due to small sample sizes, the percentages shown for black and Hispanic students are subject to relatively large sampling errors.

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998*, Tables 183 and 184.

MORE YOUNG ADULTS ARE COMPLETING 4-YEAR COLLEGE DEGREES

THE FACTS

Between 1985 and 1998, there was an increase in the percentage of young adults who had completed a bachelor's degree or higher by age 29. The completion rates rose for white and black students, but decreased for Hispanic students. Particularly noteworthy is the rising rate among women, who are now more likely than men to complete a college degree.

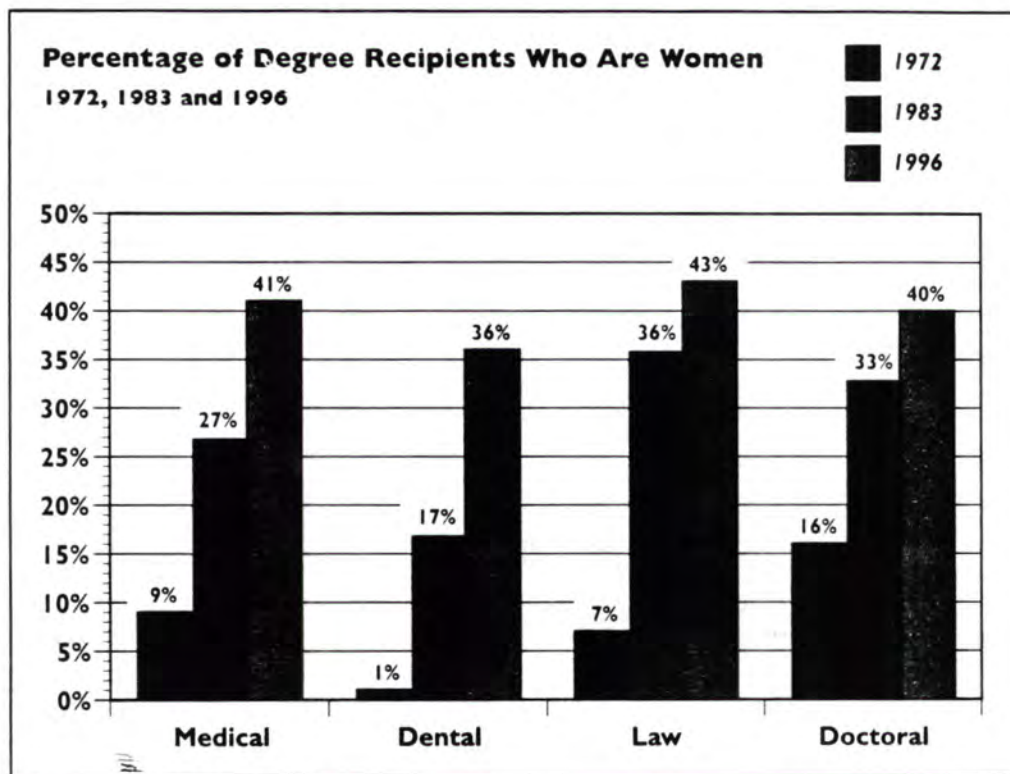


Source: U.S. Department of Education, National Center for Education Statistics, *Condition of Education 1999*, Table 59-3.

MORE WOMEN ARE EARNING GRADUATE AND PROFESSIONAL DEGREES

THE FACTS

Since passage of Title IX of the Education Amendments of 1972, which aimed to bring about equal educational opportunity by gender, the number of women earning graduate and professional degrees has gone up significantly. Women now constitute a larger share of medical, dental and law graduates, and of doctoral degree holders, than they did two decades ago. For example, women earned 43% of the law degrees granted in 1994, compared with only 7% in 1972.



Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* 1998, Tables 244 and 259.

THE WORK AHEAD: HIGHER EDUCATION

More students are enrolling in college than ever before, but only about 31% of high school graduates ages 25 to 29 had completed a bachelor's degree or higher in 1998 (U.S. Department of Education, *Condition of Education 1999*). About 9% had completed an associate's degree (U.S. Department of Commerce, *Current Population Survey*, March 1998), although this figure does not include students who left higher education with a technical certificate or who transferred from a two-year to a four-college to pursue a bachelor's degree.

Higher education institutions and secondary schools must work together to ensure that more students who start college complete a technical certificate or an associate's or bachelor's degree. This is especially important for black and Hispanic students, who have lower college completion rates. States and school districts should implement programs in middle and high schools to:

- let students know early on which courses they need to take—particularly mathematics, science and language courses—to prepare for success in postsecondary education;
- provide more intensive academic help for students who are struggling; and
- strengthen counseling programs to help students better understand the kinds of preparation required for various jobs, make wise choices about courses of study and types of institutions, and be well-informed about access to financial aid.

Although gender and racial-ethnic gaps have narrowed in higher education, women and minorities are still underrepresented in mathematics, engineering and the physical sciences. A mathematics or science degree often leads to a high-paying career and is good preparation for a job in fast-growing technological fields. Schools and higher education institutions should take steps to:

- kindle early interest in mathematics and science among girls and boys, and particularly students of color;
- be aware of and address gender and racial differences in attitudes about mathematics and science;
- provide better counseling about course decisions and career options related to mathematics and science; and
- provide supports so that students can persist in a challenging curriculum all the way through high school and postsecondary education.

CONCLUSION

The statistics highlighted in this brief report are a sample of the many benefits emerging from a decade and a half of school reform and sustained investment in our schools and our teachers. What is perhaps most remarkable is that our nation has made these improvements with a very diverse population, a strong tradition of local control of education, and enormous variation among states and school districts in their student population, policies and practices.

Americans should give credit to public education for the progress made thus far in course-taking, school completion, student achievement, school safety, teacher quality and access to higher education. But this is just a beginning. There are still many areas where our nation should improve or fine-tune education reforms. Examples of needed improvements include:

- closing racial and ethnic gaps in achievement, high school graduation and completion of postsecondary degrees;
- encouraging more students to take harder courses at an earlier age;
- improving student achievement in reading, writing and other key subjects and accelerating the gains already made in mathematics and science;
- continuing the drop in school crime and eliminating violent crime; and
- strengthening the preparation of new teachers and ensuring that all courses are taught by teachers with a certification or major in that field.

As the data in this report demonstrate, educational improvement is an achievable goal. Public education is moving in the right direction. Continued support from citizens and political leaders will maintain this welcome momentum.

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Do You Know the Good News about American Education? Published in 2000 by the Center on Education Policy and the American Youth Policy Forum, Washington, D.C.

*See our
other publications . . .*



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Match up with
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12-30-99 ?

Yes ☒ No ☐

**THE
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Two Embarcadero Center
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San Francisco, California 94111
(415) 398-0711
(415) 398-0727 (fax)

Date and time: December 30, 1999

Number of pages including cover page: One

To: Betty Curry

From: Seiki "Sam" Kitadai

Fax #: 202-456-6703

Direct Tel. 415-399-2204

Dear Betty,

HAPPY HOLIDAYS ! A HAPPY NEW YEAR !

It is always a great pleasure to talk to you.

Betty, Many Thanks for the courtesies you extended to me during this morning over phone.

As briefly mentioned, our business group of railroad industries from US had a very rewarding trip to Ghana, Africa, about 3 weeks ago.

This trip was a part of follow-up of my previous meetings with our President, Bill Clinton and His Excellency, Ghana President, Jerry Rowlings, since after we met first in Ghana and 2nd time in The White House State Dinner.

It was a great honor for us to be invited to The President, Rowlings's office and also The First Lady's office respectively.

They were very serious about Ghana's railway renovation and privatization program.

The President, Rowlings is sending a personal letter to The President, Clinton, which is expected to arrive at The White House before January 5th, 2000.

Ghana's Ambassador, Hon. Koby Koomson and myself are organizing to have joint meeting with our related group together at Ghana Embassy in Washington, DC on January 6th (Thursday) and 7th (Friday).

Taking advantage of this occasion, we would like to see and convey Ghana's President message to our President, Bill Clinton, if possible during our stay in Washington, DC

Betty, it would be very much appreciated if you could find even very short time we could visit your oval office anytime on January 7th (Friday) or January 6th (Thursday) or Saturday, January 8th.

Ambassador, Koomson may contact you about this same subject.

S. Kitadai

Confidentiality Notice: The information contained in this facsimile is confidential. The information is intended only for the use of the individual or entity to whom it is addressed. If you are not the addressee, or the employee or agent responsible to deliver this facsimile to its intended recipient, you are hereby notified that any review, use, dissemination, distribution, disclosure, copying or taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this communication in error, please immediately notify us by telephone and return the original facsimile to us at the above address via the U.S. Postal Service.

THE WHITE HOUSE
WASHINGTON

7
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Staff Secy?

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for ~~the~~
Denny Abraham
BS

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Berger
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Desk
Podesta

THE PRESIDENT HAS SEEN
1-5-00

The Hay Adams Hotel

ACROSS FROM THE WHITE HOUSE

5-2:52
SUNDAY

2nd Day of
2000

Dear Mr. President -

you sure know how to
throw a party. We all had
a greatest of times -

I thought you would
like to read the enclosed
words from PM Ehud Barak.

All good luck & Godspeed
on Monday & /n an incredible
2000.

warmest regards
Dan

ONE LAFAYETTE SQUARE
16TH & H STREETS, NW, WASHINGTON, DC 20006
TEL 202-638-6600 • FAX 202-638-2716

DECEMBER 31, 1999 - 10:55am

Phone conversation between PM Ehud Barak and Dan Abraham

Please extend my very best wishes to the President and First Lady for the New Millennium.

It is very exciting to be invited to spend the Eve of the Millennium with the President and First Lady at the White House.

I look forward to my trip and I plan to do everything possible to make these meetings a success. We have worked very hard with our team on a program and an agreement that will work. After all our friends that we left behind on the battlefield...we owe it to them to succeed.

I recently received an encouraging letter from the Former Speaker of the Knesset, Shevach Weiss, who shared some inspiring words. We have found a way to talk to the Germans and the Lithuanians, et al, after all of the horror they committed against our people. If we can live in peace and good relations with them, certainly we can find a way to peace with our Arab neighbors. After all, we have a fairly good history with the Arabs compared to our European neighbors. History has shown us the possibilities.

My own father, almost 90, will not return to Lithuania because they slaughtered his parents when he was just three years old. Now is the time and this is the moment for peace and I will do everything I can to make this happen.

"