

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Rick Allen

Subseries:

OA/ID Number: 2148

FolderID:

Folder Title:

MacArthur Foundation [1]

Stack:

S

Row:

66

Section:

2

Shelf:

2

Position:

1

THE JOHN D. AND CATHERINE T.

MACARTHUR FOUNDATION

April 30, 1993

Ms. Susan Stroud
Office of National Service
Room 145 - OEGB
Washington, DC 20500

Dear Ms. Stroud,

Adele Simmons, president of the MacArthur Foundation, thought you might find it of interest to have a few details about a remarkable initiative underway here in Chicago that is focusing statewide attention on critical issues of school reform and financing.

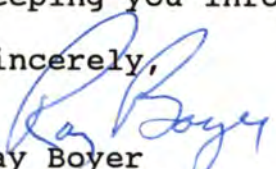
What sparked the work here was President Clinton's economic summit in Little Rock. Shortly after it was held, Chicago-area education, civic, business, and philanthropic leaders concluded that a similar approach should be used to focus attention on the city's schools. This is an especially important time for the issue to be addressed. Chicago is in the midst of one of the most sweeping school reform efforts ever attempted. There is a search underway for a new superintendent, and there are estimates of a budgetary shortfall next year of more than \$350 million.

The first phase of the project culminated in a Little Rock-style citizen's forum broadcast live on WTTW, Chicago's public television station, and simulcast on a number of local radio stations. The Chicago Sun-Times became part of this unusual media coalition, giving the event four straight days of front page coverage.

The second phase, currently underway, is designed to help unify the many voices of school reform in Chicago so that people throughout the state--and in the state legislature--will have an accurate picture of what the city is trying to do for its children.

There is no room yet to declare victory of any sort. The initiative is working well, but the measure of success will be what happens in the classrooms. I will take the liberty of keeping you informed.

Sincerely,


Ray Boyer
Director of Communications

THE JOHN D. AND CATHERINE T.

MACARTHUR FOUNDATION

MEMORANDUM

April 12, 1993

To: Members of the Board

From: Ray Boyer, director of communications

Re: Project summary--"Chicago Public Schools: At The Crossroads"

As you know, this is a critical time for public education and school reform in Chicago. There are estimates that next year's budgetary shortfall will approach \$350 million. More than two dozen contracts with various unions are up for negotiation, and a search is underway for a new school superintendent. Decisions that will be made at both the state and local level during the next three months will have a significant impact on the future of education in the city.

It was against this background that the Foundation, in collaboration with local business, civic, philanthropic, and education leaders, convened a day-long citizen's forum on school reform and financing issues. Held on Saturday, March 27, and broadcast live from the studios of WTTW/Channel 11 in Chicago, it involved virtually every stakeholder in the process, including Governor Jim Edgar, Mayor Richard Daley, the heads of the school board and the teachers union, parents, teachers, principals, students, and national experts.

The project had its roots in conversations among local leaders--including Adele Simmons--about the need to bring representatives of diverse interests together in a public forum to explore their views on both the immediate issues confronting the city's schools, and to make clear their commitment to school reform. WTTW General Manager Bill McCarter volunteered broadcast time, studios, equipment, and production staff for the project. The Chicago Community Trust, and the Joyce, Wieboldt, Spencer, and MacArthur Foundations provided the necessary funding.

Peter Martinez and other members of the project's organizing committee, recognizing the scope of the logistical effort involved, recommended that Roosevelt University's Institute for Metropolitan Affairs be retained as project coordinator. Director Richard Krieg and his staff worked virtually non-stop to pull the event together in the space of just six weeks.

Page Two
Project Summary

The forum, titled "Chicago Public Schools: At the Crossroads," was conducted in three 90-minute sessions, each involving 15 discussants and a moderator. One session focused on signs of progress in city schools, one on the leadership necessary to reform the school system, and one on critical financial issues.

In addition to the live broadcast on WTTW, each discussion was simulcast on WBBM (AM), Chicago's all-news radio station and on local Spanish-language radio and TV stations. It was rebroadcast the following week during prime time by WTTW and will be aired nationally on C-Span. Along with this coalition of broadcasters, the Chicago Sun-Times threw its editorial support behind the project, providing front-page treatment for four days. Other media outlets provided substantial coverage as well.

It was the first time the many different stakeholders in the school reform process had been brought together for so public a discussion of the issues they are facing. In addition to the debate and discussion on the air, the WTTW studios and hospitality areas were set up in a way that fostered a great deal of informal interaction before, during and after the sessions.

Immediately following, 500 sets of tapes were produced and mailed, within a week, to people at the state and national level who should be aware of the event and the issues.

The next phase of this work, informally named "Crossroads II," will involve educating people throughout the state about the potential for school reform in Chicago, the progress being made, and the ways in which education issues in Chicago are linked to similar issues throughout the state.

Roosevelt University
The Institute for Metropolitan Affairs

April 27, 1993

TO: Peter Martinez
FROM: Richard M. Krieg *RMK*
SUBJECT: Aftermath: Chicago Public
Schools: at the Crossroads

The Institute for Metropolitan Affairs was pleased to participate in the *Crossroads* project. As you know, our involvement included:

- ☐ Overall coordination of the Crossroads event;
- ☐ Developing the program's substantive content and format consistent with Organizing Committee recommendations and discussions with WTTW;
- ☐ Overseeing all logistics to ensure that schedules were met;
- ☐ Contributing to WTTW's technical role, including stationing IMA staff in the control both during airtime in live interface with the moderators;
- ☐ Developing public relations and meeting management plans and executing these plans;
- ☐ Assembling the program panels, briefing them and working with each moderator on content and panel scenarios.

From our perspective, the event was very successful. It is clear that *Crossroads*:

1. undoubtedly contributed to increased public understanding of public school needs and improvement strategies. Over half a million viewers watched the forum, plus a significant radio and cable audience.
2. In several key areas, the event moved the public dialogue on school reform forward. This has been acknowledged in media reports.

3. A quantum leap appears to have occurred in the quality and quantity of media coverage on Chicago's schools. While it is not possible to assign the credit to *Crossroads*, no other summit in recent memory has generated anywhere near the pre- and post-event coverage that *Crossroads* has.

In addition, *Crossroads*, has directly led to the following outcomes:

1. We are working with the Civic Committee of the Commercial Club and others on a *Crossroads* follow-up that will: (1) refute misconceptions that the public and many political leaders have regarding Chicago schools; (2) contain a public information component designed to encourage more investment in the statewide educational system; (3) support current advocacy efforts aimed at the Illinois General Assembly.
2. We will be producing a half hour edited video of *Chicago Public Schools: At the Crossroads*. It may have local commercial television potential.
3. We have contacted *Crossroads* panelists from downstate Illinois who have agreed to mobilize lobbying groups on behalf of financially strapped school districts outside of Chicago.
4. The Institute has mailed the *Crossroads* tapes to a variety of individuals positioned to influence public school improvement. We also have responded to public requests for the tape and are distributing them at cost to all who contact us.
5. As you recall, we collected suggestions from the studio audience on broadcast day. One suggestion was the development of a program to train principals as well as to foster the movement of teachers to principals. We felt this was an excellent suggestion and have assembled a preliminary proposal for a Principal's Academy that has been endorsed, in concept, by Mike Koldyke and others.
6. As a result of *Crossroads*, several attempts have been made to get political and civic leaders into the schools. One such attempt received major media coverage.
7. The public relations firm that worked with us on *Crossroads* had previously not been involved in school reform issues. This African-American owned and operated firm was recently retained by the Chicago School Board and is now working actively in Springfield. We are coordinating closely with them.
8. As acknowledged in the April 27 *Sun-Times*, Mayor Daley's legislative agenda was, in part, based on the *Crossroads* event.

WTTW'S LIVE
TELEVISED SCHOOL SUMMIT

CHICAGO PUBLIC SCHOOLS: AT THE CROSSROADS



"Channel 11, of course, tackles local issues everyday. But Saturday's summit... takes that involvement to a new level."

—Joel Brown/*Southtown Economist*

"WTTW's School Summit offers hope."

—*Crain's Chicago Business*

"WTTW's commitment to this project has focused Chicago's attention on school reform and through the power of television created the opportunity for positive change."

—Adele Simmons/John D. and Catherine T.
MacArthur Foundation

WTTW Channel 11



Chicago Public Schools: At the Crossroads

WTTW's Live Television Forum on Education

On Saturday, March 27, 1993, an unprecedented five-hour television event, live from WTTW's Studio A, brought together key stakeholders in Chicago's education reform process. The mission: To strengthen the public will by focusing on both the progress of school reform in Chicago and critical issues facing its public schools.

The results: More than one-half million viewers watched this unique televised forum. Additionally, WBBM-AM all-news radio simulcast the entire event and it was rebroadcast for an Hispanic audience on both radio and TV. The programs also received extensive cable coverage.

INDEX

1) Press release	1
2) Invitation	3
3) Editorials	4
4) Associated Press	10
5) Chicago Sun-Times	11
6) Chicago Tribune	18
7) Southtown Economist	22
8) Chicago Sun-Times (cont.)	23

For additional information contact:
Tanya Neimark
Director of Corporate Communications
5400 N. St. Louis Ave.
Chicago, IL 60625
(312) 509-5431



**WTTW
Chicago**

5400 North St. Louis Ave.
Chicago, Illinois 60625
(312) 583-5000
FAX: (312) 583-3046

Information

FOR IMMEDIATE RELEASE

**"CHICAGO PUBLIC SCHOOLS: AT THE CROSSROADS,"
A UNIQUE, LIVE, TELEVISED EVENT WILL BRING TOGETHER KEY STAKEHOLDERS IN
CHICAGO'S EDUCATION REFORM PROCESS**

**MAYOR DALEY, GOVERNOR EDGAR, AND OTHER COMMUNITY LEADERS WILL TAKE PART IN SPECIAL
BROADCAST FROM THE STUDIOS OF WTTW/CHANNEL 11 ON MARCH 27**

Chicago (March 8, 1993) -- The progress of school reform in Chicago and discussion of critical issues confronting the city's public schools will be the focus of a daylong television special on Saturday, March 27, to be televised live from the studios of WTTW/Channel 11.

National and local education experts will join parents, teachers, principals and members of Local School Councils on each of three panels that will address issues facing the public school system. A studio audience of approximately 130, including Mayor Richard Daley and Governor Jim Edgar, will take part in the discussion. Under the umbrella title, "Chicago Public Schools: At The Crossroads," the panels include "Good Schools, Work In Progress," which will air from 11:00 a.m. to 12:30 p.m., "Structure and Leadership," which will air from 3:00 p.m. to 4:30 p.m., and "The Bottom Line," which will air from 7:00 p.m. to 9:00 p.m.

"Seldom, if ever, in the history of Chicago broadcasting, has television devoted an entire day to live coverage focused on a single local issue," said William McCarter, president of WTTW/Channel 11. "If there is any lesson to be learned from the recent Presidential elections and the President's economic summit in Little Rock, it is that the public welcomes in-depth and well-informed discussion of critical issues. There is certainly no more critical issue facing Chicago than the future of our children."

The concept for the daylong televised event that would focus on education reform originated in discussion among leaders of Chicago's foundation, education, political and business communities following the Little Rock summit. The event took final form when WTTW/Channel 11 offered its unusual level of commitment and Roosevelt University's Institute for Metropolitan Affairs agreed to coordinate it.



**WTTW
Chicago**

5400 North St. Louis Ave.
Chicago, Illinois 60625
(312) 583-5000
FAX: (312) 583-3046

Information

Each segment will follow a dynamic, moving moderator format. "We want to create a climate for tackling major school reform issues," said Richard Krieg, executive director of the Institute. "School management, finance questions and organizational problems all will be fair game. The top-notch moderators assembled for this event will enable us to probe the issues and move the conversation forward."

John Callaway, WTTW senior correspondent and anchor of "Chicago Tonight," Clarence Page, syndicated columnist for the Chicago Tribune, and Phil Ponce, correspondent for "Chicago Tonight," will be the moderators. In addition to the event being broadcast live on WTTW/Channel 11, it also will be simulcast in its entirety on WBBM-AM (780).

The first session, "Good Schools, Work in Progress," will examine ways school reform has affected classroom practices and local school initiatives in many Chicago Public Schools, with a focus on leadership, high quality instruction, school culture and parent and community involvement. "Structure and Leadership," will explore the changing leadership roles, authority and responsibilities in a decentralized school system. And finally, "The Bottom Line," will recap the first two segments and then focus on funding issues. Although different in content, the three segments have been designed to complement one another and build toward solutions.

Support for the programs will be provided by the Chicago Community Trust, the John D. and Catherine T. MacArthur Foundation, the Joyce Foundation, the Wieboldt Foundation and the Spencer Foundation. WTTW/Channel 11 is donating studios, equipment and staff for the effort.

"There is a clear need for this level of concentrated debate and exchange," said Adele Simmons, president of the MacArthur Foundation and a participant in the Little Rock summit. "We hope this forum will draw the same level of local attention to the critical issues of school reform in Chicago that President Clinton's meetings in Little Rock brought to the national economy."

####



Governor Jim Edgar Mayor Richard M. Daley

WTTW/Channel 11

and

The Institute for Metropolitan Affairs

at Roosevelt University

invite you to

CHICAGO PUBLIC SCHOOLS:

AT THE CROSSROADS

a televised forum on education



on Saturday, March 27, 1993

at WTTW Studios

5400 North St. Louis Avenue

Chicago

Supported by:

The John D. and Catherine T. MacArthur Foundation,

The Joyce Foundation, The Chicago Community Trust,

The Spencer Foundation and The Wieboldt Foundation

We are inviting you to participate
as an audience member in a unique series of
three live broadcasts:

CHICAGO PUBLIC SCHOOLS: AT THE CROSSROADS



The program will focus on both
the progress of public school reform in Chicago
and critical issues facing our public schools.

The broadcast schedule for the March 27 event is:

11:00 a.m. - 12:30 p.m.	Good Schools, Work in Progress Moderator, Clarence Page
3:00 p.m. - 4:30 p.m.	Structure and Leadership Moderator, Phil Ponce
7:00 p.m. - 9:00 p.m.	The Bottom Line Moderator, John Callaway

Food and beverages will be provided.

Please return the enclosed card to

The Institute for Metropolitan Affairs

no later than March 19, or call (312) 341-4333.

Additional details will follow.



School summit offers hope

Last December, the incoming Clinton administration demonstrated television's potential for consensus building with its economic summit meeting, broadcast live from Little Rock. The summit set the stage for the current forward momentum on economic policy in Washington. This Saturday, March 27, Chicago gets a chance to establish some momentum of its own with a Little Rock-style summit on one of the city's most pressing problems: the Chicago Public Schools. WTTW-TV/Channel 11 and Roosevelt University's Institute for Metropolitan Affairs are coordinating a day-long TV special, "Chicago Public Schools: At the Crossroads," to be broadcast live from the studios of Channel 11.

This is a critical opportunity to search for solutions to one of Illinois' most gridlocked problems. All the key players on school reform will be brought together for a frank discussion—Mayor Richard Daley, Gov. Jim Edgar, legislative leaders, teachers, union leaders, principals, members of local school councils (LSCs) and administrators. The timing couldn't be more appropriate. The schools face a 1994 deficit of at least \$150 million. Yet, as recent statements by Gov. Edgar and legislative leaders make clear, the odds of getting new funds from Springfield look long indeed. That raises the prospect of a debilitating teachers strike this fall.

One ray of hope is a new strain of realism at the Board of Education. Although board leaders are continuing their blanket calls for a large injection of new money into the schools, they also seem to recognize the need for unity and shared sacrifice among parties that often are at one another's throats.

We're also encouraged that the board is seeking solutions to its financial problems well before the traditional summer crisis of budget deficits and teachers strike threats.

Nothing is more critical to the future of Chicago than its children. We urge Chicago business people to tune in to this important debate, and to encourage employees to watch.

Finally, we urge the summit participants from Springfield to come to the summit with an open mind. Jim Edgar and Pate Philip may have their politics right when they say no new taxes will be levied for the Chicago schools this year. But as leaders, they're going to have to do better than that. If the teachers strike this fall, there will be 400,000 children on the streets of the city. That disaster must be avoided—and we'll be listening for suggestions from Messrs. Edgar and Philip on how it can be done.



EDUCATORS-OF-THE-ROUND-TABLE



Chicago Sun-Times March 25, 1993

EDITORIAL

City School Summit Deserves a Big Class

Chicagoans, tune in.

School reform in Chicago and dire issues confronting the city's public schools will be the focus of a daylong television special this Saturday, beginning at 11 a.m.

The live event, to be broadcast by WTTW-Channel 11 and WBBM-AM radio, will bring together a host of important players. They include School Board members, principals, teachers, local school council members, Mayor Daley and Gov. Edgar.

They're certain to discuss overwhelming problems with city schools. The Board of Education is confronting a budget deficit of about \$383 million; negotiations with the Chicago Teachers Union and 22 other unions are pending; state aid for education is shrinking on a proportional basis; a search for a new general superintendent is under way, and proposals to revise portions of the 1988 School Reform Act are on the table in Springfield.

Yet, every crisis presents opportunities for rebirth. We hope Saturday's program serves as a catalyst for parents, students and taxpayers across the city to commit themselves anew to revitalizing our schools. Chicago public schools ought to be the vehicle for the ordinary and not-so-ordinary children of this city to achieve their highest aspirations, and to fulfill their parents' noblest dreams. Let's make the tough choices, and make it happen.

As students in Berwyn and Cicero demonstrated last week when they walked out of school and pushed their school board to change, democracy works when ordinary people take ownership of their institutions and become engaged in making them work.

Thanks go to the Chicago Community Trust, the John D. and Catherine T. MacArthur Foundation, the Joyce Foundation, the Wieboldt Foundation and the Spencer Foundation for funding the program. WTTW is donating its studio, equipment and staff, and Roosevelt University's Institute for Metropolitan Affairs is coordinating the event.

This is the sort of public debate that's crucial for the future of our schools and of our city. Tune in and listen up.



Chicago schools are at the brink, too

Among the phenomena that cripple attempts to bring financial stability and scholastic improvement to Chicago schools are out-of-date perceptions about what's happening in the schools and deep divisions about what steps need to be taken next.

An important effort to address these particular handicaps will be made Saturday, when a rare assemblage of parties with the power to shape the schools' future convenes. The group will include Gov. Jim Edgar, Mayor Richard Daley and other political leaders; top school board and union officials; principals, teachers and parents on the cutting edge of reform.

The daylong assembly is a joint project of WTTW-Channel 11 and Roosevelt University's Institute for Metropolitan Affairs.

One goal is simply educational—to provide the public and policymakers with a broad-based assessment of the problems and successes of Chicago schools. More ambitiously, organizers hope that with so many major players and interested parties in one place at one time, they can move beyond "policy gridlock" and begin to shape a cohesive strategy for action.

The rest of us have an extraordinary opportunity to follow this process at work, as Channel 11 and WBBM-AM will air the summit live. It's divided into three forums:

The 11 a.m.-12:30 p.m. session will spotlight how some schools are making progress under reform. A 3-4:30 p.m. session will examine what's needed to make Chicago's decentralized structure work more effectively for all schools. The final forum, from 7 to 9 p.m., will get down to "the bottom line" of school problems, especially the looming financial catastrophe that faces a system responsible for educating nearly one-fourth of Illinois' children.

The fiscal situation *is* dire. Some will say, "We've heard all this before, and the system has yet to collapse." The fact is, collapse has been staved off with flimsy patches and quick fixes that no longer are holding together. Fundamental restructuring of finances, work rules and priorities is needed urgently, or the system may indeed tumble down come September.

Saturday's summit is a bid to avert disaster. Watch it with your fingers crossed.

*Chicago Sun-Times* March 26, 1993

EDITORIAL

Stakes Are High in School Discussion

It won't be Little Rock, Too.

Tomorrow's daylong televised discussion on the future of the Chicago public schools will be more than just policy wonk heaven.

The live event, to be broadcast at 11 a.m. Saturday by WTTW-Channel 11 and WBBM-AM radio, also will be the opening round in a political contest to define the problems that ail Chicago's schools. Among the many factions, one camp will assert the financial crisis in Chicago schools is an outgrowth of a statewide revenue problem; the other camp will point the finger at skyrocketing costs at city schools.

If the program is a success, it will deter the two sides from leaving the studio with a resolve to embark on a dangerous game of school chicken.

The stakes are high. Key players include members of the Chicago Board of Education, the Chicago Teachers Union and other labor groups whose contracts expire this year. The most important players, Mayor Daley and Gov. Edgar, will be there, too.

Backed by legions of reformers, parents and school officials, Daley will use the recent vote to shut down North Chicago's school district as an illustration of how Chicago's financial problems are part of a broader statewide crisis in education funding, according to sources at City Hall. The financial crisis in Chicago, which has a projected school deficit of \$383 million, stems from the same revenue problem.

Using statistics to show how the state's share of education funding has dropped to 34 percent, Daley will argue that the status quo in state education finance penalizes districts with large blue-collar and minority populations. Without sufficient funding from the state, Daley and others will demonstrate how these districts have to tax a perilously high level of their property wealth just to keep schools open.

Edgar, in turn, will argue that the Chicago crisis stems from matters that include runaway costs and an experiment in reform that isn't working, according to at least one of his advisers. Since enactment of the 1988 School Reform Act, public education costs in Chicago have gone up about 30 percent, while overall test scores have been flat, in many cases have declined and in only a few cases have increased.

What are the facts? Nominal spending for secondary education in Illinois increased by \$1 billion during the 1980s, but as a percentage of overall spending, the state provides only 34 percent of all

revenues. Districts with large working-class, black and Hispanic populations are, therefore, driving out industry and jobs just to keep schools open.

In Chicago, meantime, school costs have increased to \$2.6 billion from just \$2 billion since the enactment of the School Reform Act. Of the new money, half has gone to teacher certified employees.

Meantime, the payroll for Chicago's entire school system has increased to 42,045 from 37,451 when reform was first enacted. Among the new employees, about 1,200 are classroom teachers, 1,600 are teacher aides and another 700 are education support staff who work in schools.

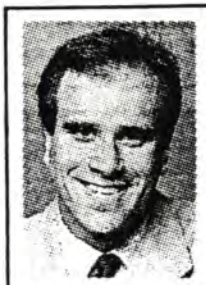
Non-school employment is down more than 1,500 positions to about 3,100. At Pershing Road, itself, about 1,300 positions are still budgeted and another 1,800 positions are budgeted citywide.

All of which suggests the Chicago school system still could do more to pare costs but genuinely needs a fresh infusion of cash to finance reform.

But if advisers to the mayor and to the governor, as well as union leaders, choose to wait until fall to resolve this problem, they're in for an unpleasant surprise.

Republican leaders in the Legislature are waiting with a New York-style plan to carve up the Chicago school district into a dozen or two dozen smaller pieces.

Mark N. Hornung is editor of the Chicago Sun-Times editorial pages.



**Mark N.
Hornung**



Chicago Tribune March 29, 1993

EDITORIAL

Old saws don't cut it in schools' crisis

State lawmakers seem to have little interest in, or even sympathy for, the financial calamity that looms before the Chicago public schools.

"Don't waste our time," was Senate President James "Pate" Philip's curt response to a Chicago plea to raise the state income tax to provide money for Illinois schools.

But before Chicago's plight becomes obscured in the usual cloud of rhetoric, it's important to dispel some myths, misperceptions and outright lies about school finances. Some of these claims are simply out of date. Some were never true to begin with:

Chicago gets more than its share of state aid. Chicago schools get the same proportion of their budget from the state—a third—as the Illinois average. When you add the fact that Chicago's rate of student poverty—a crippling educational handicap that the state is supposed to compensate for—is four times that of the rest of the state, it's clear that Chicago schools are, if anything, being shortchanged.

Chicago gets plenty of extra money to cover the costs of teaching poor children. The politically drawn formula for computing supplemental poverty aid caps the amount that a district can collect. This artifice essentially pretends that Chicago has only half the poor kids it has, depriving city schools of hundreds of millions of needed dollars each year.

Suburban schools receive a small proportion of state aid because Chicago takes most of it. More than half of the school-aid dollars go to Downstate Illinois, which has barely a third of the state's population.

Springfield sends more and more money every year to Chicago. Under current budget plans, Chicago next fall will lose up to \$108 million in state aid—a 13 percent cut. Under the state's aid formula, this loss is triggered by a rise in city property assessments and by disputed census figures that reported fewer poor children in Chicago than previously.

Chicago taxpayers haven't been putting up their share. Local property-tax payments to Chicago schools

doubled over the past five years, to \$1.2 billion.

Chicago officials are just crying wolf again; they have plenty of places to cut. Administrative costs have been pared substantially in recent years, and more cuts are planned. Student programs have been cut even more. Much of the waste and inefficiency that remain are mandated in labor contracts and state laws. School board members are seeking essential changes in union contracts, but even unprecedented concessions cannot close a \$400 million gap without gravely damaging education or slashing employee pay.

School reform hasn't made any difference in Chicago. In dozens of schools, radical change has been made and real improvement is being shown. This progress has come in a short space of time despite money shortages and lack of support by the previous Chicago school administration.

Everyone else is getting along OK; it's just Chicago that's in trouble. One-eighth of Illinois' 929 school districts are categorized as in financial distress. Many others are having to cut educational programs.

Now let's face facts: Illinois is shortchanging all its schools, Chicago's included. The state ranks second to last in financial support of elementary and high school education. And the bulk of even this support comes from local landowners, resulting in one of the nation's highest levels of property taxes.

So if political leaders aren't inclined to help Chicago's—or any other—schools this year, they should at least stop trotting out all the old excuses.

There are some things legislators could do without spending money. They could start by repealing a number of union-protection laws that preserve superfluous jobs and prevent city schools from efficiently managing themselves. This wouldn't cost the state treasury a dime, although it might jeopardize labor contributions to some legislative campaign coffers.

If the lawmakers fail to do even this, they will explode the biggest myth of all: that they give a damn about the children of Chicago.



Chicago Sun-Times March 30, 1993

EDITORIAL

School Summit Exposes Barriers

Even though the televised summit on Chicago public schools didn't produce a consensus on school reform, it succeeded in putting the system's political problem into focus.

By bringing Jacqueline B. Vaughn, president of the Chicago Teachers Union, to the same table with state Rep. Mary Lou Cowlshaw (R-Naperville), WTTW-Channel 11 and WBBM-AM radio unmasked an age-old problem to any solution.

While Vaughn and school leaders argued for increased state funding to help close a \$383 million deficit, Cowlshaw argued for better classroom results first.

Yakkety-yak, as one student who watched the forum from the Sun-Times offices commented. It's the same old debate.

True enough. But if the latest budget crisis doesn't get resolved before the current session of the Legislature ends, the Chicago public school system is likely to crash into a financial wall.

Students who don't have open classrooms to attend this fall, will look back at Saturday's daylong program as an event, no matter how flawed, that took place during the good old days.



Associated Press March 28, 1993



Chicago Mayor Richard Daley, left, greets Gov. Jim Edgar prior to the start of the panel discussion on the state and fate of the Chicago public schools, Saturday in Chicago.

Associated Press Photo

Daley, Edgar spar over spending for education

Associated Press

CHICAGO — Mayor Richard Daley and Gov. Jim Edgar met Saturday at a special live public television conference on education, but remained at odds over the need to send more state money to Chicago schools.

Edgar said Chicago public schools spend an average of \$5,600 on each student, compared to a state average of \$5,000. He said a substantial increase in state funding is unlikely.

"The solution really rests up here," Edgar said. "Springfield can't solve them."

But Daley said Chicago is forced to spend more on its students because it has so many poor people. As a result, the schools have to spend more on social and education programs.

"It is our problem, but it's the state's problem too," he said.

Daley said dropouts from Chicago schools more likely will cost state taxpayers as welfare recipients or as convicts in the corrections system.

However, Edgar and Daley, along with the panelists, found much to agree about.

They said that providing good schools and a good education takes more than teachers and school officials.

Included on the panel were principals, teachers, members of the Chicago Board of Education, national experts and others.

The panelists also called for changes in curriculum and the power structure of schools to put more control in the classroom.

Some argued that poor or minority children are automatically designated as non-achievers and never given a chance.



Chicago Sun-Times March 24, 1993

TV Summit to Tackle City School Problems

By Maribeth Vander Weele
Staff Writer

Chicago public schools, facing what may be the most critical tests of reform yet, will be the subject of a daylong summit to be televised Saturday.

The burdens facing the schools include negotiating all 23 contracts with employee unions, hiring a new superintendent and dealing with a budget shortfall of nearly \$400 million.

W T T W - Channel 11 will stage the program, "Chicago Public Schools: At the Crossroads," before an audience. Panels will run from 11 a.m. to 12:30 p.m., 3 to 4:30 p.m. and 7 to 9 p.m.

"Seldom, if ever, in the history of Chicago broadcasting has television devoted an entire day to live coverage focused on a single local issue," said WTTW President William McCarter.

The idea is derived from Bill Clinton's economic summit in Little Rock, Ark. "The public welcomes in-depth and well-informed discussion of critical issues," McCarter said.

Educators, local school council members, parents, politicians and union leaders will discuss successful schools, system leadership and funding.

A studio audience of 130, including Mayor Daley and Gov. Edgar, will participate.

The show also will be broadcast by WBBM-AM (780).

"We think it's going to engage people on this issue who, up to this point, have not been involved or have lapsed because they thought they couldn't make a difference," said Richard Krieg, executive director of the Institute for Metropolitan Affairs at Roosevelt University. "We're going to assume the public really will become involved in this event."

The show will have three parts: • "Good Schools, Work in Progress" will examine how school reform has affected classroom practices and school efforts.

• "Structure and Leadership" will explore changing leadership roles, authority and responsibility in a decentralized system.

• "The Bottom Line" will review the first two segments and then focus on funding.

"A lot of schools have become a whole lot better since school reform. I don't think that's really understood by the general public in Chicago," said Adele Simmons, president of the MacArthur Foundation, a sponsor of the show.

Other schools "seem dead" and physically depressing, with no interaction among staff members, she said. The program will examine why some schools are "such happier places for kids to be," said Simmons, who attended Clinton's economic summit and returned to Chicago with the idea for the television show.

Moderators are to include John Callaway, WTTW senior correspondent and host of Channel 11's "Chicago Tonight"; Phil Ponce, correspon-

HELP THE EXPERTS

Help the summit experts. Let them know your concerns about Chicago's public schools. Call the Chicago Sun-Times' school hotline at (312) 321-2694 before 7 p.m. today and begin your message with your name and day and evening phone numbers. Then, in two minutes or less, give us your opinion.

Here are some of the kinds of questions the WTTW-Channel 11 panelists will discuss:

General

What are three major problems facing city public schools and what are your solutions?

Should the School Board be elected instead of appointed by the mayor from nominees selected by a special commission?

Funding

For Chicagoans: Would you be willing to pay more property taxes for schools?

For all readers: Would you be willing to pay more state income taxes for schools?

Will more funding improve Chicago public schools?

Curriculum

How should curriculum be changed and should citywide guidelines or standards be set?

To what extent should television be used in the classroom?

Should the school day, which runs from 9 a.m. to 2:30 p.m. in most schools, be lengthened?

Should there be competency exams for teachers?

Should teachers be awarded merit pay?

Family

How can the system encourage parental involvement?

Should dropouts' driving privileges be reduced?

Supervision

Should principals have complete control over their staffs, including lunchroom, custodial and security officers?

Should the Chicago system be divided into smaller districts?

Should schools have complete control over their budgets?



AT THE
CROSSROADS



Clarence Page



Phil Ponce



John Callaway

Moderators for Saturday's all-day program on schools

dent for "Chicago Tonight," and Clarence Page, a Chicago Tribune columnist.

In addition to Chicago public school educators, council members and leaders, the program will include such national experts as Milwaukee School Supt. Howard Fuller; Al Shanker, president of the American Federation of Teachers; Tony Alvarado, superin-

tendent of a New York City community school district, and former San Francisco School Supt. Ray Cortinez of Stanford University.

Support for the program is being provided by the Chicago Community Trust, the John D. and Catherine T. MacArthur Foundation, the Joyce Foundation, the Wieboldt Foundation and the Spencer Foundation.



Chicago Sun-Times March 26, 1993



Kindergartners in Eva Cochran's class show off eraser toys they won as prizes earlier this year for their perfect attendance at Thorpe Elementary School, 8914 S. Buffalo.

SUN-TIMES: Al Podgorski

AT THE CROSSROADS

Tomorrow, a summit on the city's public schools will be televised live on WTTW-Channel 11. Today, the Chicago Sun-Times provides a guide for this crucial step toward the future of our children.



**SPECIAL REPORT
ON PAGES 6-8**



SUN-TIMES: Rich Heist

Third-grader DeMorris Enoch works in the reading lab at Funston School, 2010 N. Central Park.

CHICAGO SCHOOLS

Racism Blamed In Lack Of Aid

By Lynn Sweet and Maribeth Vander Weele
Staff Writers

New state aid for Chicago schools is being blocked by Republican leaders who bow to their constituents' racist fear of throwing money down a "black hole," state Sen. Arthur L. Berman (D-Chicago) said Thursday.

"And when I say black hole, I mean it in all ways," he said.

Berman was referring to Gov. Edgar and Senate President James "Pate" Philip (R-Wood Dale).

Asked by a reporter during the taping of an interview if Berman meant to say there was "an element of racism in the motive" of Philip and Edgar, the North Side senator said, "You heard me."

"... I am telling you that element is there. ... I think that element in Du Page County and southern Illinois that they count on for their respective constituencies have never been supportive of the needs of the minority children in Chicago."

Philip's spokesman, Mark Gordon, said, "It is Turn to Page 8

"They [GOP leaders] don't want the responsibility of increasing dollars and spending it in schools that their constituency view as a black hole. And when I say black hole, I mean it in all ways."

**Sen. Arthur L. Berman
(D-Chicago)**



Chicago Sun-Times March 26, 1993

REFORM'S PROGRESS

■ **Fall, 1986**—Mayor Harold Washington appoints an education summit that comes up with the idea of business providing jobs if schools commit to boosting performance. The school superintendent rejected the idea.

■ **Fall, 1987**—A record 19-day teachers strike—the ninth in two decades—infuriates parents and community members, fueling a grassroots movement to reform Chicago schools. Hundreds protest, forming a "Hands Across the Loop" demonstration and "teach-ins" at City Hall.

■ **November, 1987**—U.S. Education Secretary William Bennett calls Chicago's schools "the worst in the nation—you've got close to educational meltdown here."

■ **July, 1988**—The state Legislature adopts a 127-page reform act creating local school councils.

■ **October, 1989**—More than 300,000 people go to polls to elect nearly 6,000 local school council members. Councils begin a whirlwind year of writing school improvement plans, selecting principals and learning how to run their schools.

■ **January, 1990**—Ted D. Kimbrough, former superintendent of schools in Compton, Calif., arrives.

■ **July, 1990**—The Board of Education and its unions reach a three-year agreement giving 7 percent raises each year. Raises, however, are contingent on money being available.

■ **November, 1990**—The state Supreme Court rules the school reform act unconstitutional because it violates the one-person, one-vote rule. The Legislature later changes the voting structure.

■ **May, 1991**—With a more than \$300 million budget deficit projected, it becomes apparent that the historic labor contract will cost more than twice what had been disclosed.

■ **April, 1992**—The Chicago Principals Association files a lawsuit, contending that even the revised method of voting for councils is unconstitutional. The case is still in the courts.

■ **July, 1992**—Kimbrough sends a strong signal that he will not return when his contract expires in June, 1993, blaming an environment that does not properly fund schools.

■ **January, 1993**—Amid warnings of a system shutdown in September and a nearly \$400 million budget shortfall, Kimbrough steps down and is replaced on an interim basis by administrator Richard Stephenson.

SOURCE: Newspaper clippings and School Reform Chicago Style, published by The Neighborhood Works.



Juliana Garcia, a first-grade pupil at Funston Elementary school, 2010 N. Central Park Ave., listens as her bilingual teacher, Consuelo Viteri, reads the book *Los Tres Chivos Vivos* to the class.

A Look in the Mirror Schools Prepare for Self-Examination at Summit

By Maribeth Vander Weele
Staff Writer

Nearly half of the 411,000 children in Chicago public schools never graduate. Tens of thousands more receive diplomas but do not adequately read, write or compute. In achievement test scores and dropout rates, the school system ranks as one of the nation's worst.

Chicago school reform was supposed to change all that. Conceived out of community outrage, reform was intended to put power in the hands of principals and new school councils made up primarily of parents who, presumably, cared more.

"There are more people who are doing things in the Board of Education, from teachers, from principals and the community activists," said Mayor Daley, fresh from his own summit on Chicago school issues.

But achievement scores in most schools have declined, and the city is re-examining the movement ushered in with euphoria in 1988.

An education summit, televised live on WTTW-Channel 11, will provide a forum tomorrow for that self-examination and a

debate of possible solutions for the troubled system during a critical year. The nation's third largest, the system faces a nearly \$400 million shortfall in a \$2.7 billion budget next year and renegotiation of all union contracts.

Obstacles remain, and many say that administrative rules, union strength and legal loopholes hamper success. "We are in an age of reform, and that means everybody," said Westcott School Principal Michael M. Woods. "We are looking at the system through totally different lenses."

Woods argues for overhauling work rules that, for example, prevent custodians from installing door locks, replacing window panes or painting over graffiti above 8 feet high because those jobs belong to union tradesmen.

Others argue those issues have nothing to do with education or with saving money. "Any changes in work rules will not produce a significant amount of income that will change the fiscal picture of the Board of Education," said John Code, chairman of the coalition of the system's non-teaching unions.

WTTW's program, "Chicago Public Schools: At the Crossroads," will discuss

leadership and funding, among other issues.

The program also will talk about schools that succeed despite the constant clash of wills under reform. And it will talk of unsung heroes among the thousands of parents, community members and staff to whom reform gave a front-row seat and the legal right to ask questions, expose unsatisfactory conditions and shape policy.

Given control over state poverty funds, some schools have begun the long climb up. They created parent patrols, reduced class sizes, hired more bilingual teachers, expanded libraries, instituted school uniforms and held community painting parties at schools.

"The first few years, people were pretty much just (addressing) the practical issues of getting discipline established, getting roofs repaired and dealing with overcrowding—lots of practical questions the board has neglected for years and years," said G. Alfred Hess, head of the Chicago Panel on Public School Policy and Finance. "Now people feel they're getting control of those things and they're starting to look at how teachers teach and children learn."

Contributing: Ray Lung

'AT THE CROSSROADS' SCHEDULE

WTTW-Channel 11's broadcast tomorrow will include three segments, each with panel discussions.

Part 1: "Good Schools, Work in Progress"

Time: 11 a.m. to 12:30 p.m.

Moderator: Columnist Clarence Page

Characteristics of a Good School:

- Leadership—the role of school principals, teachers and councils.
- Instruction—Is curriculum reform taking place?
- School culture—Are the schools safe and conducive to learning?
- Community involvement—a look at parents and the community.

Practices in Specific Schools:

- What obstacles were overcome?
- What strategies and alliances have schools used to achieve?
- How have the efforts worked or not worked?
- What barriers are there to further achievement?
- Tips for success.

Part 2: "Structure and Leadership"

Time: 3 to 4:30 p.m.

Moderator: "Chicago Tonight" (WTTW-Channel 11) correspondent Phil Ponce

- Chicago school reform, a radical experiment.

- The relationship between governance and educational success.

- The need for schools to have authority over budget, staff and curriculum.

- Roles of local school councils, the central office and the superintendent.

- Necessary changes in legislation and administrative rules.

Part 3: "The Bottom Line"

Time: 7 to 9 p.m.

Moderator: "Chicago Tonight" (WTTW-Channel 11) anchor John Callaway

- How fair, consistent and adequate school funding should be achieved.

- Financial costs of a good education.

- Resources needed to sustain successful

schools and decentralization.

- Long-term solutions.

- Overview of other states.

NOTE: WTTW will air normal programming between 12:30 and 3 p.m. and between 4:30 and 7 p.m.

REBROADCASTS

Tomorrow's forum will be rebroadcast in three segments on WTTW-Channel 11 next week:

- "Good Schools, Works in Progress" will air at 10 p.m. Tuesday.

- "Structure and Leadership" will air at 10 p.m. Wednesday.

- "The Bottom Line" will air at 10 p.m. Thursday.



Chicago Sun-Times March 26, 1993

Voices From the Front

Teacher Troubles: Violence, Funding

By Larry Weintraub
Staff Writer

"Violence," answered Hamilton Elementary School third-grade teacher Maria Fonseca. When she was asked the No. 1 problem of Chicago's public schools.

"In almost every class, there are three to five children who are chronically violent or constantly disruptive. We teachers want to upgrade reading and math skills in the schools, but we cannot do it if we have such children in the class."

Fonseca and other Chicago public school teachers, chosen at random from among local school council members, were asked about major impediments to learning and how they could be overcome.

The teacher from Hamilton, 1650 W. Cornelia, says disruptive pupils "should be removed to 'alternative schools,' where they can receive appropriate attention to their problems and appropriate discipline. If not, it isn't fair to responsible students who take school seriously."

Every teacher questioned listed finances among major school difficulties.

Darryl Moore of Dixon Elementary, 8306 S. St. Lawrence, and Lourdes Silva, of Gale Community Academy, 1631 W. Jonquil, say not enough of the money available is being spent on classroom teaching.

Moore believes it should go for textbooks, paper and current maps in a changing world. He said he has to buy such "learning tools" with his own money. "Far too many qualified teachers are making more than \$40,000 a year in [administrative jobs] when we are short of teachers," he said.

Silva said budgetary problems "bog down the educational process because you never



Darryl Moore works with fourth-grader Ronald Hanserd, 10, on a math lesson at Dixon Elementary School, 8306 S. St. Lawrence.

know if programs will be funded for the next term."

"So much of our time must be spent dealing with children's emotional and social needs," she lamented. "I would like to see additional money used for more counseling and intervention services."

Said Fonseca: "The School Board had about \$3 billion in the budget. I think they should learn to spend it wisely."

"They have to solve the annual funding crisis," said Barbara Richard, a sixth-grade teacher from Suder Elementary, 2022 W. Washington. "It is frustrating for parents,

teachers and students not to know if schools are going to open on time."

Teachers agreed that parental involvement also was a critical need.

Silva and Fonseca say they are already being drawn into the educational orbit by good local school councils. Silva notes that Gale has a "good, active" bilingual parents group. "Nobody becomes involved unless they feel their opinions and needs are respected," she said.

Moore said schools have locked out parents because they don't feel their input will be given any attention.

Kids Tell How To Fix Things

Eighth-grade teacher Clarence Reid recently asked his students at Goodlow Magnet Upper School, 6130 S. Wolcott, what they would do if they were school superintendent. Here are some of their responses:

"I would have a lot of unfit teachers fired because a lot of the teachers come to show off new clothes. ... Then we have the teachers who come just to get paid, they throw work on the board and figure they're through with that class."

Mark Tabb

"I would tear down some of these schools because some of these schools are old as Jesus."

"... It doesn't matter how old you are, you would have to stay in that grade until you master that grade that you are failing."

Melissa Ervin

"[Good] teachers should get a raise or bonus or something in that category while the other teachers should get fired or get sent back to school."

Leniene Sherman

"I would

change the kids in

the school.

They're mainly

the reason why

teachers don't

want to teach

them because of

their behavior. I

wouldn't want to

teach 28 to 30

kids who don't

want to learn.

... I would put

all educated kids

away from all un-

educated and the

ones who don't

want to learn."

Latanya Goldsmith

"The first thing I would do would

be to try to stop spending all the

money that the Chicago school sys-

tem spends. They spend more money

on out-of-date books than on supplies

we really need, like paper."

Rebecca Cox



Melissa Ervin



Leniene Sherman



Latanya Goldsmith

Daley's Idea: New Agenda

The Chicago schools have "been poorly managed and sorely neglected for too long, and [that] must stop," Mayor Daley said.

Although he has not tipped his hand on specifics, the city is preparing a legislative agenda on education. A round-table discussion he convened in February "yielded some very good ideas from educators, community leaders, parents and, of course, teachers," Daley said.

"The city has also started the cluster initiative, a program aimed at reducing the dropout rate in ... Chicago communities," Daley said.

He was referring to a project designed to cut the dropout rate at Bowen, Du Sable, Austin and Farragut high schools.

"Also in January, we have launched a school partnership program to find corporate partners and individual partners," Daley said. The mayor said he looks forward to the school summit because of the success of the city's previous summit. Ray Long

Edgar's Idea: 'Learning Zone'

In his State of the State message in January, Gov. Edgar proclaimed: "We need to do a better job with the Chicago public school system."

But he has ruled out a state bailout for Chicago schools.

He proposed a "Learning Zone" for the city, a cluster of perhaps 40 or 50 schools, for which certain state laws and board regulations would be relaxed or revised to en-

courage innovation and experimentation.

Edgar also wants:

- Greater parental involvement.

- Expansion of a pilot program providing social services in schools.

- An Illinois Teacher Corps of professionals and craftsmen given special training to share their knowledge and expertise with high school students.

- An apprenticeship program offering job training for high school students who aren't planning on college.

Charles N. Wheeler III

PLAYERS IN REFORM

Chicago School Finance Authority

Created after the 1979 school-system bankruptcy, this five-member oversight panel is selected by the mayor and governor.

Critics say the panel has too much authority and too little accountability and represents a distant business community aligned with the mayor. Supporters say it provides the only means to force the board to economize.

The authority has begun to exercise its powers to mandate educational reform, not just financial responsibility.

Chicago Public Building Commission

This 15-member panel run by Mayor Daley oversees school construction projects.

A separate taxing body, it has been criticized for slow movement on projects even after money has been borrowed, although the process has speeded up somewhat in the past year.

Its executive director is Thomas R. Walker. Among its members is Chicago Board of Education member and former board President Clinton Bristow Jr.

Chicago Board of Education

Racially balanced 15-member board appointed by Mayor Daley from candidates selected by a grass-roots nominating commission. For the first time, the board has a comprehensive plan to lobby the Legislature and has agreed to tackle union work rules criticized by some reformers as roadblocks to reform. The board chooses the superintendent.

Local school councils

Created under reform, these governing bodies were first elected in October, 1989. Each includes six parents, two non-parent community members, two teachers, a principal and, in high schools, a student.

Councils choose principals, write school improvement plans and oversee spending of state Chapter I poverty funds, the key monies schools control.

Illinois State Board of Education

The 17-member state board oversees more than 900 school districts. In many instances, state law exempts the Chicago schools from requirements that apply to others. The state board monitors spending of state funds, though it does not appropriate money or pass legislation.

Maribeth Vander Weele

COVERAGE CONTINUES ON NEXT PAGE



Chicago Sun-Times March 26, 1993

Schools

Continued from Page 1

unfortunate that Sen. Berman would engage in this type of race-baiting. It is patently wrong.

The unusually candid statement from Berman, Democratic spokesman on the GOP-controlled Senate Education Committee, comes as Chicago public school officials and the teachers union are trying to squeeze more cash out of a General Assembly with record suburban strength.

But with Republicans holding a Senate majority for the first time in 18 years, Berman and other Democrats find their bills are getting stalled in committee.

A Berman initiative to direct riverboat gambling receipts to schools was bottled up by the Republicans in committee.

"None of those bills have seen the light of day," said Berman while taping "The Reporters," to be broadcast at 9 p.m. Sunday on WMAQ-AM (670).

Asked to clarify if Philip and Edgar "represent racists" or if "they are racists in this regard," Berman said, "I am saying in the political structure, they don't want to talk about taxes or go to bat for a school system that is 80 percent minority. ... It makes them a governor and president of the Senate who don't live up to their responsibilities."

Edgar's proposed budget bolsters funding for all of the state's public schools, but only if the Legislature accepts his plan to stop sending state income tax surcharge funds to local governments. Mayor Daley and other Chicago Democrats strongly oppose ending surcharge funds for cities.

In response to Berman's "black hole" comment, Edgar said he has not been "that critical" about the city schools.

"The budget I have submitted calls for more money for schools all over the state of Illinois," he said. "I'm not trying to put money in schools in just certain parts of the state or that are made up of certain ethnic backgrounds."

Gordon said the surcharge battle was the core issue. "Democrats are trying to take money from children and schools and give it to City Hall," he said.

He said Chicago school funding "has nothing to do with race."

Contributing: Fran Spielman, Ray Long

MORNINGLINE

Do you believe the Legislature's reluctance to provide more aid to Chicago public schools is racially motivated?

Yes: (312) 408-3641

No: (312) 408-3642

Phone lines open until 5:30 p.m. today. (A charge for a local call to downtown Chicago applies.) Results in Sunday's Sun Times.

Readers List Their Beefs

By Maribeth Vander Weele
Staff Writer

Readers who called the Chicago Sun-Times school hotline added plenty of fuel for discussion during tomorrow's televised school summit.

Scores called to spell out obstacles to improving city schools. They pointed to students with no discipline at home, questionable competency of some teachers, mismanaged funds and a nagging lack of parental involvement.

And they suggested solutions: Persuade retailers to give discounts to parent volunteers. Segregate misbehaving students into separate schools. Divide the third largest school system into smaller districts.

Here are some major themes:

STUDENT BEHAVIOR

Judy Dougherty of Chicago's Mount Greenwood neighborhood said a friend recently went to a Chicago public high school to enroll her gifted child.

"Between the time she went from the front door to the car, she found sex on the playground and a drug sale," she said. "There's no reason for that. They go in there with guns and knives and get by with it every day of their lives."

But high school teacher Dennis Johnson said schools are handcuffed.



Dennis Johnson

They need more flexibility to expel students convicted of crimes such as drug dealing. "We have a student who is supposed to get out of jail and who will be in school the next day," said Johnson, who teaches biology at Julian High School. "He's not there for any purpose. For him, school is a place to socialize and a place to sell his drugs. It's a place to reinforce his gang position."

ACCOUNTABILITY

But many readers said the system must first clear out waste and mismanagement. "I would not be willing to pay more property taxes. I want something back for the money I have already put in," said Gladys Diaz of Wicker Park. "I think more money for schools



SUN-TIMES/JOHN SELL

Gladys Diaz plays with her son, Perfecto, 6, a student at de Diego Community Academy, 1313 N. Claremont.

will only 'make the monster more hungry.'"

Betty Shires, retired director of the bureau of central records for the school system, called for more financial accountability and suggested auditors be assigned to every one of Chicago's 11 subdistricts.

"The unfortunate part is that while we all assume—and rightly so—that administrators are ethical and honest, there are times when they're tempted," she said. "There has to be accountability."

STUDENT PERFORMANCE

And funding should be linked not only to financial accountability but to improved student achievement.

"We pay enough taxes as it is," Dougherty said. "[In Catholic schools], the teachers are paid half the price that Chicago public school teachers make and education is three times better."

Johnson said the curriculum must focus more on basics. "English literature should be de-emphasized and more emphasis should be placed on grammar—punctuation, spelling and sentence structure," he said.

If parents were more involved in school, student performance would improve. "Parents have to be held accountable for discipline," he said, suggesting that public aid be denied to parents whose children don't attend school or show progress. "For every course failed, a percent should be deducted from their public aid."

FUNDING QUESTIONS

Some said more state funding is critical to improving the system. "I believe that war should be declared

against poor education in this country, and all of our lawmakers and school personnel should be going to Washington to mandate

this war," said grandparent Brenda E. Perry of the Grand Boulevard neighborhood. "We should spend as much resources on education as we do on the Gulf War or any other war. ... If we don't, we will be spending five times the amount of money in terms of crime and punishment."



Brenda E. Perry

TEACHING ISSUES

Reader after reader complained about the quality of public school teachers, although many also said good teachers—the heroes in the system—should receive merit pay. Some callers supported competency exams. "Competency exams should be administered by the state every two to three years for both teachers and principals," Shires said.

Currently Chicago public school teachers are certified through a state exam. For more than 15 years, they had been certified through a national teachers examination or through three years of successful work as a full-time substitute, said Margaret H. Harrigan, the system's associate superintendent of human resources.

"I see teachers and principals who are incapable of doing even high school work," said Neva Tomory, a Northwest Side resident whose husband is a city public school teacher. "I'd like to see across-the-board testing of all principals and all teachers to be sure they can meet even minimum standards."

A SCHOOL VOCABULARY

Some terms to know in considering issues before tomorrow's WTTW-Channel 11 panels:

■ **Career service.** Non-teaching staff members.

■ **Categorical funds.** State and federal funds for special purposes such as bilingual, special education, vocational education and transportation. Cutting such funds merely reduces a specific program, not the system's overall budget shortfall. Most federal funds are categorical.

■ **State Chapter 1 funds.** Funds distributed to schools based mainly on the number of low-income students. Under reform, they are gradually being transferred from administrative to school control.

■ **Coalition of Unions.** The system's 22 unions representing employees who are neither teachers nor administrators.

■ **EAV.** Equalized assessed valuation, or the system's tax base.

■ **Engineer.** Head custodian responsible for the safety and cleanliness of the school building. The head engineer reports to a district engineer, not to the principal.

■ **Five plus five.** An early retirement plan that excluded Chicago public school teachers when it was recently adopted by the state Legislature.

■ **Operating funds.** Also called general funds, consisting of money for general school purposes. Operating funds must be cut to reduce the system's budget.

■ **PPAC.** Professional Personnel Advisory Committee. Elected by teachers at each school to advise the local council and principal on issues such as curriculum and budget.

■ **Reform groups.** Parent, teacher and other community groups that sprouted by the dozens during the evolution of reform. They continue to monitor the system's progress.

■ **School Aid Formula.** A formula to distribute state aid and designed to equalize funding among schools. It fails to do so, however, because some schools have far more property tax wealth than others.

■ **School Improvement Plan.** A three-year plan developed by a principal and local school council to improve student achievement, attendance and graduation rates.

■ **Supernumeraries.** Teachers with at least satisfactory performance ratings whose positions are eliminated due to declining enrollment, school closings, or closed programs. Under state law and union contract, they are guaranteed jobs within the system.

COMING UP

TOMORROW

The Sun-Times will run a list of participants in the WTTW-Channel 11 panel discussions.

SUNDAY

Coverage of what the panelists say, with additional information about school problems and solutions as seen by parents, teachers, legislators and those who are affected most—students.



Chicago Sun-Times March 27, 1993

**SCHOOLS
SUMMIT**

**'At the
Crossroads'**

Educators, parents and community leaders today will discuss what it will take to improve the city's public schools. WTTW-Channel 11 will televise the forum.

Part 1: "Good Schools, Work in Progress"

11 a.m. to 12:30 p.m.

Part 2: "Structure and Leadership"

3 to 4:30 p.m.

Part 3: "The Bottom Line"

7 to 9 p.m.

**Viewer Guide, Page 6;
Full Coverage Sunday**

**COMING
SUNDAY**

**Mastering
Bank Fee
Shuffle**

**How to Stay a Step
Ahead; Moneylife**

**Making the
Oscar Show
See-Worthy**

THE BEAT GOES ON



Shakespeare District Patrol Officer Michael McDermott, a liaison officer, talks with Justino Santiago, 14, at Darwin School.

Programs Let Residents,
Cops Become Closer **Page 5**

Daley Endorses Special
Service Police Plan **Page 5**



Chicago Sun-Times March 27, 1993

Forum to Address Problems of Chicago Schools

By Maribeth Vander Weele
Staff Writer

Stakeholders in Chicago school reform will gather today in a live televised summit examining the movement launched with the election of local school councils in 1989. "Chicago Public Schools: At the Crossroads" will examine progress and obstacles to improving the system that has fallen behind national averages in achievement

scores and graduation rates. The three sessions will air from 11 a.m. to 12:30 p.m., 3 to 4:30 p.m. and 7 to 9 p.m. on WTTW-Channel 11 and on WBBM-AM (780).

Educators, parents, politicians, union and community leaders will discuss successful schools, leadership and funding. A studio audience of 130, including Mayor Daley and Gov. Edgar, will take part.

"What we've got, to an extent, is a policy gridlock," said Richard

TV, RADIO SCHEDULE

■ **LIVE:** WTTW-Channel 11 and WBBM-AM (780) will air all three sessions. WOPA-AM (1200) will air Session 3 in Spanish.

■ **REPEATS:** WTTW-Channel 11 next week. Session 1 will air at 10 p.m. Tuesday, Session 2 at 10 p.m. Wednesday and Session 3 at 10 p.m. Thursday.

Krieg, executive director of the Institute for Metropolitan Affairs at Roosevelt University and a sponsor of the event. "In the past,

when you had these sort of difficult decisions to make and you wanted to effect change, business leaders flew their planes to Springfield to impress on people the gravity of the situation."

But with President Clinton's economic summit as an example, Krieg said, "The public has shown itself to have an appetite for the facts and have people come into their living rooms to lay out where we are and where we need to go."

PART 1: 11 a.m. to 12:30 p.m.

Good Schools, Work in Progress

AGENDA

Characteristics of a Good School:

- Leadership—the role of school principals, teachers and councils.
- Instruction—is curriculum reform taking place?
- School culture—are the schools safe and conducive to learning?
- Community involvement—a look at parents and the community.

Practices in Specific Schools:

- What obstacles were overcome?
- What strategies and alliances have schools used to achieve?
- How have the efforts worked or not worked?
- What barriers are there to further achievement?
- Tips for success.

PARTICIPANTS

Principals:

- Carlos M. Azcoitia, Spay School.
- William R. Watts, Taft High School.
- Yvonne S. Minor, Dvett Middle School.

Teachers:

- Shirley Woodward, South Loop School Branch.
- James Breashears, Robeson High School.
- Deborah M. Walsh, director, Chicago Teachers Union's Quest Center.

Local School Council Members:

- Carmen Ontiveros, Gallistel Language Academy.
- Pamela James, Whitney Young Magnet High School.

Chicago Board of Education:

- Florence B. Cox, president.
- Clinton Bristow Jr., former president and member.
- Richard Stephenson, interim superintendent.

Chicago Public Schools Central Office:

- Ray Romero, member.

Chicago School Finance Authority:

- Ray Romero, member.

Other local experts:

- B. J. Walker, chairman of the Chicago Algebra Project board; deputy director of the North Central Regional Educational Laboratory in Oak Brook.
- Patricia Ford, associate director of the Small Schools Workshop of the University of Illinois. Also consultant for the Chicago Cluster Initiative.

National experts:

- Michelle Fine, professor of psychology, City University of New York Graduate Center and consultant with Philadelphia Schools Collaborative.

Summary comments:

- Lauren Young, associate professor of education, Michigan State University.

MODERATOR



Clarence Page

The 1989 Pulitzer Prize winner for commentary, Clarence Page has been a columnist and member of the Chicago Tribune editorial board since July, 1984. Page, whose column is syndicated, has been based in Washington, D.C., since 1991. Page is an occasional guest panelist on "The McLaughlin Group," a monthly contributor of essays to "The MacNeil/Lehrer NewsHour" and a bi-weekly commentator on "Sunday Morning Edition" on National Public Radio.

PART 2: 3 to 4:30 p.m.

Structure And Leadership

AGENDA

- Chicago school reform, a radical experiment.
- The relationship between governance and educational success.
- The need for schools to have authority over budget, staff and curriculum.
- Roles of local school councils, the central office and the superintendent.
- Necessary changes in legislation and administrative rules.

PARTICIPANTS

Principals:

- Irene M. DaMota, Whittier School.
- DeCalvin Hughes, Austin Academy High School.
- Kathryn Kuranda, Kelly High School.
- Doug Gills, Reavis School.

Chicago Board of Education:

- Bertha G. Magana, member.

Central Office:

- Margaret M. Harrigan, associate superintendent for human resources.

Unions:

- John Kotsakis, assistant to the president for education issues, Chicago Teachers Union.
- Donald McCue, president of Local 143 of the International Union of Operating Engineers.

Elected officials:

- State Sen. Frank C. Watson, a Downstate Republican who chairs the Senate Education Committee.

Other local experts:

- Gwendolyn Laroche, director of education for the Chicago Urban League.
- Sara Spurlark, associate director, Center for School Improvement of the University of Chicago and former consultant to the Chicago School Finance Authority.
- Diana Nelson, president of Leadership for Quality Education.
- Ken West, chairman of Harris Bank and former chairman of Leadership for Quality Education.

National experts:

- Albert Shanker, president of the American Federation of Teachers.
- Anthony Alvarado, superintendent, Community District 2 of New York City.

Summary comments:

- Paul Hill of the Rand Corp. in Washington, D.C.

MODERATOR



Phil Ponce

A former reporter for WBBM-Channel 2 for nearly 10 years, Phil Ponce recently joined WTTW's "Chicago Tonight" as a correspondent and primary substitute host. Ponce was a member of the investigative team for WRTV in Indianapolis. He is a former Colorado assistant attorney general and served as an attorney for the U.S. Departments of Housing and Urban Development and Health, Education and Welfare.

PART 3: 7 to 9 p.m.

The Bottom Line

AGENDA

- How fair, consistent and adequate school funding should be achieved.
- Financial costs of a good education.
- Resources needed to sustain successful schools and decentralization.
- Long-term solutions.
- Overview of other states.

PARTICIPANTS

Principals:

- Lula M. Ford, Beethoven School.

Chicago Board of Education:

- Stephen R. Ballis, member.

Central Office:

- Charley Gillispie, chief financial officer.

Chicago School Finance Authority:

- Martin "Mike" Koldyke, chairman.

Unions:

- Jacqueline B. Vaughn, president, Chicago Teachers Union and Illinois Federation of Teachers.

Elected officials:

- State Senate President James "Pete" Philip, a Republican from Wood Dale.
- State Sen. Emil Jones Jr., a Chicago Democrat and Illinois Senate Democratic leader.

- State Rep. Barbara Flynn Currie, a Chicago Democrat.

- State Rep. Michael L. Weaver, a Republican from Mattoon.

Other local experts:

- G. Alfred Hess, executive director of the Chicago Panel on Public School Policy and Finance.
- Lawrence Howe, executive director of the Civic Committee of the Commercial Club of Chicago.
- Eleanor Revelle, president, League of Women Voters of Illinois.
- Edward L. Olds III, chairman, Committee for Educational Rights.
- Janet Froetscher, executive director of the Financial Research and Advisory Council in Chicago.

National experts:

- Ramon C. Cortines, consultant to the secretary of the U.S. Education Department.

Summary comments:

- P. Michael Timpane, president of the Teachers College of Columbia University in New York.



John D. Callaway

A 35-year veteran in broadcast journalism, John D. Callaway is senior correspondent for WTTW-Channel 11 and host of its award-winning nightly news analysis program "Chicago Tonight." He is also director of the William Benton Fellowships in broadcast journalism at the University of Chicago. Callaway's work has won more than 60 awards, including the Peabody Award and seven Emmys. At WTTW, Callaway has served as moderator of most of the station's town meeting programs and most of its major political debates over the past 18 years.

COMING SUNDAY

Coverage of what the panelists say, with additional information about school problems and solutions as seen by parents, teachers, legislators and those who are affected most—students.

*Chicago Tribune* March 24, 1993

Clinton-style media summit to speak to city's school woes

By Jacquelyn Heard
Education writer

As the current school year draws to a close and doubts about the reopening of Chicago public schools grow, people have begun to talk.

In his recent round-table discussion, Mayor Richard Daley talked about the need for schools to be freed of restrictive governmental mandates. Gov. Jim Edgar, in his State of the State Address, talked of giving schools more independence. And in tense discussions with state legislators and 22 labor unions, Chicago school officials are talking up tax increases, work-rule changes and other shared sacrifices as the only means to advance school reform and open schools on time.

Now this: A daylong series of talks among the city's education movers and shakers, modeled after President Clinton's televised economic summit in Little Rock, Ark.

Set to air live Saturday on WTTW-Channel 11, "Chicago Public Schools: At the Crossroads," is expected to be the most comprehensive of meetings concerning the city's ailing schools.

"We want to create a climate for tackling major issues," said Richard Krieg, executive director of Roosevelt University's Institute for Metropolitan Affairs, which organized the mayor's round table last month and is coordinating the

WTTW event.

"School management, finance questions and organizational problems will all be fair game."

The discussion will unite people who rarely see eye to eye on education issues, let alone sit together to talk about school reform, school funding and the general notion that Chicago schools don't work.

The program will air in three segments: "Good Schools, Work in Progress," from 11 a.m. to 12:30 p.m.; "Structure and Leadership," from 3 to 4:30 p.m.; and "The Bottom Line," from 7 to 9 p.m.

Among the 30 panelists scheduled to participate are School Finance Authority President Martin Koldyke, Chicago Teachers Union President Jacqueline Vaughan and Illinois GOP Senate President James "Pate" Philip, who has been a loud voice against increasing state funds for the city's schools.

Tribune columnist Clarence Page, WTTW talk show host John Callaway and WTTW correspondent Phil Ponce will moderate the program. The mayor and the governor are scheduled to observe from the audience.

The goal of the meeting, Krieg said, is to get important people talking on TV and keep the conversations going. WTTW is donating the air time.

"There's talk and then there's talk," said Adele Simmons, president of the MacArthur Foundation,

among the groups sponsoring the event. "There is a very important set of decisions to be made about Chicago schools within the next five months. That places schools at the top of the agenda.

"President Clinton showed us in Little Rock that it's possible for people from very different views to come together and talk while not necessarily making major decisions and that there is a lot of value in that kind of meeting," said Simmons, who participated in the Little Rock meeting in December.

Among the critical issues facing the schools is a \$400 million projected budget gap, disgruntled teachers and principals and ever-decreasing financial support from state legislators who say city schools must become better money managers.

"Until we can sensitize [the public] to the seriousness of the issues and get the word out about positive activities in the Chicago public schools, we'll never get everyone to the drawing board and get them ready to reach into their pockets," said interim Supt. Richard Stephenson, who will be among the panelists.

"I don't mean to denigrate the print media or the intelligence of readers," he said, "but how many people are there who get the newspaper and go straight to the sports section? Television is a powerful medium."



Chicago Tribune March 27, 1993

Bias denied in school aid dispute

By Rick Pearson
Chicago Tribune

SPRINGFIELD—Senate President James "Pate" Philip fired back Friday against charges that he and Gov. Jim Edgar had opposed significant aid to the Chicago Public Schools because of racial pressures.

According to Philip, Chicago Democrats have discriminated against suburbanites, rather than the other way around.

But Democratic Sen. Arthur Berman of Chicago had no desire to further the rhetorical sparring match he started Thursday, offering no response to Philip's and Edgar's denial. Neither did he offer an apology.

Berman, the leading Democrat on education, contended that Edgar and Philip aren't interested in helping Chicago's schools, which "their constituency view as a black hole."

"And when I say 'black hole,' I mean it in all ways," Berman said in taping "The Reporters," to be broadcast at 9 p.m. Sunday on WMAQ-AM (670).

Berman did not flatly call either Edgar or Philip, or their suburban and Downstate constituents, racists. But his comments clearly insinuated that both men were more concerned with satisfying white voters than in playing a leadership role in helping the city's schools, with an 80 percent minority enrollment, out of a \$383 million projected deficit next year.

Philip, a Wood Dale resident who has in the past likened Chicago's schools to "a rat hole," called Berman's statement "a totally irresponsible comment" and said he should apologize.

"People ought to ask him why he discriminates against people in the suburbs," Philip said of Berman and city Democrats' support of the state's school funding formula that benefits Chicago. "I've supported that and held my nose, but we certainly haven't got our fair share."

Philip has used "fair share" as a continual refrain this year in efforts by the new GOP majority in the Senate to steer more state dollars back to the suburbs after a decade of Democratic control in the General Assembly.

But Edgar has shied away from any wholesale changes in the state aid formula for schools. And, Edgar said, he has the only proposal in the General Assembly that would boost funding statewide for schools—a \$110 million swap of income-tax surcharge funds going to cities.

"Now the problem that Chicago schools face, that's something the legislature, if they want, can deal with," Edgar said.

"I'm asking for more money for state aid to education. I've tried to do what I can to help all parts of Illinois. To say that there's a racial overtone in that, I think is unfortunate," he said.

Schools summit:
WTTW-Ch. 11. will air a
5-hour forum Saturday
for educators and others
on issues affecting the
Chicago Public Schools.
Page 5.



Chicago Tribune March 27, 1993

A day devoted to city's public schools

The daylong education forum "Chicago Public Schools: At the Crossroads" will air at 11 a.m., 3 p.m. and 7 p.m. Saturday on WTTW-Ch. 11.

The program will bring educators, community members and others together to discuss issues affecting the city's public school system, which faces a projected \$383 million shortfall next year.

Tribune columnist Clarence Page will moderate the first segment, "Good Schools, Work in Progress," from 11 a.m. to 12:30 p.m. Panelists will include Interim Schools Supt. Richard Stephenson; school board President Florence Cox; Chicago School Finance Authority member Raymond Romero; Michelle Fine, psychology professor

at the City University of New York Graduate Center; Taft High School Principal William Watt; Spry School Principal Carlos Azcoitia; and Dyett School Principal Yvonne Minor.

WTTW correspondent Phil Ponce will moderate the second discussion, "Structure and Leadership," from 3 to 4:30 p.m. The panelists are Margaret Harrigan, associate schools superintendent; Sara Spurlock, associate director of the University of Chicago Center for School Improvement; Kathy Kuranda, president of the Kelly High School local school council; Diana Nelson, president of the school reform group Designs for Change; and Anthony Alvarado, district superintendent in the New York City public school system.

WTTW talk-show host John Callaway will close out the day with the last panel, "The Bottom Line," which will air from 7 to 9 p.m. Panelists will include Jacqueline Vaughn, president of the Chicago Teachers Union; Martin Koldyke, chairman of the School Finance Authority; Charlie Gillispie, chief financial officer of the Chicago Public Schools; Lula Ford, principal of Beethoven School; Stephen Ballis, school board member and author of the board's new school bailout plan, SAVE; and G. Alfred Hess, executive director of the Chicago Panel on Public School Policy and Finance.

Mayor Richard Daley and Gov. Jim Edgar are scheduled to observe the talks from the audience.

**Chicago Tribune** March 28, 1993

Acting chief of schools hopes to stay

By Jacquelyn Heard
Education writer

Chicago Public Schools interim Supt. Richard Stephenson announced Saturday that he will add his name to the growing list of applicants for the permanent job of school chief, saying he senses more support citywide for the troubled school system.

"Since I took this post, I've had a lot of help both inside and outside the Board of Education. I feel that now more than ever," said Stephenson, a 35-year veteran of the school system. Last month he stepped up to the temporary post from his job as superintendent of Subdistrict 9.

"I believe I can galvanize the support it takes to do what is needed in this district," he said. "I believe the job can be done and that my participation will help."

School board members, who expect to name a superintendent before the next school year, said there have been hundreds of inquiries about the post but only about 20 formal applications.

Stephenson, who said he will submit his application to the board on Monday, made the announcement during a daylong education summit that was broadcast live Saturday from WTTW-Ch. 11 studios on the Northwest Side.

Moderated by Tribune columnist Clarence Page, WTTW talk show host John Callaway and WTTW correspondent Phil Ponce, "Chicago Public Schools: At the Crossroads," joined school officials, community leaders and business experts from throughout the city and the nation.

Gov. Jim Edgar and Mayor Richard Daley briefly attended the forum, a series of free-flowing discussions that featured few surprises. Members of the factions involved in the debate over the public schools stated their usual positions, only this time they were seated together under the glare of television spotlights.

The three panel discussions publicized several school success stories but mainly pointed to the ballooning woes of the 410,000-student district: a \$383 million budget gap, abysmal test scores, low teacher morale, restrictive work rules and governmental mandates, and school reform that many believe is going at a snail's pace.

Austin High School Principal DeCalvin Hughes complained of principals' inability to get rid of ineffective teachers. Margaret Harrigan, associate schools superintendent, spoke of the need for more teacher training and resources. And Albert Shanker, president of the American Federation of Teachers, said schools need better defined goals.

Pointing out key elements in the school board's new bailout plan, dubbed SAVE, board member Clinton Bristow said that the district still would need \$164 million even if all requests in the plan are met—\$46 million in advanced payments from the governor, deferral of \$70 million in state aid for poor children and ability to take \$55

million from the teachers pension fund.

School officials and school reform groups consistently painted a bleak picture for the school system without more aid from the state, namely a graduated income-tax increase. But the governor, who praised the summit, stood firm on his position that more state funding probably will not be forthcoming.

"Chicago can't count on Springfield to bail them out of the financial problem they are already in," Edgar said. "What they are going to have to do is look within, like all other districts in the state."

As Chicago School Board President Florence Cox and other board members pleaded for more funds from the state, Kathy Kuranda, president of the Kelly High School Local School Council, said the schools need more training than money.

"Chicago gets roughly \$5,400 per student to provide quality education. That would be enough to educate my children, if only the councils had more control," said Kuranda, a parent member of the Davis School council.

"There are many schools in this system that have the same poor children, the same social problems

and yet they succeed because they have caring, capable people there. Why can't all schools do that?" said Kuranda, who said she strongly opposes the school board's push to get the \$70 million in state funds for poor children.

A handful of students who attended the forum expressed frustration with all of the talk and complained that none of the three panels included one of them.

"They're talking about us, and yet we get no say," said Bobby Brown, a sophomore at Lincoln Park High School.

Stephenson, 63, who participated in the forum, said the talks were a starting point for concerted action.

His decision to formally apply for the superintendency is a move that has been pushed by parents, teachers and community leaders. They have applauded his 35-year commitment to the system and have said the next superintendent should be a Chicagoan. Panelists were divided on whether the new superintendent should be a minority.

Stephenson said that he would seek help from community groups, foundations and business leaders in running the school system and seek more leeway from school board members.

"I've said all along that it takes a team effort to run this school system, and I firmly believe that," he said.



Southtown Economist March 26, 1993

Classes to TV's credit

Television provides a crash course in local education on Saturday.

Five hours of live television on WTTW (Channel 11) will bring together everyone from Mayor Richard M. Daley and Gov. Jim Edgar to teachers and parents to discuss "Chicago Public Schools: At the Crossroads." The event will be simulcast



**JOEL
BROWN**

on WBBM-AM (780).

And WBBM (Channel 2) will pre-empt an hour of network prime time to salute Chicago-area schools that are succeeding "Against the Odds."

Unfortunately, the Channel 2 special will air at the same time as the last hour of the Channel 11 effort. But "Against the Odds" marks the second time in a week that a Chicago station has bumped network programming to make room for local issues, a surprising and pleasing development, so let's not carp.

Channel 11, of course, tackles local issues every day. But Saturday's summit, coordinated by the Institute for Metropolitan Affairs, takes that involvement to a new level.

■ From 11 a.m. to 12:30 p.m., columnist Clarence Page is moderator for a discussion entitled "Good Schools, Works in Progress." This will focus on four characteristics of a good school: leadership, high-quality teaching, school culture and community involvement.

■ From 3 to 4:30 p.m., Channel 11's Phil Ponce (who used to work at Channel 2) is moderator for a discussion on "Structure and Leadership," focusing on Chicago's school reform program and ways of implementing decentralization.

■ Finally, from 7 to 9 p.m., Channel 11's John Callaway helps participants face up to "The Bottom Line" — establishing stable, fair and sufficient funding for the schools, and what to do about the current budget deficit. (This may be when the politicians start looking at their watches and edging toward the door.)

Meanwhile, over on Channel 2, reporters Lester Holt, John Davis and Adele Arakawa have lent their talents to "Against the Odds," airing at 8 p.m. Saturday. But the most important name in the credits may be that of producer Scott Craig, who is highly respected for his independent documentary work over the years.

Craig said Channel 2 gave him "total freedom" on the project, which focuses on unconventional answers to problems in area schools. Which is to say, "Against the Odds" won't share the station's current tabloid sensibilities — my words, not Craig's. That's good news for those of us who get shivers up and down our spines whenever we hear the "2 News Extra" introduction.

In the special, Holt reports on inner-city Catholic schools that provide room and board in exchange for the teaching efforts of college students. Arakawa tells how the Wheeling school district involves parents in bilingual education. And Davis reports on Bill Rankin, known as Chicago's toughest principal, and how he's challenging Board of Education rules.

(To present "Against the Odds," Channel 2 is pre-empting a rerun of "In the Heat of the Night." The station is unlikely to be swamped with complaints, but you never know.)

The special is part of Channel 2's ongoing "Thanks to Teachers" program, which will present awards to five outstanding area teachers later this year.

When you throw in WMAQ (Channel 5)'s town meeting on violence the other night, this has to be one of the most best, or at least most substantive, weeks in Chicago television in a long time.

Confronting local issues is one of the most important responsibilities borne by those licensed to broadcast on the public airwaves. Let's hope this week's efforts are the beginning of a trend.



Chicago Sun-Times March 28, 1993

Is Public Patience Wearing Thin?

By Maribeth Vander Weele
Staff Writer

At what point will the public become impatient with Chicago school reform?

More than three years after the creation of 550 local school councils, some schools have soared with newfound freedom to design programs and select teachers.

But systemwide, achievement test scores have declined.

The question of patience arose during a televised education summit Saturday that forced traditional political enemies, allies and outside experts to confront the question:

How long is enough to grade the experiment?

School Reform Must Show Results, Panelists Say

They said:

• "If you worked hard for five years on a major reform effort and you can't show progress, [you've failed]." —New York City administrator Anthony Alvarado. He added: "You have unleashed a great deal of creativity, but your success is not assured."

• "It took more than four years to get in this mess we're in that we call the Chicago public schools."

—Doug Gills, a local school council member from Reavis School, 834 E. 50th. He also said: "It's going to take 12 to 18 years to get out of it."

• "We can't sit back and let



Ken West
Experts speak out



Kathryn Kuranda

another generation go." —Kathryn Kuranda, a local school council member at Kelly High, 4136 S. California. She added: "We don't

have 12 to 18 years."

In a system that has undergone tremendous upheaval—with half of the principals having been replaced since 1989—some see reform as still a toddler on which adult expectations shouldn't be forced.

A representative of the business community, which plays a critical behind-the-scenes role, Harris Bank Chairman Ken West said the public wants to see progress, not perfection.

"If a youngster can jump 3 feet today and can jump 3 feet 3 inches two weeks from now," West said, "let's celebrate."

REBROADCASTS

Saturday's forum will be rebroadcast in three segments on WTTW-Channel 11 this week:

Session 1 on "Good Schools, Works in Progress" will air 10-11:30 p.m. Tuesday.

Session 2 on "Structure and Leadership" will air 10-11:30 p.m. Wednesday.

Session 3 on "The Bottom Line" will air 10 p.m.-midnight Thursday.

Finance Chief Backs Riverboat Gambling

By Maribeth Vander Weele
Staff Writer

Chicago School Finance Authority Chairman Martin Koldyke came out Saturday in support of Chicago riverboat gambling to generate income for city schools.

At the WTTW school summit, Koldyke, an influential representative of the business community, said four riverboats could produce \$140 million in the first full year for schools.

"A dedicated one-half of 1 percent rise in the income tax that would go solely to Illinois K-through-12 schools is the best way to go," Koldyke said after the program. The gambling idea is an alternative "in the event it becomes abundantly clear in June there is not going to be an income tax increase."

Illinois Senate Minority Leader Emil Jones (D-Chicago) said he doesn't want to see such gambling revenue controlled by the state. "I don't like fattening frogs for someone else's snakes," Jones said.

Last week, an initiative by state Sen. Art Berman (D-Chicago) to direct riverboat gambling receipts to schools was bottled up by Republicans in a committee.

"I don't believe any form of gambling is something that ought to be promoted by the governor," said state Rep. Mary Lou Cowlshaw (R-Naperville).

The money would make up almost all of the \$160 million still needed if the Chicago Board of Education's SAVE plan were put into effect. That plan, engineered by board member Stephen Ballis, calls for radical changes in work rules and legislation that some educators say block reform. "We need to talk to unions about how to use the dollars in a different way than ever before," Ballis said.

The statements came in a session on funding city schools, clouded by a shortfall of nearly \$400 million in next year's \$2.4 billion budget.

The session tapped on old

Experts differ on what comes next; Page 28.

themes. School leaders argued that the state must increase funding to promote better education. Others argued for better education first.

A decade or so ago, the state provided half of education funding. Now it provides 33 percent.

"We have got a system that's falling apart," said the Chicago public schools' chief financial officer, Charley Gillispie, referring to massive cuts in central administration. "The Chicago school system has been able to open schools with one-time gimmicks."

Yet the system has added about 2,500 employees since 1989, according to the Chicago Panel on Public School Policy and Finance. And the system spends about \$5,600 a student yearly, nearly \$800 more per pupil than the average for the rest of the state, according to School Board figures. But Jones said children who live in poverty—who make up about 80 percent of the system—cost more to educate.



Gov. Edgar talks to School Board President Florence B. Cox at the schools summit on Saturday. Edgar said there is no hope for a lot more money coming into the Chicago schools system.

THE BOTTOM LINE

Question of Who Is Boss Still Debated

By Mary A. Johnson
Staff Writer

Nearly four years after Chicago's landmark school reform created CEO principals with parents as bosses, the question of who really runs the schools still is hotly debated.

"I don't have the authority," said De Calvin Hughes, principal

STRUCTURE AND LEADERSHIP

at Austin Community High School Academy, 231 N. Pine, and a member of a panel on school structure and leadership convened for WTTW-Channel 11's daylong series. Hughes said hiring, firing and getting the day-to-day job done at the school is complicated by rules and procedures.

On the other hand, the head of the schools' operating engineers union believes principals have enough power. "We can't hire and fire either," argued Donald McCue, president of Local 143 International Union of Operating Engineers.

And administrator Margaret Harrigan, an associate superintendent with long tenure in the district, says the rules will simply have to change. "Principals and local school councils absolutely do not have the controls they should have," Harrigan said.

The frustration of forming an alliance between principals, teachers, local council members, school reform groups and school administrators was demonstrated clearly

by the 14-member panel.

John Kotsakis, a Chicago Teachers Union representative for education issues, pointed out early that no teacher was at the table.

"We're talking about principals being CEOs [chief executive officers], parents being policy-makers and teachers being—excuse the expression—advisers," he said. "Advisers to what?"

School Board member Bertha G. Magana said every individual in the school should be a leader. "The question is whether you are doing your part to improve the schools," she said.

The panel did not resolve the issue that remains a stumbling block for Chicago schools: Who is really accountable? "No one is accountable, from the [local school council] members all the way up to the governor," said Kathryn Kuranda, local school council chairwoman at Kelly High, 4136 S. California. "Nobody clearly defined everyone's role when the law was written."

Earlier in the day, Daley said he would push for more power for the principals to run the schools. "The principal should be the person in charge of that school. It doesn't require the mayor. . . . It doesn't require the janitor. It's just common sense," he said.

SCHOOLS UPDATE

Chicago Public Schools comparisons between fiscal year 1989 and more recent years. Comparison years vary, but use the latest statistics available.

REVENUES	1989	1993
Total resources	2,010,600,000	2,620,700,000
EXPENDITURES	1989	1993
Total expenditures	2,008,400,000	2,620,700,000
ENROLLMENT	1989	1991
Total	408,442	409,731
PERSONNEL	1989	1992
Teachers, aides, etc.	28,784	31,821
Administration	1,907	1,770
Support staff	11,641	11,269
Total	42,332	44,860

SOURCE: Chicago Panel on Public School Policy and Finance



Chicago Sun-Times March 28, 1993

Students Want Less Talk, More Action From Summit

By Maureen O'Donnell
Staff Writer

The TV summit on Chicago public schools went on for about 30 minutes when Earnest Weatherby, 16, raised his hand and rapidly opened and closed his fingers in the universal sign language for "blah-blah-blah."

"Yakkety-yak," he said.

Later he added: "They didn't talk about the teachers and the students enough."

Weatherby and a group of high school students who watched the morning panel on the WTTW-Channel 11 special Saturday, questioned why the participants hadn't asked any pupils to join the experts. After all, the teens said, some of them have 12 years of experience in Chicago public schools.

One of the first criticisms from the students, who were invited to watch the show by the Sun-Times, was jargon used by panelists. Why, they asked, do educators toss out phrases like "paradigms" and "effectuate change" and "success indicators" instead of saying they want to improve schools?

"They do it on purpose so everything they say sounds new and incredibly brilliant and not the same thing someone else said two minutes ago," said Renata Grzeniewski, 18, a senior at Lincoln Park High School, 2001 N. Orchard.

The students had definite opinions about ways to "effectuate change" in their schools.

● First, they said, students need to see how education will help them in the real world.

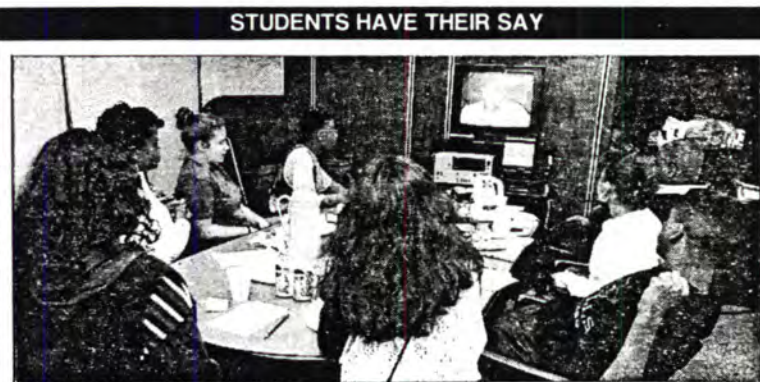
It can be as simple as the teacher who informed a reluctant Weatherby that his calculus lesson would help him learn about compounding interest. Weatherby realized it could help him figure out how to invest his money someday, or how to compute his mortgage. It made an impression.

Preparation for the real world ought to start much earlier than it does now, said Farid Muhammad, 16, a sophomore at Lindblom Technical High, 6130 S. Wolcott. Sixth grade isn't too early, Muhammad said, to tell kids, "To get that BMW, to get that house with the white picket fence, here's what you need."

The teens recommended that pupils select "majors" in high school to begin work on career goals early. Work-study programs featuring business leaders who visit schools and advise kids would help them believe they could get jobs when they graduate, they said. They recommended more emphasis on the trades.

● Echoing Downstate lawmakers, the Chicago teens said schools don't necessarily need more money. "The money is there, but it's managed wrong," Muhammad said. He recommended that the citizen school board, with its \$1 billion-plus budget, use business experts to help run things.

● Some students criticized lack of



SUN-TIMES/Ellen Domke

Chicago Public School students watch the summit Saturday at the Chicago Sun-Times.



"I don't have time to study for a long period at home. I have to get dinner ready, clothes to wash."

De Lisa Glover,
15, Morgan Park



"At my school, you see my principal everywhere. She's in the lunchroom, she's out patrolling. She's respected."

Farid Muhammad,
16, Lindblom



"[The panelists use jargon] on purpose so everything sounds new and incredibly brilliant."

Renata
Grzeniewski,
18, Lincoln Park



"[Lack of school aid] is not racism due to race. It may come from people being isolated."

Benny Hunt, 16,
Whitney Young

parental involvement. Ana Cabrera, 17, a junior at Whitney Young, 211 S. Laflin, said schools should sponsor more night activities for parents who work.

● When the panel leader, Chicago Tribune columnist Clarence Page, asked whether students have a responsibility, the watching teens shouted: "Yeah!" "Children of poverty are not new," said Edward Lucious, 16, a junior at Whitney Young. The teen panel agreed with Jose Rodriguez, who said students can't learn if they are working at Kentucky Fried Chicken from 3 to 11 p.m.

● Grzeniewski urged lawmakers to get to know students by visiting the schools. When she traveled to Springfield for a mock legislature, "People were amazed that I could actually speak in full sentences" because she was a product of Chicago public schools, she said.

● Stop cutting extracurricular activities, which are sometimes the only things that keep kids in

school, the students said. "Gymnastics in my school got cut. It's gone now. There were still a lot of people who wanted to take that," said De Lisa Glover, 15, a sophomore at Morgan Park High, 1744 W. Pryor.

● One person can make a difference, the teens said. "At my school, you see my principal everywhere," Muhammad said. "She's in the lunchroom, she's out patrolling. She's respected."

● Opinions differed on whether racism is behind a lack of school aid. "It's not racism due to race. It may come from people being isolated," said Benny Hunt, 16, a junior at Whitney Young.

● Students agreed with the experts that operating schools in the manner of decades ago, with thousands of pupils and 40-minute periods, does not necessarily work today.

Some teens said they like the "school-within-a-school" concept promoted by panelist William Watts, principal at Taft High, 6545 W. Hurlbut. Each grade level is treated as a school, with its own section of the building, its own group of teachers, and its own lunchroom. That way, students get more individualized attention, the teens said.

Several teen viewers said 40-minute periods are not long enough. "Just when you're getting into something the bell rings," Grzeniewski said. Others recommended ending study halls, saying they wanted more class time.

But Glover said study periods are a lifesaver. "When I get home, I have to take care of my brother, my sister and my dad. I don't have time to study for a long period of time at home. I have to get dinner ready, clothes to wash."

COVERAGE CONTINUES ON NEXT PAGE



Chicago Sun-Times March 28, 1993

Union Rules Don't Stop Principal

By Maribeth Vander Weele
Staff Writer

Prescott School Principal Karen G. Carlson is notorious for breaking the rules.

In December, she and her local school council worked beyond their permitted hours. Because that violated union contracts, the engineer and head custodian, Robert O'Dowd, threatened to call police and have teachers, parents and children evicted for trespassing.

"I handed him the phone and said, 'Go ahead,'" Carlson said. "It's our building. It belongs to our community, and if we need it, we're not going to be kicked out."

The rule restricting use of school buildings is part of an ongoing war over control under Chicago School Reform, evaluated Saturday in a televised school summit on WTTW-Channel 11.

Players in the war over who controls school funding and decision-making include principals, parents, the system's central administration and unions.

Union and system rules require principals to get central office permits any time they want to work with one or more people before 8 a.m. or after 4 p.m. in elementary schools or after 6 p.m. in high schools, with some exceptions.

Permits keep track of who is in the building and provide overtime for engineers who, by union rules, must be in the building any time anyone other than the principal is there. Because of a massive renovation project, one engineer earned \$43,000 in overtime last year, boosting his pay to more than \$92,000. Principals are not paid overtime.

"I never threatened her," O'Dowd said. "I said as a last alternative, if she did not follow the rules and regulations, that the last alternative open to me after expiring all the others is, I would call the police and have the people evicted from the building. Not her, other people."

"There were children in the school—adults, teachers—all out past the 4 o'clock time element that the Board of Education



SUN-TIMES/Al Podgorski

Prescott School Principal Karen G. Carlson admits she regularly breaks the union rules. She is hoping for passage of Senate Bill 915, which would allow principals to determine when their buildings will be open and who shall staff them.

set up," said O'Dowd, who now is at another school.

Carlson admits she regularly breaks the union rules.

"I have really motivated teachers and they're willing to stay late and come early, so he was always trying to kick people out," she said. "You cannot come in at 8:30 a.m. and leave at 2:30 p.m. and do a good job. When I worked in the suburbs, I'd come

back after dinner and take my kids in the school."

Carlson hopes for passage of Senate Bill 915, which would allow principals to determine when their buildings will be open and who should staff them. Since heating plants in most schools now are automated, many reform groups argue that a lower-paid janitor could staff a building.

Carlson said the rules limit after-hour

CALL US

What did you learn from the WTTW-Channel 11 summit? What is your response to the ideas discussed? Call the Chicago Sun-Times' school hotline at (312) 321-2694 before 7 p.m. Sunday to tell us. Begin your message with your name and day and evening phone numbers. You will have two minutes to speak.

programs because of the expense of overtime pay. Prescott, just named one of the nation's 177 best schools by Redbook magazine, runs a hockey league, computer class and English As a Second Language classes for adults. Its tutoring program is at a nearby church.

O'Dowd said having an engineer in the building protects those in it. "If some jerk comes in with a gun, or somebody is going to molest somebody, or a drunk comes in to use the washroom, [an engineer will be there]," he said.

Legislation under consideration in Springfield would require engineers and lunchroom staff to report to principals, not to supervisors in subdistricts.

O'Dowd questions how principals—whose pay rises according to the number of people they supervise—will have time to supervise buildings when education is failing miserably in many schools. "If they cannot control their faculty, how are they ever going to take on the maintenance and lunchroom departments?" he asked. "Their faculty cannot discipline the kids."

O'Dowd said the rules are necessary for "insurance purposes."

But John L. Hibbert, director of Risk Management and Employee Benefits for the school system, said there is no reduction in insurance coverage if someone stays late. But he said the permits control "the flow of traffic in the building. Engineers have every right to call the police."

Law Impedes Expulsions, Officials Say

By Maribeth Vander Weele
Staff Writer

At Amundsen High School, it took five months to expel a 16-year-old student who carried a loaded gun to school.

The North Side school expelled two younger boys for the same offense. Each expulsion process took 20 days.

All three took too long, said Principal Edvard Klunk, who is lobbying for legislation to streamline expulsions. By law, an expulsion hearing is required, followed by a vote of the Board of Education.

In Chicago, because of the size of the school system and the bureaucracy involved, that can take a long time, Klunk said.

Students can be suspended immediately for 10 days. But after that, they have a right to return until the expulsion process is completed, regardless of what crimes they committed, Klunk said.

Even a convicted drug dealer is allowed to stay in school.

Illinois House Bill 2073 would allow principals to bypass the School Board



SUN-TIMES/Al Podgorski

Teacher George Schmidt instructs Viora Cirje at Amundsen High. Schmidt is concerned about violence interrupting the education of students such as Cirje.

and, after a hearing, expel students found guilty of offenses involving guns.

"The biggest source of organized violence comes in the form of gangs that are now citywide in all the high schools and in most elementary schools," said Amundsen English teacher and school activist George Schmidt.

At Amundsen, 5110 N. Damen, the three students expelled are suspected of being members of a Vietnamese gang, a Filipino affiliate of a Latino gang, and an African-American gang. One student's expulsion took five months because he was a ward of the state.

Schmidt sent a petition

to Gov. Edgar asking that the student, caught carrying a .22-caliber gun, not be returned to Amundsen, as the Illinois Children and Family Services Department had requested.

Amundsen has taken an unusually strong stance on discipline in all areas, including taking to court parents whose children are

truant. The school bans all gang activity, including the wearing of gang colors and using gang symbols and hand signs, said Schmidt, a local school council member and union delegate.

House Bill 2073, sponsored by Speaker Michael J. Madigan (D-Chicago), streamlines the expulsion process only for those caught carrying handguns to school, not for other crimes. A spokesman could not be reached for explanation of the rationale.

Julian High School teacher Dennis Johnson said legislation should cover other crimes.

"We have students who can stay in school until they're 21 if they choose to—regardless of what infractions they commit—unless they're incarcerated," he said.

"We have a student who is supposed to get out of jail who will be in school the next day," Johnson said. The student was convicted of dealing drugs. "He's not there for any purpose. For him, school is a place to socialize and a place to sell his drugs. It's a place to reinforce his gang position."

TOP CONCERNS

The Chicago Sun-Times invited its readers to call in with problems of Chicago public schools. Here are some of their concerns:

- Violence in schools.
- Lack of student discipline at home and in school.
- Incompetent teachers.
- Mismanagement, waste and bureaucratic obstacles.
- Inadequate funding and racial politics creating it.
- Not enough focus on basics—reading, writing and arithmetic.
- Schools too large.
- Not enough ability to fire poorly performing employees.
- No competition with private schools, plus opposition to that concept.
- Failure of the School Board to support early retirement for teachers.
- Lack of principal control over school staff, plus opposition to that concept.
- Lack of classroom instruction in ethics.



Chicago Sun-Times March 28, 1993

FACTS, FIGURES

Numbers are the latest available from the 1991-92 or 1992-93 school years:

■ Number of students: 411,169.

■ Daily attendance rate: 89.8 percent.

■ Number of chronic truant: 16,289.

■ High school dropout rate: 49 percent.

■ Students from low-income families: 79.2 percent.

■ American College Testing program scores: 17 (out of a possible 32).

■ Percentage of students tested in ACT program: 59.5 percent.

■ Number of teachers: About 28,000.

■ Average age of teachers: 47.

■ Teachers with master's degrees: 42.5 percent.

SOURCES: Chicago Public Schools, Chicago Teachers Union, SUN-TIMES

Bailout of City Schools By State Isn't in Cards

By Charles N. Wheeler III
Sun-Times Springfield Bureau

SPRINGFIELD—If you're holding your breath for the Illinois Legislature to come to the rescue of Chicago schools, you might as well start dialing 911.

ANALYSIS

A White Sox-Cubs World Series is more likely than a state bailout for the Board of Education, key lawmakers and lobbyists said.

"I can't imagine with a \$381 million deficit how the Legislature is going to be able to deal with that," said Sen. Frank Watson (R-Green-ville), chairman of the Senate Education Committee. "That will have to come from within. I can't see us writing a check to fulfill their financial obligations."

Behind the bleak assessment are fiscal and political realities, including:

● The state's own precarious finances, including estimated budgetary deficits of \$719 million this year and \$565 million next year.

Gov. Edgar proposed adding \$110 million to the elementary and secondary education budget next year, but only if the income tax surcharge is made permanent and the share going to local governments is diverted to the state.

● Edgar's promise to veto any general tax increase if one should pass the Legislature.

● Chicago's diminished political clout after redistricting shifted five Senate and eight House seats to the suburbs from the city, helping Republicans win control of the Senate in 1992 for the first time in 20 years.

Perhaps the most city schools can expect is for lawmakers to cushion the impact of the school financing formula.

The formula takes into account each city's tax base and low-income student population. Because its tax base went up while the number of students fell, Chicago could lose \$37 million next year. But a pending bill would spread the loss over three years.

Lawmakers have plenty of ideas on how city schools should be run.

Republicans expect to push some Chicago reform legislation through the Senate, Watson said, including measures to:

● Put principals in charge of their school buildings by giving them full authority to direct the work of engineers, janitors, food service workers, police assigned to the school and other staff, as well as to decide when their buildings should be open.

"At certain times, I found I couldn't even get into my building," Cregier High School Principal Al Clark, the first principal hired

under the 1988 reform law, told a Senate committee last week.

● End job guarantees for "supernumeraries," teachers who are left without assignment because of school closings or course cancellations.

Both measures are included in a package being pushed by a coalition of school reform groups and by Lt. Gov. Bob Kustra. Edgar's point man on city schools. Another key provision would require five hours of instruction each day for every student, instead of counting time spent in study halls or moving between classes as part of the required five-hour day.

Senate Republicans want all labor contracts ratified by local school councils before the School Board can sign them, and they say teachers facing dismissal should be required to prove their competence.

The Republican effort stalled in the Senate Education Committee last week, though, with one Republican absent and Democrats backing off in the face of vehement opposition to the supernumerary provision from the Chicago Teachers Union.

Even if the setback proves temporary, any legislation clearing the Senate is not likely to get through the House, where Speaker Michael J. Madigan (D-Chicago) takes a dim view of changes that are not supported by both the School Board and the unions.

Irving Kids Thrive on Spirit of Learning

By Mary A. Johnson
Staff Writer

Washington Irving School is on Vito Marzullo Street in the Tri-Taylor community, a Near West Side area where you can see the brush strokes of gentrification.

The key to what goes on there is in the school's name.

It's the spirit of American author Irving, the man who wrote *Rip Van Winkle* and *The Legend of Sleepy Hollow*, and it inhabits the school's walls and fills the minds of those in search of it.

"Our philosophy is that kids learn at their own rate and if you give them a rich learning environment they will grab onto everything," said Madeleine Maraldi, the school's principal. "They suck this stuff up like crazy."

This is a neighborhood school that became part of WTTW-Channel 11's discussion Saturday about progress.

Irving's 554 students come from the near West Side, from CHA's Rockwell Gardens, a development across the street from Crane High School, and from the apartment buildings in the area.

The ultramodern, spacious school building is on a strip of street renamed Vito Marzullo, after the Italian immigrant who became a Chicago alderman. It was opened the year school reform was signed into law.

What makes it an inner-city school that works is site-based



SUN-TIMES/Al Podgorski

Betty Eng-Smith (center) works on a science project with her kindergarten class at Washington Irving School.

school management, where rules are ignored when they stand in the way, and where the majority of anti-poverty dollars are spent directly to feed the children's intellect, Maraldi said.

"Every classroom teacher gets a blank check and goes out with their children four or five times a year, and the children select the books for the room library. Now kids are reading more than they ever have," she said.

There are lots of computers, about 200, where children gather to play with language.

"Children are writers before they are readers because writing is simply taking your thoughts and

putting them down on paper. We are trying to immerse them in literacy," Maraldi said.

Classrooms hum with activity as fifth-graders huddle together to work out their assignments on state-of-the-art equipment in one of the computer labs.

"Some schools don't have a lot of computers," observed Falon Lenoir, 11, who moved out of the district but is dropped off at the school every day by an aunt.

"Our school has the kind of money to give us the things we need to learn something every day," she said. "Some people aren't fortunate enough to come here."

Principal at Dyett Pushes Teamwork

By Maureen O'Donnell
Staff Writer

When Yvonne Minor became principal of the Dyett Middle School on Chicago's South Side, she had no idea she was introducing management and quality-control techniques similar to those used by highly successful Japanese businesses.

But she saw enthusiasm and results as she de-emphasized top-down management and invited employees and parents to solve problems.

Five committees work on school beautification, student and staff morale, discipline and staff development.

"They tell me I'm effective because I was a kindergarten teacher," Minor said of her staff. "I break things down simplistically. I'm organized. I'm a team worker."

Shared decision-making was so sensible to me."

Minor has been selected as one of the top educators in the nation by the National Association of Secondary School Principals. Dyett has been featured in a WTTW-Channel 11 documentary about a city school where reform is working.

But make no mistake about Minor's concept of team problem-solving. Dyett doesn't have an I'm

OK-You're OK, touchy-feely, let's-let-the-children-decide discipline code. Before a child enrolls, Minor requires a meeting with the parents. She lets them know what's expected. Girls can't wear makeup. Boys cannot wear earrings or caps.

Dyett students start their day by reciting the Pledge of Allegiance and the Dyett School Pledge ("I accept responsibility for all my behaviors.") They sing what's known as the black national anthem: "Lift Every Voice and Sing." Then they get to work.

Dyett operates schools inside the school. Sixth, seventh and eighth grades each have their own section of the school, their own lunch area and their own courtyard. It keeps things small and friendly and encourages extra attention.

School reform helped Dyett use extra funds to hire more teachers and put computers in every room.

Students are taught by teams of three teachers who stay with them for all three grades.

One team emphasizes field trips. Their government class raised enough money to visit Springfield and spend the day with lawmakers. Another team works on writing. Its students have been writing to business leaders in London and Japan. They have received letters and gifts in return.

The school, at 555 E. 51st, is 100 percent African-American.

Asked what they like about Dyett, a group of students said in unison: "It's fun."



Yvonne Minor

COVERAGE CONTINUES ON NEXT PAGE



Chicago Sun-Times March 28, 1993

Experts Are Divided On Reform Strategy

By Mary A. Johnson
Staff Writer

Almost everyone at Saturday's first panel of WTTW-Channel 11's daylong series could agree that despite the tumultuous infancy of school reform, a few good schools are finding their stride.

But the group of principals, teachers, local school council members, administrators and other experts was divided on what it would take for other struggling schools to take hold.

However, the panelists, convened to discuss characteristics and practices of good schools, were encouraged that there was no talk of going back.

"We do not expect 3½-year-old children to act with maturity," said Patricia Albert Graham, professor of education at Harvard University and president of the Spencer Foundation. "And there is still some growing up to do."

Good schools, agreed the panelists, led by moderator Clarence Page, are nurtured by a team of principals and teachers, watched over by parents, supported by administrators and strengthened by adequate fund levels.

At the heart of the debate was lack of resources.

"This year's funding crisis is worse than ever," Mayor Daley said from the audience as the conference opened. "I am urging you to consider every possible option

... to put aside any fear of change, no matter how radical it may be."

Sixteen panelists at the morning session debated how Chicago should proceed in the next phase: improving curriculum and student performance.

Often they disagreed on the road map for change.

GOOD SCHOOLS, WORKS IN PROGRESS

Interim School Supt. Richard Stephenson seemed to suggest that some schools were

not yet ready to take responsibility.

He said he sometimes finds that "when I say to people: 'This is yours; this is your area of responsibility,' they say: 'What do you want me to do with it?'"

William Watts, principal of Taft High School, 6545 W. Hurlbut, said, "It's one thing to turn schools loose on the local level," but now the system needs to pull together with the union to improve teaching and learning.

"I don't want to get into the position of defending what we have; what we have is not working."

Jose Rodriquez, a local school council member at Clemente High School, 1147 N. Western, and deputy director of ASPIRA, a social service agency for Hispanic youth, said the school system is not the problem. "We need to provide our students with the basic needs. How can a teacher teach when students come to school who don't get breakfast in the morning?"



Chicago Sun-Times March 30, 1993

In Wake of Summit, Teachers Seek Larger Role in Reform

By Maribeth Vander Weele
Staff Writer

Teachers play the critical roles of parent, nurse and educator to students but have a limited voice in school reform, Chicago Sun-Times readers said in reaction to Saturday's televised school summit.

The summit searched for solutions to troubled city schools, but some teachers said they should have been given a larger voice in both reform and the summit that aired on WTTW-Channel 11.

Their calls were among the responses to a Sun-Times request for reaction.

"There are a lot of things that need to be improved, but we're more victims than people like to believe we are," said Barbara Guilbeaux, an art teacher at Dyett Middle School. "We're under stress all the time."

Teachers deal with everything from the constant threat of teacher strikes to teenage parents, crack babies and students with ringworm.

"We in America need to work on our family structure," Guilbeaux said. "If you can get ahold of the family structure, students will want to read, do their math and want to achieve."

One class with "kids from hell" and no parents to support her persuaded second-grade teacher Viola Hill to retire before the school year ended in 1991. "I retired because I could not cope anymore," she said.

One child was a ringleader whose all-out classroom brawl with another 7-year-old was the final straw for Hill.

Another troubled child was cared for by a grandmother coping with a full-time job and the children her daughter abandoned.

In another topic, some callers expressed outrage that principals want to supervise engineer-custodians, as is proposed in Springfield. Engineers now report to supervisors in district offices.

"It just seems your consensus is that the principal could tell the engineer what to do and then school reform would work. That seems totally ridiculous to me," said John Dub, an engineer-custodian at Chase School. "When you really want people to

work, pay them a living wage."

Dub said engineers are painted as "the bad guys" in the current war over Chicago school reform. Principals complain that they are held accountable for building conditions but have no authority.

But Dub said many principals can't handle responsibilities they have now.

"If the building freezes up or something, I'm the one who's responsible," Dub said. "I'm always trying to get a handle on vandalism when it happens. It seems we never get any credit."

Reformers want to replace a centralized system by duplicating effort in 600 schools, he said. "It seems they want to tear apart a whole system that works."

๗๕