

# NNER NEWS

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## IEI AND KDP LAUNCH SUMMER SYMPOSIUM

*"Never doubt that a small group of thoughtful, committed people can change the world, indeed it's the only thing that ever has."*

*Margaret Mead, Member of KDP*

The Agenda for Education in a Democracy and the Kappa Delta Pi (KDP) mission support each other in significant ways; KDP's mission includes promoting dissemination of worthy educational ideas, enhancing the continuous growth of diverse leaders, and fostering inquiry. In consideration of these mutual objectives, Michael Wolfe, executive director of KDP, and the Institute for Educational Inquiry staff met to examine ways in which our organizations can work together, and the result is a series of activities to promote our common purposes.

One significant activity that emerged from these discussions was the Summer Symposium that was held at the IEI August 9-13, 2004. Thirty-six NNER and KDP members came together for a week of intense interaction with the AED. The group, from diverse settings, including NNER settings, KDP chapters, and university-school district partnerships in Canada interested in the NNER work, engaged in deep and thoughtful conversation with John Goodlad, unpacking the postulates and examining them against a variety of contexts.

Connecting the AED with the larger educational surround was a key objective of the sessions. To further this objective, the group met with leaders of the Wing Luke Asian Museum,

where they learned what one small group could do with a strong vision and a passion to make that vision a reality. Tom Ikeda demonstrated the Denshō Project's mission (Denshō is a Japanese term meaning "to pass on to the next generation," or to leave a legacy) to educate, preserve, collaborate, and inspire action. The Denshō Project is a web-based program featuring interviews with many former detainees from the Japanese Internment Camps of WWII. A democracy treasure hunt, in which teams photographed examples of democracy or barriers to democracy, resulted in creative displays of deep issues including access and equity.

A presentation on the conditions necessary for democracy by Roger Soder preceded the democracy treasure hunt and community visit. His presentation also served as a foundation for other activities related to access to knowledge, nurturing pedagogy, and stewardship. A highlight for the participants was a conversation with John Goodlad on his new book, *Romances with Schools*, during which he reflected on his experiences and observations, and participants asked questions and made connections with their own work.

One memorable anecdote from the book is the unveiling of the sand table and the subsequent changes in the learning culture. The group participated

in self-directed, hands-on learning centers as an example of the "sand table" pedagogy. Their activities included analyzing a newspaper's reporting on high stakes testing data, examining the confluence of public and individual good in the public garden program in Seattle, reacting to a film excerpt on pedagogy, developing strategies for post Summer Symposium follow-up, addressing the equity issues raised in a video on the resegregation of the Dallas schools, and being "grilled" by John Goodlad in a session in which John asked the participants questions about their learning and dilemmas throughout the session.



Summer Symposium participants at the IEI.

The intensive week-long session was the first interagency collaborative Leadership Associates-related activity and was a departure from the traditional Leadership Associates program of sessions scheduled throughout the year. Feedback was positive and the participants provided many thoughtful suggestions for future sessions.

*Ann Foster*

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# EDUCATION AND THE MEDIA: ARE WE SERVING THE PUBLIC GOOD? IDENTIFYING PROBLEMS AND TAKING ACTION *By Dick Clark*

For the seventh year the IEI continues to build journalists' understanding of education and educators' understanding of journalism by focusing on how both can best serve the public good. This year there will be two meetings for a select group of leaders from both fields. These leaders will participate in a three-step process that will be co-sponsored by the Institute for Educational Inquiry and the

Freedom Forum's First Amendment Center.

The first two steps will be repeated on the West Coast at the Institute for Educational Inquiry, Seattle, Washington, December 5-6, 2004, and on the East Coast at the First Amendment Center, Arlington, Virginia on April 24-25, 2005.

Step one will involve identifying problems, step two will consist of recom-

mending actions. Following the second meeting, work will begin on the third step: publishing findings. Documents developed will be shared with educators and journalists around the country.



## TIPS FOR WRITING OP-EDS

Teachers are terrorists. That's pretty close to what Education Secretary Rod Paige said in February when he called the National Education Association "a terrorist organization."

School superintendents, administrators and board members know better than anyone how misleading Paige's statement was, and the tensions (perhaps understandable) behind it. But few of them used the gaffe to tell their local newspapers' readers more clearly about the challenges, cooperative efforts and dedication of their own teachers.

With Paige's remarks in the news, an op-ed about teachers might have been particularly likely to get the attention of editors and readers. From the diverting but revealing remark by a public official to test score releases, elections and congressional action (or inaction), there are many opportunities for educators to engage newspaper editorial pages and the readers of op-eds (or guest editorials). But educators often assume their local paper isn't interested.

Actually, editors generally regard education as one of their community's most important responsibilities. Many editors (and their publishers) regularly stick their necks out to push voters to support school taxes.

So, why don't more educators speak directly to the public through occasional columns on newspapers' opinion pages? A lot of that has to do with the editors' side of the equation—the competing priorities created by a host of issues, profit-driven limits on space and simply being too busy to initiate a request for an article, to mention a few factors.

But there are many elements of the

equation under the control of educators. If you take the initiative, you may be surprised by the results.

Before coming to the Seattle Post-Intelligencer, I was an editorial page editor at a mid-size paper in the Pacific Northwest. I often encouraged people to check with me before submitting an article. Although that can save wasted time and effort, experience eventually taught me that people who followed my advice often let a moment of inspiration pass.

In many cases, someone who has something to say should just write and send it into the paper. The editor may say no, but an article I never expected often grabbed me and went quickly into print. Kimberly Mills, associate editorial page editor of the Seattle Post-Intelligencer, says she has had the same experience.

It does help if you know the general guidelines for submitting articles. A call or an e-mail can get you answers. Although editors are usually harried, they are usually happy to discuss the guidelines, even if the inquiry is just aimed at being prepared for the moment inspiration may strike. But if you are familiar with the paper, you can probably figure out most of the rules.

Sending the article by e-mail is usually best. If the paper routinely uses photos of guest writers, send one. For production reasons, newspapers generally like op-eds to be a set length. At our paper, most op-eds are about 600 words, although Mills sometimes will suggest the article needs 800 words.

Papers generally prefer one author, and only rarely allow more than two. Sometimes Mills will accommodate a

group statement with mention of a third contributor in a tag line at the end. But beware of submitting committee exercises; the pieces often lose all focus in giving everyone a say.

Here are some of Mills' general tips for op-ed writers:

- ◆ Grab attention at the beginning.
- ◆ Stay away from jargon.
- ◆ Avoid anniversaries. Short of the Brown vs. Board of Education decision, there aren't too many landmark dates that provoke thought.
- ◆ Finish your submission before you send it. Obvious as that may seem, too many writers create chaos by sending several complete rewrites after an editor has accepted an article.
- ◆ Bullets work. When you want to make a number of points, this list-style presentation is often ideal.
- ◆ If you are more of a leader or a thinker than a writer, work with someone on your staff who is a polished writer. Or even pay a freelancer to write.

What types of education op-eds would Mills like to see more often? Articles about innovations that work, programs that can be role models for other schools and ideas that light the way.

When you get down to it, newspapers and school systems alike want to light the way for their communities. By submitting op-eds, school leaders can use that shared interest to communicate better with the public.

*Joe Copeland, an editorial writer for the Seattle Post-Intelligencer, was one of the 2003-2004 Fellows in the Journalism, Education, and the Public Good Initiative at the Institute for Educational Inquiry.*

# LEAGUE OF SMALL DEMOCRATIC SCHOOLS HOLDS FIRST MEETING

By Dick Clark

Representatives of fourteen elementary and secondary schools participated in the organizing meeting of the League of Small Democratic Schools in Seattle on September 23-26, 2004. While in Seattle, leaders from these schools studied the Agenda for Education in a Democracy, learned about the programs in each other's schools, and developed plans for League work during 2004-2005.

John I. Goodlad and his Seattle-based Institute for Educational Inquiry (IEI) selected the schools to participate in the League because they believe the primary purpose of schooling is to de-

velop in young people the knowledge, skills, and dispositions students require for successful participation in our nation's social and political democracy.

In addition to this emphasis on democratic purposes, these small schools focus on high student achievement, ongoing professional development, a wide variety of approaches to learning, personal attention to students, and serving a broad spectrum of students.

The Arthur Vining Davis Foundations have provided a modest grant to the Institute for Educational Inquiry (IEI) to support the creation of the League.



Meeteetse School K-12 (Park County School District #16). Top: Assembly, Bottom: First graders.

## FIVE SETTINGS PARTICIPATE IN SETTING RENEWAL SESSIONS

With funds from the Carnegie Corporation, the Institute for Educational Inquiry (IEI) was able to sponsor two-day renewal or review sessions for five settings. The funds provided copies of *Education for Everyone* for 30 participants, a small stipend for the setting coordinator, and travel for NNER tripartite colleagues to facilitate the sessions. The first session was held in Hawaii, followed by sessions at Wright State (Ohio), Southern Maine, El Paso (Texas), and the Brigham Young University-School Partnership.

The goals for the session include:

- ◆ Providing renewal of the concepts for those familiar with the AED
- ◆ Preparing a cadre of people who can carry out these sessions in the future
- ◆ Increasing understanding of the AED among those new to settings
- ◆ Providing the IEI with feedback to refine the curriculum

Working with a team leader, each setting developed an agenda for their session that met the criteria of renewal and introduction of the Agenda for Education in a Democracy (AED) as it relates to the current setting context. As an example, the session in Hawaii in-



BYU partners deep in conversation at the Setting Renewal Session.

cluded conversations on the relationship between Act 51 and the AED. The Act is a recently enacted education accountability law with emphasis on academic achievement, safety and well being of students, and the advancement of civic responsibility among our youths.

The work in all settings included tripartite colleagues and the time to examine the roles and responsibilities of each of the goals in the education of educators and our youths. In addition, the feedback and materials collected from these sessions will be used to develop a curriculum that settings can use in local sessions. Recognizing that these sessions will not replace the longer engagement of the Leadership Associates Programs, they provide structured conversations on the application of the AED in the NNER.

Visiting team members included Swanya Pitts, Dennis Pothoff, Patrick Fahey, Mark Booth, Mark Kostin, Leslie Wilson, Jim Tomlinson, Audrey Kleinsasser, Mona Bailey, Cori Mantle-Bromley, Dick Clark, John Lanning, and Ann Foster.

Ann Foster



# CONDITIONS NECESSARY FOR DEMOCRACY: A CALL FOR REFLECTION

The heart of our work in the NNER settings occurs in reflection and actions emerging from the Agenda for Education in a Democracy. In this new column, Roger Soder, senior associate of the Institute for Educational Inquiry and a founder of the Center for Educational Renewal at the University of Washington, offered an overview of years of writing on democracy with a call for reflections from the settings (NNER News, date of issue January 16, 2004). This column will appear in each NNER Newsletter as responses and reflective papers are submitted from the settings. We recognize that many of you have thought about democracy in different ways and from various disciplines and this is an opportunity to learn from one another and explore the many dimensions of this work.

## THE IVORY TOWER CANNOT REMAIN SILENT IN A DEMOCRACY

By A. Scott Henderson



Ever since Socrates, teachers have been accused of corrupting society's youth. We are no different. Contemporary critics rant that politically liberal professors are brainwashing our college students. Accepting these accusations at face value, Stanley Fish, a noted English professor and former dean, has reacted by stating that "no university official should ever take a stand on any social, political, or moral issue."

So what exactly are college teachers supposed to do? Fish and other commentators believe that they should engage in an entirely value-free search for truth. It would be hard to imagine a greater chimera.

Explicit and/or implicit values inform every curricular and scholarly question. Requiring college freshmen to take algebra, assigning the works of one author instead of another, and conducting research on cancer—or on AIDS instead of cancer—are all decisions influenced, consciously or not, by certain values. As the late paleontologist Stephen Jay Gould noted, "We must identify preferences in order to constrain their influence on our work, but we do not go astray when we use such preferences to decide what subjects we wish to pursue."

Acknowledging the values-based nature of teaching and scholarship does not give professors the right to engage in fraudulent or misleading work. Nor should it be used by faculty as an excuse to convert students into ideological dis-

ciples. Religion scholar Mark Oppenheimer, in his discussion of pedantry versus pedagogy, puts it this way: "Saying what we believe to be right does not preclude the epistemic humility to accept that we might be wrong."

Advocating certain values does not obviate the need to present various viewpoints. Critics, for example, often excoriate college faculty for failing to provide "balanced" coverage of particular topics. To address this criticism, some college courses might require students to address both the pros and cons of specific issues—say, the use of torture on prison inmates.

Wouldn't we be just a little troubled, however, if the majority of students ended such a debate by supporting the use of torture? Or, should we remain unfazed, treating the exercise as a purely logical one outside the realm of values? Although the academy should be willing to discuss *any* topic (however repugnant), such discussions are ultimately meaningless unless they are situated in a larger moral context. Phrased differently, the ivory tower cannot remain silent in a democracy.

If colleges and universities should inculcate, either explicitly or implicitly, certain values—and I think the example of torture supports this—then which ones should be emphasized? Our adherence to democratic principles is a logical place to start, *especially since much of what we praise in American higher education is possible because of this com-*

*mitment.*

Although democracy is difficult to define, political philosopher Roger Soder has created a list of twelve conditions that he believes are necessary for its survival. While Soder admits that his list could be lengthened, his key point is this: Knowledge of the conditions essential for democracy is not innate. It must be taught. Schools, Soder contends, are ideally suited to undertake this process.

Soder's conclusions are consistent with America's most influential proponents of public education. Jefferson spoke of protecting democracy by "illuminating the minds of the people at large"; Horace Mann underscored the need for education to mitigate the "alienating competitions" that inhere in pluralistic societies; and John Dewey highlighted the schools' obligation to produce individuals with democratic dispositions.

While the teaching of democratic values is variously and confusingly labeled "character education," "civic education," or just plain "civics," it receives widespread support from the public. The First Amendment Center and the Association for Supervision and Curriculum Development have even begun a "First Amendment Schools" project to make elementary and secondary students more aware of their constitutional rights.

What, then, accounts for the inconsistency of recent bombasts? Why do some commentators advocate teaching values on the k-12 level, but criticize

*Continued on page 7*

# First Amendment Schools? A New Initiative

## Challenges Schools to Educate for Freedom and Responsibility

By Sam Chaltain



Before 9/11, “civic education” was taken for granted or treated as an afterthought in many school districts. Renewing the civic mission of public schools wasn’t high on America’s educational agenda, even as evidence mounted that growing numbers of young Americans were uninformed about democratic principles, disengaged from the political process, distrusting of government, and uninterested in working for the common good. But the wake-up call on 9/11 reminded many Americans, including many school leaders, of the vital link between democracy and public education.

Predictably, some of the response has been superficial – even jingoistic – as lawmakers from New York to California rushed to restore “patriotic” exercises to the classroom. Most educators, however, understand that there is no quick fix. At the First Amendment Center, we share this long-term vision for public schools as laboratories for democracy and freedom. That’s why we joined with the Association for Supervision and Curriculum Development (ASCD) in March of 2001 to sponsor a project called *First Amendment Schools: Educating for Freedom and Responsibility*, a national reform initiative designed to help schools teach and practice democratic principles throughout the community.

At a First Amendment School (FAS), the entire community strives to live up to the project’s four guiding principles:

1. **Democratic Freedom:** A First Amendment School educates for freedom and responsibility by providing students and all members of the school community with substantial opportunities to practice democracy. When everyone is given a meaningful voice in shaping the life of the school, all have a real stake in creating and sustaining safe and caring learning communities.
2. **Rights and Responsibilities:** A First Amendment School up-

holds the principles of democratic freedom by protecting religious liberty rights, encouraging freedom of expression, promoting academic freedom, ensuring a free student press and supporting broad-based involvement in school governance.

3. **Community Engagement:** A First Amendment School affirms the importance of modeling the democratic process and upholding individual rights in the development of policies and curricula. Decisions are made after appropriate involvement of those affected by the decision and with due consideration for the rights of those holding dissenting views.
4. **Active Citizenship:** A First Amendment School encourages active citizenship by giving students opportunities to translate civic education into community engagement. Active citizens are willing to participate in public life by addressing problems and issues in their communities, our nation, and the world.

There are two types of schools in the FAS Network: Affiliate Schools and Project Schools. Project Schools commit to become laboratories of democratic freedom, places that practice and teach First Amendment principles throughout the school community. Each Project School receives an annual stipend of \$12,000, renewable for three years, contingent on demonstrated progress toward becoming a First Amendment School. Schools are not selected as an award for past practices, but rather for their potential to engage in whole-school reform grounded in principles of democracy and freedom. Project School applications, completed by a diverse group of stakeholders, are accepted in the spring of each year.

The Affiliate Program is the entryway into the work of becoming a First

Amendment School. Affiliates commit to the guiding principles of the FAS Project, receive materials and resources on democratic freedom and whole-school reform, and are eligible for small grants to support best practices for implementing First Amendment School principles. Affiliate School applications, submitted by the principal and two additional members of the school community, are welcome throughout the year.

But does it work? The initiative is still in its infancy, but as FAS principal Sonia Woodbury related, her school and others have already witnessed measurable successes. “The key has been our determination to stick with our plans and see them through,” said Woodbury. “As a staff, we have tried to make a better effort to communicate regularly with parents through a Friday newsletter. Over time, student government leaders have taken increasingly larger roles in planning and facilitating our weekly town meetings. In our curriculum, the strong focus on understanding and respecting a range of opinions has enabled students to move beyond stereotypes and engage in some thoughtful analysis of issues.

“In the process, our teachers have become more equipped with strategies for leading discussions. Our students have begun to seek balanced solutions to community issues, making much use of respect in ways demonstrating a real awareness of that word’s importance in connecting individual rights and civic responsibilities.

“But most importantly,” she concluded, “the language of First Amendment principles has permeated all of our interactions with each other at school. Student-generated classroom rules, a new school constitution, and the rules for student government all suggest that the right to speak brings with it the responsibility to listen attentively and respectfully. That idea is then extended to school situations such as the right to learn and the responsibility to engage in learning, or the right to have a locker and the responsibility to use

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## Book Review

**Diminished Democracy: From Membership to Management in American Civic Life**, Theda Skocpol (University of Oklahoma Press, Norman, Oklahoma, 2003)

One advantage of a small, academic press is that it can strategize to consistently produce quality texts. The University of Oklahoma Press has taken that strategy within the disciplinary realm of political science and excelled. In 2003, the press continued building on its heritage with a book by the noted political sociologist, Theda Skocpol. Professor Skocpol's recent monograph by the O.U. Press, *Diminished Democracy: From Membership to Management in American Civic Life*, brought her into the lively debate over the health of democracy in the United States. Skocpol built upon her past strong-state theory in this book and made an invaluable addition to our understanding of democracy in the United States.

Skocpol's book is so valuable that members of the National Network for Educational Renewal ought to put it on their to-read list. In fact, the book has enough value that most of us should place the book on our have-to-read list simply because it provides so many new ideas for us to consider. For example, Skocpol has provided readers with a

much-needed history of civic life in the United States. Also, Skocpol's work is based upon research that is historical, qualitative and quantitative--providing her with evidence that meets what John Tukey used to call the "interocular traumatic test." In other words, the evidence is so strong that the truth of her conclusions hit you smack between the eyes. Most of all, Theda Skocpol adds a new critical perspective that ought change some of the conversations in the network simply because she brings a sociologist's sensibilities about professionalizing to the fore. Rather than accepting profession building as a norm, sociologists have long worried over the negative impacts of professions on society. As Skocpol put it, she worries because with professions we have moved from working with people to working for them.

*Diminished Democracy* can serve at least three purposes for members of the National Network. This book will enrich our understanding of democracy and permanently change our conversations so we are cognizant that we must work to build the democracy rather than work within a democracy to build our professional careers. Second, the book will help us understand and build a stronger rationale for establishing community partnerships, like those being piloted in several sites across the network. Finally, Skocpol's monograph established a wide

enough theoretical view to enable better strategizing. It is heartening that Skocpol encouraged efforts to establish broader partnerships and work to influence policy and politics, since that is what the Tripartite Council directed the network to undertake during their 2003 meeting.

If there are weaknesses in this book, they are associated with Professor Skocpol's strategies to create change. Unfortunately, too many of Skocpol's prescriptions for fixing the democracy emphasize impractical solutions, such as changing the nature of the corporate media--at times, it seemed she thought a leopard could change her spots. Still, Professor Skocpol admitted her prescriptive strategies might be weak and that; "other thinkers and popular movements may come up with much better ideas" (p. 291). I think the National Network for Educational Renewal might be an appropriate source for prescriptive strategies but we had better inform ourselves well, first. Theda Skocpol's book, *Diminished Democracy*, will help members and other readers improve their understanding of democracy in the United States.

*John Anderson, professor of Political Science at the University of Nebraska at Kearney*

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## Forum for Educational Leadership in a Democratic Society

Superintendents and key school district leaders should register now for the Forum for Educational Leadership in a Democratic Society. The Forum will be held June 26-29, 2005 at Mt. Bachelor Village in Bend, Oregon. John I. Goodlad will keynote the Forum and there will be presentations by Gene R. Carter (ASCD) and Paul Houston (AASA). Co-sponsored by AASA, ASCD, PEN, and the First Amendment Center, the forum will provide an opportunity for 100 school leaders from around the country to share work they are doing in their settings to ensure that all students are prepared to function effectively as members of a social and political democracy. In addition to a panel concerning issues of accountability, IEI staff, school and university practitioners and journalists will lead breakout sessions on five topics:

Engaging the community  
Communicating with media  
Renewing rather than reforming schools  
Education for everyone—constructive approaches to diversity  
Strengthening instruction

Contact Camilla Paynter at the IEI for registration information: [camillap@u.washington.edu](mailto:camillap@u.washington.edu)



# AROUND THE NNER

## CONGRATULATIONS:

**Cori Mantle-Bromley** has accepted an offer from the University of Washington to become their College of Education's Associate Director of Teacher Education Programs. She will continue to work closely with the Institute for Educational Inquiry as a Senior Associate.

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**Gail H. Awakuni** has been named the 2005 National High School Principal of the Year! Principal of the 1,950-student James Campbell High School in Ewa Beach, Hawaii, Gail has been recognized

by the Reston, Va.-based National Association for Secondary School Principals and the New York City-based MetLife Resources—the sponsors of the award—for her efforts to build small learning communities within her school and for her establishment of a rigorous curriculum.

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**Alice Kawakami** was recently named director of the Hawaii Institute for Educational Partnerships, the University of Hawaii at Manoa.

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**OPPORTUNITY TO HELP**

Want to help support the NNER by directing resources its way? Some of our members have donated honoraria that they have received for proposal reviews, committees, and other tasks to the NNER. These donations help extend our work and contribute to the NNER's fiscal health—and are very much appreciated!

## THE IVORY TOWER

*Continued from page 4*

similar attempts on the post-secondary level? This inconsistency usually springs from the fear that college faculty might offer a more, not less, expansive definition of democracy than k-12 teachers do.

For example, democracy can be defined in terms of social justice and respect for diversity. Social justice sometimes necessitates critical assessments of those who wield legal and economic power. Respect for diversity entails recognizing (even celebrating) perspectives and orientations different from our own, something the classicist Martha Nussbaum refers to as “cultivating humanity.” Both social justice and respect for diversity call for the enhancement of democracy.

Thus, it would appear that those who

support a morally antiseptic search for truth have created their own straw man. They do not actually oppose *all* values, only those that might increase democracy for the majority by requiring a privileged minority to relinquish certain advantages and prejudices.

If the issue is not whether, but which, values should be taught, isn't this a debate we need to be having in college classrooms? Wouldn't this provide the “balanced” coverage advocated by conservative critics? Here's the rub: Vilifiers of college faculty accept (and perpetuate) the myth of an overwhelmingly “liberal,” biased professoriate. Erroneously believing that the deck is stacked against them in higher education, these critics retreat behind the assertion that

moral neutrality is preferable to moral debate.

This argument, however, rests on conveniently fallacious assumptions. There is no evidence that the academy is partisan—or that college graduates are politically more liberal than they were a generation ago (on average, they are more *conservative*). Instead of revealing hidden truths, the jeremiads against “radical” professors obscure the undemocratic views of those who articulate them. Indeed, the purpose of ad hominem attacks is to divert attention from substantive issues. Our commitment to democracy requires that we identify and reject these kinds of rhetorical legerdemain.

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## First Amendment Schools?

*Continued from page 5*

that locker appropriately.

“As students work with these ideas, we can see them gaining appreciation for the idea that the best way to protect First Amendment freedoms is to protect them for everyone.”

The First Amendment Schools project hopes to identify ways in which its

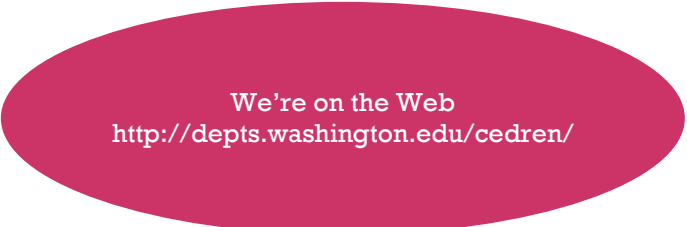
schools can collaborate with current NNER settings and partner schools.

To learn more about the project, or to read profiles of current First Amendment Schools, visit their website at [www.firstamendmentschools.org](http://www.firstamendmentschools.org), or contact either Molly McCloskey at ASCD ([mmccloskey@ascd.org](mailto:mmccloskey@ascd.org),

703.575.5475) or Sam Chaltain at the First Amendment Center ([schaltain@freedomforum.org](mailto:schaltain@freedomforum.org), 703.284.2808).

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# National Network for Educational Renewal



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Please submit suggestions for articles, information about people, and events in NNER settings to Ann Foster at fosteraw@u.washington.edu.

**Planning in Progress for 2005 NNER Annual Conference**  
 By Bruce Field

The South Carolina Network for Educational Renewal is pleased to announce that the 2005 NNER Annual Conference will be held at Ocean Creek Resort in Myrtle Beach, South Carolina, October 27-30, 2005. The conference theme and other related details are being worked out by a planning team from the SCNER and will be available in the near future.

## THE NNER

<u>STATE</u>	<u>SETTING</u>
California	California Polytechnic State University
Colorado	Colorado Partnership for Educational Renewal*
Connecticut	University of Connecticut
Georgia	Georgia Partnership for Educational Renewal
Hawaii	University of Hawaii and Hawaii Institute for Educational Partnerships
Illinois	Illinois State University
Maine	University of Southern Maine and Southern Maine Partnership
Minnesota	St. Cloud University and the St. Cloud School District
Missouri	Metropolitan St. Louis Consortium for Educational Renewal* Missouri University Partnership for Educational Renewal
Nebraska	Nebraska Network for Educational Renewal*
New Jersey	Montclair State University and the New Jersey Network for Educational Renewal
New Mexico	University of New Mexico-Albuquerque Partnership
New York	The City University of New York and the New York City Public Schools*
Ohio	Miami University Wright State University
South Carolina	South Carolina Network for Educational Renewal*
Texas	Arlington University-School Network for Educational Renewal (AUSNER) University of Texas at El Paso
Utah	Brigham Young University and BYU-Public School Partnership
Washington	University of Washington
West Virginia	Benedum Collaborative at West Virginia University
Wyoming	University of Wyoming and Wyoming School-University Partnership

\*multiple IHE site settings

### Commentary from Ann Foster

When putting together the articles for this newsletter, a theme of connections came to mind. One of the strategic directions for the NNER this year is to promote collaboration with like-minded organizations to further our work. Highlighted in this edition are many examples of emerging relationships that strengthen our work.

The recent edition of the Kappa Delta Pi journal, the Recorder, features the work of the Agenda for Education in a Democracy and the writing of many of our colleagues. The Summer Symposium and the work with the First Amendment Center and Schools are other examples of emerging collaboration. The Journalist Fellows continue their valuable work,

connecting our work with a much larger surround and providing useful materials. The Colorado Partnership for Educational Renewal was awarded a grant in collaboration with the Campaign for the Civic Mission of Schools. Colorado is one of six states to be awarded the grant by the Carnegie and Knight Foundations, and Co-



Carol Wilson and Don Unger of the Colorado Partnership for Educational Renewal will be part of the leadership team.

PER is the fiscal and administrative agent. They are working with a broad network of individuals and groups, and they developed the proposal in collaboration with a task force from the Colorado Civic Canopy.

The work in the settings or the "proofing sites," continues to get deeper and stronger as we connect with other organizations and the community. Implied in this direction are also stronger connections among our settings, and our next challenge will be to find funding to conduct inter setting work to bolster our simultaneous renewal efforts in all facets of our work.

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