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YOUTH RISING

*"Fighting for Our
Stolen Education"*

Summer 1999 Vol. 1, No. 1

Do You
Have Plans
for Your Future?....

...The System
Does!

a publication of the SLAM! High School Organizing Committee

YOUTH RISING

a publication of the Student
Liberation Action Movement
High School Organizing
Committee

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Youth Rising is a newspaper published by the High School Organizing Committee of the Student Liberation Action Movement (SLAM!) in collaboration with students from the Community Based Organizing class at East Side Community High School.

The purpose of *Youth Rising* is to get the word out to High School students about issues that affect them and to assist them in organizing to struggle around these issues.

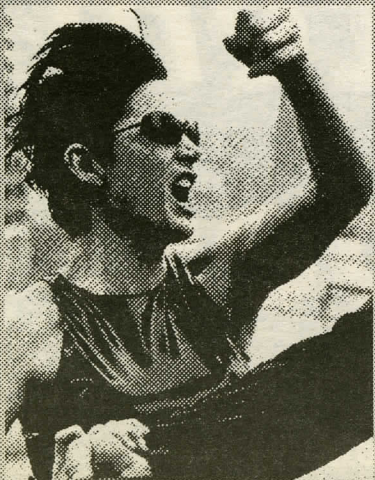
East Side Community High School students worked with SLAM! this past semester on three projects: the campaign to win a new trial for Mumia Abu-Jamal, a Black political prisoner on death row in Pennsylvania; a public forum at East Side on issues affecting High School students, also called Youth Rising and this newspaper.

If you like what you see here, and want to get involved, please contact us. We'll be organizing over the summer and we need all the help we can get.

You can contact SLAM! at:

(212) 772-4261

Special thanks to the *Hunter Envoy* for the use of their facilities.



Fighting Police Brutality

by Edward Castillo

The year is 1999 and police brutality has gotten incredibly bad. Police brutality became a big issue when a black man was beaten by cops in Los Angeles. On March 3, 1991, Rodney G. King, an African American man was beaten by cops after being caught speeding. This episode was not taken very well. After the acquittal of the officers who beat him, riots broke out and caused various amount of problems for the people and the community.

In New York the state legislature recently approved the "Safe City, Safe Streets" crime bill. One aspect of "Safe City, Safe Streets" is to put more cops on the beat. 10,000 more police officer positions were created. Another aspect is to put more cops in the classroom. By putting more cops on the streets it increases the chances of more people getting beat up by cops.

Police brutality has gotten to an extent where the cops are shooting their guns instead of just beating people.

On February 4th a man was shoot 19 times by four officers of the elite Street Crimes Unit. The man was 22 years old, from West Africa and his name was Amadou Diallo. His life came to an end as the four officers shot 41 bullets altogether, as he stood outside his apartment in the Bronx.

Cops should stop looking at

everybody like if they are dangerous. Because of it everybody has to look at the cops like they're the dangerous ones. Cops are the ones with the guns and who have the license to kill. People are supposed to be afraid of the criminals in the streets, but the ones that we should really be afraid of now is the ones that are supposed to protect us.

The Case of Mumia Abu-Jamal

In the early hours of December 8, 1981, Mumia Abu-Jamal was driving a cab in downtown Philadelphia, supplementing his income as a journalist. The bars were just letting out and the streets were full of people. Suddenly Mumia spotted a police officer beating a young Black man spread-eagled against his car. When he went to investigate, he discovered that it was his own younger brother, Bill Cook, who was being beaten.

Within minutes, Mumia was sitting slumped on the curbstone, critically injured with a gunshot wound in the abdomen. The police officer, Daniel Faulkner lay

Police brutality has been taken to mind as a normal thing in life. But people have been trying to fight back and stop cops from beating up on the innocent people. One of the people that tried to fight back is Mumia. Mumia was a reporter in Philadelphia who exposed police brutality. He was accused of killing a cop and he is now on death row.

(For more information about Mumia see the article below.)

dead. Other police arrived and took Faulkner to the morgue, waiting 45 minutes to carry Mumia to the hospital. Mumia arrived with his head bleeding after being thrown into a light pole by the arresting officers.

Mumia Abu-Jamal was charged with murder.

By the time Mumia went to trial, he had already been tried and convicted by the news media. A former member of the Black Panther Party and now a radio journalist well-known for his exposés of police brutality, his political beliefs became central to news coverage.

(Cont'd on p. 4)

Elimination of Remedial Classes at CUNY Smashes Hopes of Thousands

Thinking About Going to College?

by Victor Cruz

Ferentz Lafargue chose to go to go to Queens College over Howard University because CUNY was so much cheaper. Lafargue had to take remedial classes for math at Queens College. Lafargue said that he was unprepared to take the Math test because as a High School student he was more interested in writing than in math. Lafargue eventually passed his Math test, graduated from Queens College, and is now pursuing his Ph.D. in African Studies at Yale University.

Tyrone Wallace had to take remedial classes when he first came to New York City Technical College.

Tyrone had taken a year off from school to work and had forgotten a lot of the knowledge he had gotten

remedial classes to get them up to par for the classes at the college.

Before Open Admissions started in 1970, CUNY was 95% White. Open admissions began in 1970.

exams have to go to Community colleges to take the remedial classes by the year 2001.

If this proposal was to go in effect this fall 60% of the entering

Unless you are rich, there is a good chance you are thinking about going to CUNY. This January the CUNY Board of Trustees, under pressure from Mayor Giuliani, voted to eliminate ALL remedial classes at ALL of CUNY's 4-year colleges and to bar entrance to the 4-year colleges to any incoming students who need to take remedial classes. **This means that most New York High School students currently planning to attend a CUNY 4-year college would not be admitted!**

The SLAM High School Organizing Committee is fighting to restore remedial classes at CUNY. If you want to get involved, please contact us at: (212) 772-4261

in High School. Tyrone is now studying art and advertising, and he wants to get into cartoon animation and comics. When he was asked how he was doing in school he proudly said, "Last report card I got two B's and an A."

Lowering Standards or Door to Opportunity?

Remedial classes were set up for students who are not able to pass the entrance exams for CUNY. If a student is not able to pass one of the three entrance exams, math, writing or reading, they are supposed to take the

This policy was intended to provide social and economic opportunity for people who otherwise would not have access to college. The result of Open Admissions was an "example to the world." It became a University of mothers, immigrants and young people. It became an institution of higher learning that mirrored the city. Remedial classes have been an important part of many of those students success.

On January 25, 1999 the CUNY board of Trustees re-voted on a proposal to eliminate remedial courses at all the four-year colleges in the CUNY system. The trustees passed the same proposal last May, but because of a lawsuit around the open meeting issue the board was unable to move on with its implementation.

The vote on January 25 passed the proposal. Because of that, all students that do not pass the entrance

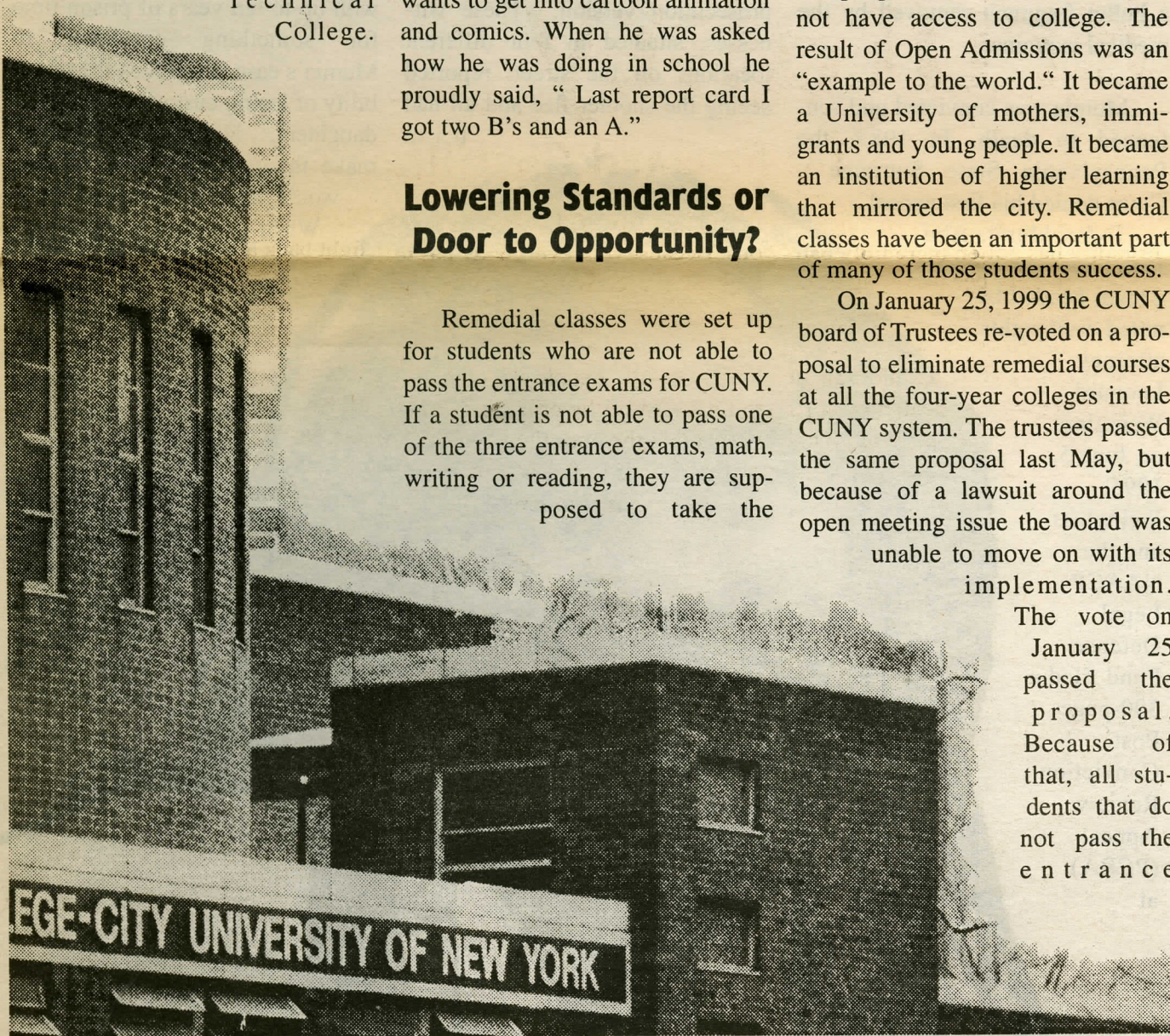
freshmen class for 1999 would be excluded. It would bar 68% of Latinos, 66% of Asian, 65% of Black students would be excluded from the freshman class of 1999.

What is the reality of remedial classes? Giuliani says that entrance exams improve the standards of CUNY. The reality is that tests do nothing to prepare students for college, they only exclude those who really need an education. Entrance exams exclude students and do not permit the students who really need an education to get one. They do not teach and do not raise quality. Schools teach students things that they do not know. Community colleges are to prepare students to get to the 4-year colleges. It is not the students fault that they cannot pass the entrance exams. Instead, we should blame the 12 years of over crowded, under funded schools.

Who will be affected by this proposal? A student for whom English is a second language will not benefit from this proposal. Students who have been blessed with 12 years of over crowded schools will not benefit from the proposal. In other words people from the inner city will not benefit from this proposal.

On the other hand Giuliani and Pataki believe that this proposal will make the CUNY system even better than it is now. Giuliani says that with this proposal "CUNY starts the important process of restoring its reputation as one of the great public institutions of higher learning in the country." They say that this proposal will encourage students to be better prepared.

Remedial classes or make the CUNY system better? You make the decision.



Who Does Giuliani Want to Keep Out of CUNY 4-Year Colleges?

60% of ALL incoming freshman

65% of Black freshmen

66% of Asian freshmen

68% of Latino freshmen

45% of White freshmen

56% of Women

75% of AFDC recipients

81% of low-income women

82% of single mothers

The Case of Mumia Abu-Jamal

(Cont'd from page 2)

During sentencing phase of the trial, the judge allowed the state to use Mumia's membership in the Panthers to argue for the death penalty. In fact, the prosecution told the jury that Mumia's membership was evidence of his premeditation to kill. The following is just part of the exchange:

Question (to Mumia): Do you recall saying "All Power to the People?"

Answer: Yes

Question: Do you believe your activity as well as your philosophy are consistent with the quote, "Political power grows out of the barrel of a gun?"

Answer: I believe America has proven that quote to be true.

Question: Do you recall saying that "The Black Panther Party is an uncompromising party, it faces reality"?

Answer (Mumia, nodding affirmatively): Yes.

By any standards, this was not a fair trial. Consider the following:

- Mumia was tried before Judge Albert Sabo, who holds the record among sitting judges in the U.S. for handing out death sentences. Of the 31 people he has sentenced to death, all but two have been people of color. Sabo has also had a life-long association with the Philadelphia Fraternal Order of Police, the police "union" that has led the charge to have Mumia executed. Six former Philadelphia prosecutors have sworn in court documents that no accused could receive a fair trial in Sabo's court.
- The jury was impaneled only after eleven qualified African Americans were removed by peremptory challenges by the prosecution. As a result, in a city that is 40% Black, only two of the jurors were African American. It has recently been revealed that the practice of deliberately removing qualified Blacks from jury pools was taught to Philadelphia prosecutors in a special video training tape.
- Jamal was denied the right to act as his own attorney. His court-appointed lawyer later testified that he didn't interview a single witness in preparation for the trial and that he had informed the court in advance that he was not prepared. The lawyer was later disbarred for incompetence.

• Judge Sabo approved only a few hundred dollars for the defense to investigate the case, while

Pennsylvania's average allocation in capital cases is \$6,500. the defense investigator quit the case before the trial began because the meager funds were exhausted. Neither a ballistics expert nor a pathologist were hired.

- There was no physical evidence linking Mumia with a shooting of Faulkner. Mumia did have a gun that night, a licensed .38 caliber handgun he bought after having been robbed twice while driving a cab. According to the written findings of the medical examiner, however, Faulkner was shot by a .44 caliber bullet. Jamal's lawyer said he didn't see that portion of the report, so he never raised it.

- The police never tested Mumia's gun to determine if it had recently been fired, never tested his hands to see if he had fired a gun, and "lost" a bullet fragment removed by the medical examiner.

Mumia was convicted and sentenced to death. In 1989, the Pennsylvania State Supreme Court denied his first appeal.

Today Mumia Abu-Jamal has new lawyers, a team headed by noted civil rights attorney Leonard Weinglass. on June 5, 1995, Weinglass and the NAACP Legal Defense Fund filed a 300-page Post Conviction Review Appeal (PCRA) at

Philadelphia's City Hall, while outside hundreds of demonstrators rallied in Mumia's defense.

"What we seek today," Weinglass told the demonstrators, "is Mumia's first day in court, because he hasn't received one yet." The appeal brief contained 47 exhibits and thirteen affidavits. Among other things, the new appeal detailed the following objections to the original trial:

- The prosecution's version of the events was that Mumia shot Faulkner, was himself shot once in the chest by the falling officer and then fired four more shots before collapsing. To prove this view, the state presented six witnesses out of the over 120 people at the scene of the shooting. Four other witnesses, however, gave accounts that, to varying degrees, contradicted the prosecution version. These witnesses, situated in four different locations on the street, reported seeing the shooter flee and all had

him

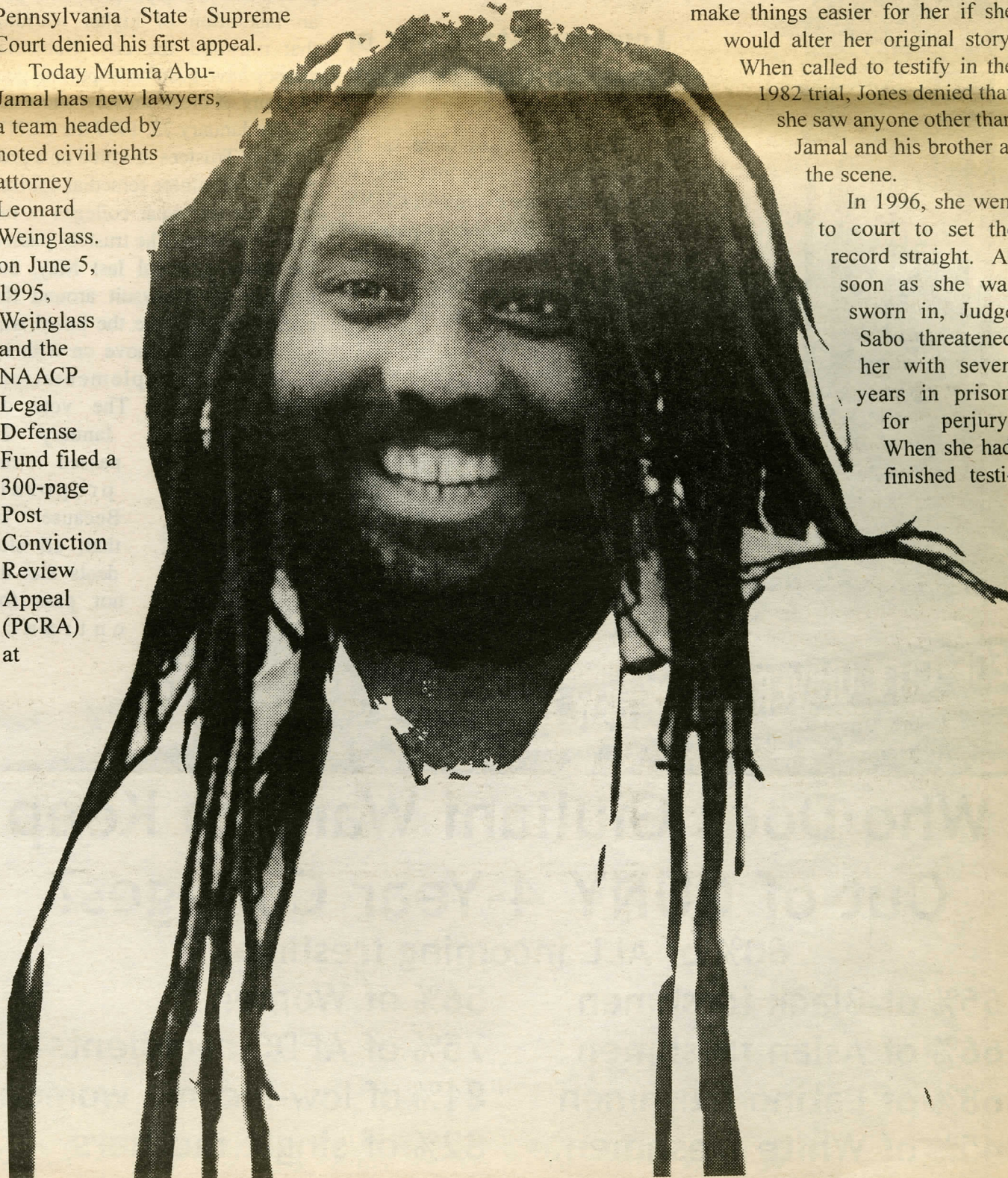
going in the same direction. None of these eyewitnesses knew each other or Mumia. Yet there was no investigation into these statements. The jury did not hear this version of the events.

- The jury was not allowed to know that testimony of one prosecution witness differed significantly from his original statement and that the witness was on probation at the time for throwing a Molotov cocktail into a schoolyard for pay.

- The prosecution's key witness was a woman named Veronica Jones, herself in serious trouble and thus vulnerable to police pressure. Less than a week after Faulkner's death, she told police she had observed two men jogging from the scene of the shooting. Jamal was lying on the ground, wounded. At that time, she was being threatened with up to ten years of prison time for something unrelated to Mumia's case, as well as the possibility of losing custody of her three daughters. Detectives offered to make things easier for her if she would alter her original story.

When called to testify in the 1982 trial, Jones denied that she saw anyone other than Jamal and his brother at the scene.

In 1996, she went to court to set the record straight. As soon as she was sworn in, Judge Sabo threatened her with seven years in prison for perjury. When she had finished testi-



fyng, she was immediately arrested for violating a two-year-old bench warrant - even though the warrant was for someone with a different name! She was basically arrested for testifying on behalf of Mumia.

- A pathologist retained by Weinglass concluded that Mumia was wounded by a bullet that was traveling downward and thus could not have been fired upon by a collapsing Faulkner.

- Two witnesses supported by the Fraternal Order of Police testified to hearing Mumia "brag" of shooting Faulkner as he was carried into a hospital emergency room after being shot. The police have made a great deal of this "confession."

However, a third officer, Gary Wakshul, who was beside Mumia during the entire time in the emergency room, noted in his report, "The Negro made no statement." Wakshul did not testify during the trial because he was "on vacation." Judge Sabo refused to grant a continuance so Wakshul could be brought in. Today we know that Wakshul was in fact home and available. Furthermore, we also know that no officers present claimed to have heard any "confession" until two months after it allegedly occurred — and after Jamal had filed police brutality charges.

The appeal also stated that Mumia was a target of the FBI's Counterintelligence program

(COINTELPRO) and that local law enforcement agencies had a deep-seated bias against him.

Legal Update

The Pennsylvania Supreme Court has denied Mumia a new trial in the state courts. Despite evidence of witness intimidation, false testimony from prosecution witnesses, judicial misconduct on the part of now-retired Judge Sabo as well as the pro-police bias of five out of the seven judges ruling on Abu-Jamal's case, the state found Mumia's appeal for a new trial to have no merit.

Although legal options are not

entirely exhausted yet, there is intense political pressure coming from Pennsylvania's Fraternal Order of Police and their supporters to get Mumia's death warrant signed. If Governor Tom Ridge were to sign the warrant, Mumia's legal team could have the federal courts grant a stay, but this would only be temporary.

Ultimately, Mumia's execution won't be halted by judicial fiat. If it weren't for the movement to stop Mumia's execution, his death warrant probably would have been signed already. While the movement has been gaining momentum and broad support, we have to keep building until he is given a fair trial.

CUNY students take it to the streets in 1995 to fight proposed budget cuts. This fight gave birth to SLAM!



The Student Liberation Action Movement (SLAM!) was founded in 1996 by CUNY students as an organization to fight the budget cuts, tuition increases and other attacks on access to higher education that were coming down on CUNY. SLAM! has participated in a wide range of struggles since then. The SLAM! Ten Point Program was adopted in 1997 and expresses SLAM!'s view of the important connections that exist between the fight for education and other struggles taking place in this society.

1 We are fighting for the right for all people to free quality higher education.

2 We are fighting for the University that serves the people. We want full and direct democratic of the University by the University community of students, workers, and faculty. We call for the immediate transfer of control of the University from the board of Trustees, which represents the interests of a tiny ruling elite, to a democratically elected

University Council of students, workers, and faculty.

3 We are fighting for an education that aids us in our struggles for liberation and in the creation for a new society. We call for the democratic reorganization of the curriculum, methods of teaching, and the grading system.

4 We are fighting for unconditional freedom of political expression on campus including free access to the campus by all members of the commu-

6 We are fighting for conditions of life that enable us to learn. These include free quality, food, shelter, healthcare, childcare, transportation, tutoring, and remediation for all members of the University community.

7 We are fighting for an autonomous University. We insist on the immediate severing of University ties with corporate, financial, governmental and military institutions that contribute to the maintenance of the existing oppressive social order.

9 We are fighting for a truly democratic society in which all decisions are made by those who are affected by them, a society committed to meeting the basic needs of all people, and to protecting the planet we share.

10 We are fighting for an end to all forms of oppression and exploitation: to white supremacy and all forms of racism, to the oppression of women, to the repression of the full diversity of consensual human sexuality, and to the profit system and the rule of the rich.

What is SLAM!?

nity and an end to all practices of University administration intended to suppress political activity.

5 We are fighting for the immediate cancellation of all bonds and other outstanding debts that drain money from the University to further profit the rich.

8 We are fighting for an end to police terror on and off campus. We call for the police to be permanently banned from the university, for the dismantling of the SAFE unit, and for campus security to be placed under democratic control of the university community.

The SLAM! High School Organizing Committee was formed because we understand that the main targets of the current attacks on CUNY are students who are in High School right now and that High School students need to fight back for their education.

10 Reasons To Oppose Vouchers

1. Vouchers are a diversion.

Vouchers take time and energy away from needed reforms that can improve our public schools. "Choice" sounds nice in theory but does nothing to address more pressing problems such as class size, teacher training, out-dated and over crowded buildings, and inadequate funding systems that

allow many suburban systems to spend twice as much per pupil as urban and rural schools.

2. Vouchers are taxation without representation.

Vouchers funnel public dollars to private schools, yet tax payers have absolutely no say in how

voucher schools run. Further, private schools are not required to meet basic accountability standards, such as open meetings and records law, or to make public their employees' wages and benefits, the number of dropouts, their standardized test scores, and so forth. Private schools are called "private" for a reason—they do not have to answer to the public at large.

Ultimately, a marketplace approach always favors those with more money and resources. Should that be our vision for public education?

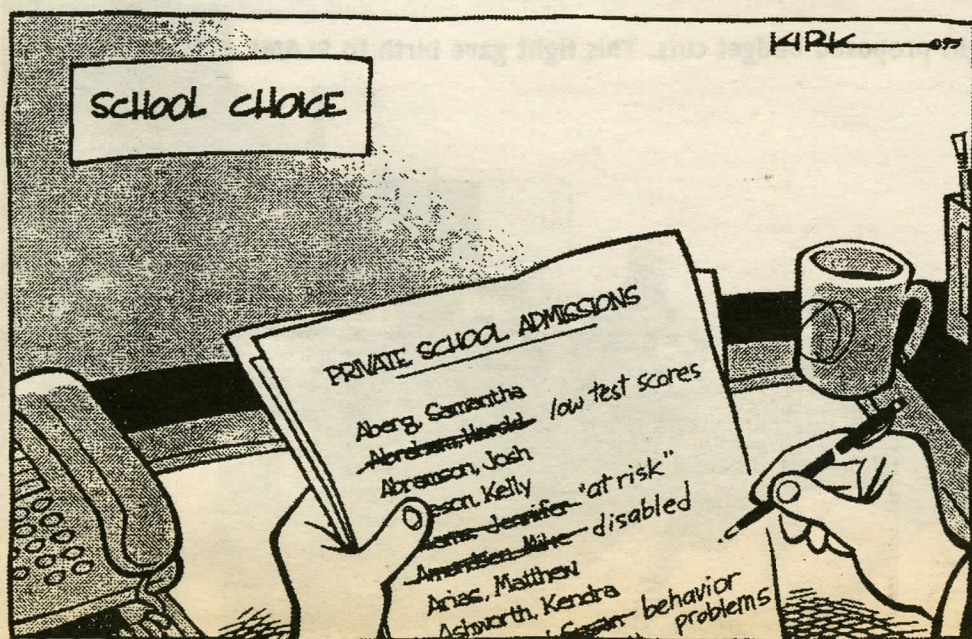
4. Vouchers stand in opposition to this country's democratic vision.

Our founding father's understood that education is an essential prerequisite for full participation in society. Vouchers foster narrow self interest, individual choice, and an escape mentality. Yet democracy, at its heart, is about working together for what is best for all children.

5. Vouchers violate the separation of church and state.

At a time when world events from Bosnia to India to the Middle

(Cont'd on page 8)



3. Vouchers are based on the marketplace, not the public good.

Vouchers rest on the assumption that the marketplace holds the answer to complicated educational and social problems. This assumption has proven false in so many other key areas, such as health care, housing, and jobs.

Thoughts on School Violence After Columbine

by Dennis J. Huges

America is dying slowly. In the wake of the columbine high school destruction in Colorado the issue of school violence has again been brought to mainstream attention. The violence that happens in schools across the country is not as rare as the public might think. This is an everyday thing in most schools especially those in the urban communities in this land. People might feel that there is nothing we can do about this but the truth is that there is a possibility that more violence like that of Columbine can be avoided. I am writing from the point of view of somebody who has seen violence in schools and feel like much of it could have been avoided.

The urban community has seen its share of violence too. It seems to be more of an issue in those areas labeled urban. There was a gang war between the "Bloods" and the "Crips". They took their act to school and started slicing people as part of

their initiation. They would cut people on their face as a way of showing that they were "down". Last year many students in school were scared to come to school because they were in fear of these two groups.

In my school, I was able to see this action close up. A ninth grader named Frankie was going home on the train and though he was not associated with either group they recognized him as part of a group. A member of the "Crips" stabbed him to death because they thought that he was a "Blood".

When you think of killers do you think of people under the age of twenty and even fifteen. There have been kids as young as eleven whom have committed gruesome acts of violence in schools that have gained national prominence. In 1997 eight percent of all high school students carried a weapon to school. Bill Clinton has said, "We must stop children from killing children" It is not just the kids in

schools but also those who are paid to protect kids in school, "Security". The schools are full of potential killers but we ask why.

This is a problem that can really only be partially solved by starting from the root, but the problem with that approach is the root in different situations, like the situation differs from person to person. The government only sees this as a problem for the urban communities but it's not like that any more, it's happening everywhere. *Newsweek* has reported that in fact since 1996 when the percent of schools to register a serious crime was 10, it has declined.

The problems of kids who turn to such violence has been picked at by psychologists all over America, but can we as the public rely on what they say or is it something more than just mental disability? The same psychologist that say that these youth are usually good kids who somehow fly off the handle as they phrase it are also saying that these same kids are often isolated and alone so they blame others for

their problems. We, as the public are expected to believe this, teens such as "Trench Coat Mafia" are good people who were just having a bad day.

A student from the Colorado school said, "You never expect that in this school, Columbine is such a good school. You don't even see a fight here, ever." A council member from Littleton, Co where this latest tragedy occurred said, "This is Middle America. That this should happen out here is unbelievable." She, like a lot of these people out here do not realize that it's no longer a regional or just community thing it has mutated into something bigger. A *Newsweek* poll found that 63 percent of Americans say it's likely for a shooting incident to happen in their local school.

In an article on April 21, 1999 that was titled "Too Many Monsters Walk This Earth". This is a true statement but in the same sense I don't think that anybody was born a monster so with that said something had to happen

"Social Promotion"

by The Great 1

New York City Schools Chancellor Rudy Crew has proposed a plan to put an end to "social promotion." Chancellor Crew agreed to put an end to the practice of passing public school students to the next grade even if they are failing. When the school year ends in June, it is expected that the practice of "social promotion" will end as well.

If this plan is put into effect by the spring of 2000, more than one-fourth of New York City's 1.1 million public school students face the possibility of being left back in school. About 300,000 students, in grades 4 through 12, face the risk of

being left back at the end of the 1999-2000 school year if the School Chancellor's plan to end "social promotion" is put into action. These 300,000 students scored poorly, in the bottom 25% on recent state and city reading tests, according to Deputy Chancellor Judith Rizzo. The Deputy Chancellor said that Board of Ed. officials are creating a promotion policy. This promotion policy would use test scores, attendance rates, and midterm grades to see which students

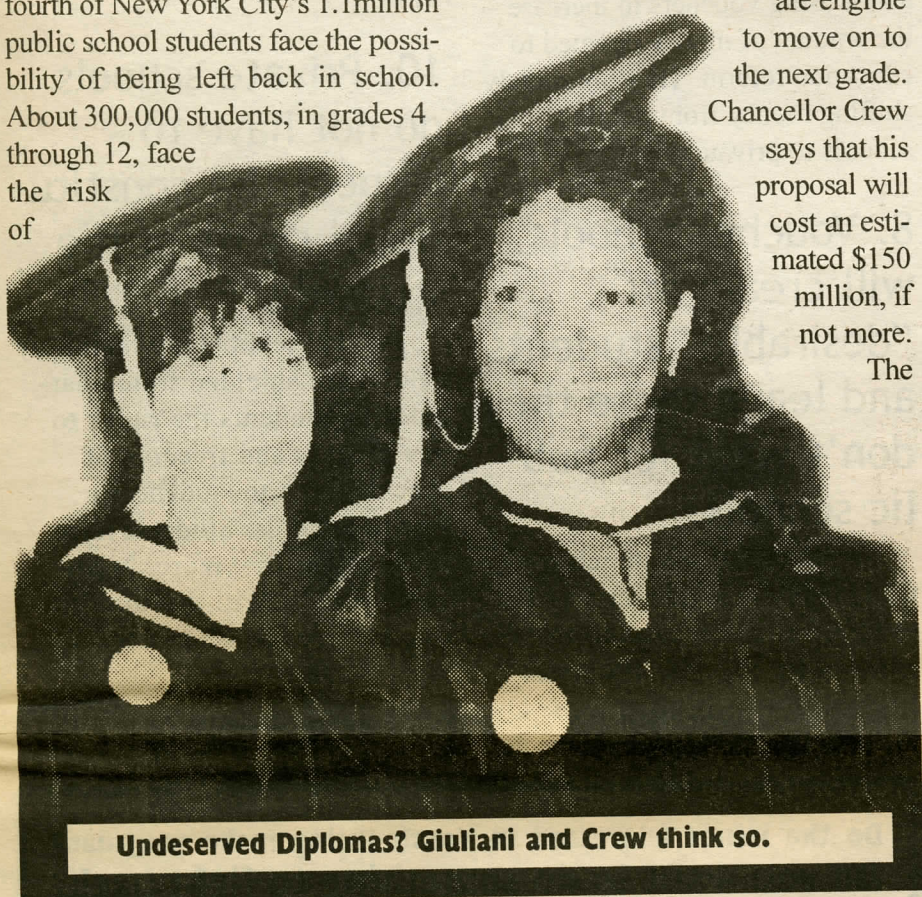
are eligible to move on to the next grade. Chancellor Crew says that his proposal will cost an estimated \$150 million, if not more. The

Chancellor plans to place low-performing students in summer schools. These students will be tested again at the end of the six-week summer school term. If they do not pass, these students would be left back.

Those students who are left back will supposedly be given extra support classes such as smaller classes, longer school days, and they'll have to attend Saturday school. The parents of 52,000 low-performing third, sixth, and eighth graders have already received letters stating that their children are in jeopardy of being left back and that they would have to attend summer school this July. Students who have made enough progress by the end of summer school will be promoted to the next grade. Parents that were interviewed said that they were caught off-guard by these letters. Some parents even said their children's report cards never indi-

cated that their children were in the position of being left back.

Rudy Crew's proposal would definitely be good in my opinion if it gives those students who are behind in school a chance to catch up. I personally knew a few students who were socially promoted. I felt bad for them because they could hardly read or write. By promoting these students the Board of Ed. are depriving these particular students of the chance to catch up and succeed in school. The bad thing about Rudy Crew's proposal is where those students who are left back will be placed. Public schools in New York are already crowded. Leaving 300,000 students behind will only make classes even more crowded. My question to Rudy Crew is how will this sudden increase in class size effect those students who are not in jeopardy of being left back?



Undeserved Diplomas? Giuliani and Crew think so.

between his or her date of birth and the day they decided they wanted to kill people. This was one of the worst mass shootings of all time and teenagers did this. On the average a high school senior is 200 times likely to be admitted to Harvard University than to be killed in his school.

Many people want to blame the people who give these kids the things needed to do things like this but I feel the killers must be responsible for what they do. Those that supply must take partial blame but only they can not force the person to do the actual killing. The gun industry yells "Guns don't kill people, people kill people." I have to agree with this because I am a strong believer in people being responsible for their own actions.

Parents are an important part in the process but what role do they play. The people surrounding these kids might be the most influential aspect of the whole mentality of the killer. The mind of a killer must be the most intriguing thing to study because I don't see any logic at all in killing a person so I like others wonder why people kill.

It is a fact that people kill and

the bad part of it is that they kill with intent. It used to be rare that people killed because they had no reason and no way to do it. Now they have personal reasons that a person on the outside knows nothing about. They are also able to get the things needed to go through with their plan. The center for disease control reports that less than one percent (1%) of all homicides that involve school age children occurs in or around school. This is the New World of murder where anyone can do it and no matter what you need and who you are it seems you can get what you need.

There is no real solution to stopping the young people of America from killing. There are possible things that we as a society can do to decrease the amount of violence in schools but when it comes down to it people will decide when the time presents itself whether or not they want to be killers. 49% of the population believe an effective way of preventing school shooting is to pay more attention to antisocial behavior. In America, it is now impossible to tell the hunters from the hunted.

How To Avoid STDs

by Jeffrey Wickham

In this article I will be discussing STD's. I have noticed that teens in the New York City area are having sexual relationships with many partners. Since this is so I believe it is my duty as a student and young man who is concerned with teen health that I provide the same information that I have read and was taught by others on these issues on safe sex.

STD stands for "Sexually Transmitted Disease." People may ask what STD's are and what is STD's. An STD is passed from one person to another during sexual intercourse. This can happen during vaginal, anal or oral sex. There are many different STD's. Some only infect the sex organs. Others can affect the whole body. Some STD's can be cured. Others cannot be cured. But all STD's can be and must be treated. If you take proper protection STD's can also be prevented.

Here's what teens need to look for if they may have a STD's for the females you should look for these symptoms.

- An unusual discharge or smell from the vagina
- Pain like menstrual cramps in the abdomen
- Burning or itching around the vagina

- Bleeding between periods or after sex
- Pain deep in the vagina during sex

Symptoms for the males may include

- A drip or discharge from the penis

There are some symptoms that can occur in both male and females like :

- Sores, rashes, bumps or blisters on or near the sex organs, mouth or rectum

- Burning or pain when you urinate or have a bowel movement

- Itching or swelling in or around the genital

- Swelling or redness in the throat

If you notice any of these symptoms, see a doctor or health care provider as soon as

possible. Some STD's have no symptoms, others have symptoms that last for a while and then go away. But the STD still stay in your body. The only way you to know you have one of these STDs is to be checked by your health care provider. You should get checked for STDs every time you have a health exam.

Vouchers

(Cont'd from page 6)

East underscore the importance of church/state separation, it is more important than ever that we abide by the constitutional safeguards that have guided this country for

more than 200 years.

6. Vouchers are about privatization, not opportunity.

Vouchers, the top conservative education goal, are the heart of the right wing attack on the public good. The conservative agenda looks with disdain upon public institutions. Ultimately, it seeks to reduce government responsibility for safe guarding the good of all while minimizing government support for private and corporate gain.

7. Vouchers will siphon money off from financially strapped public schools.

Politicians are not talking about using vouchers to increase the amount of money devoted to education reform. They are merely shifting money from public schools to private schools.

8. Voucher schools will cream off "desirable" students and leave those they don't want for public schools.

In particular, private schools tend to not to provide services for children of special educational needs or for children who speak English as second language. It's the private school that chooses the

student, not the other way around.

9. Vouchers schools will increase segregation.

The first voucher schools in this country were set up to allow white students to flee integrated schools in the south. In Milwaukee, as in many urban areas, private schools tend to be highly segregated and used by white parents to avoid desegregation efforts. Desegregation is not a panacea to our public schools' educational problems. But do we want to return to the Jim Crow Laws philosophy of "separate but equal?"

10. Private schools do not have to respect the constitutional rights of the students.

Private schools, by their very nature, are shielded from guaranteeing students the rights to due process and freedom of speech given to students in Public Schools. Students have fewer rights, not more, in private schools. Will this also be true for private schools receiving vouchers?

from *Rethinking Schools*

Double Standards

The State of New York City Public Schools

Mayor Giuliani and Chancellor Crew talk alot about raising standards. New York State is now demanding that high school students pass the Regents Exams in order to graduate. Tens of thousands of New York City public school students will either be held back or not allowed to graduate next year. Is this policy fair? All New Yorkers have to take the same tests, but are all New Yorkers getting the same quality education? Consider the following facts:

New York City is the largest school district in the US, serving over 1 million children. NYC enrolls over one-third of the state's public school students.

■ In NYC, 83% of the students are minorities, 62% live in areas of concentrated poverty, and 17% are Limited English Proficient.

■ In 1995-96, NYC spent \$8,213 per pupil — \$1,042 less than the state average of \$9,255. This difference grew from \$862 in 1994-95. The average downstate suburb spent \$12,242.

■ NYC has 7.7 computers per 100 students, while the average district with low student needs has 15.7. NYC has 90 library books per 100 students, while the average low need district has 236.

■ NYC has among the lowest teacher salaries in the state despite the area's high cost of living. NYC's median salary of \$45,965 is \$2,000 below the state average and nearly \$20,000 below the average salary paid by downstate suburban districts.

■ NYC has one of the highest percentage of uncertified teachers, 10.9%, and the highest teacher turnover rate, 16% per year.

■ Only 21% of high school graduates in NYC earn a Regents diploma, while 51% do so in the rest of the state.

■ In, 1997, only 31% of NYC's sixth graders scored at the highest level ("Distinction") on the state reading test, while 74% did so in low-need districts. Statewide, 53% of students scored at this level.

■ In 1997, only 39% of NYC's high school students passed the Regents Mathematics I exam. 84% passed in low need districts and 61% passed statewide.

from the **Campaign for Fiscal Equity** (statistics from *New York: The State of Learning*, a report from the Regents and State Education Department).



**Do the issues addressed in Youth Rising make you mad?
Do you want to do something to fight back?**

Get Involved!

Call the SLAM! High School Organizing Committee

(212) 772-4261