

## For the Record

*Editor's note: Last Tuesday was New Year's Day, but for many it is also known as Freedom Day, marking the anniversary of the issuance of the Emancipation Proclamation on January 1, 1863.*

### The Emancipation Proclamation

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth)], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN  
WILLIAM H. SEWARD, Secretary of State.

## THE CARRBORO CITIZEN

### EDITORIAL STAFF

**Robert Dickson, Publisher**  
robert@carrborocitizen.com

**Kirk Ross, Editor**  
editor@carrborocitizen.com

**Susan Dickson, Staff Writer**  
susan@carrborocitizen.com

**Taylor Sisk, Contributing Editor**  
tsisk@mindspring.com

**Michelle Langston, Designer**  
michellelangston@gmail.com

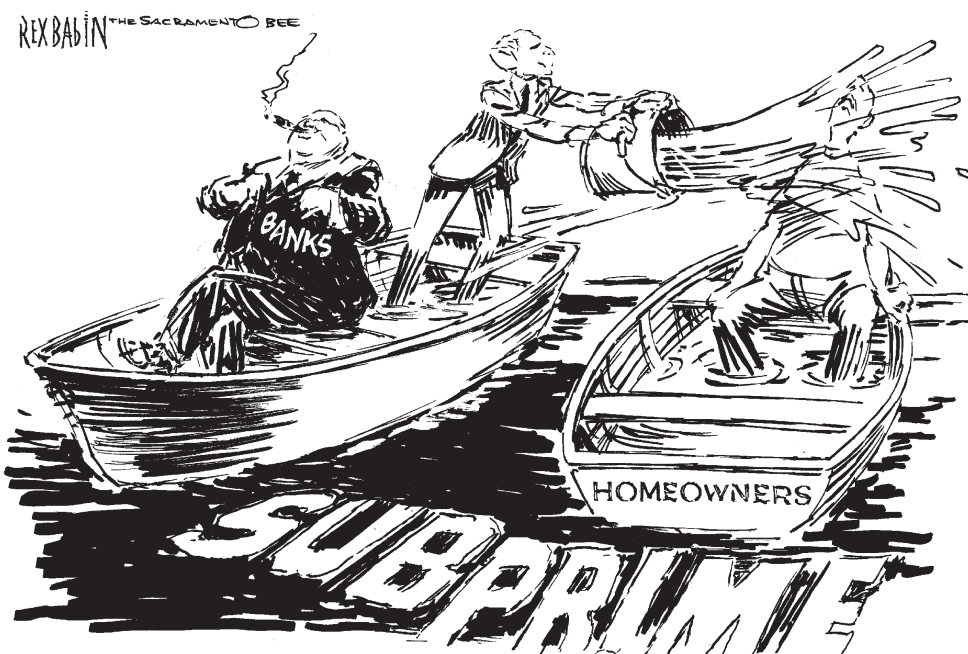
**Jack Carley, Assistant Editor**  
jackfcarley@gmail.com

**Marilyn Fontenot, Advertising Coordinator**  
marilyn@carrborocitizen.com

**Jasmine Girard, Editorial Intern**  
jasmine.girard@gmail.com

**Lucy Butcher, Editorial Intern**

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THE BAILOUT

## Education Matters Reading allowed!

STEVE PEHA &  
MARGOT CARMICHAEL LESTER

What gets tested, gets taught. That's a guiding principle of education reform. And it appears to be working. But is it working the way we want it to in reading?

In a *New York Times* article ("Mission: Making a Love of Reading Happen," October 14, 2007), a parent wrote of his surprise at learning that his middle school-aged children weren't reading in reading: "Not until back-to-school night did I realize what was actually going on. The 'reading' teacher had a stack of workbooks. They were going to be reading short essays and answering questions: a full year of test prep."

There's nothing inherently wrong with testing. And there's no doubt that the pressure of measurement is moving schools forward in positive ways. But the trend toward teach-to-the-test curricula and year-long test preparation is not positive. Reading tests are part of life and kids must be well prepared for them. But kids are best prepared for reading by being taught how to read, not how to test.

Many people — parents, especially — express concern that testing might be overwhelming teaching. This is especially true in reading where the act of preparing kids to bubble-in answers on a sheet doesn't align well with our sense of what it means to read a novel or a newspaper. Everyone wants kids to be good readers. But most feel that learning to read should be grounded in a love of good books, something tests can't measure. So how do we ensure that our instruction maximizes students' love of reading and level of skill while at the same time preparing them for tests?

First, make individual reading the focus of every student's experience. Reading is an individual sport and readers like to play with their own equipment. The majority of time kids spend learning to read should be spent with their noses in good books they enjoy. Kids must read voluminously and with such regularity that reading becomes the true habit that it is for literate adults.

Second, concentrate on the development of fluency in high-interest texts to raise the reading levels of our lowest readers. Test preparation is focused on reading skills. But

if kids' skills are so low they can't even read the test, it's not likely those skills will be of use to them. For our lowest readers, we must focus on rapidly raising reading levels. The best way to do this is to get kids into books they like and can read comfortably, to gradually increase the amount of time they spend reading and to concentrate skill instruction on reading fluency.

Third, apply the strategies of reading in Language Arts to the content of reading across the curriculum. Content-area reading presents the greatest challenge to our kids. Why not bring it into the Language Arts classroom where our best reading teachers can help kids master it? This gives students extra support where they need it most. It also helps content-area teachers who may not have an instructional background in reading.

Finally, treat test preparation as a genre. Test reading is different from normal reading. That's why we need to prepare kids for it. So let's treat it like the genre that it is. We teach genres all the time — mystery, biography, historical fiction, etc. Why not teach test reading the same way? Delivering a three- to four-week unit a month or so before kids take a test seems like an appropriate thing to do. Spending 10 percent of a year on test preparation with 90 percent spent teaching kids to read is a healthy balance that supports high reading achievement and higher test scores.

Helping kids become better readers has more to do with teaching than with testing. We should question putting more and more time into test preparation at the expense of practicing the skill we want to test. We should also question the materials we use to teach reading and make sure that books — real books, not textbooks, anthologies or basal readers — are by far the most prominent.

But one thing we should never question is reading's status as the first "R" of education. No matter what we disagree on, we can all agree on that. And from that agreement perhaps we can develop an attitude that says, like a brightly painted sign on the door of every classroom: "READING ALLOWED!"

Steve Peha and Margot Carmichael Lester own Teaching That Makes Sense Inc., an education reform, advocacy and consulting company based in Carrboro.

## As hate crimes rise, NC must act

IAN PALMQUIST

Earlier this fall, I met an incredible woman. Elke Kennedy approached me at an event. She was friendly, but I could see a sadness in her eyes.

Elke's son Sean Kennedy was murdered on May 17 in Greenville, South Carolina. He was targeted because he was gay.

Sean was leaving a local bar when a car pulled up beside him, a young man got out of the car, came around the car, approached Sean and called him an anti-gay slur and then punched him so hard that it broke his facial bones. He fell back and hit the asphalt. This resulted in his brain being separated from its stem and ricocheting in his head.

His attacker left Sean to die, later leaving a message with one of Sean's friends saying, "You tell your faggot friend that when he wakes up he owes me \$500 for my broken hand."

As I talked to Elke, I saw clearly the devastating impact that hate violence has on our communities. The attack on Sean not only cut short this 20 year old's life and hurt his family and friends. It is a kind of terrorism that instills a fear in lesbian, gay, bisexual and transgender people. It sends a message that they cannot live their lives in their communities without wondering if they might be the next victim of senseless, bigoted crime.

Hate violence, like the attack on Sean Kennedy, is on the rise in North Carolina and across the nation, according to the Federal Bureau of Investigation's recent report on Hate Crimes Statistics for 2006. Here in the Tar Heel State, hate-motivated incidents reported by local law enforcement rose 12 per-

cent from 2005 to 2006.

In North Carolina, like South Carolina, we have no laws that address crimes motivated by anti-gay bias.

We have been fortunate in North Carolina that we haven't had a murder motivated by anti-gay hate in recent years — at least as far as we know. But other kinds of hate crimes like assaults and destruction of property continue to happen.

We don't even have a complete picture of how often anti-gay attacks occur, since reporting incidents based on sexual orientation to the FBI is strictly voluntary. Indeed, the National Coalition of Anti-Violence Programs, which tracks hate crimes in only 12 areas of the country, documented more anti-LGB hate crimes in 2006 than local law enforcement agencies reported to the FBI nationwide.

Following Sean's murder, there's been outcry in South Carolina for the state to pass inclusive hate crime legislation to send a strong message that hate violence has no place in the state and to give law enforcement the tools they need to effectively prosecute those who terrorize parts of our community.

Sean's mother has dedicated herself to that effort and to educating people about the horrible effect hate violence has on families and communities. No one — black or white, immigrant or native, gay or straight — should have to live in fear of being attacked simply for who they are.

Will North Carolina wait for someone like Sean Kennedy to die before we change our laws too?

Ian Palmquist is the executive director of Equality North Carolina, the statewide lesbian, gay, bisexual and transgender advocacy group.

## New news

CHRIS FITZSIMON

There were a few stories that didn't make it into the year-end stories, news that you might have missed during the holiday break. One of them involves North Carolina Sen. Elizabeth Dole, who is also up for re-election in November.

Dole is among a group of senators who recently signed a letter to Interior Secretary Dick Kempthorne urging him to end the ban on firearms in National Parks. It is currently not against the law to have an unloaded gun in the park, but that's not enough for Dole and the NRA.

They want park visitors to be able to carry loaded pistols in Yellowstone and Yosemite and the Grand Canyon. As you might expect, folks at the National Park Service would rather leave the law as it is.

So would park advocates like the National Parks Conservation Association, who point out the change would make it more likely that people could poach wildlife, adding more work to the already overburdened park rangers.

It is not clear why someone would need a loaded gun in a park that doesn't allow hunting, but it doesn't appear to be about need or hunting for the NRA and Dole. It is about politics and pandering. The holidays did bring some good news from an unexpected front. President Bush signed legislation that allows the District of Columbia to use federal dollars to implement a clean needle-exchange program to help reduce the HIV infection rate.

Studies of needle-exchange programs across the country have shown that they not only reduce the infection rate among IV drug users and their sexual partners, they also make it more likely that addicts seek treatment as a result of the relationship they establish with the counselors in the program.

Efforts in the North Carolina General Assembly to establish pilot needle-exchange programs have failed, with opponents claiming that the programs encourage illegal drug use, as if desperate addicts need encouragement.

Let's hope the support of President Bush will provide enough political cover for state lawmakers to do the right thing this year. The lottery was back in the news too just before the end of the year, in another one of those heartwarming stories about lottery sales falling short of projections. This time it was the holiday raffle games that didn't do as well as expected, the latest evidence that North Carolinians can see through the state's shameful hucksterism that exists because politicians can't bring themselves to raise money for state services honestly.

The sluggish sales came as the *New York Times* reported on the trend among state lotteries to rely more on instant scratch-off games to increase sales. The story quoted critics worried that that the reliance on instant games increases compulsive gambling. One state senator said that "scratch-off tickets are to the lottery what crack is to cocaine."

This past year North Carolina lottery officials increased the percentage of lottery revenues allocated to prizes for instant games in an effort to boost sales that have consistently been lower than projections.

An official with the Texas Lottery Commission said he understood the concerns about the scratch-off games but that the commission's job was to generate as much revenue as possible as responsibly as possible. That also has been the message of North Carolina lottery officials since the game began.

But why does it seem that concern over revenue always trumps any worry about being responsible?