

the university will have a larger pool of eligible students, and that might lead to more minority students being accepted at UCI, he said.

The new policy, which would take effect for students who will be freshmen in fall of 2001, would make no change in the rules for determining which campuses a student qualifies for, and therefore would have little, if any, effect on who gets into the most selective campuses—Berkeley, UCLA and San Diego. Test scores will remain a key criterion in that decision.

Davis campaigned on the 4% plan as a way to shore up minority admissions that have slipped since the end of affirmative action. But UC officials released new information showing that of the newly eligible students, whites would make up 56%, Latinos 20%, Asian Americans 11% and African Americans 5%. Now, Latinos are 12% of UC freshmen and blacks 3%.

Yet Davis stressed the importance of sending a welcoming hand to high school students who do not think attending the university is possible.

"This admissions program says, 'Keep dreaming big dreams. Keep working hard. If you really excel, you will get a place at one of the eight UC campuses.'" Davis said. "And it completely consistent with the will of the voters" who passed Proposition 209's ban on racial preferences.

Such a change in policy probably would not have passed a year ago, when Republican Pete Wilson was governor. When the faculty brought the idea before the regents last year, it was roundly trounced by Wilson's appointees. They feared that it not only would violate Proposition 209, but would bring in unqualified students and set them up for failure.

Longtime Regent Meredith J. Khachigian cast the lone vote in opposition to the plan, saying that it would raise "false hopes" among students ill-prepared for a rigorous university education. She also said that it sent the wrong message to schools that do not have college-prep programs that adequately prepare students to compete statewide for the 46,000 freshmen slots at the campuses.

But state Supt. of Schools Delaine Eastin joined the governor in arguing that the plan would inspire a culture of academic excellence and competition in those schools that historically send few, if any students, to the prestigious public universities.

Here is how the new admissions process would work:

At the end of the high school junior year, UC officials will help public schools compile grade-point averages for students taking college-prep courses and then rank the students accordingly.

Those in the top 4% of each of California's 863 public high schools—about 10,000 students—will be sent letters informing them that they are eligible for UC admission, provided they send in an application, complete all required college-prep courses and take the SAT and SAT II tests. The university will extend the program to interested private schools.

Poor test scores will not make a student ineligible for admission. But good scores are one of the main criteria for who gets into the most competitive campuses, especially UCLA, UC Berkeley and UC San Diego.

Of the 10,000 students in the top 4%, about 6,400 would be eligible for UC admission without the policy change. Of the 3,600 who would not have been eligible before, officials expect that about half will enroll.

Davis emphasized Thursday that this approach opens the door to a new pool of stu-

dents without displacing anyone who would otherwise get in.

Davis agreed that the change in policy will not alter the racial balance of the university, which has seen steep drops in black and Latino students admitted in the post-affirmative action era.

But, the governor pointed out, referring to the newly eligible students, that "about 800 or 900 of them will be people of color. There is no denying that 800 people of color will have a chance to come to the university that otherwise they would not have had."

The issue of who gets admitted to UC has been a particularly hot topic since 1995, when the regents, led by then-Gov Wilson, voted to ban affirmative action. The ban on racial preferences was extended statewide with the 1996 passage of Proposition 209.

Adopting a companion proposal, the regents decided to require all UC-bound students to take music, dance or other performing arts classes. The goal is to bring UC requirement in alignment with those of the California State University system.

But the regents, following Davis' lead, shunned a faculty proposal to halve the extra grade points awarded to high school students who take Advanced Placement and honors course.

The governor said he did not want to do anything that would diminish the incentives for high school students to challenge themselves by taking the tougher courses.

Under a program set up by UC officials more than a decade ago, students can now earn up to five points for an A in Advanced Placement on honors courses, resulting in grade-point averages that exceed 4.0.

IN MEMORIAM OF ABE GOOTMAN

HON. ROBERT A. BORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 11, 1999

Mr. BORSKI. Mr. Speaker, I rise today in memory of a dear friend, Mr. Abe Gootman. Much to the loss of local politics, Abe Gootman passed away today.

For as long as I can remember, Abe had been on the front line of politics in Philadelphia. He was with me on my first campaign for Congress in 1982, and was a stalwart supporter throughout the rest of my career. Abe was always there to champion the causes that I believed in and defend my actions as a Member of Congress. As a committee person from the 54th Democratic ward, his voice could always be heard. You could consistently count on Abe to get the message out, whether it was in a neighborhood meeting or a letter to the editor, and people invariably listened.

Abe worked for the U.S. Postal Service for 45 years and retired in April, 1968. He started his career as a letter carrier, then drove a mail truck and became a tour supervisor of all mail at 30th Street Station, working the 4–12 shift, before retiring. As a member of the National Association of Letter Carriers and the National Association of Retired Federal Employees, Abe was a staunch advocate for federal retirees and their need to be treated as equal as beneficiaries of the Social Security system. He worked tirelessly in his effort to see that retired federal employees got what they deserved.

Mr. Speaker, Abe Gootman was a kind and generous man who firmly believed in the sanctity of the government and the political process. As a World War II Veteran, he was a true patriot and believer in democracy by the people, for the people. It is a sad day for Philadelphia, and a sad day particularly for me. I will truly miss Mr. Gootman, he has been an anchor and a guide throughout my career. My deepest sympathies to his family.

HONORING AMERICA'S TEACHERS

HON. GENE GREEN

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 11, 1999

Mr. GREEN of Texas. Mr. Speaker, last week we celebrated National Teacher Appreciation Week and paid tribute to the dedicated men and women who serve as teachers. Our teachers are hardworking professionals who are on the front lines of our struggle to provide a quality education for every child in America. They work hard so that our children can succeed in life. While it is important to recognize and acknowledge their hard work and commitment to educate our children, we must also provide them with the necessary tools they need to give our children a quality education.

It is imperative that Congress pass legislation to provide the money to fulfill our commitment to IDEA so that learning disabled children don't lag behind nondisabled children. It is also important that we continue to fund afterschool programs, and class size reduction programs that will put 100,000 new teachers in our classrooms.

Presently, Congress is considering the Teacher Technology Training Act, which would provide money to local school districts to train teachers in classroom-related computer skills, and the School Construction Act, which would help our teachers by renovating and modernizing the classrooms and facilities. In addition, the President's budget proposal provides for at least an overall 15-percent increase in education programs. These proposals will provide teachers the tools to raise test scores, student achievement, and graduation rates.

However, most important for this Congress and vital for our students and teachers, is the reauthorization of the Elementary and Secondary Education Act. The programs in ESEA are critical to the most disadvantaged students in our educational system. They include monies for safe and drug-free schools, technology education, infrastructure improvement, and bilingual education.

In this week that we have set aside to honor our Nation's teachers, Congress needs to get its priorities in line and act on the legislation that would say more about our dedication to teachers and the education of our children. Our children and teachers need schools that are safe, modern, with small classes, and access to the Internet. The tragedy in Littleton, CO, showed the need for parents, teachers, administrators, and elected officials to work together and set as a national priority, our children.