

Zaire conflict stretches beyond borders, expert says

Problems in Zaire are not limited to a few internal factions but are problems that affect everyone, UW-Madison Professor Aliko Songolo said Wednesday night.

"If something happens that diminishes the human spirit, it diminishes us," he said.

Songolo, a native of Zaire, discussed at the Memorial Union the problems that led up to the current conflict in eastern Zaire.

He spoke at an informational session titled "The Troubles in Eastern Zaire." The forum included several other experts on Zaire, speaking about different facets of the conflict in central Africa.

Songolo, originally from the city of Uvira in Zaire, outlined a history of the conflict, ranging from takeover attempts by the Tutsis in 1990 to the most recent movement of refugees in the area.

Songolo, a professor of French and African languages and literature, said the intervention of an international force that hopes to bring food and medical supplies to the Goma area will help meet some of the needs in the area. However, he declined to predict what will happen as a result of this action.

"I'm not sure what is going to happen now," he said.

With all of the strife in the area, Songolo said he thought the mere presence of the international forces would not put an end to the civil war in the area.

"With the number of different forces involved in the area, each having an interest in what happens, I'm sure it will not go away that easily," he said.

— Vincent Filak

Zaire

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U.S. forces should serve only under American leaders.

The shape of the command structure was one of the major sticking points between the United States and Canada in establishing the force. The cost will be shared by the participating nations, but the U.S. probably will have the largest force.

McCurry said the key job of providing humanitarian aid and returning refugees who want to go to Rwanda should be accomplished in about four months. But he said a small "follow-on" force might remain longer if necessary.

There has been intense international pressure on the United States to take part in a force to deal with the refugee crisis. Some criticized Clinton for the delay, but administration officials said action was held up while the president and his aides debated the terms of the mission.

The 1,000 troops would be responsible for airport security at

the Goma airfield and for keeping a three-mile corridor open from Goma to the Rwanda border, the White House said.

The multinational force, which would be authorized by the United Nations in much the same way that the U.S. intervention in Haiti was approved, could be on the ground as soon as this week-end.

McCurry said the force would operate under "robust rules of engagement," meaning that troops can protect themselves if fired upon. But not all the rules of engagement have been decided upon, he said.

The administration has had in place for months a contingency plan to aid refugees in Zaire.

The White House said the United States should not always be considered the country "of first resort" when an international problem looms but added this does not mean Clinton is stepping back from America's international responsibilities. The United States is not the country of "last resort" but of "right resort," McCurry said.

The multinational force would be sent into a region torn by civil

strife, rebellion and tribal warfare. The refugees, mostly Hutus who fled their homeland in Rwanda in 1994 after the rival Tutsi group took over the government, had settled in Zaire along the border.

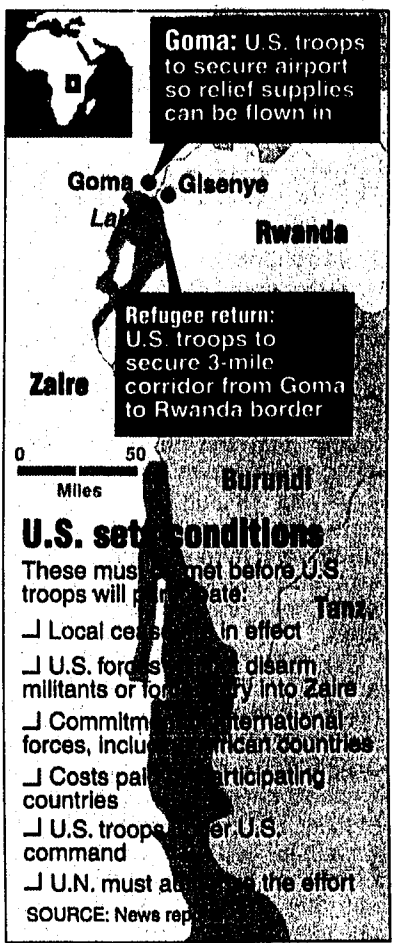
They recently fled their camps on the border when Zairian Tutsi rebels attacked Zairian troops. Many Hutu refugees fear repatriation to their home country, since a Hutu regime was in charge in Rwanda in 1994 when hundreds of thousands of Tutsis were massacred.

The existence of local militias and rebel groups only makes the situation more perilous for the multinational force seeking to protect humanitarian agencies that try to aid the refugees.

McCurry said both Rwanda and Zaire would have to agree to provide a "non-hostile environment for the insertion of a force. This is not a force that would be equipped or prepared to fight its way in. It would have to be a force that would go in with the complicity of governments in the region."

McCurry added that although forces will not be assigned the task of disarming anyone, the fact that they can defend themselves provides an "element of persuasion in allowing the humanitarian relief effort to do its work."

The president disclosed his decision to Canadian Prime Minister Jean Chretien in a phone call Wednesday morning after senior U.S. and Canadian officials reached a general agreement the



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How realistic is TV set design when a coffee bar waitress and an unemployed roommate can afford a lamp that costs more than most people's mortgage payment? "Friends" fans know what we're talking about. Set designers share their high- and low-end decorating tips (duct tape for the ratty chair on "Frasier") and their sources for items such as Jerry Seinfeld's couch, the "Mad About You" bed and more IN SUNDAY HOMESTYLES.

Eight committees to develop plan details

The Schools of Hope Leadership Team agreed Wednesday that to raise the grades of minority students, community residents should focus on eight key areas listed below. Eight committees are being created to develop a detailed plan for each major issue.

If you want to volunteer to serve on a committee, call Kathy Hubbard at United Way of Dane County, 246-4373, by Dec. 1. You may also contact Hubbard if you wish to join teams that will gather information at all 53 Madison schools or to receive a copy of Schools of Hope documents.

Here are the eight areas that the newly formed committees will address:

HOMEWORK

Recognize the role of homework in improving student achievement and develop a system of support for students and parents that would enable students to follow through with homework assignments.

Increase and strengthen tutoring programs; recruit "homework helpers" and tutors for students and provide other forms of homework help tailored to various grade levels.

Develop homework clubs in schools, neighborhood centers and community-based organizations.

Create a homework hot line for parents and students that is available to review assignments.

Work with parents and teachers on ways to help students complete homework that is tailored to their individual performance goals.

Make this available to all students.

Encourage reading as a consistent component of homework.

PEER SUPPORT

Actively engage students in changing attitudes of peers to perceive achievement as "OK."

Begin a student-organized campaign.

Have students be available to tutor other students.

Explore use of mentors.

Address attendance, behavior and homework.

CLASS SIZE

Explore alternatives for reducing the ratio of adults to students, particularly in grades kindergarten through three. (Ratios should not exceed one adult per 15 students.)

TEACHER SUPPORT

Develop resources for teachers to assist them in the classroom and with individual students.

Create opportunities for teachers to share methods that work (for example, create an on-line bulletin board).

Make available a resource book for services in the community to help families in need.

Create a teacher hot line.

Encourage community-based organizations, neighborhood organizations, business and service clubs to supplement teachers in their attempt to improve minority academic achievement.

CURRICULUM

Review ways to engage students creatively in planned classroom activities.

Incorporate African-American, Hispanic and Southeast Asian themes within planned lessons as appropriate.

Enable students to choose independent studies of cultural relevance.

ATTENDANCE/BEHAVIOR

Actively engage parents in improving student attendance and behavior.

FAMILY INVOLVEMENT

Develop ways to engage every parent in school activities of some type.

Visit parents not engaged in school to explore what they might do to get them involved.

Encourage and reinforce reading to children.

RACE

Encourage the district to use every opportunity to discuss issues of race as it impacts improving minority youth achievement.

Develop a system of multi-cultural training that engages all staff.

Develop and strengthen school district efforts to improve racial diversity consistent with efforts to improve minority academic achievement.

Schools

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grades.

The plan represents the community's latest attempt to reduce the racial achievement gap in Madison schools. African-American, Hispanic and Southeast Asian students, on average, lag far behind their white counterparts despite nearly a decade of efforts.

But the Schools of Hope plan represents the first comprehensive attempt to involve a wide range of people and institutions in working closely with students and schools. It was developed through six months of town hall meetings and reviews of research after the Wisconsin State Journal reported in April that the

racial achievement gap has widened during the 1990s.

"Yes, I think it's going to work," said Enis Ragland, a Madison mayoral aide and president of 100 Black Men.

Ragland said the plan, which relies largely on mobilizing groups such as 100 Black Men and churches to support students, contains many elements that might have saved African-American students in his native Milwaukee.

Timeka Rumph, a high-achieving African-American student at East High School who serves on the leadership team, said prospects for the plan's success depend on "how the students perceive the goals."

"I think," she added, "that they're goals that can be attained."

The State Journal and WISC-TV (Ch. 3) are leading the experiment in civic journalism.

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