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Higher Education



*“Education is the start of
all that we are and the
future endeavors
enjoyed by the simple
act of being educated is
priceless.”*

-- G. Ernest Jones

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Higher But a Large Racial Gap Persists
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Black Student College Graduation Rates Inch Higher But a Large Racial Gap Persists

Nationwide, the black student college graduation rate remains at a dismally low 43 percent. But the college completion rate has improved by four percentage points over the past three years. As ever, the black-white gap in college graduation rates remains very large and little or no progress has been achieved in bridging the divide.

Throughout the nation, black enrollments in higher education have reached an all-time high. But a more important statistical measure of the performance of blacks in higher education is that of how many black students are completing school and earning a college degree.

The economic gains that come from a college degree are transparently obvious. Department of Education data shows that, as expected, black students who earn a four-year college degree have incomes that are substantially higher than blacks who have only some college experience but have not earned a degree.

Most important, in view of the huge penalty race discrimination has imposed on African Americans in the United States, is the fact that blacks who complete a four-year college education have a median income that is now near parity with similarly educated whites.

But the good news is severely tempered by the unacceptably low college completion rate of black students. According to the most recent statistics, the nationwide college graduation rate for black students stands at an appallingly low rate of 43 percent.* This figure is 20 percentage points below the 63 percentage rate for white students. On this front, the only positive news is that over the past three years the black student graduation rate has improved by four percentage points.

my Law

CONSTITUTION OF THE STATE OF FLORIDA AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

We, the people of the State of Florida, being grateful to Almighty God for our constitutional liberty, in order to secure its benefits, perfect our government, insure domestic tranquility, maintain public order, and guarantee equal civil and political rights to all, do ordain and establish this constitution.

ARTICLE I DECLARATION OF RIGHTS

ARTICLE II GENERAL PROVISIONS

ARTICLE III LEGISLATURE

ARTICLE IV EXECUTIVE

ARTICLE V JUDICIARY

ARTICLE VI SUFFRAGE AND ELECTIONS

ARTICLE VII FINANCE AND TAXATION

ARTICLE VIII LOCAL GOVERNMENT

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my Law

**CONSTITUTION
OF THE
STATE OF FLORIDA
AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED**

**ARTICLE I
GENERAL PROVISIONS**

SECTION 1. State boundaries.

SECTION 2. Seat of government.

SECTION 3. Branches of government.

SECTION 4. State seal and flag.

SECTION 5. Public officers.

SECTION 6. Enemy attack.

SECTION 7. Natural resources and scenic beauty.

SECTION 8. Ethics in government.

SECTION 9. English is the official language of Florida.



my Law

ARTICLE II

State boundaries.--(a) The state boundaries are: Begin at the Perdido River, which for the purposes of this description is defined as the point where latitude 30°16'53" north and longitude 87°31'06" west intersect; thence north, along the middle of the Perdido River, to the point where latitude 30°17'02" north and longitude 87°31'06" west intersect; thence to the point where latitude 30°18'00" north and longitude 87°27'08" west intersect; thence to the point where the center line of the Intracoastal Canal (as the same existed on June 12, 1953) and longitude 87°27'00" west intersect; the same being in the middle of the Perdido River; thence up the middle of the Perdido River to the point where it intersects the south boundary of the State of Alabama, being also the point of intersection of the middle of the Perdido River with latitude 31°00'00" north; thence east, along the south boundary line of the State of Alabama, the same being latitude 31°00'00" north to the middle of the Chattahoochee River; thence down the middle of said river to its confluence with the Flint River; thence in a straight line to the head of the St. Marys River; thence down the middle of said river to the Atlantic Ocean; thence due east to the edge of the Gulf Stream or a distance of three geographic miles whichever is the greater distance; thence in a southerly direction along the edge of the Gulf Stream or along a line three geographic miles from the Atlantic coastline and three leagues distant from the Gulf of Mexico coastline, whichever is greater, to and through the Straits of Florida and westerly, including the Florida reefs, to a point due south of and three leagues from the southernmost point of the Marquesas Keys; thence westerly along a straight line to a point due south of and three leagues from Loggerhead Key, the westernmost of the Dry Tortugas Islands; thence westerly, northerly and easterly along the arc of a curve three leagues distant from Loggerhead Key to a point due north of Loggerhead Key; thence northeast along a straight line to a point three leagues from the coastline of Florida; thence northerly and westerly three leagues distant from the coastline to a point west of the mouth of the Perdido River three leagues from the coastline as measured on a line bearing south 0°01'00" west from the point of beginning; thence northerly along said line to the point of beginning. The State of Florida shall also include any additional territory within the United States adjacent to the Peninsula of Florida lying south of the St. Marys River, east of the Perdido River, and south of the States of Alabama and Georgia.

(b) The coastal boundaries may be extended by statute to the limits permitted by the laws of the United States or international law.

my Law

ARTICLE II

SECTION 2. Seat of government.--The seat of government shall be the City of Tallahassee, in Leon County, where the offices of the governor, lieutenant governor, cabinet members and the supreme court shall be maintained and the sessions of the legislature shall be held; provided that, in time of invasion or grave emergency, the governor by proclamation may for the period of the emergency transfer the seat of government to another place.

SECTION 3. Branches of government.--The powers of the state government shall be divided into legislative, executive and judicial branches. No person belonging to one branch shall exercise any powers appertaining to either of the other branches unless provided herein.

SECTION 4. State seal and flag.--The design of the great seal and flag shall be prescribed by law.

SECTION 5. Public officers.--

(a) No person holding any office of emolument under the United States or any office of honor or of emolument under the government of this state shall at the same time hold more than one office under the government of the state and municipalities therein, except that a notary public or military officer may be a member of a constitution revision commission, constitutional convention, or statutory reform commission, and any officer may exercise legislative powers.

(b) Each state and county officer, before entering the office, shall give bond as required by law, and shall swear or affirm:

"I do solemnly swear (or affirm) that I will support, protect, and defend the Constitution and Government of the United States and of the State of Florida; that I am duly qualified to hold office under the Constitution of the state; and that I will well and faithfully perform the duties of (title of office) on which I am now about to enter. So help me God.", and thereafter shall devote personal attention to the duties of the office, and continue in office until a successor qualifies.

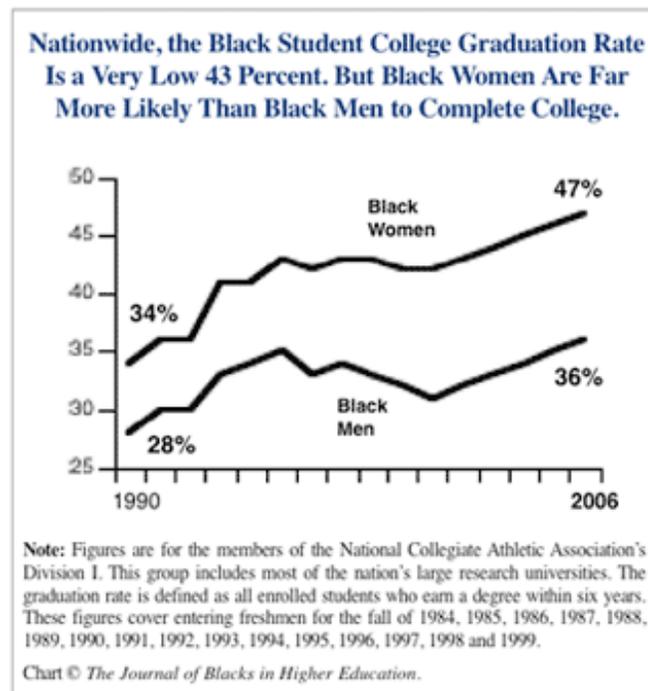
(c) The powers, duties, compensation and method of payment of state and county officers shall be fixed by law.

History.--Am. H.J.R. 1616, 1988; adopted 1988; Am. proposed by Constitution Revision Commission, Revision No. 13, 1998, filed with the Secretary of State May 5, 1998; adopted 1998

Black Women Outpace Black Men in College Completions

In each of the three years before the turn of the century from 1998 through 2000 there was a one-percentage point decline in the overall graduation rate of black men. But for the past five years the graduation rate for black men has improved by one percentage point and now stands at 36 percent. Long-term, over the past 16 years, black men have improved their graduation rate from 28 percent to 36 percent.

This year the college graduation rate for black women rose by one percentage point to 47 percent. And over the past 16 years the graduation rates for black women have shown strong and steady gains. Turning in a powerful performance over the past 16 years, black women have improved their college completion rate from 34 percent in 1990 to 47 percent in 2006. So for black women, we appear to be very close to the point where one half of all students who enter a particular college will go on to earn their degree from that same institution.



Comparing Black and White College Graduation Rates

Sometimes a better way to compare the performance of the nation's highest-ranked colleges and universities in successfully graduating black students is to examine the difference in the graduation rates between their black and white students. Using this comparison, a high-ranking institution such as Pomona College in California, which has a black student graduation rate of 83 percent — a figure well below many of its peer institutions — nevertheless ranks high on a relative basis because its white student graduation rate of 81 percent is actually two percentage points lower than the rate for black students.

Many academics and administrators will be surprised to hear that there are in fact a few selective colleges in the United States that report a higher graduation rate for blacks than for whites. Five of the nation's highest-ranked colleges and universities actually have a higher graduation rate for black students than for white students. According to the latest statistics from Mount Holyoke College, Pomona College, Smith College, Wellesley College, and Macalester College, a black student on these campuses is more likely to complete the four-year course of study and receive a diploma than is a white student. JBHE has not been able to identify the reason for this anomaly at these five institutions, which is markedly inconsistent with nationwide statistics. But it is interesting to note that three of the five institutions are women's colleges.

At some institutions the difference in black and white graduation rates is very small. Washington University in St. Louis has a 91 percent graduation rate for both blacks and whites. At Wake Forest University, Hamilton College, and Vanderbilt University, the white student graduation rate is only one percentage point higher than the rate for blacks. At Amherst College, Harvard University, Grinnell College, and Bryn Mawr College, the racial difference is only two percentage points.

At the Ivy League schools Harvard, Princeton, Columbia, Yale, and Brown, the black graduation rates are relatively high, and in all instances they are five percentage points or less below the graduation rate for white students. At Penn, Dartmouth, and Cornell, there is at least a seven-percentage point racial gap in graduation rates.

All told, there are 36 high-ranking colleges and universities that have a favorable black-white graduation rate difference of eight percentage points or less. Three years ago there were only 30. Five years ago only 16 high-ranking colleges and universities had a graduation rate gap of eight percentage points or less. This is a strong sign of progress.

Overall, 16 of the 56 colleges in our survey report a black graduation rate that is 10 percentage points or more below the graduation rate for white students. Two years ago there was just one university where the racial gap was 20 percentage points. This was the University of Michigan. This year there are three high-ranking schools with at least a 20 percentage point gap. They are Middlebury College, the University of Michigan, and Carleton College. At Carleton College, 90 percent of the white students go on to graduate compared to only 66 percent of the black students. That is a serious problem.

At a Small Number of Prestigious Colleges and Universities, the Black Student Graduation Rate Is Higher Than the Rate for Whites. But at Most Selective Colleges and Universities, the Black Graduation Rate Continues to Remain Well Below the Rate for Whites.

(Colleges and Universities Are Ranked by the Smallest Gap in Black-White Graduation Rates, 2006)

Institution	White Rate*	Black Rate	% Point Difference	Institution	White Rate*	Black Rate	% Point Difference
Mount Holyoke College	79%	85%	-6	University of Chicago	88%	82%	+6
Smith College	84	88	-4	University of Virginia	93	87	+6
Wellesley College	91	94	-3	Swarthmore College	93	86	+7
Pomona College	81	83	-2	University of Pennsylvania	93	86	+7
Macalester College	83	84	-1	Vassar College	89	82	+7
Washington University	91	91	0	Bucknell University	90	82	+8
Hamilton College	87	86	+1	Dartmouth College	95	87	+8
Vanderbilt University	86	85	+1	Duke University	94	86	+8
Wake Forest University	87	86	+1	Bowdoin College	92	83	+9
Amherst College	96	94	+2	Colgate University	91	82	+9
Bryn Mawr College	84	82	+2	Georgetown University	94	85	+9
Grinnell College	87	85	+2	Univ. of Southern California	81	72	+9
Harvard University	97	95	+2	Claremont-McKenna College	84	74	+10
Oberlin College	81	78	+3	Cornell University	93	83	+10
Williams College	97	94	+3	Haverford College	92	81	+11
Brown University	96	92	+4	Tufts University	92	80	+12
Columbia University	91	87	+4	Univ. of N. Car.-Chapel Hill	84	72	+12
Emory University	87	83	+4	University of Notre Dame	96	84	+12
Princeton University	98	94	+4	Mass. Inst. of Technology	95	82	+13
Wesleyan University	91	87	+4	Univ. of Calif.-Los Angeles	88	73	+15
Yale University	96	92	+4	Washington and Lee Univ.	89	74	+15
Calif. Inst. of Technology	88	83	+5	Univ. of Calif.-Berkeley	86	70	+16
Davidson College	90	85	+5	Carnegie Mellon University	84	67	+17
Johns Hopkins University	88	83	+5	Colby College	89	72	+17
Northwestern University	94	89	+5	Bates College	88	70	+18
Stanford University	95	90	+5	Middlebury College	92	72	+20
Rice University	92	86	+6	University of Michigan	89	68	+21
Trinity College	86	80	+6	Carleton College	90	66	+24

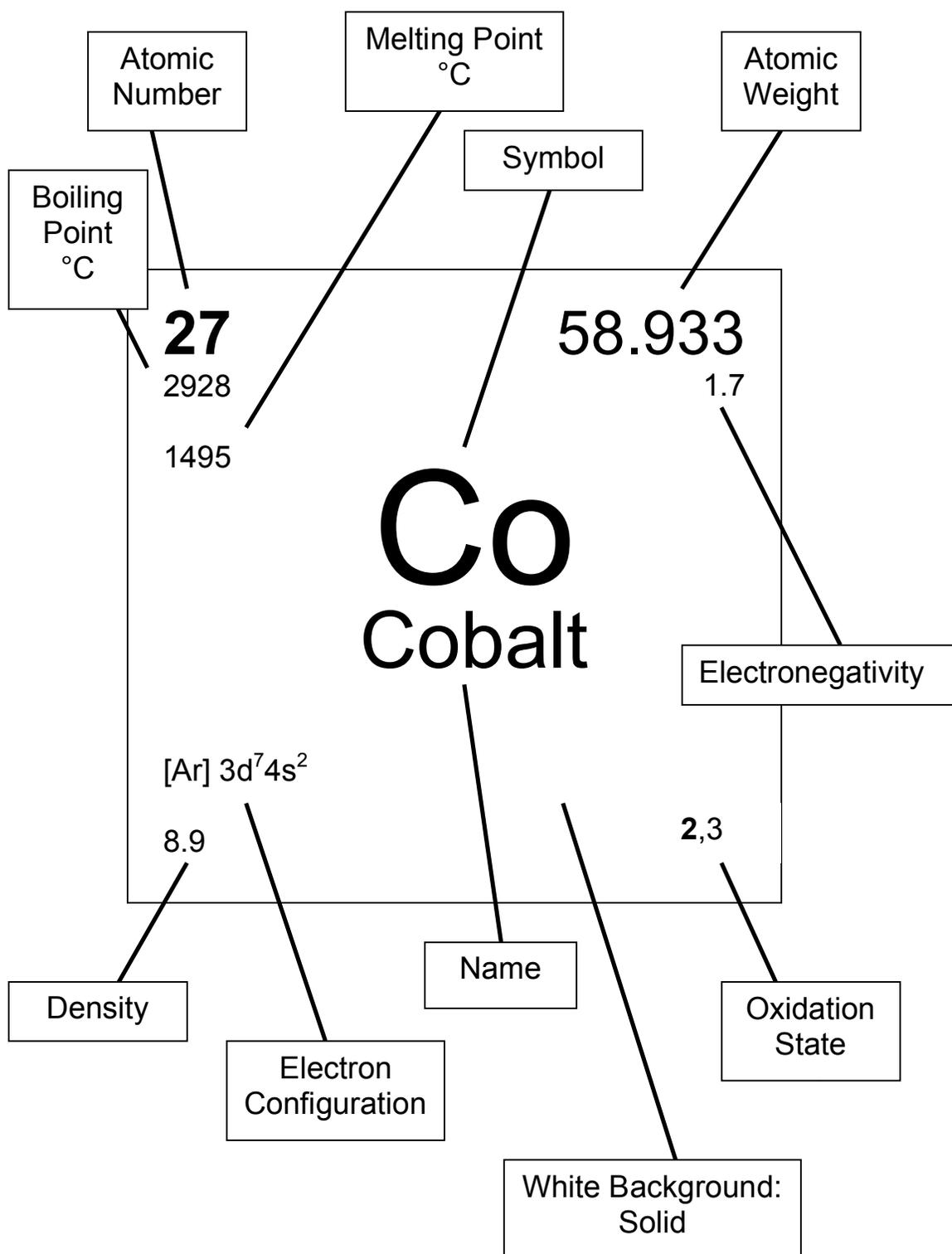
Note: The graduation rate is defined as all enrolled students who earn a degree within six years.

*The white graduation rate is for Caucasians only and does not include Asians, Hispanics, or any other minority group.

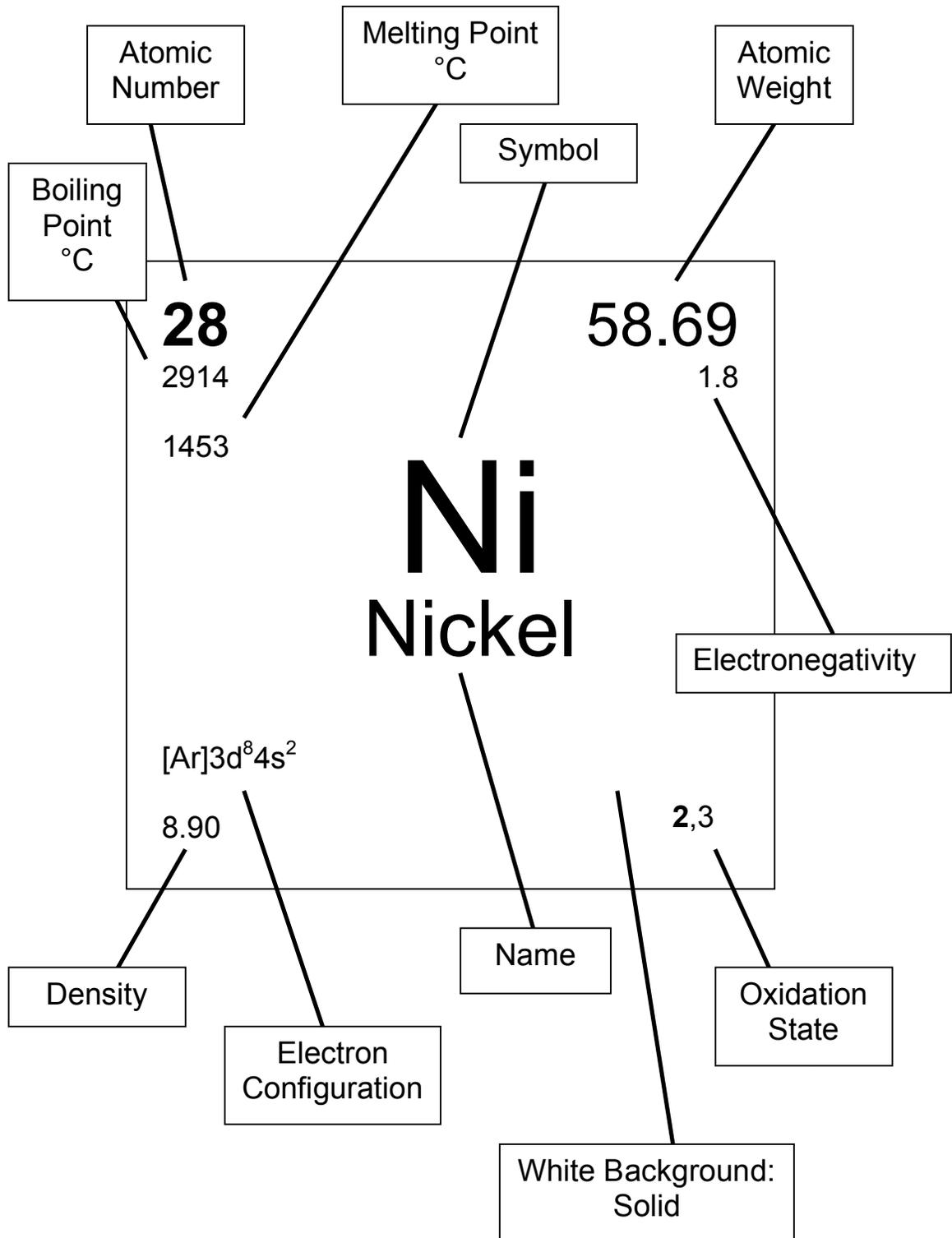
Source: JBHE analysis based on statistics provided by the National Collegiate Athletic Association.

Table © The Journal of Blacks in Higher Education.

my Periodic Table



my Periodic Table



my Periodic Table

Atomic Number	29
Boiling Point °C	2563
Melting Point °C	1084.6
Symbol	Cu
Atomic Weight	63.546
Electronegativity	1.8
Name	Copper
Oxidation State	1,2
Density	8.96
Electron Configuration	[Ar]3d ¹⁰ 4s

White Background: Solid

my Periodic Table

The diagram shows a square card for the element Zinc (Zn). The card contains the following data:

- Atomic Number:** 30
- Boiling Point:** 907 °C
- Melting Point:** 419.73 °C
- Symbol:** Zn
- Atomic Weight:** 65.38
- Electronegativity:** 1.7
- Name:** Zinc
- Density:** 7.13
- Electron Configuration:** [Ar]3d¹⁰4s²
- Oxidation State:** 2

Labels outside the card are connected to the data by lines:

- Atomic Number
- Boiling Point °C
- Melting Point °C
- Symbol
- Atomic Weight
- Electronegativity
- Name
- Density
- Electron Configuration
- Oxidation State
- White Background: Solid

Graduation Rates at Historically Black Colleges and Universities

We come now to a most disappointing set of statistics. The graduation rate of African-American students at the nation's historically black colleges and universities (HBCUs) tends to be much lower than the graduation rate for black students at the nation's highest-ranked institutions. Yet the graduation rate at a significant number of HBCUs is well above the nationwide average for black student graduations, which, as stated earlier, currently stands at an extremely low rate of 43 percent.

By a large margin, the highest black student graduation rate at a historically black college belongs to the academically selective, all-women Spelman College in the city of Atlanta. In fact, the Spelman black student graduation rate of 77 percent is higher than the black student graduation rate at 12 of the nation's 56 high-ranking predominantly white colleges and universities referred to earlier. Spelman's unusual strength shows in the fact that it has a higher black student graduation rate than do such prestigious and primarily white colleges as Bates, Colby, Berkeley, UCLA, Michigan, Claremont McKenna, Chapel Hill, and Carnegie Mellon.

Following Spelman in the rankings, the next-highest black student graduation rate among the HBCUs was at Fisk University. At Fisk, 63 percent of the entering black students go on to graduate within six years. Claflin University also has a black student graduation rate of 63 percent. Hampton University, Miles College, Howard University, Morehouse College, and Elizabeth City State University in North Carolina sadly are the only other HBCUs that graduate at least half of their black students within six years.

Here is the worst news of all: At 20 HBCUs two thirds or more of all entering black students do not go on to earn a diploma. The lowest graduation rate was at the University of the District of Columbia, where only 8 percent of entering freshmen go on to earn a bachelor's degree. At Texas Southern University in Houston, 15 percent of entering students complete college.

The low graduation rates at black colleges are due to a number of reasons. Many of the students enrolled at these institutions are from low-income families, often ones in which there are few books in the home and where neither parent nor grandparent went to college. In addition, the black colleges on the whole have very small and totally inadequate endowments. They often lack the resources necessary to generate funds for student financial aid. Often they are unable to furnish sufficient aid packages for upperclassmen to permit them to stay in school. This circumstance appears to be a major factor in accounting for the low black student graduation rate at these schools. But probably the most important explanation for the high dropout rate at the black colleges is the fact that large numbers of African-American HBCU students do not come to college with strong academic preparation and study habits. The graduation results at the HBCUs are worsened by the fact that flagship universities in the southern states often tend to shuttle the lowest-performing black applicants into the state-controlled black colleges in their states.

Journal of Blacks in Higher Education

Trends in Graduation Rates at HBCUs

JBHE has collected student graduation rate statistics going back to 1998 for a group of 37 historically black universities. The good news is that during this period, 21 of the 37 colleges and universities have seen an improvement in their black student graduation rates. Eleven colleges and universities showed a decline in their black graduation rate. The college completion rate at Alabama A&M University, Bethune-Cookman College, Morehouse College, Southern University, and South Carolina State University remained unchanged.

Over the past eight years there have been huge differences in graduation rates at some of these HBCUs. For example, the black graduation rate at Fisk University increased from 46 percent in 1998 to 63 percent today. In 1993 the black student graduation rate at Fisk was only 25 percent. Other schools showing large improvements in their black student graduation rates are Lincoln University in Missouri, Tennessee State University, and the University of Maryland Eastern Shore. All of these black colleges and universities have seen a 13 percentage point or more rise in black student graduation rates over the past eight years. At Howard University and Stillman College the black student graduation rate has improved by 11 percentage points over the past eight years.

In contrast, the black graduation rate at Shaw University in North Carolina shows an 11 percentage point drop in black student graduation rates over the past eight years. At Lincoln University of Pennsylvania and Florida A&M University there was a 9 percentage point drop during the period.

At Florida A&M University, the black student graduation rate has dropped from 44 percent in 1998 to 35 percent in 2006. Yet *Black Enterprise* magazine recently named Florida A&M as the best college in the country for African Americans.

There was also at least a five percentage point decline in the African-American student graduation rate at Grambling State University, Rust College, and Fayetteville State University.

The Progress of Black Graduation Rates at Selected Historically Black Colleges and Universities

(Ranked by the Gain/Loss in Black Graduation Rates)

Institution	1998 Rate	2006 Rate	Difference
Fisk University	46%	63%	+17
Lincoln University (Missouri)	12	27	+15
Tennessee State University	32	47	+15
Univ. of Md.-Eastern Shore	31	44	+13
Alcorn State University	33	45	+12
Howard University	47	58	+11
Stillman College	37	48	+11
Prairie View A&M Univ.	28	37	+9
Virginia State University	33	41	+8
Paine College	20	27	+7
Jackson State University	32	38	+6
Delaware State University	29	34	+5
Morgan State University	35	40	+5
Spelman College	72	77	+5
Alabama State University	20	24	+4
Texas Southern University	11	15	+4
Elizabeth City State Univ.	50	53	+3
Tuskegee University	44	47	+3
North Carolina Central Univ.	47	49	+2
Coppin State College	23	24	+1
Fort Valley State University	25	26	+1
Alabama A&M University	35	35	0
Bethune-Cookman College	32	32	0
Morehouse College	55	55	0
South Carolina State Univ.	46	46	0
Southern University	25	25	0
Virginia Union University	28	27	-1
Mississippi Valley State Univ.	39	37	-2
North Carolina A&T State Univ.	44	42	-2
LeMoyne-Owen College	18	14	-4
Livingstone College	31	27	-4
Fayetteville State University	46	41	-5
Rust College	33	28	-5
Grambling State University	41	34	-7
Lincoln University (Penn.)	49	40	-9
Florida A&M University	44	35	-9
Shaw University	39	28	-11

Note: To avoid fluctuations from year to year, the graduation rate data listed here are four-year averages for the year noted and the three previous years. Due to the reporting requirements of the NCAA, these are the only historically black colleges and universities for which we have graduation data going back more than four years.

Source of Statistics: NCAA. Chart © The Journal of Blacks in Higher Education.

Analysis: Florida's dropout rates high

(AP)

Florida's public high schools have some of the worst student retention rates in the country, with half qualifying as "Dropout Factories," four times the national average, according to a new analysis of U.S. Education Department data.

In Brevard County, only Cocoa High was listed in this category.

The state's percentage of dropout factories, 51.1 percent, was the second-highest in the nation, slightly less than South Carolina's, according to the analysis conducted by Johns Hopkins University for The Associated Press. The term dropout factory, coined by Hopkins researcher Bob Balfanz, describes schools where no more than 60 percent of the students who start as freshmen make it to their senior year.

Balfanz says he has a hypothesis about why Florida's numbers are so high: large schools and a focus on test scores. Schools with an average of 2,000 or 3,000 students are fairly common throughout the state, Balfanz said.

"That's an easy place for kids to be anonymous. That's a key driver of kids dropping out," Balfanz said.

In addition, the state's accountability is focused on test scores, he said. That includes passing the Florida Comprehensive Assessment Test to earn a diploma. With the emphasis on test scores instead of graduation rates, schools aren't heavily penalized for low retention rates, Balfanz said.

Nearly half of Florida's 67 counties have at least one dropout factory, and there are more than 150 statewide. That list includes St. Petersburg High School in Pinellas County, Gov. Charlie Crist's alma mater.

Mark Pudlow, a spokesman for the Florida Education Association, agreed that the focus on test scores in Florida has had a huge affect on students. And he said he wasn't particularly surprised by the data.

"We haven't made as great an investment in education as some other states have," said Pudlow, the union that represents 136,000 teachers and school support staff.

Nationwide, researchers found there are 1,700 regular or vocational high schools that can be labeled dropout factories. That's 12 percent of all such schools, about the same level as a decade ago. Utah was the only state without a dropout factory, according to the analysis, which was released Monday. In contrast, Florida's rate only beat South Carolina's 51.9 percent rating.

Researchers used data from senior classes for three years in a row to make sure local events such as plant closures aren't to blame for the low retention rates. In addition, schools with fewer than 100 students were not looked at nor were special education schools or schools where there was not three years worth of data.

Continued next page.

Analysis: Florida's dropout rates high

Florida Department of Education spokesman Tom Butler said in an e-mail that the department uses various strategies to keep kids in school. Those include reading and mathematics courses for students who score low on the FCAT and mentoring and leadership programs, Butler said.

According to the Florida Department of Education's own calculations, 3.5 percent of Florida's students dropped out in 2005-2006. And, the dropout rate has increased slightly in the past two years despite steadily decreasing from 1998-99 to 2003-04, according to the department.

Brevard schools

Of Florida's 67 school districts, Brevard Public Schools ranks among the best for both graduation rates and drop out rates.

- Its graduation rate — 90.7 percent — is the second highest in the state.
 - The district's drop out rate — 0.8 percent — is the second lowest in the state, according to state Department of Education figures for 2005-06, the most recent available.
 - The Associated Press said the Johns Hopkins report identified Cocoa High School as a "dropout" factory. According to the district's statistics, the school's graduation rate is around 82 percent.
-

Dropout Factories-Florida

Here is the list of Florida public high schools that Johns Hopkins University researchers labeled "Dropout Factories." The term describes schools where no more than 60 percent of the students who start as freshmen make it to their senior year. The researchers looked at the combined classes of 2004, 2005 and 2006.

ALACHUA: Hawthorne.

BAY: Rutherford, New Horizons.

BRADFORD: Bradford.

BREVARD: Cocoa.

BROWARD: South Broward, Stranahan, Blanche Ely, Dillard, Hallendale, Fort Lauderdale, Northeast, Hollywood Hills, Coconut Creek, Deerfield Beach, Boyd H. Anderson, Piper, South Plantation, Western, Charles W. Flanagan, Coral Springs Charter.

CITRUS: Citrus, Crystal River, Lecanto.

CLAY: Orange Park, Clay, Middleburg.

COLLIER: Naples, Lely, Immokalee.

COLUMBIA: Fort White.

HILLSBOROUGH: East Bay, Hillsborough, King, Leto, Plant City, Robinson, Jefferson, Tampa Bay Technical, Bloomingdale, Wharton.

JACKSON: Jackson Academy.

JEFFERSON: Jefferson County.

LAKE: Leesburg, South Lake.

LEON: James Rickards, Amos P. Godby.

LEVY: Bronson, Chiefland, Williston.

MADISON: Madison County.

MANATEE: Bayshore.

MARION: North Marion, Forest, Vanguard, Lake Weir, Dunnellon, Belleview.

MIAMI-DADE: Thomas Jefferson, Coral Gables, Hialeah-Miami Lakes, Homestead, Miami Beach, Miami Carol City, Miami Central, Miami Coral Park, Miami Edison, Miami Jackson, Miami Norland, Miami Northwestern, Miami, South Dade.

MONROE: Key West, Marathon.

ORANGE: Cypress Creek, Boone, Colonial, Evans, Oak Ridge, West Orange, Apopka, Jones, Dr. Phillips, University.

OSCEOLA: New Dimensions.

PALM BEACH: Forest Hill, Lake Worth, Atlantic, Glades Central, John I. Leonard, Palm Beach Gardens, Inlet Grove, Santaluces, Spanish River, Pahokee, Palm Beach Lakes, Wellington, Olympic Heights, William T. Dwyer, Royal Palm, Boynton Beach.

PASCO: Pasco, Zephyrhills, Gulf, Hudson, Ridgewood, River Ridge, James W. Mitchell.

PINELLAS: Boca Ciega, Clearwater, Dixie M. Hollins, Dunedin, Gibbs, Lakewood, Pinellas Park, St. Petersburg, Seminole, Osceola.

POLK: Auburndale, Kathleen, Gause Academy, Lake Wales, Haines City, Frostproof.

SARASOTA: Booker, Triad, Richard Milburn.

ST. LUCIE: Fort Pierce Central, Fort Pierce Westwood, Port St. Lucie.

TAYLOR: Taylor County.

VOLUSIA: Mainland, New Smyrna Beach, T. Dewitt Taylor, Pine Ridge.

WALTON: Walton.

Generation X

Generation X is generally marked by its lack of optimism for the future, nihilism, cynicism, skepticism, alienation and mistrust in traditional values and institutions. Following the publication of Coupland's book (and the subsequent popularity of grunge music) the term stretched to include more people, being appropriated as the generation that succeeded the Baby Boomers, and used by the media and the general public to denote people who were in their twenties. During the early 1990s, the media portrayed Generation X as a group of flannel-wearing, alienated, overeducated, underachieving slackers with body piercings, who drank franchise-store coffee and had to work at McJobs, concepts that had some truth to them but were in many cases stereotypes.

Nihilism (from the Latin *nihil*, nothing) is a philosophical position, sometimes called an anti-philosophy, which argues that the world, especially past and current human existence, is without objective meaning, purpose, comprehensible truth, or essential value. Nihilists generally assert some or all of the following:

Grunge (sometimes referred to as the **Seattle Sound**) is a subgenre of alternative rock that was created in the mid-1980s by bands from the American state of Washington, particularly in the Seattle area. Inspired by hardcore punk, heavy metal and indie rock, the early grunge movement coalesced around Seattle independent record label Sub Pop. Grunge fuses elements of hardcore punk and heavy metal, and is generally characterized by heavily distorted electric guitars, contrasting song dynamics, and apathetic or angst-filled lyrics.

The term **slacker** was commonly used in the United States in World War I and World War II to describe men who were avoiding the military draft. But in the 90s it specifically referred to a variety of tendencies in the young generation—a use popularized by Richard Linklater's movie *Slacker* - subsequently spawning the label "slacker generation." A typical slacker is characterized by a static, unenthusiastic air manifesting in an apparent lack of effort. This lack of motivation is usually represented as a status of unemployment or only minor employment in the service industry.

United States Electoral College

The **United States Electoral College** is a term used to describe the 538 President Electors who meet every 4 years to cast the electoral votes for President and Vice President of the United States; their votes represent the most important component of the presidential election. The Presidential Electors are elected by the popular vote on the day traditionally called election day. Presidential Electors meet in their respective state capitol buildings (or in the District of Columbia) 41 days following election day, never as a national body. At the 51 meetings, held on the same day, the Electors cast the electoral votes. The electoral college, like the national convention, is an indirect element in the process of electing the president.

Provisions for the mechanics of presidential elections were established by Article Two, Section One, of the United States Constitution. The 12th Amendment provided that each Elector vote separately for president and vice president. Today, the mechanics of the presidential election are administered by the National Archives and Records Administration via its Office of the Federal Register.

