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Under current social and economic conditions, educational malpractice in the provision of basic academic skills and instruction should not be recognized except as a limited tort for misclassifying and misplacing children in special education. The author argues that the recognition of educational malpractice in the provision of basic academic skills contravenes public policy. Adequate administrative remedies exist within school systems which better address inadequacies in the provision of academic skills. Schools already laboring under budget constraints could not afford to defend educational malpractice suits. In contrast, policy considerations favor the recognition of malpractice in the area of special education. The Education of the Handicapped Act establishes a duty towards handicapped students, and minimum standards of care can be readily defined without judicial intervention. Causation would be easier to prove in such claims, and the financial burden on school systems would be far less because the Act requires that administrative remedies be exhausted before suit can be filed. Aquila, *Educational Malpractice: A Tort En Ventre,* 39 CLE. ST. L. REV. 323 (1991).

Doe v. University of Michigan strikes down the university's anti-discrimination policy due to overbreadth and vagueness. This article examines *Doe v. University of Michigan,* 721 F.Supp. 852 (E.D. Mich. 1989), the first case to reach the judicial system concerned with the conflict between school anti-discrimination policies and protected speech. In Doe, the Board of Regents of the University of Michigan distributed an anti-discriminatory policy in response to increasing incidents of racism on the campus and in response to legislative pressure and a threatened court suit. Doe, an anonymous graduate student in biopsychology brought suit to challenge the policy. The court found that the university's policies were unconstitutional as they sanctioned protected speech. The court made an analysis of three applications of the policy. Stating that the university never examined the circumstances behind the speech in these incidents and never considered whether the speech involved was protected, the court declared the university's policy overbroad. The court found that the policy's terms failed to provide sufficient guidance for potential offenders to know whether their conduct was sanctionable. The university had no specified procedure to distinguish between protected and unprotected speech and was permanently enjoined from enforcing its policy. However, the court recognized that some forms of racial harassment could be pro-

hibited and left open the possibility that universities could use existing avenues of permissible regulations to draft policies that are more narrowly tailored and consistently applied. Zollinger, *Doe v. University of Michigan, District Court Strikes Down University Policy Against Racial Harassment on Grounds of Vagueness and Overbreadth.* 12 N. ILL. U.L. REV. 159 (1991).

Brown and the Afrocentric Curriculum advocates the implementation of an Afrocentric Curriculum which would enhance the self-esteem and academic performance of black children. The author points out that the Supreme Court's landmark decision in *Brown* which promised racial balance and a better education for blacks has not been fulfilled. One method of achieving an equal educational opportunity is the adoption of the Afrocentric Curriculum, a form of teaching based on a perspective that uses Africa and the societal contributions of African Americans as its reference point. Advocates for this approach argue that such a perspective overcomes the stigma placed on Black children as *Brown* feared and thereby enhances students' self-esteem and ability to function in society at large. Opponents fear that such an approach reinforces the stigma *Brown* sought to correct and further handicaps students' performances on standardized tests. Jarvis, *Brown and the Afrocentric Curriculum,* 101 YALE L.J. 1285 (1992).