

**MS. JOANN WESLEY**



This attractive young lady is Ms. JoAnn Wesley. JoAnn was born in Lake Village, Arkansas, but has been a native of Las Vegas, since she was three months old.

After graduating from Valley High School, JoAnn attended the American Barber College in Los Angeles, California. The grooming skills she learned there were later put to service in her father's shop.

In January 1974, JoAnn was employed by the MGM Barber Shop, where she has groomed the hair of many well-known celebrities including, the Jackson 5, B. B. King, Jack Cassidy, Lou Rawls, and members of the Wilson Pickette Band.

JoAnn, who is a Virgo, likes decorating, bicycling, sewing and visiting parks. Her ideal man must be someone who is progressive, but also down to earth.

Her ambition is to someday open her own barber shop, with all women barbers specializing in men's hair styling.

**INDIVIDUALS NOT RACE CORE OF EDUCATION PROBLEMS**

A California educator who believes it is not race but differences among individuals that is the core of educational problems in America has called for a major overhaul of the nation's public school programs. Among his recommendations: Deferring required instruction in reading and arithmetic until grade 6 or 7.

William D. Rohwer Jr., of the University of California, Berkeley, has presented his jolting suggestions in a paper prepared for delivery at the National Education Association's National Conference on Educational Neglect here in Washington, D. C.

Rohwer would stress having elementary pupils "select topics for study, do extended work on the topics, and succeed in the work"--it's better to arrive at the junior high level liking a subject such as science than knowing a terrible lot about it, he indicates. A major purpose of the elementary years would be acquiring the background necessary for success at the intermediary level, which in turn would prepare the student for ultimate success in high school. Students achievement at the end of schooling, rather than at the beginning and in between, would be the main aim of education.

Half or more of the students in school today, including white ones, do not really receive an education, according to Rohwer, who is with the university's Institute for Human Learning. Under his revolutionary concept of schooling, with individual differences given prime consideration, education for all would be achievable, he contends.

In Rohwer's address, "Educational Inequality: Race Is Not the Problem," the education professor develops his rationale along these lines:

The best-known education problem today is the inequality in academic success achieved by different groups. For example, white students from middle-income families succeed in school far more than black students from poor families. However, Rohwer emphasizes, individual inequalities are more fundamental and their consequences are more profound.

Using a certain grade (B minus or above) as standards, some 70 percent of black students from poor families may fail to learn successfully what the school requires. But 50 percent of the white students from middle-class homes are also unsuccessful, Rohwer argues. Thus, "by school standards success is attained by only half of the individuals from a group that has all of the background presumed necessary for schooling."

Dropping the grade cutoff a notch and looking at the situation numerically underscores the situation. "Of the 12.4 million children who will probably fail to obtain teacher marks of C or better approximately 10.8 million will be white and come from families having an annual income between \$7,000 and \$15,000," the California professor says.

The main mission of public education today Rohwer charges, is selection--identifying persons who are and who are not talented--rather than educating all.

But does that disturb us? No, "In the United States, we feel comfortable with the assumption that talent is unequally distributed among persons ...Far from causing general alarm, individual inequities in schooling are a source of security for our belief in the validity of the procedures of schooling."

"Make no mistake," Rohwer continues, "If the average degree of school success among blacks were equivalent to that among whites, there would be no significant national alarm about schooling. Thus, the sad prospect is that unless we abandon our commitment to the use of the schools as a major device for separating the more from the less talented, failure will continue to be the fate of millions of children."

There are other reasons, aside from humanitarian concern, for switching the major function of schooling from selection to education.

"There is no compelling evidence that doing well in school relates to anything beyond doing well in school," the educator comments.

"For all our engineering, children persist in

BAYARD RUSTIN CONTINUED ..... transportation, welfare--which have been most seriously affected by the combination of inflation and recession. Here in fact the President states flatly that he will fight Congress if it attempts to implement new spending programs.

Thus in those areas which pertain most personally and fundamentally to black people, to all those who have borne the brunt of economic deterioration, the Administration has closed the door on the most effective and necessary remedies.

The two basic elements of the President's program are the tax cut, in the form of a rebate, and his proposals for increased taxes on imported oil. Both measures will have an effect on black people; in the case of the tax cut the effect will be too little, while as for the energy program, the effect will be significant and negative.

I believe the President was sincere in proposing a tax cut as a means of stimulating the economy and helping those who have been most severely harmed by inflation. But in actuality, the Ford program is practically meaningless for poor people and for those working people who have had the hardest time making ends meet.

Consider this: a worker with a family of four earning \$6,000 a year--a category which includes many unskilled black workers--would receive less than \$30.00 under the President's plan. This is considerably less than he would need to simply feed his family for a week. And for a worker earning \$5,000 a year, the rebate comes to \$11.74, an amount so meager to be hardly worth the government's trouble to mail the check.

It appears, in fact, that the President's program will ultimately take more money out of the pockets of the poor than it puts back into them. The exorbitant increases in the excise tax on imported oil will cost everyone who uses an automobile or mass transit--which is just about everyone. But the increased oil prices will do much more. Their impact will be felt all through the economy: In the prices of fuel to heat homes and buildings, in food costs which will rise with the price of fertilizer, in every product in which oil is part of the production process.

There has been a tendency to give President Ford the benefit of the doubt, to give credit for his positive gestures and ignore his shortcomings. In recent weeks, for example, Mr. Ford has been praised for appointing a capable black man to his Cabinet and announcing his support for extension of the Voting Rights Act.

These are not irrelevant gestures, particularly considering the dismal record of the previous resident of the White House. But they are superficial: a black Secretary of Transportation will have little impact in an administration committed to fiscal austerity, while the Voting Rights Act would almost surely have passed with or without the President's endorsement.

The real test is Mr. Ford's performance on economic policy. Can he provide more jobs; will prices come down; will America begin to move again. On these basic issues, the President seems to be fashioning a policy that, at best, will perpetuate an abysmal status quo, and at worst lead us further down the road to crisis and collapse.

differing from one another. Consequently, great numbers of children never achieve academic success.

"The proportion of such children in minority groups is much larger than in the white middle class, but the absolute number of such children in the white middle class swamps the argument that the problem is one of cultural differences. The program cannot be solved by homogenizing children."

"Busing, for example, is widely regarded as a drastic solution to the problem of group inequality in schooling, but it is also seen, and rightly so in many cases, as having only an accidental relationship to the quality of education...If the destination of the bus is a school tailored to only a fraction of the children, the ride is hardly worth the trouble."

Rohwer summarizes his rationale for the drastically revised schooling in this manner:

First, "There is reason to hope that the type of elementary schooling envisioned here will significantly, diminish if not completely remove the experiences of academic failure in the lives of young children."

Secondly, "all of the learning necessary for success in meeting high school demands can be accomplished in only two or three years--the junior high school years...delaying the beginning of prescribed instruction until those years holds promise for many children of increasing the ultimate degree of academic success they can achieve."

**FLETCHER JONES**  
**CHEVROLET**  
 YOUR FRIENDLY CHEVROLET DEALER  
 ...WHERE CHEVY'S COST LESS  
 ...IMPORTS TOO!  
 444 SO. DECATUR PHONE 870-9444