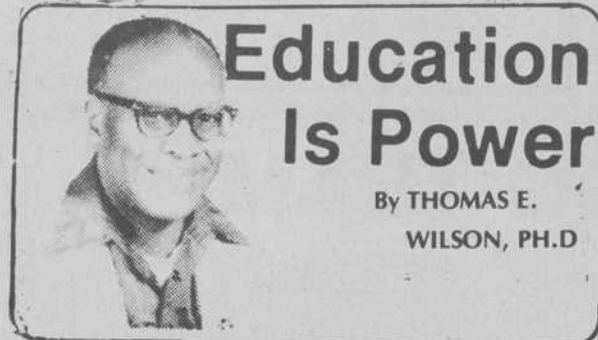


Education



Education Is Power

By THOMAS E. WILSON, PH.D.

Unless secondary schools provide young people with skills that can tie them into the adult working world, human resources will be wasted and a great deal of individual unhappiness and privation can result. Unemployable persons increase relief rolls and are candidates for mental illness, delinquency, and crime. Clearly the schools must do more to help those who otherwise will graduate with nothing to sell in the labor market. This job will involve

Per pupil spending is highest in Alaska

Public schools across the USA have spent an average of \$3,173 per pupil in 1983-84. The average teacher's salary is \$22,019. Alaska spent the most per pupil and had the highest average teacher's salary. (Story, 1A).

State	Avg. cost per student*	Teacher's salary
Alabama	\$2,102	\$18,000
Alaska	7,026	36,564
Arizona	2,738	21,605
Arkansas	2,257	16,929
California	2,912	26,403
Colorado	3,261	22,895
Connecticut	4,061	22,624
Delaware	3,735	20,925
District of Columbia	4,116	27,659
Florida	3,201	19,545
Georgia	2,309	18,505
Hawaii	3,982	24,357
Idaho	2,219	18,640
Illinois	3,397	23,345
Indiana	2,730	21,587
Iowa	3,239	20,140
Kansas	3,361	19,598
Kentucky	2,550	19,780
Louisiana	2,821	19,100
Maine	2,829	17,328
Maryland	3,720	24,095
Massachusetts	3,176	22,500
Michigan	3,498	28,877
Minnesota	3,376	24,480
Mississippi	1,962	15,895
Missouri	2,714	19,300
Montana	3,631	20,657
Nebraska	2,927	18,785
Nevada	2,870	23,000
New Hampshire	2,796	17,376
New Jersey	4,943	23,044
New Mexico	2,921	20,760
New York	4,845	26,750
North Carolina	2,460	18,014
North Dakota	3,307	20,363
Ohio	3,090	21,421
Oklahoma	3,312	18,490
Oregon	3,771	22,833
Pennsylvania	3,725	22,800
Rhode Island	3,720	24,641
South Carolina	2,431	17,500
South Dakota	2,657	16,480
Tennessee	2,173	17,900
Texas	2,670	20,100
Utah	1,992	20,256
Vermont	3,148	17,931
Virginia	2,967	19,867
Washington	3,106	24,780
West Virginia	2,587	17,482
Wisconsin	3,553	23,000
Wyoming	4,488	24,500
Average	\$3,173	\$22,019

* based on average daily attendance.

Source: National Education Association

basic counseling to show these students that labor, whether it is physical or mental, can be dignified and can make a contribution to our society.

We need to bridge the snobbish chasm that still exists between white collars and overalls. This means that all students need help in developing respect for brawn as well as brains, and that students whose false pride may restrict them in their job hunting should be helped to overcome this psychological block before they leave school.

We must also find ways to help those who are low in native ability to build up other characteristics which employers value, such as reliability, responsibility, punctuality, organizational loyalty, and cooperativeness.

The school's responsibility for counseling and character building cannot wait until students get to high school. This guidance must begin when the child first enters school and culminates in the public schools at graduation or at the legal age for withdrawal from school.

In the elementary school, the guidance program is usually carried on cooperatively by

parents, classroom teachers, and administrators. At the secondary level, the program broadens to include trained guidance counselors and those who, because of professional, business, and industrial connections, are keystones in the economic life of the community.

Unfortunately, guidance of the less able students suffers somewhat from today's emphasis on the academically talented. Also, most counselors do not have sufficient time — and often lack sufficient knowledge and background — to meet adequately the needs of youth in the low-skills group.

And, in many small high schools, the principal and classroom teacher must provide whatever guidance and counseling the students receive.

How, then, can we more effectively promote a program which will aid these young people in making use of the abilities they do have? We feel that an attempt should be made to establish a liaison between the schools and the labor market. Most public and private employment agencies are eager to work with the schools. We could invite coun-

Second Scholarship Network Presentation Announced

May 20, at 6 p.m., Zion United Methodist Church located at 2108 North Revere St., North Las Vegas, will host the Second B-CON Scholarship Network Honors Convocation. B-CON is The Black Community Organizational Network For Scholarship presently composed of 15 Black fraternities, sororities, community service, religious and cultural organizations. These organizations have planned the second presentation of a combined community project to award scholarships from their organizations to Black students they have selected for academic and extra-curricular activities achievement. The Honors Convocation will also recognize those students who have received outstanding scholarships and/or awards from other organizations and educational institutions.

The guest speaker will be Dr. Charlie Knight, Superintendent of The

Linwood, Calif. United School District. Dr. Knight is one of the first Black women to attain such a prestigious position in the California Education System.

B-CON members consist of Afro-American Cultural Services, Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Professional Black Fire Fighters of Las Vegas, Kappa Alpha Psi Fraternity, Alpha Phi Alpha Fraternity, Les Femmes Douze, The Links, Desert Rose Grand Chapter-Order of The Eastern Star, The Nat'l. Assoc. of Black Social Workers, Nat'l. Assoc. of Black School Educators, Nat'l. Sorority of Phi Delta Kappa, Inc., Victory Baptist Church, Second Baptist Church and Upward Bound Program.

For more information contact: Dr. Bernard Hamilton, chairman, 648-5755 or 459-4023 and Ms. Margaret Crawford, secretary, 642-3288 or 642-7143.

CCCC Faculty Member Re-appointed Chairman Small Business Administration Region IX

Clark County Community College faculty member, Thomas L. Jackson of the Business Division, has received notice of his re-appointment as chairman of the Small Business Admin-

istration Region IX, according to CCCC Business Division Director, Mary Williams.

The SBA is the only agency created specifically to assist small business, and it relies heavily on the dedicated and volunteer services of its members serving on the Advisory Council.

James C. Sanders, SBA administrator in Washington, D.C., has complimented Jackson on his work in behalf of SBA during the past year, and on that basis, re-appointed him as chairman.

selectors from the state employment agency to visit our schools so they can find out what job preparation we are providing. This practice, plus making use of the services of the state agency in testing and evaluating our students, and having the counselors discuss the job potentials in the community, can result in more effective job placement.

In summary, although no one way can ensure a successful educational program for youth with little marketable skills, gratifying results can ensue when: Students are helped to realistically appraise both their

potentials and their limitations; to overcome unfortunate personal traits and to build characteristics that can compensate somewhat for physical and mental handicaps; to learn to perform well some useful function.

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