

# An Historic Educational Breakthrough for Black and White America

## Part II—Where Do We Go From Here?

There were many excellent relationships made at the historic workshop on which we reported in the May issue of the *National BLACK MONITOR*. Also, there has been a hardening of the line among those traditionally-focused groups under whose leadership our Black population has been so deeply and devastatingly deprived educationally at all levels.

Therefore, one of the major intents of this issue is to present to our readers two documents dealing with our reaction to those who want the Black community to accept continuance of educationally-inequitable treatment under White leadership.

The other major reason is to present some excellent legislative news important to all educators working within every state. This will be presented immediately after these two documents.

The first of these documents important to you is a memorandum dated 4/13/84 from Carrie Ayers Haynes to all AOIP Board Members and Resource Persons. It is entitled: "In Terms of Preserving Our Interorganizational Integrity, Several Words Of Caution May Be Helpful To Us All Relative To Establishing New Alliances" and stated the following:

*Summary:* 1. No immediate changes in teaching methods are required of any AOIP participating organizations. Such decisions are made locally and voluntarily over a period of time only after careful consideration by all parties. 2. The only changes asked are (a) a broadening of focus to include those in need who may not presently be in our programs and (b) a working together with other Black-led groups, particularly community-based groups like Title I/Chapter I Parents. 3. Alliances with any literacy remediation groups outside our AOIP framework—even though it will be absolutely necessary in many instances—should be discussed with other local AOIP groups and then



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cleared with the AOIP Professional Education Committee within each state, which probably will be headed by a teacher/educator from the National Sorority of Phi Delta Kappa, Inc. That group of teachers also prepares *The ADVANCER* which, presently, is the major component of AOIP's national delivery system that should be phased into all AOIP programs as quickly as possible.

All literacy-enhancement and/or illiteracy remediation programs of any and all AOIP-participating organizations automatically are embraced by—and are an actual part of—our overall AOIP community-building umbrella as soon as affiliation at the national level takes place. AOIP neither requires nor asks for any *immediate* changes in established tutorial systems. As soon as time permits—hopefully within 90 days or so after notification of such national AOIP affiliation, we ask simply that local chapters do some important things to meet our communities' unique and urgent needs. They are as follows:

1. *Broaden their focus:* A very high percentage of these activities by our organizations have been focused on the "gifted" or the more success-prone or college-bound young people still in school. Often both the other young people in school and almost all of the adults out of reach of our formalized school systems are neglected. The partial result of this kind of far-too-limited focus is that the estimated illiteracy rate among Black adults (47%) is nearly three times as high as the estimated and unacceptably-high rate (16%) among White adults.

Within AOIP, we merely ask that the focus of all programs be broadened as quickly as possible to include a demonstrated concern for these others. AOIP, nationally, has developed an easy-to-adopt delivery system that is extremely helpful in this regard for all local programs. And,

2. *Begin to work interorganizationally:* Almost all of our organizations have found that the illiteracy dilemma is far too awesome and enormous in extent for

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"Pulling Ourselves Up By Our Own Bootstraps"...A Series