

BLACK CHILD.....(Continued from Page 7)

limited their learning achievement in primary and secondary programs. It has been estimated that as many as 60 million Americans may not have the reading and writing skills necessary to function effectively in society; the drop out rate in some of the nation's largest cities is nearly 50 percent; and drug use among elementary school students is increasing at an alarming rate. The education system is not adequately preparing all of its students for postsecondary or technical schools and opening avenues for innovation and creativity.

- Provide equal access to quality education for all children.
- Improve the academic performance of students enrolled in the public school system by instituting effective schools principles in every local school district by 1990.
- Reduce the number of adult illiterates by 10 percent annually.
- Establish a national policy on child care during the 100th Congress.
- Provide financial support and technical assistance for teacher education and training.
- Fully fund special education and related services for disabled children.
- Increase the educational attainment of limited English-proficient speakers through support of the Bilingual Education program and encourage the recruitment of teachers of English as a second language.
- Improve the academic achievement and assure equal educational results of minority students, particularly in language, science and math.
- Prevent family violence and child abuse.

KEY RECOMMENDATIONS:

- Increase the number of children receiving Chapter 1 educational services by one-fifth each year until all eligible children are served.
- Require parent involvement in all preschool, primary, and secondary education legislation.
- Increase funding for the Adult Education Act by 100%.
- Implement a program of demonstration activities for preschool and early childhood education, targeting low income children.
- Explore ways to encourage more students to enter the teaching profession.
- Implement legislation that provides additional program support for disabled youth in the transition from school to other services and work.
- Increase funding for bilingual education by at least 10% annually until all eligible recipients are served.
- Encourage State and local education agencies to concentrate emphasis on multiethnic and multicultural education in all subject areas.
- Require improved standards for foster care and adoption assistance.

Effective Schooling:

Key to Student Success

"Effective Schools"—

No Mystery about What Works

The driving concept about "effective schools" is that all children can be taught and that we should have the same high expectations for disadvantaged children as we do for those who are not. Currently, there are public schools that are using creative "effective school" strategies to raise student educational achievement. Briefly, the five characteristics of an effective school are:

- (1) Strong leadership at the administrative (principal) Level
- (2) High expectations that no child will below minimum levels of achievement
- (3) an orderly and safe school atmosphere that promotes learning and teaching
- (4) A goal that the student will acquire basic skills and that this will take precedence over all other school activity
- (5) Frequent and consistent monitoring and evaluation of the student's progress

II. ECONOMIC SELF-SUFFICIENCY

Full employment—the key to stable family life—calls for economic investment of a high order. Yet, over the past five years the current administration has not pursued economic policies that center on the concept of full employment and balanced growth. In fact, today, at the peak of a supposed boom, more than 14 million people are chronically unemployed and underemployed.

Under these economic policies, which clearly violate the Full Employment and Balanced Growth Act, the future may be bleak for many skilled manufacturing workers and young people. The 20 most rapidly expanding occupations are paying \$100 per week less than the 20 occupations in most rapid decline. Youth unemployment is at a staggering level with no appreciable decline in sight.

Discrimination in the workplace must be eliminated to give women and minorities equal access to good paying jobs. Supportive services, such as medical coverage and child care, must be made available. Teenagers should have the opportunity to participate in programs that improve the transition from school to work. All workers should be guaranteed an equitable minimum wage.

- Establish a mechanism for executing a national employment policy and target structural programs to utilize human and other resources.
- Strengthen Federal programs to enable welfare recipients to obtain unsubsidized employment.
- Reduce minority youth unemployment by 10% each year and overall youth joblessness by 3% annually.

KEY RECOMMENDATIONS:

- Enact legislation to increase the minimum wage.
- Establish a comprehensive inventory of all jobs and training programs of the Federal government.
- Repeal the one-for-one reduction in benefits for income earned so that mothers on welfare can keep more of their earnings before losing benefits.
- Establish uniform national standards for AFDC that would include welfare benefits to poor intact families in the home to encourage family stability.
- Establish Federal-private sector partnerships to plan strategically and encourage major responsibility for the training and retraining of workers at all levels.
- Increase funding for summer youth employment programs each year so that low income youth have the opportunity to gain work experience with remedial education specifically included.

portunity to gain work experience with remedial education specifically included.

The report also included sections on health and environment which was mainly focused on housing.

Yet, some of the strongest supporters of Dr. Hawkins feel that—due to the present effects of past discrimination on the mindset of an overwhelming number of Whites and Blacks, emanating from the "original intent" of the framers of the Constitution—the scope of the challenge facing the Black child demands far, far more in terms of focus and scope on the legislative and other fronts.

These Hawkins admirers point to the fact that, with all of the well-intended billions of dollars allocated in the past by Congress to our educational systems—including huge amounts for so-called "remediation" of "deprived" inner-city students, very little improvement has been made except in isolated circumstances.

Dr. Claude Mayberry is one such ardent supporter of Dr. Hawkins, who is convinced that timely progress for the good of America as a whole, particularly in the science and technology area, cannot be made without a broadened legislative focus by Congress and a new partnership relationship with others intent on "rectifying"—not merely remedying—the array of predicaments intentionally imposed on Black America.

Dr. Claude Mayberry is a former professor of mathematics and dean at Colgate University and at the University of Pennsylvania. He is currently the publisher of *Science Weekly*—a publica-

tion designed, among many other crucial things, to motivate young people to learn more about the world around them.

Here are some of the facts behind his reasoning and some of Dr. Mayberry's conclusions:

I. The Real World

- IBM, for example, has predicted its fatality by 2010-2015. It claims that by that period it will go out of business because of the lack of available technical human resources to continue the kind of services it now offers.

- If the children who entered kindergarten in 1986 expect to qualify themselves for the technical pool of which a company like IBM speaks, they will have to have an equivalence of a two-year associate degree in some area of science, mathematics, or technology.

- If we educated the next generation of students in the same manner as we did the present generation, 55 percent of the general school population, and 85 percent of the Black school population will not be qualified for the IBM technical pool.

- The debate over the emphasis on "cultural literacy" vs. basic skill development in our education system is obscuring the real issue that should be addressed: training our students to think, in making decisions, in problem solving, in command of language—all of which is necessary for the IBM pool to be achieved as an option.

- According to the *Harvard Business Review*, the most important administrative and leadership skills—organization, communication, self-reliance/confidence, risktaking, technical and human skills—must be developed in the elementary school years.

How does this statement relate to the importance of science, mathematics, and technology for Black children?

(Continued on Page 14)



Carrie Ayers Haynes has proven that a confident and secure feeling about science and technology can—and must—be fostered at an early age.