

Education

CRISIS IN EDUCATION (PART II)

By Congressman Augustus F. Hawkins

Last week, I discussed the social and economic makeup of the majority of children who will be attending our public schools and the urgency of investing adequate funds in education, especially in the critical early learning years. This week, I will discuss the foolhardiness of our lack of educational investment and the cost effective value of funding programs which make a difference in the lives of poor children.

First of all, we must begin by changing the mind set in this country to make policymakers, budget analysts, politicians, and even the public at large understand how neglect of educational funding robs the future vitality of this nation.

When one examines what we pay on the back end as a result of increased social costs in the form of welfare, crime, unemployment, etc., you can understand the quotation which is sometimes used, "If you think education is expensive, try ignorance."

Misdirected spending priorities are evident in the following examples:

- The Department of Defense has to rewrite military manuals in cartoon form at a cost of \$1,000 per page because of low literacy rates among their personnel.

- About 80% of all juveniles in our jails suffer from the tragedy of illiteracy.

- Between 23 and 27 million of our fellow Americans cannot read above the 5th grade level and another 35 million cannot read above the 8th grade level. It is estimated that American businesses spend over \$20 billion each year to reeducate their workforce.

- One million young kids drop out of school EVERY year, and another 700,000 cannot digest a newspaper or fill out a job application despite having completed 12 years of formal education.

We can either pay now...or pay much more later on.

We Know What Works

Our knowledge of what works is already strong enough to move us away from a mere discussion of what is wrong. Public media emphasis on illiteracy dropouts, teenage pregnan-

cy, crime, drugs, gangs, and welfare dependency far outweighs the virtues and strengths that we can currently mobilize. For example, we know:

** For every Head Start (preschool) dollar the US Treasury saves \$4.75 through lower costs associated with special education, public assistance and crime.

** The investment of \$600 for a child for one year of compensatory education (Chapter 1) can save \$4,000 in the cost of a single repeated grade.

We also know that there are a number of quality school-based programs, local and statewide, which are effective models in raising test scores for predominately poor and minority children. The problem is, similar to the Federal education programs, they are not implemented in every school district and therefore many children fail to benefit from these exemplary models.

The crisis in education can be overcome. But we must take the important first step to advocating full funding for programs which work instead of toying with an unproven and perhaps discriminatory concept called "Choice." It has been said many times that our children are our most precious resource. If we believe those words, then let us all work together to guarantee their success and security.

Bonanza High School Forms FIRST Army JROTC Program

Eighty-five students at Bonanza High School officially became part of the Clark County School District's first Army Junior Reserve Officer Training Corps (JROTC) on Thursday, January 18. The official activation ceremony was held at 11:30 a.m. in the school's student activities center, 6665 West Del Rey Avenue.

Retired Colonel Robert Luberacki is in charge of the program at Bonanza. He is assisted by Command Sergeant Major Joseph Graziano, who is also retired. Together, they bring a total of 49 years of military service

Students Recognized For Winning Entries In Museum Art Contest

In conjunction with the opening of Discovery -- The Children's Museum, students throughout Clark County participated in an art contest featuring artwork created around the theme of discovery.

The competition was developed through a partnership with the Clark County School District, Discovery Museum, the Las Vegas Chamber of Commerce and the Meadows Mall.

Grades 1-2 First Place: Charles Wooten, Ira J. Earl Elementary, Second Place: Larry Medford, O.K. Adcock Elementary, Third Place: Bijan Damavandi, George Harris Elementary.

Grades 3-4 First Place: Devon Brabham, George Harris Elementary, Second Place: Mary Ann Guanlao, Ira J. Earl Elementary, Third Place: Amanda Van De Venter, Marion Earl Elementary.

Grades 5-6 First Place: to the program.

Representatives from the school district and the U.S. Army were present at the ceremony. Nevada's elected officials, as well as Mayor Ron Lurie were also invited to attend.

Deanne Pritchard, Vail Pittman Elementary Second Place: Misty Dunn, George Harris Elementary, Third Place: Tikeisha Stallworth, Sunrise Acres Elementary.

Grades 7-8 First Place: Michael Wells, Cashman Junior High, Second Place: Russell Orgill, Jim Bridger Junior High, Third Place: Scott Jason, Jim Bridger Junior High.

Grades 9-10 First Place: Jason Crocetti, Brinley Junior High, Second Place: Jessica Publow, Kenny Guinn Junior High, Third Place: Paul Logan, Kenny Guinn Junior High.

Susan Marsh's fifth grade class at James McMillan Elementary School received a special recognition award for their class project.

The winning entries were displayed at the Meadows Mall and will also be displayed at the Discovery Museum when it opens in the spring. The museum will be located at 201 Las Vegas Boulevard South, Suite 300.

The Discovery Museum is designed to provide opportunities for children to explore the arts and sciences in a unique hands-on environment.

- Educator
- Journalist
- Consultant
- Counselor



HILTON

Consultants Say - Vol. 2, No. 6



KEITH O. HILTON

A consultant is a person who advises, offers advice and gives input that will strengthen a program, project, service or institution. The readers of HILTON: HIGHER EDUCATION are our consultants.

The following are excerpts from some letters and calls to HILTON: HIGHER EDUCATION. Please continue critiquing the columns and providing us with feedback.

1) COLUMN: Historically African-American Colleges; Financially Growing in the Black
DR. WILLIAM B. DELAUDER, PRESIDENT, DELAWARE STATE COLLEGE:

Your article on the financing of historically Black institutions was both interesting and informative. Sincerely,

2) COLUMN: New York City; The Nation Knows You Are There

MS. CASSANDRA MERCER, STUDENT, NEW YORK CITY

I am an Early Childhood Education major. After reading your column, I was very interested in a book you wrote of called "Black Issues in Higher Education". I feel this book might greatly help me in my field. Please send the address and any more information you may have on the subject.

(Black Issues In Higher Education, 10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030)

3) COLUMN: Ph.D., Go For It
DR. JOSEPHINE ALLEN, ASSOCIATE PROFESSOR, HUMAN SERVICES STUDIES, CORNELL UNIVERSITY (NEW YORK):

I enjoyed your two part article. Please allow me to also mention some people who were very influential in my studies and career.

There are few instructors with whom I have truly meaningful relationships and

even fewer who have modeled the effective sharing of their time, knowledge, skills, friendship, encouragement, support and other resources that are so crucial for the development of both our communities and competent professionals.

Harold R. Johnson, Dean of the School of Social Work at the University of Michigan is one of these rare individuals. Today, as I interact with my own graduate students, I try to emulate the professional stance, the caring personality and the supportive individual that I find in Dean Johnson.

Dr. Billie Davis Gaines was another very influential resource during a critical decision point in my life. She was a new eighth grade English teacher at Booker T. Washington High School in Atlanta when I entered and a recent graduate of Vassar College (where I was later to attend).

I reveled in the stories of her very recent experiences, survival and success in the world outside of Atlanta. Our existence in what was then a segregated, protective though academically stimulating and culturally rich environment was largely shaped by demands for academic excellence and supported not only by our parents, but also by many instructors like Dr. Davis, who were talented, dedicated individuals, committed to the development of the minds of African Americans.

(We would like to hear from other readers about those educators, friends and family members who provided support during those critical years.)

HILTON: HIGHER EDUCATION is designed to dialogue with college and world readers. Education is ongoing and certainly not limited to school classrooms. Let's talk. (714) 899-0650.