

DIALOGUE SPECIAL ED. CANNOT BE ALLOWED TO CONTINUE AS IS: ITS A MATTER OF SURVIVAL FOR BLACK YOUTH

By Bryant Mason Senior
Fellow Phelps-Stoke Fund
(Part 1 of a 3 part series)

"There are too many children of color in special education who have been taken off the express train and put on the local. The local never catches up with the express."

Too many school systems across the country have built high walls which separate special education students and general education students. In place of distinct teaching methodologies for these two groups of students, the focus should be on greater flexibility in selecting and funding only those proven teaching programs that allow more effective instruction for all students.

This approach is based on the research that substantial student improvements occur when teachers accept responsibility for the performance of all their students. The success for special and general education students in one classroom would be the product of the joint interaction.

Presently, in New York City there are 130,000 students in special education; 300,000 in New York State; and five million in the nation, a high percentage of whom are children of color. The cost of special education in New York City alone amounts to \$1.67 billion, \$600 million of which is spent on evaluation and placement. In New York City, it costs \$6,394 to educate a stu-

dent in a conventional classroom and upwards of \$19,208 to educate some severely handicapped students. The overall outcome results are not uniformly impressive for higher expenditures.

Special education serves a

purpose in certain situations. Severely handicapped students in New York and in some other states are enabled to learn and bloom with specialized teaching. The problem has been the arbitrary creation of a category called "moderately handi-

capped" that includes some very normal learning disabilities such as hyperactivity, lack of attention span, and slow learning. In inner cities and suburban areas across the nation, special education for more "moderately handicapped," is a dumping

ground for children of color. These children are placed largely on diagnoses based on social and psychological criteria. Callipers used include measured intelligence achievement, social behavior and adjustment, com- (See Dialogue, Page 21)

EDUCATION

TUSKEGEE UNIV. WINS BACK-TO-BACK HONDA CAMPUS ALL-STAR CHALLENGE

Final Games of Black College Academic Achievers Airs on BET through July 30

For the first time in the five-year history of the Honda Campus All-Star Challenge (HCASC), a university has won the National championship Tournament for two consecutive years. Alabama's Tuskegee University narrowly won over Georgia's Morehouse University in an exciting, to-the-final-whistle championship game. The final bonus question worth 25 points determined Tuskegee's win over Morehouse.

The super academic achievers from Tuskegee claimed victory from an original field of 64 teams from Historically Black Colleges & Universities, emerging as the winners in the 1994 Honda Campus All-Star Challenge, the premiere African American academic competition in which students compete for over \$300,000 in grant money for their institutions.

The competition taped in Los Angeles in May and airs on Black Entertainment Television (BET) on consecutive Saturdays—June 11 through July 30—at 10:30 a.m. (PDT), 11:30 a.m. (CDT) and 1:30 p.m. (EDT). The eighth game features an All-Star Game.

Tuskegee University will receive \$50,000 in grants for their HCASC win and runner-up Morehouse receives \$25,000. In 1993, Tuskegee used their winning grant money to buy a satellite dish for the university. In 1990, the grant money from the winning team from West Virginia State College built the "Honda Computer Center" in the student union; and Prairie View A&M University used their winnings to buy a van for student affairs use.

In addition to Morehouse and Tuskegee, the other teams that participated in the HCASC National Championship Tourna-



Alabama's Tuskegee University students show their excitement on winning the National Championship at the 5th annual Honda Campus All-Star Challenge, the premiere African American academic competition featuring students from Historically Black Colleges & Universities.

ment hailed from: Norfolk State University, University of the District of Columbia, Jackson State University, Xavier University, North Carolina Central University, and Fayetteville State University.

Past HCASC winners and runners-up are:

- 1990 West Virginia State over Alcorn University
- 1991 Florida A&M University over West Virginia State
- 1992 Norfolk State Univer-

sity over Langston State University

1993 Tuskegee University over Morehouse College

Along with promoting the students and showcasing the quality of their schools, this meeting of the minds quizzes the students on a wide array of academic subjects, as well as African American history, culture and achievement in a question & answer format.

The Honda Campus All-Star Challenge grew from American Honda Motor Co., Inc.'s commitment to supporting a broad spectrum of youth education programs and social concerns. Honda recognized the importance of historically black colleges and universities in educating African American college students. A sponsor of the HCASC since 1989 when the program began, American Honda has awarded participating institutions over \$1 million in grants and has received various honors, including a 1992 Communication Excellence to Black Audiences award (CEBA).



VEGAS INSTANT PAGE

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RITES

OF PASSAGE

The dynamic role of "rites of passage" or "transition rites" has long been recognized in transmitting cultural, pro-social values to young people. To become fulfilled and productive members of society, adolescents must know what is expected of them as adults. This requires caring involvement from adults, careful preparation for adulthood and a formal recognition when such status has been achieved. A companion "Rites of Passage" series for females ages 12-18 is currently being scheduled for programming at West Las Vegas Library. Everyone is welcome as audience to observe the participants and learn from the discussions.

Participants who attend at least seven programs receive a Certificate of Completion. Fill out and submit sign-up sheet to West Las Vegas Library by June 26. Free admission

Tuesday, June 28	I.	"Positive Self Esteem"
Thursday, June 30	II.	"Peer Pressure"
Tuesday, July 5	III.	"Dealing with Racism."
Thursday, July 7	IV.	"Positive Role Models."
Tuesday, July 12	V.	"Conflict Resolution."
Thursday, July 14	VI.	"Sexuality and Relationships."
Tuesday, July 19	VII.	"Parenthood Responsibilities."
Thursday, July 21	VIII.	"Male and Female Roles."
Tuesday, July 26	IX.	"Employability Skills" and techniques to land a job.
Thursday, July 28	X.	Short and long term "Goal Setting."
Tuesday, August 2	XI.	"The Family Unit in Africa."
Thursday, August 4	XII.	"Higher Education."
Tuesday, August 9	XIII.	"Politics in Black America."
Thursday, August 11	XIV.	"Black History" in America.
Saturday, August 13	XV.	Rites of Passage Closing Ceremony / C.O.D.A.M.E. Performance Dr. Al Gourrier discusses "The Seven Principles of Kwanzaa." Certificate of Completion awards. Performance by Children of Diaspora African Musical Ensemble. Conf. Rm., 1 pm - 2:30 pm



Simba Wachanga
--Swahili for "Young Lions."
Drawing by Barry Ventus
Green Valley High School

West Las Vegas
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951 W. Lake Mead Blvd.
647-2117

All Sessions
held in the
Conference Rm.,
4 pm - 6 pm.

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