

DIALOGUE

EDUCATION REFORM: THE ANSWER IS A CHANGE IN PHILOSOPHY

PART 3

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For those of us who are particularly concerned about making schools work for the large poor and minority populations in our urban centers, it must be

COLLEGE FUND/UNCF ANNOUNCES SUCCESSFUL COMPLETION OF CAMPAIGN 2000

Capital campaign raises \$280 million, exceeds goal by 12%

FAIRFAX, VA—The College Fund/UNCF has announced the successful conclusion of its fourth capital campaign, Campaign 2000: An Investment in America's Future.

"We are pleased to announce that Campaign 2000 generated \$280 million for historically Black colleges and universities, and their students. Total pledges and gifts exceed our \$250 million goal by more than 12%," said William H. Gray, III, president and CEO of The College Fund. "Campaign 2000 — The College Fund's most ambitious capital campaign — continues a long history of building support for higher education. The College Fund has raised \$1.05 billion since its founding in 1944.

Campaign 2000 was announced in April 1990 with a \$50 million challenge grant from former Ambassador Walter H. Annenberg. The College Fund fulfilled the requirements of this challenge, which provided one dollar for every four raised by the campaign. The Campaign also met a \$15 million end-challenge facilities grant from the Kresge Foundation. With the Kresge challenge grant, \$102.6 million is now available for new construction and renovation projects on UNCF campuses.

"The critical issue confronting higher education is to provide an educated work force for the year 2000 and beyond, when the majority of American workers will be minorities," said Michael Jordan, chairman and CEO of Westinghouse Electric Corporation and chairman of the UNCF Board of Directors. "With the global marketplace growing more competitive each year, our nation's success depends on educating our future leaders in business and public leadership. We are delighted that so many forward-looking companies, foundations, and individuals chose to make this investment in our nation's future."

Campaign 2000 raised funds for six areas in which UNCF colleges and universities has critical needs for capital investment — facilities,

remembered that the traditional American concept of learning and teaching did prove to be responsive to the education needs of children, regardless of cultural, economic, or social background over a significant period of our history. The basic philosophy of the traditional

endowment, scholarships, program development, faculty development, and administration.

"Campaign 2000 has been a stirring success due to the energy and zeal of hundreds of people committed to making it succeed," said Jonathan Bush, chairman of J. Bush & Co. and chairman of Campaign 2000. "Our 750 corporations, foundations, and individuals contributed over \$280 million, far surpassing the campaign goal of \$250 million. We are deeply grateful for the support of these friends, many of whom have been long time supporters and contributors. We are also deeply grateful to Ambassador Walter Annenberg for his stunning kick-off gift of \$50 million and to The Kresge Foundation for its matching gift of \$15 million for facilities. With this campaign behind us, our 41 colleges and universities will enter the 21st century better prepared for the task of providing better education for our nearly 60,000 students."

In fiscal year 1995, less than 13 cents for each dollar raised by The College Fund was used for fund raising; less than 3 cents of each dollar was used for administration.

"For more than 50 years, The College Fund has helped us to meet the real challenges of providing education, and giving students the tools they need to convert their degrees into successful careers," said Dr. Johnetta Cole, president of Spelman College and chair of the UNCF's 41 member institutions. "The funds from Campaign 2000 will help us better meet the needs of our students — so they can better meet the needs of America — as we move into the 21st century."

The College Fund/UNCF is a consortium of 41 private, historically Black colleges and universities. It is the oldest and most successful minority higher education service organization in the country. The College Fund currently administers more than 350 educational programs that
(See College Fund, Page 18)

American concept of education was simply that, if a child applied his or her mind to school, with proper instruction from "teaching" teachers, they could understand and master all subjects. This approach and methodology, it should be noted, prevailed equally in the segregated schools of the south and middle states where black teachers assumed that all of their students could learn and, write, spell, do arithmetic at grade level, as well as take algebra, trigonometry and geometry, plus

biology, chemistry, physics, the social sciences and Latin. Those schools, one or two of which flourished in all of the major southern cities and larger towns, were effective schools in that they challenged young black children with meaningful academic programs and thoroughly socialized them toward a life of high expectations. The evil of segregation and the retarding impact it had upon black success in school was precisely in its denial of the opportunity for blacks to go to

school. Whites were rightly convinced that if blacks had the opportunity for schooling they could learn to the same degree as other Americans and that is why they had to be denied access to an equal education.

While the child-centered theories appear to be more flexible and accommodating to the special needs of students, when manipulated and applied without discrimination, they can provide the basis for classifying children in ways that can be fatally harmful to them. This is

certainly what has happened to poor black children who find themselves being classified more and more as unsuited for meaningful academic learning. A challenging academic curriculum with "teaching" teachers, who sincerely believe their students can learn these subjects at increasingly higher levels, seems more appropriate today than ever before, if poor and minority students will have an even chance at academic success.

To Be Continued.

Passion

His passion for knowledge extends way beyond the classroom. His professors say he's reaching for the stars. Speaking to him, you realize they are not miles away in their assessment. Al Henderson, Thurgood Marshall Scholar, science major and communications nerd (his words), has an obsession. He wants to go to the moon.



To help him and others like him achieve their dreams, the

Thurgood Marshall Scholarship Fund provides for the brightest students, at historically black public colleges and universities. This allows Al to devote more time and energy to study. And he studies with a passion that illuminates his world. Sometime in the future, when we have a communications network on the moon, Al Henderson will be there. Because he has the passion. BECAUSE THE PRESENT IS OUR FUTURE.



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