

Education Chronicles of Aframerica

From the areas of:

Public Schools

Private Schools

Teachers

Students

Parents

Policy

Higher Learning

7 Excuses Not to Go to College

Going to college is NOT "white" in action; going to college is about making a future for yourself and your possible future family. It's about learning of the world around you and how to get over in a society that values education, not "whites only."



Black friends pressuring you to avoid college and get a job or role some dope? Let it go, that lifestyle last for so long and then it's over. An education last for a lifetime and helps secure a promising future. Thinking about rapping or dancing on the video scene as a career? Many others would like to also, but those chances come far and in between.

In the meantime, get an education and improve yourself. Regardless of how old you are, college is always an option. If you are still not convinced that a higher education is not for a select few, maybe some of the 7 excuses below may help you think otherwise.

1. "I can't go to college -- nobody in my family has ever gone."

In every family, someone has to be first. Why not you? True, being first can be hard. For instance, you may have to explain to the family why college is important to you. On the other hand, being first is likely to be a source of pride, for you and for your family.

2. "I've been in school for 12 years. That's enough! I just want a good job."

Give college a chance. It's not like high school or junior high. For one thing, in college you pick a major - a subject area that you want to learn about. As for that good job -- the best jobs and the best salaries go to college grads.

3. "I can't go to college because I can't afford it."

Most students get financial aid to help pay for college, and most aid is based on need. This means that the less money you have, the more aid you might get.

4. "I can't go because I don't know how to apply or where I want to go."

Try to visit colleges that interest you. Keep at it. After a while, you'll get a feel for differences among colleges, and start to know what you want.

5. "I can't go to college -- I don't know what I want to do with my life."

Join the crowd. Thousands of college freshmen haven't decided on a major or on a career. That's how college helps. It exposes you to all sorts of subjects you've never heard of before. College is a great place to learn more about careers you'll love for life.

6. "I can't go to college, because I just won't fit in."

Not so. Most colleges have students from many backgrounds. Homesick? Need a hand? Look for people with your interests or your background in the African-American club, on the soccer field, or in a Korean study group. Remember, college is a great place to meet new kinds of people with different lifestyles. And the more people you understand and feel comfortable with, the better prepared you'll be for the world after college.

7. "College is too hard for me."

Most students worry about being good enough for college, so you're not alone. One idea: In high school, don't just study -- learn how to study. Most good students have strategies for studying. Once you learn how to study, chances are you'll do fine. Still need help? Professors are really helpful, and so are tutors.

2003 by AfroStaff

Institutional Racism At Work

Time and time again, Afroamerica has revealed how racism exist to-date in this society and by what means it exist. One of those means is through the educational system and the article below confirms how institutional racism destroys the potential life of a Black person even from their childhood. With an Afro Interpretation we will expound.

From the "University of Florida" comes a racist study entitled: Black Students With Exotic Names Face School Barriers

In light of today's current mainstream ideology of "take responsibility for your life and actions and do not blame anyone especially the white man," this study reveals the hypocrisy and error of that ideology on its own merit. The article begins:

Article begins

Da'Quan or Damarcus, for example, are more likely to score lower on reading and mathematics tests and are less likely to meet teacher expectations and be referred to gifted programs than their siblings with more common names such as Dwayne, said David Figlio, a UF economist who did the research.

Afro Interpretation

First of all, the undertone here reeks of forced social assimilation by signifying common names or more "American" names are deemed more socially acceptable than any other cultural name. Second, if there is no long-term evidence on a research project, that project is useless, furthermore, this research is too recent and have yet to run its course whereby it can be measured accurately but was based on nothing more than personal bigotry.

Third, if a teacher judges a student by assuming unintelligence in connection with their names, it is not the student or the parent's fault if that child does poorly in school, but the fact that the teacher refuses to teach him or her. So far, the "take responsibility for your life and actions and do not blame anyone especially the white man" concept has no worth.

Article continues

"This study suggests that the names parents give their children play an important role in explaining why African-American families on average do worse because African-American families are more inclined than whites or Hispanics to give their children names that are associated with low socio-economic status," Figlio said.

Afro Interpretation

This last assumption is based on complete idiocy and the researcher should be awarded the prize for most racist, simple-minded idiot in the world. The study, first of all, is unnecessary except to undermine the abilities of Black children and to destroy what chances they have at a decent and so-called opportunity to education.

It also suggest indifference and a subtle disgust for Black families and their methods of child rearing, which according to any white scholar, researcher, politician, or person, is below average in anything in this white world. The implication to "low socio-economic status" is another slap in the face of Black dignity because it automatically places Blacks in a negative category aside from all other American cultures, as always. But it gets worst.



Article continues

Such boys and girls suffer in terms of the quality of attention and instruction they get in the classroom because teachers expect less from children with names that sound like they were given by parents with lower education levels, and these lower expectations become a self-fulfilling prophecy, he said.

Afro Interpretation

So whose fault or failure is this, the parents or the teachers? The teacher has cast all his or her intellectual stones into the basket of assumption and racial ignorance when they have decided to box their mind into a presumptuous racial zone. Positive expectations of individuals is what helps people grow stronger and when people have low expectations of you then they will bring you down to a lower level by their actions toward you.

Article continues

"When you see a particular name, like David or Catherine, you internalize it in a different way than a name such as LaQuisha," said Figlio, whose findings appear in a working paper for the National Bureau

of Economic Research. "And it could be that teachers start to make inferences about a student's parents, the parent's education level and the parents' commitment to their children's education based on the names the parents give their children."

Afro Interpretation

This is not surprising that whites will associate the two variables, names and parents education, when it comes to Blacks. If this were common practice in every area of life, people could easily associate the name Figlio with homosexuality, but this is simply not the ignoramus society whites would like it to be when they resort to judging Blacks.

Article continues

To measure a name's socio-economic status, Figlio studied birth certificate data to determine the most frequent name attributes given by mothers who were high school dropouts. Most commonly, these names began with certain prefixes, such as "lo," "ta," and "qua." They ended with certain suffixes, such as "isha" and "ious," included an apostrophe or were particularly long, with several low-frequency consonants, and were given overwhelmingly by poorly educated black women, he said.

Afro Interpretation

What about white dropouts, what were their names or does that matter in this case...no, not when the topic are Black people and families. "Poorly educated Black women" is another low blow in the practice of racial inequality in this racist country. Did the researcher study poorly educated white women, or does that matter.

Article continues

"While other prominent researchers have argued that children who are given exotic names do not suffer for their parent's choice, it is hard to dismiss the finding that even among sibling pairs, children with exotic names fare worse in school and are less likely to be classified as bright and gifted," Autor said. "This suggests that value-neutral cultural choices, such as baby name, may have important economic consequences."

Afro Interpretation - Conclusion

When names have "important economic consequences" and determine whether or not a person will succeed in society, that society has dropped to its lowest moral and ethical level. In an effort to thwart Black advancement, white scholars will stoop to sneaky underhanded schemes to undermine the abilities of Blacks and the above article proves it.

For those who cannot see through this apparent tactic to Black destruction but see otherwise as a need for Blacks to start naming their children better names, they have, too, fallen to a low level of character and have given themselves over to mainstream dogma that does nothing more than advance racist propaganda.

Without seeking to find blame from this article, how can anyone support an argument that would suggest Blacks cannot attribute racist practices toward them and their abilities when such studies as this are

written by supposedly qualified college professors, in whom we thrive to learn from in the over-rated university system of this country?

If there is another side to this argument missed by the Afro Interpretation, someone please extend a hand of reason so we can understand what type of society we live in and in what direction should the Black community take when attempting to succeed. We at Aframerica encourage all who read this to contact these people using the information below and tell them that it is this type research being spread around the country that provokes and ignites racism in this society.

Do I blame the white man for this? Hell Yes! Don't you?

Source from: Newswire.com

December 2005 By Aframerica

Response to "Institutional Racism At Work"

From David Figlio

Aframerica recently published a rebuttal to a research report from the "University of Florida" entitled: *Black Students With Exotic Names Face School Barriers* written by the professor David Figlio. We encouraged readers to contact professor Figlio with comments. Mr. Figlio responded to our article to explain the study and method of research. Please read, along side with and judge accordingly.

Dear Mr. Hamilton:

Thank you for informing me of your article. I appreciate the opportunity to share more about the nature of the research itself (not fully described in the summary that you reference), my interpretation of the findings and their implications, and my motivations for conducting the research.

First and foremost, it is essential to distinguish between "racist research" and research that uncovers racist or discriminatory behavior - whether intentional or unintentional. Scientific research that uncovers discriminatory behavior is not racist; it is revealing. It identifies changes that should be made in society, and could help to stimulate discussion about the ways in which these changes could be made.

The message of my study is that teachers on average systematically treat children OF ALL RACES differently depending on the socio-economic status of their name. Children OF ALL RACES with low socio-economic status names over time perform at lower levels on standardized tests, perhaps due to this negative treatment.

I contend that this contributes to the Black-White test score gap because, while low socio-economic status names are prevalent across all races, Black families are more likely to name their children low socio-

economic status names than are White families. So the low expectations and their consequences bite many more Black families than White families.

(You might be wondering how exactly I decided what constitutes a low socio-economic status name. There are both scientific and racist ways to do this. I choose the scientific manner. I'll get to that in a moment.)

When confronted with this evidence, people can respond in several different ways. One response is to blame the families who give their children low socio-economic status names, and suggest that they name their children something different. (Note that this does not mean a name that is not distinctively Black. There are many distinctively Black names that connote high socio-economic status by my measures.) I do not subscribe to this response.

The response that I have made repeatedly in print is that this research provides evidence that society treats children differently because of their names, and we all have a responsibility to reduce this discriminatory behavior.

You write in your commentary: "Third, if a teacher judges a student by assuming unintelligence in connection with their names, it is not the student or the parent's fault if that child does poorly in school, but the fact that the teacher refuses to teach him or her. So far, the "take responsibility for your life and actions and do not blame anyone especially the white man" concept has no worth." I could not agree more.

I have long thought - and have been often quoted as saying - that some "Black naming" traditions (I put this in quotes because there are many, many different traditions in Black communities, and they cannot be typecast) are an outgrowth of a long and beautiful tradition of improvisation in Black America - the same tradition that has so enriched our national culture.

This tradition has manifested itself in different ways by different people - and, it's true, these differences often split along educational lines. So that's why I include a caution with my message to parents: Proudly name your children whatever you want to name them! But be aware that a society that changes slowly might react to your children's names, meaning that you need to be prepared to advocate on your children's behalf and teach your children to be proud of their names in the face of social cues and differential treatment to the contrary.

That last part is me editorializing about the beauty of naming traditions and the importance of being vigilant in the face of a society that can be discriminatory. Let me now discuss the science behind the research I conducted.

In order to identify low socio-economic status names, I had to construct a metric for determining the names most likely to be given by poorly educated mothers. To do so, I broke down every name into all of its linguistic components - literally, thousands of them. This included looking at consonant, vowel and punctuation placements throughout a name, measures of linguistic complexity (and the nature of the complexities) and the combinations of letters employed in the name.

Once I characterized every name based solely on its linguistic parts, I used regression analysis to predict whether a child's mom is a high school dropout. Names highly predicted to come from dropout moms

were called low socio-economic status names. This is a STATISTICAL pattern, and not something I just invented.

Interestingly, and importantly, the linguistic attributes that connote low socio-economic status among Black families tend to be the same as the attributes that connote low socio-economic status among White families. Put differently, poorly educated Black families tend to pick names that have linguistic affinity with the names chosen by poorly-educated White families.

But suppose that dropout moms are more likely to give their kids a certain sound of name, and their kids don't do as well. Maybe this just means that the families are different. Maybe the names have no meaning.

In order to make sure that this problem wasn't responsible for my results, I compared brothers to brothers and sisters to sisters. Within the same family, Black or White, the sibling with a low socio-economic status name got treated differently than the sibling with a high socio-economic status name. This holds even for pairs of twins in my data, though I only have a couple of dozen pairs of twins, so I take those results with a grain of salt.

You conclude by saying that "We at Aframerica encourage all who read this to contact the these people using the information below and tell them that it is this type research being spread around the country that provokes and ignites racism in this society."

I counter that this society NEEDS research like this to expose behaviors that need to be understood - and to change. Research that identifies and exposes discrimination of any sort should make you mad. If you want to get mad at researchers for reporting and exposing this discrimination, so be it. But this anger would be better placed at the society that is doing the discriminating.

Sincerely,

David Figlio

December 2005 By Aframerica

Feel free to comment on both articles.

Ending Race Discrimination in Institutional Reports and Studies

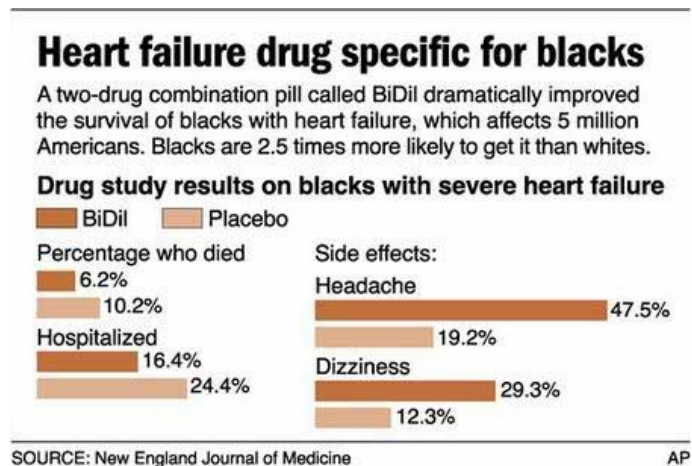
Not many seem to realize that race division is a daily endeavor in America each time they read an article or study based on race variables or complete an application. When those articles separate people by race and ethnic background, it is in fact a racist exploit. Somehow, too many people have become immune to these type reports and naively see them as harmless. But this is far from the truth.

When scholars claim that these type studies are used to understand race discrimination and is helping to defuse racism in America, this is nothing more than a sophisticated excuse to continue keeping race discrimination alive. If America were truly a color blind society, then race would not be a variable in defining the population according to lifestyle or ability; however, studies are broken up in race and ethnic groups such as white, Black, Hispanic, Asian, Native American and "other" groupings.

Logically, there would be no need to learn the reasons behind race discrimination if race and ethnicity were not such a major determinant of human ability, progress, or habit. In other words, academic scholars and professional sociologists are using race division to openly practice race discrimination. As long as they can legitimately fabricate a way to separate and stereotype the races, this gives them a reason to exploit the differences in a public arena.

Polls, studies, and reports on Black/white/Hispanic variables feed the fuel of racial segregation in America and are used daily by news reporters, company marketing specialist, determinants of institutional acceptance and or disqualification, and even used to determine political and public policy as to who gets what and when and sets the bar in the judicial system. As long as researchers justify using race

differences as a type of learning tool in bettering race relations, the results will always be used to exploit those differences.



Understanding racism is not hard. It does not nor will ever be understood using data from polls, surveys, or statistics, but is the direct result of individual preference. Polling by age, gender, and height is the same, it determines how to relate to those type people, but America's racial problem is not based on those variables but are rooted in the slavery of Black Africans, not the slavery of women, the elderly, or who is tallest.

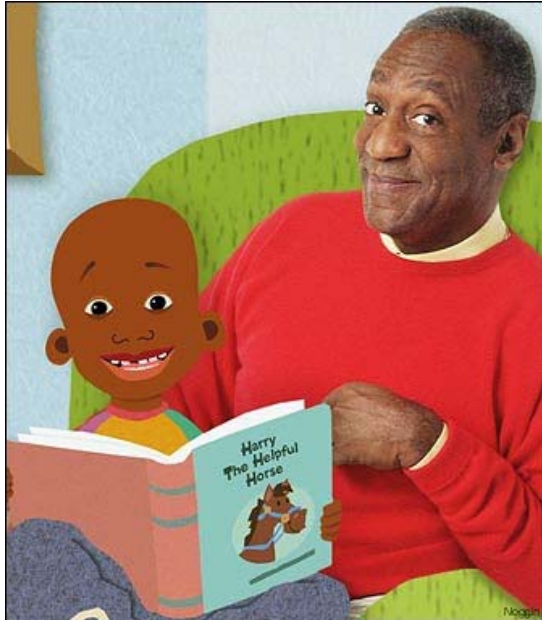
Certain areas of racial development do not have to be measured against the differences of other ethnic groups because basic human nature makes all people equal at the starting point. But when scholars decide to partition the human element by race, they become confused as to when general humanity and personal or group prejudice needs to be separated. Intelligence is an example, along with other variables that are based more on individual ability than racial genetics. This, in itself raises the question of academic competence in American institutions that study and report on race.

If they cannot discern between the two - human nature and personal prejudice - but decide rather to insert their own personal preferences and experiences (which are learned through past inaccuracies of the same) into the results of a race-based study, then their intelligence remain in question of mental accuracy, let alone the qualification to do their jobs. Yet the case remains; if studies based on race are needed to understand racial discrimination in America, then race discrimination will never end, but is perpetual.

In too many industries and institutions such as education, health, business, politics, and more, scholars and professionals use race as a tool to exploit minorities and maintain race superiority in America. How many times have you had to check the box of your ethnicity? ALL YOUR LIFE.

This simple check box determines your position in society as to how much of the American pie you will receive. Innocent as it may seem, it is the bases of race discrimination in banks, institutions of higher learning, medical institutions, business marketing industry and in politics. Your signature will help end this exploitation.

Mar. 2008 By Afro Staff - Courtesy of Black People Speak Survey & Research Center



Bill "Willie Lynch" Cosby Attempts To Kick the Black Man Down, Again

By now, the Black community should take a second look at this Cosby person and wonder just whose side he is on. From his latest rhetoric at Spelman college this past weekend, one would think he is wearing Black face as he solicited the Spelman females with a \$20 million dollar donation, or is he simply a wealthy trick and Spelman's sugar-daddy.

After suggesting to the future of Black women that they should "pick up the pace and lead because the men are not there. They're not there and every one of you young women know it," in other words, to hell with Black men,

that same "you do not need a man" mentality that got Black women and Black families in the situation many are in today, we Black men pray to God that these young sisters are not subjects of Uncle Tom's flock.

Cosby is a bitter old man who has an obvious vendetta against Black men, like he is a little soft or something, like his feelings have been hurt or something. This wussy of a man has - with help from the white establishment - intensified the hunt for the soul of the Black man, women, boy and girl. Please people, ignore this fool.

It has also been reported that this man is getting media play on Black radio talk shows and mainstream media outlets about his disdain for Black men and his suggestion that Black women cast Black men aside. Anyone who gives this man exposure to speak this kind of negative trash should be in question

themselves about their concern and love for the Black community. We know that whites do not care, but other Blacks who support this fool are lost.

May 2006 By CR Hamilton

Organizing a Movement for Black Education

Movements for the building of the Black community are increasing throughout the nation. Motivation on an individual level and a little extra time could make a huge difference in one child's future.

Below are a few ideas and organizational structures that could help the Black community. A collective effort of no more than two or three parents can begin this type movement on limited resources and help many people, in the schools and community. Sitting with the local school principal for a few minutes can open a door to you doing your part in strengthening the future of Black America.

Afromerica acts as a liaison for any one who wants to begin such a venture. We will supply the organizational groundwork and supply the necessary resources and information in assisting a grassroots movement of this sort in any city or town. Contact information below

Bridge the Gap between Parents and School Staff

Without the information and skills to communicate with each other, misperceptions and distrust can flourish between parents and school personnel. In fact, most parents and school staff receive little training on how to work with one another.

For example, almost half of principals (48 percent) in K-8 schools report that lack of staff training in working with parents is a great or moderate barrier to parent involvement (U.S. Department of Education, 1997). Initiatives to bridge the information gap between parents and schools are at the center of a local grassroots movement organization.

Through workshops and a variety of outreach activities such as informative newsletters, handbooks, and home visits, parents and school staff across these programs can learn how to trust each other and work together to help children succeed in school.

These approaches would include helping parents support learning at home, preparing parents to participate in school decision-making, and providing teachers, principals, and school staff with strategies for reaching out to parents and working with them as partners.

They also share an emphasis on training and information that is grounded in the needs and goals of families and school staff, and that focus on changing the negative attitudes that parents and school staff may hold towards each other.

Training to Inform and Involve Parents

Open communication in local schools can offer parents training and information through workshops held weekly, monthly, or several times throughout the year. Parent training activities would focus on one or more of four areas of parent involvement: parenting, learning at home, decision-making in schools, and volunteering.

Parenting Workshops

Workshops on parenting help families learn about child development and how to support student academic learning. Parenting workshops would cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition and health practices.

Other topics such as the relationship between child achievement and parent expectations, "protective parenting" skills to prevent children from engaging in unhealthy behaviors, and anger management. Also training for "mentor parents" that can help other parents learn about strategies for helping children learn; and outreach strategies that build partnerships between schools and families.

Movements can also help build parenting skills by assisting parents in reaching their own academic and vocational goals. In collaboration with local community colleges, many programs connect parents to adult education courses to receive a General Educational Development (GED) credential, college credit, or develop job-related skills.

Helping Parents Support Learning at Home.

Every family functions as a learning environment, regardless of its income level, structure, or ethnic and cultural background. In this respect, every family has the potential to support and improve the academic achievement of its children. When parents hold high expectations for their children and encourage them to work hard, they support student success in school.



Grassroots parent programs can offer workshops, hands-on training opportunities, or conduct home visits that help parents support their children's learning at home. These sessions would offer ideas to families about how to help students with curriculum-related activities, homework, and other academic decisions and planning.

These parent programs would inform parents how to develop study skills to prepare for required tests; parents also learn how to interpret test results to identify the areas in which their children may need further assistance. In addition, parent workshops offer parents important information to help them plan for their children's educational future.

Preparing Parents to Participate in School Decision-making.

Many programs encourage parents to join school committees that make decisions on curriculum policies, parent involvement activities, the school budget, and reform initiatives. In school wide program schools,

administrators and teachers can play crucial roles in keeping parents informed about the program and the guidelines they need to follow.

Source from Ed.gov

2004 by AfroStaff

Character Education in Public Schools

The U.S. Government, via the Public School system, is reaching farther into the private lives of citizens by taking on the responsibility of rearing our children. With a newly implemented program spreading across the nation, the public school system is incorporating "Character Education" into academics.

It seems that most parents do not mind that the government has taken on this role once reserved for parents - to teach children the quality of character. In fact, most parents may view it as extra help. Instead of them having all the responsibility, they can pass it on to the government.

The problem with this is the school system is opening themselves up to future lawsuits when people's children do not turn out to be good citizens or even decent people. Parents also, are opening themselves up to the potential of indoctrination and institutional programming of their children.

Below is an explanation of the program from a Character Education resource:

There is movement growing to instill ethical values in young people through their schools. The nonprofit Character Education Partnership -- a national coalition of organizations and individuals -- is pressing public schools across the country to add character-building education to their academic fare.

Supporters say that where character education has been implemented properly, it has produced positive and often dramatic results -- not only in student behavior, but also in academic performance.

Five years after a Dayton, Ohio, elementary school implemented a comprehensive character education program; it went from 28th out of 33 local elementary schools to first in test scores and student behavior improved dramatically.

This was in an inner-city school where 60 percent of children came from single-parent families and 70 percent came from families on welfare.

Five years after such a program was initiated in an inner-city Washington, D.C., high school plagued by drugs, pregnancies and violence, student pregnancies have dropped to almost none and the school is recognized for having the highest academic achievement in the city.

The group's leaders say that while religion cannot be taught in schools any longer, schools can teach core ethical values upon which freedom is based.

Both religion and character values are responsibilities of the parents, not the schools. The fact that this program has undermined the effort of parents implies that parents are not doing their jobs, especially when the programs are implemented within urban, predominantly Black, schools.

Yes, the plight of the Black family is in trouble with the rate of single Black females rising and the number of unsupportive men as fathers loaded into the child support system, however, if values and character were taught by the generation before, there would be no need for such programs.

In a related article on Aframerica, past research shows that the baby boomer generation is the most selfish generation where it pertains to raising their children, as far as spending time is concerned. Because of a lack of time spent, and the number of latch key kids during the late seventies and early eighties, the values of family and the break down of character exploded in the baby boomer's children and filtered down into the children of today's parents. Thus, society is now in its second generation of children with no values.

Programs such as these should be implemented by community groups, funded by the government instead of it going into the public school system, if the government must have a hand in raising our children The school system should teach the basics of academics and that alone, not the lessons of character and life.

Source: Sanford N. McDonnell (McDonald Douglas Corp. and Character Education Partnership), "A Virtuous Agenda for Education Reform," Wall Street Journal, February 18, 1997.

Source From: Ncpa.org

2005 by AfroStaff

Becoming a Reader: Helping Your Child Become a Reader

Every step a child takes toward learning to read leads to another. Bit by bit, the child builds the knowledge that is necessary for being a reader. Over their first 6 years, most children

- Talk and listen
- Listen to stories read aloud
- Pretend to read
- Learn how to handle books
- Learn about print and how it works
- Identify letters by name and shape
- Identify separate sounds in spoken language

- Write with scribbles and drawing
- Connect single letters with the sounds they make
- Connect what they already know to what they hear read
- Predict what comes next in stories and poems
- Connect combinations of letters with sounds
- Recognize simple words in print
- Sum up what a story is about
- Write individual letters of the alphabet
- Write words
- Write simple sentences
- Read simple books
- Write to communicate
- Read simple books



Children can take more than one of these steps at the same time. This list of steps, though, gives you a general idea of how your child will progress toward reading.

Talking and Listening

Scientists who study the brain have found out a great deal about how we learn. They have discovered that babies learn much more from the sights and sounds around them than we thought previously. You can help your baby by taking advantage of her hunger to learn.

From the very beginning, babies try to imitate the sounds that they hear us make. They "read" the looks on our faces and our movements. That's why it is so important to talk, sing, smile, and gesture to your child. Hearing you talk is your baby's very first step toward becoming a reader, because it helps her to love language and to learn words.

As your child grows older, continue talking with him or her. Ask them about the things they do. Ask them about the events and people in the stories you read together. Let him or her know you are listening carefully to what they say. By engaging them in talking and listening, you are also encouraging your child

to think as they speak. In addition, you are showing that you respect their knowledge and ability to keep learning.

Reading Together

Imagine sitting your baby in your lap and reading a book to him for the first time. How different from just talking! Now you're showing him pictures. You point to them. In a lively way, you explain what the pictures are. You've just helped your child take the next step beyond talking. You've shown him that words and pictures connect. And you've started him on his way to understanding and enjoying books.

While your child is still a baby, reading aloud to him should become part of your daily routine. Pick a quiet time, such as just before you put him to bed. This will give him a chance to rest between play and sleep. If you can, read with him in your lap or snuggled next to you so that he feels close and safe. As he gets older, he may need to move around some as you read to him. If he gets tired or restless, stop reading. Make reading aloud a quiet and comfortable time that your child looks forward to. Chances are very good that he will like reading all the more because of it.

Try to spend at least 30 minutes each day reading to and with your child. At first, read for no more than a few minutes at a time, several times a day. As your child grows older, you should be able to tell if he wants you to read for longer periods. Don't be discouraged if you have to skip a day or don't always keep to your schedule. Just get back to your daily routine as soon as you can. Most of all, make sure that reading stays fun for both of you!

What Does It Mean?

From the earliest days, talk with your child about what you are reading. You might point to pictures and name what is in them. When he is ready, have him do the same. Ask him, for example, if he can find the little mouse in the picture, or do whatever is fun and right for the book. Later on, as you read stories, read slowly and stop now and then to think aloud about what you've read.

From the time your child is able to talk, ask him such questions about the story as, "What do you think will happen next?" or "Do you know what a palace is?" Answer his questions and, if you think he doesn't understand something, stop and talk more about what he asked. Don't worry if you occasionally break the flow of a story to make clear something that is important. However, don't stop so often that the child loses track of what is happening in the story.

Look for Books!

The books that you pick to read with your child are very important. If you aren't sure of what books are right for your child, ask a librarian to help you choose titles.

Introduce your child to books when she is a baby. Let her hold and play with books made just for babies: board books with sturdy cardboard covers and thick pages; cloth books that are soft and washable, touch-and-feel books, or lift-the-flap books that contain surprises for your baby to discover.

Choose books with covers that have big, simple pictures of things that she sees every day. Don't be upset if at first your child chews or throws a book. Be patient. Cuddling with the child as you point to and talk

with great excitement about the book's pictures will soon capture her interest. When your baby becomes a toddler, she will enjoy helping to choose books for you to read to her.

As your child grows into a preschooler and kindergartner, the two of you can look for books that have longer stories and more words on the pages. Also look for books that have repeating words and phrases that she can begin to read or recognize when she sees them. By early first grade, add to this mix some books designed for beginning readers, including some books that have chapters and some books that show photographs and provide true information rather than make-believe stories.

Keep in mind that young children most often enjoy books about people, places, and things that are like those they know. The books can be about where you live or about parts of your culture, such as your religion, your holidays, or the way that you dress. If your child has special interests, such as dinosaurs or ballerinas, look for books about those interests.

From your child's toddler years through early first grade, you also should look for books of poems and rhymes. Remember when your baby heard your talking sounds and tried to imitate them? Rhymes are an extension of that language skill. By hearing and saying rhymes, along with repeated words and phrases, your child learns about spoken sounds and about words. Rhymes also spark a child's excitement about what comes next, which adds fun and adventure to reading.

Show Your Child That You Read

When you take your child to the library, check out a book for yourself. Then set a good example by letting your child see you reading for yourself. Ask your child to get one of her books and sit with you as you read your book, magazine, or newspaper. Don't worry if you feel uncomfortable with your own reading ability. It's the reading that counts. When your child sees that reading is important to you, she may decide that it is important to her, too.

In late kindergarten or early first grade, your child may want to read on his own. Let him! But be sure that he wants to do it. Reading should be something he is proud of and eager to do and not a lesson.

As you read with your 4- or 5-year-old, begin to remind her about these things. Read the title on the cover. Talk about the picture on the cover. Point to the place where the story starts and, later, where it ends. Let your child help turn the pages. When you start a new page, point to where the words of the story continue and keep following the words by moving your finger beneath them. It takes time for a child to learn these things, but when your child does learn them, she has solved some of reading's mysteries.

Early Efforts To Write

Writing and reading go hand in hand. As your child is learning one, he is learning the other. You can do certain things to make sure that he gets every opportunity to practice both. When he is about 2 years old, for example, give your child crayons and paper and encourage him to draw and scribble. He will have fun choosing which colors to use and which shapes to make. As he holds and moves the crayons, he will also develop muscle control. When he is a late toddler or early preschooler, he will become as eager to write as he is to read.

Your preschool child's scribbles or drawings are his first writing. He will soon begin to write the alphabet letters. Writing the letters helps your child learn about their different sounds. His very early learning about letters and sounds gives him ideas about how to begin spelling words. When he begins writing words, don't worry that he doesn't spell them correctly. Instead, praise him for his efforts! In fact, if you look closely, you'll see that he's made a pretty good try at spelling a word for the first time. Later on, with help from teachers (and from you), he will learn the right way to spell words. For the moment, however, he has taken a great step toward being a writer.

Reading in Another Language

If your child's first language is not English, she can still become an excellent English reader and writer. She is on her way to successful English reading if she is beginning to learn many words and is interested in learning to read in her first language. You can help by supporting her in her first language as she learns English. Talk with her, read with her, encourage her to draw and write. In other words, do the same kinds of activities just discussed, but do them in your child's first language.

When your child first enters school, talk with her teacher. Teachers welcome such talks. They even have sign-up times early in the year, though usually you may ask for a meeting at any time. If you feel that you need some support in meeting with the teacher, ask a relative, neighbor, or someone else in your community to go with you.

When you do meet, tell the teacher the things that you are doing at home to strengthen your child's speaking and reading in her own language. Let the teacher know how important your child's reading is to you and ask for support for your efforts. Children who can switch back and forth between languages have accomplished something special. They should be praised and encouraged as they work for this achievement.

Source from: Ed.gov

2003 by AfroStaff

Schools as Community Learning Centers

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school care available to parents who work, many children must care for themselves or be supervised by older siblings responsibilities that distract them from school work.

Lacking constructive community activities to engage them after school, children are vulnerable to drug use and gang involvement outside of school hours. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging

homework; as a result, some of these students may not learn the skills they need to become productive citizens.

This article focuses on keeping neighborhood school buildings open as Community Learning Centers to give our children opportunities to enhance their learning and be involved in enriching activities in convenient, caring environments.

Research shows the importance of keeping schools open as after-school and summer Community Learning Centers:

- Few opportunities exist for young people. While there has been a growth in the availability of after-school care programs for children over the last 20 years, relatively few organized, extended learning opportunities exist. Extended learning programs in schools are even more scarce, especially for older children and youth. In 1995, there were 23.5 million school-age children with parents in the workforce. But as recently as 1993-94, only 974,348 children in public elementary and combined schools (just 3.4 percent of all public elementary and combined school students) were enrolled in 18,111 before- or after-school programs at public schools. Seventy percent of all public elementary and combined schools did not offer before- or after-school programs.
- Parents want more access to extended learning opportunities but may face barriers in accessing them. A recent survey of parents found that 56 percent think that many parents leave their children alone too much after school. And principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs. Studies have identified some barriers to participation (e.g., hours of the program, transportation, concern over program activities and quality), the most frequently mentioned barrier to participation being parents' inability to pay the tuition and fees charged by programs. Barriers to offering programs have been identified, also, including the unwillingness of unions (teacher, paraprofessional, and custodial) to extend the hours of their members and charging high rental rates for the use of the school facility.
- Youth are at greatest risk of violence after the regular school day. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m and 6 p.m.--a time when they are not in school at the end of the regular school day.
- Organized activities help children resist unsafe behaviors and enhance learning. After-school and summer programs can offer the support and supervision children need in order to learn and to resist the influences of unsafe or violent behaviors. While some of the research is contradictory, children under adult supervision in formal programs that exhibit quality indicators (lower student staff ratios, age-appropriate activities, academic and enrichment activities) demonstrate higher academic achievement and better attitudes toward school than children left alone or under the care of siblings. Community public school facilities can offer the venue for such programs, for, otherwise, from the last bell of the school day to the first bell of the next day--16 hours each day--one of the community's largest capital investments sits vacant.

- Children in quality programs do better in school. Research indicates that program quality is very important. Students have more positive interactions with staff when student to staff ratios are low, staff are well-trained, and a wide variety of activities are offered. Students in quality programs may have better peer relations and better grades and conduct in school than their peers in other care arrangements.
- Teachers and principals are recognizing the positive effects of good quality programs on their students. The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop an interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs.
- Youth need opportunities outside of the regular school day to be mentored by adults and introduced to new activities that they can master. Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school. Mentoring middle school students in math and science is one important activity that can increase the likelihood of future college going. After-school activities also allow children and youth to explore and master activities (art, dance, music, sports) that can contribute to their overall well-being and achievement.
- Children who spend more time in learning activities and organized extracurricular activities learn more. This is especially true for reading and an important research-based premise of the President's America Reads Challenge proposal. Also, students who are involved in extracurricular activities such as academic clubs, sports, student government, band, and special lessons show greater achievement.
- Children want and need organized after-school activities. Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than other children. They also are more likely to engage in risk-taking behaviors and drug and alcohol use, and are more often the victims of accidents and abuse. Children who spend more hours on their own and who began self-care at younger ages are at increased risk.

By offering a safe learning environment before- and after-school and during the summer, schools can become Community Learning Centers that help children read, learn more, and avoid destructive or dangerous activities. The programs can be simple, focused on a single goal, and funded by reallocating existing resources. Or they can address an array of conditions, involve many community partners in a systems-building approach, and attract support from many sources. In both cases, after-school and summer learning opportunities in a safe, drug-free environment can make a profound difference in children's lives.

Source from: eric.ed.gov

2003 by AfroStaff



Democrat/Liberal Homosexual Agenda Pushing in Our Schools

Because intellectual/political Blacks find it difficult to establish their own identity and must leach on to Democrat/Liberal ideology, to those who believe in voting Democrat, prepare to battle morally endowed people who would rather not allow homosexual programs in the public schools.

The Massachusetts public school system and its practice of sexuality and homosexuality programs, classes, and general propaganda in high school and elementary schools is a prototype to what is to come within the liberal sectors of American society. When Blacks vote Democrat, they are not only voting for equal rights for minorities i.e. Blacks, but they are opening the floodgates for every other minority lifestyle, mainly alternative.

Below is a collection of articles and news stories about how Massachusetts has become blatantly defiant of parental rights and have promoted pro-gay public school courses and seminars in recent years.

Black Democratic supporters are so concerned with Republican racism that they cannot see the immorality their own party is and eventually will initiate into their own lives and the lives of their children. Soon, as homosexuality become more acceptable throughout the country, this same agenda will become a factor in urban schools, and because Blacks open their legs wide and are prostitutes to Democratic pimps, do not be shocked when Jamal and his sister comes home talking about the homosexual seminar they attended instead of regular classes.

In recent years the Massachusetts public school system has experienced an explosion of sexuality and homosexuality programs, classes, and general propaganda throughout the Commonwealth, aimed specifically at children, from the high schools right down to the elementary schools. These have usually come in "through the back door" brought in by activists, without deliberation or even full knowledge of parents and the general community.

In 1995, the Massachusetts Legislature recognized this problem and passed the Parental Notification Law to give parents some degree of relief. Unfortunately, that law was heavily opposed by gay activists groups and other left-wing organizations. As a result of their last-minute lobbying, some compromises were made in order to get it passed by the end of the legislative session. We have seen since then that these compromises essentially negated the Legislature's intent.

The Parents Rights Bill was revised and passed as legislation in Massachusetts because public school officials were allowing activist groups to come in and teach homosexual seminars to school children with

little or no parental notification. The old bill was considered vague and unclear and had too many loopholes in it allowing access to schoolchildren without a clear understanding from parents.

The excuses offered by the activist groups are despicable and intrusive at most. However, this is how Democratic/Liberal activist push their agenda, they force it upon uninformed people and through children, this way, they can establish a constituency for the future.

If Black people want to allow this type of fascism into their lives, they are of a sad moral state. Black church leaders who convince their congregations to vote Democrat should know exactly what they are voting for. They are simply opening doors to immoral lifestyles that are contrary to the very Bible they supposedly teach from.

Below are stories from outraged parents who exposed the activities of the liberal groups. The groups involved in supporting this fiascoes are, the Massachusetts Teachers Unions, Planned Parenthood, (who are supportive of abortion without parental notification, safe sex and use of condoms, which undermines abstinence), and AIDS Action Committee, which also promotes safe sex as opposed to abstinence.

Reading these stories should spark an inkling of morality in any person, if they are not morally dead or in a state of damnable perdition. These are true stories and should be taken seriously and as an example of the insult upon a parent's rights to know what the public school system is teaching our children.

Trampling on Parents' Rights: A Few of the Stories

If the above was not enough to send chills through the spine of a parent, Black person and voter, then the following article found published in a Massachusetts newspaper should. When notes and phones calls are made to these schools, many administrators and school staff are trained to ignore the caller or act as though they know nothing.

Massachusetts News Article Exposing Explicit Conversations

These tactics are the same type tactics used by Democratic campaign managers, poll research people during election time, especially in the Black community. They will do whatever it takes to convince people to vote for them even if it means lying and deceiving people.

Black people need to wake up and see who the truth enemy is before we lose what little moral values we have left. We cannot continue to support a group of people who would just as well see the destruction of the country and our children's mental state of growth all for their own benefit.

2004 by AfroStaff

Black Lottery

How many times have you walked into the corner convenience store in your neighborhood and noticed the lottery line reaching around the aisle? The players look to be at different income levels, educational levels, and ages ranging from 18 - 65. Better yet, how much time and money have you spent in the lottery line, hoping to hit your number. How many times have you played the same number with no luck or played a number every day only for the number to hit the day you did not play it? This whole scenario is all too familiar to many people regardless of race, but particularly to Blacks.



Four years ago the National Gambling Impact Study Commission reported that state lotteries are largely supported by a small group of heavy players, with 5 percent of players accounting for 51 percent of lottery sales. The study also revealed that Blacks spend five times as much as whites on lottery tickets and that lottery players "are disproportionately poor, black and lacking a high-school education." If referring to the economic and overall status of the Black community, this statement must be true since Black wealth equals 1% of the entire U.S. national income. In other words, if Blacks are the backbone of the lottery business, no wonder many of us remain in poverty.

Educational differences are not far behind either. The study reported that high school dropouts spend four times as much as college graduates. Both cases are extreme because there are not more Black high school dropouts or college graduates than there are people in between who make up the majority. It is in this range, the majority, who compose the big lottery spenders. The Black lower to middle class spends more money on lottery tickets than anyone else in the country. But this spending does not go unjustified.

Many people believe religiously that the lottery money they spend is making a difference in their child's education. Most states use lottery proceeds for funding the states educational institutions, particularly the public school systems. People do not mind spending (or wasting) money for a cause that affords the children. So why are our public schools still failing our Black children? Is the spending justified if test scores are low, school technology is not up to date, and children are not reading by the fourth grade?

All cases are different for each state and school district, but overall one must ask him or herself, is my lottery money really helping the children or me for that matter. Is this splurge of money into a federal bureaucracy effective or just one big gamble? The lottery is just another area of the Black community that should be evaluated for its actual effectiveness on Black economic and social well-being.

2003 by AfroStaff

Eliminating the Race Variable in Black Achievement

When questioning the achievements of Blacks in areas of career, education, or health as compared to whites, many researchers and scholars avoid the fundamental variable of race discrimination and instead attribute the problems of Blacks to Blacks themselves. In one example, the study below suggests that career and educational deficits among Blacks are defacto the fault of Blacks, with strong implications toward some form of social/mental deficiency.

The scholars conducted research and a poll on a represented portion of Blacks and whites equally and found that Blacks lag in educational degree attainment and actual upward mobility in career goals. Though Blacks were found to place high value on career choice and education, they were not accomplishing these goals as compared to whites. The numbers they pulled are below.

A gap exists in the number of Black/African American and White students completing high school and college (Bauman & Graf, 2003; Stoops, 2004). According to the 2000 U.S. census, an estimated 14.3% of the Black/African American population 25 years and older has a baccalaureate degree, 42.5% has some college education, and 72.3% completed high school. In contrast, 26.1% of the White population 25 years and older has a baccalaureate degree, 54.1% has some college education, and 83.6% completed high school (Bauman & Graf, 2003). Additionally, the percentage of Black/African American persons and White persons in the resident population who have graduated from high school has remained unchanged within the last decade (Stoops, 2004).

At first glance, one would accept the numbers as standard because in study after study Blacks always lag behind whites, at least according to that study. And after every study, one would suppose that Blacks are incapable of achieving anything higher than whites and are thus in need of help or are simply unmotivated. To the contrary, the researchers also found that Blacks do expect more and strive to achieve it, but their findings have a hidden motive.

Now after they prove by their research that the motivational factor is not necessarily a hindrance for Black achievement, they refer back to the former possible cause of Black underachievement, which is individual deficit. Obviously, because whites have higher numbers than Blacks in the poll, whites cannot possibly have any deficits, this is the implication. Below is their explanation in academic terms.

Studies suggest that Black/African American students value the importance of earning high incomes and contributing to society (Hwang, Echols, & Vrongistinos, 2002). A study of Black/African American community college students by Teng, Morgan, and Anderson (2001) suggested that job security, a good starting income, autonomy, and an important position are more important to Black/African American students than to White students. The desire to serve others and the community is also a prominent theme in Black/African American culture.

Additionally, Black/African American persons continue to experience high rates of educational deficits, employment stagnation, and poverty in the United States (Pope-Davis & Hargrove, 2001). We hope that investigating the influence of future income, future status, and making a difference in society will lead to

implications beneficial in assisting Black/African American students in completing high school, attending college, and making a career choice.

The ideal that "investigating the influence of future income, future status, and making a difference in society will lead to implications beneficial in assisting Black/African American students in completing high school, attending college, and making a career choice," is necessary for increasing Black achievement is insulting at the least. Blacks do not need assistance in achievement any more than whites need assistance in defeating racist attitudes and discriminatory practices toward Blacks.

The problem is not Black deficit or lack of or social incompetence on the part of Blacks, it is racism in the educational and corporate world against Blacks. The researchers and all researchers of this practice attribute the exact same formula toward Blacks in all their research, polls, and studies. The problem is that Blacks do not look deeper into the research motives as they should.

The reaction from Blacks after reading studies like this is premature and afterward the actions they take toward "assisting Blacks" is unjustified and unneeded. What is needed is an approach toward eradicating racism, not improving the Black state. Black people are normal people but we live in a society that wants to see our failure more than our victories so they pre-determine our failures by publishing them, thereby destroying self esteem and determination, all the while giving themselves a boost of both.

Blacks who accept these false studies and resolve to address them are being led astray simply because they do not know the truth about what the study suggest. In other words, if they accepted the truth for what it really is, which is social/racial discrimination is what holds Blacks down and not Black deficiencies; they would design a strategy to combat the falsehoods instead of accommodating them.

Source from: Findarticles.com

July 2007 by Aframerica

Spending For Education

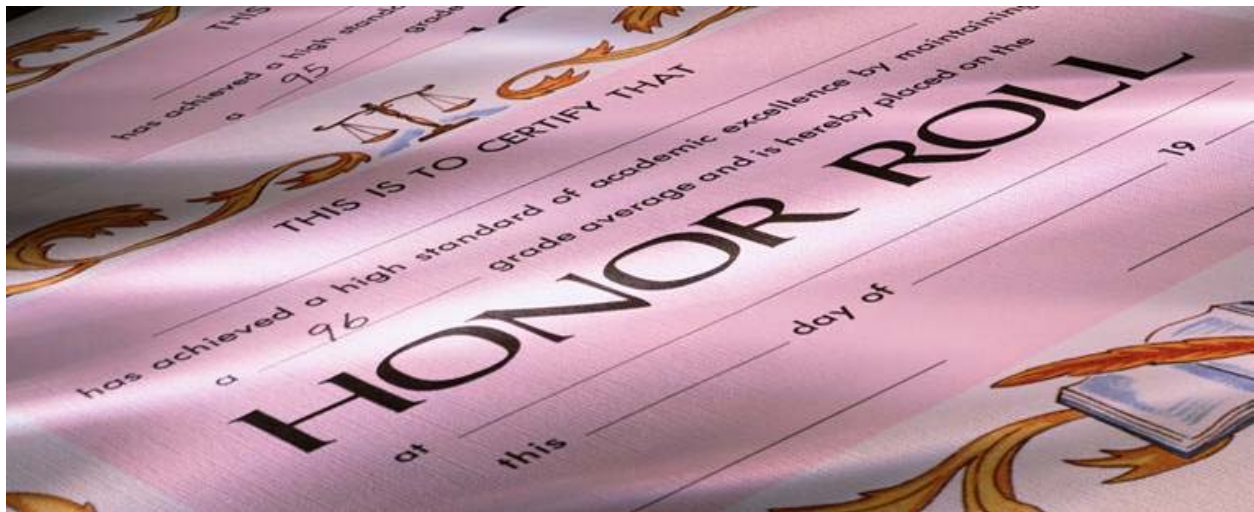
It cost approximately \$7,524 in 2002 to educate one child in the United States, at 47,575,862 children attending elementary and secondary schools (including high schools). That's close to \$4 billion a year for public education. And each year the budget is increased by another few million dollars. This is the most logical strategy, national educators and government officials and politicians can devise for improving the minds of America's children. Is it working?

A simple scenario will reveal it is not. In one small American town, cars are littered with bumper stickers claiming that the driver is the "proud parent of an honor student." In fact, out of 197 six graders, 126 made the honor role. Well, one may ask, are there that many smart kids in one town? The answer is simple, no. The fact is that propaganda elevation of student achievement comes with the stroke of a pen.

This fake establishment of academic success is spreading epidemic-like by combining elevated self-esteem with blatant grade inflation, all in hope of masking the failure of American public education (Gross, 1999). Furthermore, there is an increase of students enrolled in "advanced placement classes" in high school, which offer opportunity to receive college level credit. However, once they enter college, instructors are finding that these "advanced" students' score below average on entry-level test and classroom performance.

But with all the money being spent on education, should not our students be the best and brightest in the world. Think again.

This was shown when our highest-achieving students, those in "advanced placement," many of who were also "honor students," were placed in international competition. As part of the Third International Mathematics and Science Study competition, America entered these gifted students in several special contests, optimistically pitting their skills against the best of the rest of the world.



The results were crushing. Our best are apparently far from good enough. In the overall math contest, for example, America scored near the basement, fifteenth among sixteen nations. In calculus our smartest teenagers performed almost as poorly - fourteenth out of fifteen countries. In geometry, the academic embarrassment reached its zenith. The top American youngsters scored at the absolute bottom.

Our leading young science scholars did no better. The American advanced placement high school physics seniors, so thoroughly advertised in the Intel Science Talent Search (formerly the Washington scholarship) and in nationwide science fairs, performed even worse than our best mathematicians. They scored dead last, some 25 percent below the leader, Norway (The Conspiracy of Ignorance, 1999).

So is the answer more money? No. The answer is that the school system should drop their hands from begging and actually teach our students. Why should citizens continue to fund an establishment that continues to fail? The public school system does not need more money; it needs more teachers and parents who care. Not those who simply want to increase their budgets or ride around with bumper stickers promoting false dreams.

It makes no sense to believe that more money helps people learn better, it is obviously up to the efforts of the educators, administration and faculty, including parents, to want their children to gain knowledge about the world around them. Other cultures understand the value of learning, not just for getting into the best college or finding the best job, but also to improve on the state of the world through discovery, exploration, and survival.

If America has become so slack in achieving academic aptitude then some other country will soon develop a young population that will rise and make strides beyond the ability of Americans. Culture plays a large part in development of a nation. America's prosperously-laxed culture has obviously overtaken America's ability to learn.

2003 by AfroStaff



A Special Education Report

Special education is intended to provide support and services to help students with disabilities learn to their full potential. In theory, and often in practice, students who are eligible for special education receive valuable assistance in the forms of tutoring and specialized instruction by teachers with

specific training. Most important, special education is services for children, not a place where children are sent.

Historically, special education has too often been a place - a place to segregate minorities and students with disabilities. Individuals with disabilities are often confronted with fear, prejudice, and stigma. Today, despite some far-reaching improvements, both racial and disability discrimination persists. As a result, minority children deemed eligible for special education are in jeopardy of being discriminated against on the grounds of both race and disability.

In 1998, approximately 1.5 million minority children were identified as having mental retardation, emotional disturbance, or a specific learning disability. Compared to White children, African American children (in data from 1997) were almost three times more likely to be labeled "mentally retarded."

Some minority children do need special education support, but far too often they receive low-quality services and watered-down curriculum instead of effective support. Moreover, research suggests that minority students are less likely to be mainstreamed than similarly situated White students. Most pronounced is the dramatic overrepresentation of African American male children labeled "mentally retarded" compared to Whites, as well as other minorities. To the extent that minority students are misclassified, segregated, or inadequately served, special education can contribute to a denial of equality of opportunity, with devastating results in communities throughout the nation.

The special education evaluation process is often described as a set of discrete decisions based on scientific analysis and assessment. In reality the evaluative decisions are more subjective, with many interdependent variables, including school politics and cultural bias. A host of factors, such as the quality of regular education and classroom management are equally important, and often go unrecognized.

Poverty and other socio-economic factors correlate highly with the incidence of disability among nearly all groups, and across most categories of disability. But once socio-economic factors are accounted for, the effect of race and ethnicity remains significant. Most profound is that, contrary to expectations, as factors associated with wealth and better schooling increase, African American boys are at greater risk of being disproportionately labeled "mentally retarded." (Oswald, Coutinho and Best)

Minority students are less likely than their White counterparts to receive counseling and psychological supports when they first exhibit signs of emotional turmoil, and often go without adequate services once identified. This lack of early intervention and support correlates highly with dropouts and suspension or expulsion, and helps explain why minority school aged children are overrepresented in the juvenile justice system. (Osher, Woodruff and Sims)

Evidence suggests that many students are not provided with the opportunities to learn the tested material. (Heubert)

- State funding mechanisms appear to affect minority overrepresentation in special education. Where state funding is weighted to spend more money in relation to the degree of disability, African American students often face a greater chance of being labeled "retarded" and placed in restrictive programs. Moreover, such programs receive less money per student than in states where the funding is not weighted by severity of disability. (Parrish)
- Two recent settlements brought on behalf of minority students in Chicago, using disability law, have resulted in substantive changes in teacher training, special education referrals, evaluations and performance goals for students with disabilities. The lawsuit also resulted in a multi-million dollar infusion of funds for measures designed to increase access to the regular education classroom and curriculum. (Soltman and Moore)
- Interventions by the United States Department of Education, Office for Civil Rights have not often been comprehensive enough or sufficiently monitored to ensure significant improvements for minority students with disabilities. (Glennon and Schafer; Losen and Welner)

- The Office for Special Education Programs of the United States Department of Education, charged with enforcing the Individuals with Disabilities Education Act (IDEA), has achieved only limited success in ensuring that local school districts comply with IDEA. (Hehir)

While often treated as having a singular disorder, many students with EBD often have a variety of emotional, behavioral, and learning problems such as attention deficit disorder, anxiety, depression, and conduct disorder (Carron & Rutter, 1991; Friedman, Kutash, & Duchnowski, 1996) which in turn place them at risk for substance abuse and delinquent behavior (Loeber, Farrington, Stouhamer-Loeber, & Van Kammen, 1998; Rutter, Giller, & Hagell, 1998).

This is a particularly hazardous occurrence for black males who, compared to their white peers, are more likely to deal with a toxic social environment where the lack of economic opportunity, lack of credentials, poor job readiness, and underdeveloped job seeking skills create a particular disadvantage (Wilson, 1997; Hawkins xxx, 2000), and where racial profiling (intuitive or procedural) increases the likelihood of encounters with police where impulsivity or poor social skills can lead to being arrested for such offenses as "contempt of cop" (Osher et al., in press; Prothrow-Stith, 1991; Snyder & Sickmund, 1999).

2003 by AfroStaff

Source from: U.S. Department of Education Ed.gov

The Benefits of Charter Schools

Charter schools are independent public schools. - They are designed and operated not by the local school district, but by a group of founders like parents, educators, and community leaders. Founders must obtain a charter-the specific contractual authority to run the charter school-from an authorizer established under their state's law, such as a college, state chartering board, or local school board.

Public school funding follows the students enrolled in the charter school, and founders have a great deal of independence to decide the school's budget, staff, curriculum and teaching methods. In many states, charter schools are exempt from most state and local regulation, with important exceptions like laws and rules dealing with health and safety, special education and civil rights.

Though independent, charter schools ensure accountability. -

Schools must meet strict academic performance standards and other goals agreed to in the charter, and must successfully manage school finances and operations. It's simple: no results, no charter. If charter schools don't perform, they are closed. That's greater accountability than is generally required of district public schools.

Charter schools offer different choices within public education. -

Charter schools are all of these: one grade or 12 grades; year-round or extended-days; back-to-basics or state-of-the-art technology; environmental mission or arts focus; business/labor partnership; specialized teaching strategies; priority for special needs students; or use of culturally appropriate curricula.

Charter schools expect parents to be involved. - It is not unusual to see parents painting the school corridors or laying the carpet before the charter school opens. Some schools require parents to volunteer a certain number of hours at the school; and others have parents sign contracts committing them to read aloud to their children or review their homework at home.

Charter schools offer opportunities to innovate. - Have all successful learning strategies been developed? Of course not. Since the average size of charter schools is small (about 250 students), the opportunity to innovate is greater. Thomas Peters, author of *In Search of Excellence*, observed that large organizations are seldom responsible for major advances in their industries.

"It doesn't look like school. It looks like learning."

- Sign on a charter school door

2003 by AfroStaff

Is Home Schooling a Black Thing

The estimated number of home-schooled children (grades K-12) for the 2001-2002 school year was between 1.7 million and 2.1 million. Out of this rough estimate, only a small fraction, about .8% of these children are Black children. Why is this, because Black families do not have the conveniences of choice like many white families do. Any home-schooling family has a certain advantage when deciding to home-school but only after making an extreme sacrifice.

This advantage is that, one of the parents has to be home to teach the child or children. Well, Black families fall short of this convenience because the majority of Black families are two-income families, if there are two parents, which is also a rarity among Black families. In other words, first, there has to be two parents in the family, then, one of them has to be making enough money for the other to stay home and teach the child. Furthermore, both parents have to see the benefits of home schooling, which means agreement between the two. All or both of these cases should be met before home schooling is considered.



What are the benefits of Home Schooling?

Parents home school their children for many reasons that are often unique to their family situation. Some of the reasons parents gave for home schooling in the Parent-NHES: 1999 study was: It was the child's choice; to allow parents more control over what their children were learning; flexibility; and parents wanted year-round schooling. Other common reasons are:

- Better education at home
- Religious reasons
- Poor learning environment at school
- Family reasons
- Develop character/morality
- Object to what school teaches
- School does not challenge child
- Other problems with available schools
- Student behavior problems at school
- Child has special needs/disability
- Transportation/convenience
- Child not old enough to enter school
- Cannot afford private school
- Parent's career
- Could not get into desired school

So why is it that more whites have taken the initiative to school their own children and Blacks do not seem to see the benefits? When will Blacks begin to realize that there are advantages in home schooling their children? The fact is, too many Black families are single parent families and too many Black families are two-income families. The traditional family is not popular with Black families, and never really has been. Traditional family as in father works, mother stays home and takes care of the kids. First, Blacks have to see the benefit of the traditional family before they can see the advantage of teaching their own children.

A reason for this type of thinking in the Black mind is that we believe "it takes two to make it today." That means that because of our economical disadvantage in society, we have to work twice as hard as whites in order to even survive, let alone thinking about just one spouse working. We are trying to escape

poverty, not prolong it. We want our children to receive the best education possible; therefore, we will pay for it, move to where it is, and hope that everything turns out all right.

Do you see the benefits of home schooling? If so, would you consider home schooling your children? What are some of the obstacles that prohibit you from home schooling your child?

2003 by AfroStaff

Re-Educate Your Children

Not since the olden days of blatant segregation when Blacks were forced to learn among themselves in run-down schoolhouses has there been such an opportunity to educate ourselves of our own culture, values, and philosophies of life as there is now. With the new wave of home schooling going on and all the new technology, it has become much easier and socially acceptable to teach your own children in the privacy of your own home.

Instead of complaining about public school teachers and competing for government funding, parents and teachers of urban areas can devise a program that would provide Black parents with another alternative - home schooling.

Instead of allowing Euro-indoctrination of your children, you can teach Black history, exalt Black heroes and heroines, activist and their purposes, inventors, religious and political leaders of Black America and especially the world. This is an opportunity to re-educate your children and wipe from their minds fables, myths, and fairy tales of white ideology.

Just how prevalent is home education today? The data indicate there are approximately 1.23 million American children being taught at home. This finding (which has an estimated margin of error of $\pm 10\%$) exceeds the total public school enrollment for the state of New Jersey, which has the 10th largest student population in the nation.

Put another way, there are more home school students nationwide than there are public school students in Wyoming, Vermont, Delaware, North Dakota, Alaska, South Dakota, Rhode Island, Montana, and Hawaii - combined. In fact, America's home schoolers, collectively outnumber the individual statewide public school enrollments in each of 41 states.

Why are so many parents choosing to home school? Because it works. This study shows that home-educated students excel on nationally-normed standardized achievement exams. On average, home schoolers out-perform their public school peers by 30 to 37 percentile points across all subjects.

Does race make a difference in academic performance? Math and reading scores for minority home schoolers show no significant difference when compared to whites. In reading, both white and minority

home schoolers score at the 87th percentile. Only five points separate them in math - the 82nd percentile versus the 77th.

Home schoolers have been able to substantially eliminate the disparity between white and minority scores even when the samples are adjusted to reflect the exact same proportion of American Indians, Asians, blacks, and Hispanics.

So this new data has given us an idea as to why minority students are claimed to do worst than white children when national-wide studies are done - it is the public school system and the differences in economic and social demographics. In other words, it does not matter where you live and how much money you make, if you teach your child yourself, they have a better chance at achieving mainstream standards.

2004 by AfroStaff

Arguments Against Vouchers

Voucher schemes work by skimming money from already poorly financed public education budgets, which leaves inner city schools in even worse situations than they presently are.

1. Private school advantage? What advantage?

Many studies, like those administered by the National Assessment of Educational Progress, indicate that public schools are generally on equal footing with private schools. Students doing the same coursework perform about equally in both institutions. Studies, which show otherwise, tend to fail to factor out things like income level, educational level of parents, learning disabilities, etc. When such things are taken into account, we get a dramatically different picture.

2. Why should the public pay to send any children to private schools?

Although it would be nice for poor children to attend good private schools if the parents wish, that doesn't mean that it is the government's responsibility to fund it. If private schools wish to have such children attend, they can offer scholarships, as many already do.

3. Vouchers do not really save money.

Whatever the cost of private school education, voucher systems typically will force the government to subsidize the cost of such education for students already attending private schools. That would cost the taxpayers billions of extra dollars they do not presently have to pay.

4. Private school survival?

If the public wants private schools to survive, they can donate money or authorize the government to grant those institutions some special funds - at no point is it necessary for the government to subsidize the education of specific students there. People who really do value the free market will recognize that the survival of such schools is not automatically the responsibility of the government.

5. Free market competition?

The effect of free-market competition upon bloated, non-competitive industries is often praised, but that praise can go too far and become quite irrational. The free-market is not a god that we have to unquestioningly follow - it is a tool, which we should use when and where appropriate, and we should not hesitate to question that appropriateness. Just because it works in one area does not automatically mean that it will work elsewhere.

Moreover, the idea of the effectiveness of the free-market in improving an industry is completely dependent upon the existence of real competition. However, there would be no real competition between public and private schools. Public schools must fund the transportation of students, whereas private schools have no such requirement. Public schools must abide by a whole host of governmental regulations on how to treat children, how to maintain buildings, race, religion, disabilities, etc., ad nauseam.

Private schools have few such restrictions, which they must abide by, especially religious schools. Attempts by the same people who push vouchers to enact bills like the Religious Liberty Protection Act would cause such religious schools to have to abide by almost no restrictions, diminishing real competition even further.

6. Public schools will become dumping grounds for the unwanted.

Private schools are free to pick and choose whomever they wish as students, freely discriminating for reasons of race, religion, disability, cost to educate, whatever - they are not answerable to the public, even though some people wish to give them public money. They can refuse admission or expel students for any reason whatsoever. Public schools must, except in extreme cases, accept whoever wishes to apply, including those with expensive physical or learning disabilities, behavioral disorders, contagious diseases, or language deficiencies.

Special students requiring extra effort to educate will rarely, if ever, be accepted to most private schools, allowing them to avoid the costs and problems of educating the unusual student. This is one way that voucher advocates can claim that the per capita education costs are lower at private schools than at public schools. Once again, we find an important area where real competition is entirely absent because the playing field isn't even close to level.

7. Public schools would be robbed of critical funding.

The funding of voucher schemes is accomplished by skimming money from already poorly financed public education budgets, possibly causing deep cuts in transportation costs, security, classroom improvements, repairs, supplies, and staff. There is a great deal of reverse-class envy sweeping the country, with middle- and upper-class people balking at paying to fund social services which are designed to help the poor survive with a bit of dignity.

This is really no different, since these people are looking for ways to stop paying to educate poor students while they look for better ways to educate their own. Why should they care what happens to inner city and minority students? If they aren't interested in helping to feed and house the poor, they certainly aren't going to be interested in educating the poor. A permanent underclass is developing in America, and this will serve to cement that development into fact.

8. Vouchers subsidize discrimination.

As already mentioned, private schools are free to discriminate at will, refusing or expelling any student for any reason like race or religion. Some students have been expelled because their parents were critical of the school. This is, of course, their right. But why should the government and taxpayers subsidize this discrimination?

9. Poor schools could take advantage of a voucher system.

Bizarre religious or political groups, cults, and even profiteers may be allowed to operate schools and receive public funding for doing so. Immune from government oversight, they'll be free to pursue whatever goals they may have, even including child abuse. The only way to avoid this is to subject schools, which receive vouchers to strict regulations. That, however, would force the government to become more deeply entangled with religion than is constitutional.

Many religious schools recognize the dangers of such government involvement and so refuse vouchers, which are accompanied by regulatory restrictions. In addition, the more regulations and restrictions that are imposed upon private schools, the less they will differ from public schools - thus undermining some of the purposes behind vouchers in the first place!

10. There is no double-taxation.

Parents who use private schools are only taxed once: when they pay taxes for public schools. The fees they pay to private schools are in no sense a tax - they are instead a voluntary payment to a private institution. Calling it a "tax" is nothing less than dishonest. Moreover, just because a person freely chooses to replace or supplement a public service with a private company does not mean that the government should refund any money, which would have gone to that unused public service.

People who hire private security firms do not receive money taken from police department budgets, and people who install private pools do not receive refunds because they do not use public pools. Public schools, as with public police departments, offer direct and indirect benefits to society as a whole and all individuals, even when those individuals are not immediately using their services.

Finally, unless the public decides that the government has no business providing police protection and education, then the government has the responsibility of properly maintaining and funding those services for all citizens - even for those who are not presently using them in a direct manner.

11. Private schools will not "fix" morality.

If our children suffer from any moral deficiencies, it is the fault of the parents, not the schools. Inept parents will not find sudden changes in their children just because they've started attending a private school. The problems facing our nation's youth are difficult and complex - it is absurd to try to simplify

them by claiming that they are the result of a lack of prayer or Bible reading in public schools, and it is equally absurd to claim that their inclusion in the school day will have any significant impact.

12. Funding religious schools is a violation of the separation of church and state.

Religious schools are, quite properly, viewed by both supporters and detractors as ideological and educational extensions of churches. Awarding them public money for their functions essentially taxes all citizens for the religious goals of a few. Even if the money goes from government to parent to school, constitutional problems remain. The fact of the matter is, for most religious schools the promotion of religion is a key purpose. There is nothing wrong with that, but why should public dollars be used for religious teaching and religious evangelization?

In 1967, the Supreme Court ruled against a voucher program in Louisiana, which was designed to thwart public school segregation. In the decision of *Poindexter vs. Louisiana*, the Court explicitly declared, "The United States Constitution does not permit the State to perform acts indirectly through private persons which it is forbidden to do directly." That, of course, is exactly what voucher schemes try to accomplish. Just as the government cannot subsidize churches by funneling money through sympathetic private citizens, it cannot subsidize church schools by funneling money through those same persons.

Moreover, many state constitutions have even stricter standards when it comes to the separation of church and state in the context of schools. It is not uncommon for state constitutions to very specifically prohibit the provision of any public money for private religious schools under any circumstances - something that would not allow for voucher programs.

Supporters of vouchers sometimes argue that these constitutional provisions are products of anti-Catholic bigotry during the 19th century. Although that may be true in some cases, it certainly isn't in all cases; moreover, even when it is true, such objections do not actually provide any arguments to think that these prohibitions are themselves immoral. People are capable of doing the right thing for the wrong reasons, and this may be an instance of that.

13. Vouchers don't help poor families - and many minorities don't want them.

A common argument in defense of vouchers is that they are necessary to help poor, minority students in the inner cities where schools fail to do an adequate job at educating people. It is argued that if the poor were given vouchers to attend better private and religious schools, then their children would receive an improved education and the situation for minorities in this nation would be dramatically improved.

Although laudable for its intentions, this argument fails factually on more than one level. A significant problem is the simple fact that the cost of private education is often much greater than the value of any vouchers which families might receive. The tuition at the best private schools can be as much as that of an Ivy League university and many very good private schools still cost over \$10,000 each year.

Vouchers, however, may only provide \$3,000 at most - and often quite a lot less. Families will have to make up several thousand dollars in difference, something beyond the means of the poor families, which vouchers are supposed to help. Only the cheapest private schools will be within the reach of poor families with such vouchers - schools that are least likely to really provide the superior education that voucher supporters are seeking.

This is partially why minority families do not generally support voucher programs. In 2000, citizens in both Michigan and California were given the opportunity to vote on voucher proposals - and voters in both states rejected those proposals by wide margins (71% vs. 29% in California, 69% vs. 31% in Michigan). Rejection by minority voters was even more lop-sided - in California, Hispanics voted against vouchers 77% to 23% while in Michigan, black voted against vouchers by 72% to 28%.

14. Vouchers are designed to end public education.

Although supporters of vouchers commonly portray them as a supplement to public education, especially in areas where public education is doing a poor job, in fact many regard vouchers as a first step towards eliminating public education entirely. For some, this goal stems from a libertarian ideology, which sees government support for education an unnecessary expense. It is argued that parents and no one else should fund education; moreover, it is argued that government necessarily does a poor and inefficient job at educating.

For many others, however, the elimination of public education is part of a religious and political agenda. According to Jerry Falwell, "I hope to see the day when, as in the early days of our country, we don't have public schools. The churches will have taken them over again and Christians will be running them." For such religious leaders as these, public school undermines Christianity because it causes students of different religious traditions to be educated together. They prefer highly segregated education where students are only exposed to the Truth - at least, the Truth as particular religious leaders see it.

Source from: Atheism.about.com

2004 by AfroStaff



A Perfect Example of Today's Racism

The purpose of Afroamerica is to inform Black-America (particularly the unbelieving ones) that racism still exists, only in subtler forms, and how we can combat this racism. Many times we at Afroamerica have brought to light the subtle innuendoes of racism from many fronts, such as media bias, discriminatory studies, and racial overtones that stereotype Blacks, type-casting them into demeaning social roles. The study below, released by the National Center for Educational Statistics, is a

perfect example of pure, uncut racism in its most devious and condescending form.

The study shows the average GPA standings of graduating high school students categorized by race. This is the first innuendo of racial discord in America. Why are all studies and statistics based primarily on race? Though many studies are divided by age, gender, class, and even buying preferences, why is race even a factor? This confirms America's racial prejudices if nothing else.

It may seem innocent because it has been done so much. Many Blacks are not moved by studies based on race because they are used to it, and are used to seeing themselves usually at the bottom of the stats. But other races, countries and cultures see these and think only one thing. Each time they see stats of any kind based on race comparing whites, Hispanics, Asian-Americans and Blacks, they see Blacks at the bottom, which reinforces to them that Blacks are naturally underachievers at whatever the study.

This is how America maintains superiority over Blacks. They are killing two birds with one stone. First, they are telling the world that Blacks are ignorant underachievers and second, they are telling Blacks the same thing. What is sad is that after so many years of seeing yourself at the bottom of the pile, one will start to believe it. For instance, psychologist suggests that parents never tell their children that they are stupid because the child will eventually believe it.

When white scholars and so-called experts evaluate social, political, economic, or psychological standings of the American culture, they are sure to release the findings according to race, which keeps the Black-American in plain view of the world. It also keeps them pondering to themselves how pathetic they must be compared to all other cultures in America.

This practice is racism at its uttermost extremity. It is witness against itself simply because it base findings on race, how apparent is that? What more proof could anyone ask? If every study and finding were based on anything other than race, the social image and self-worth of Blacks would improve, guaranteed. However, whites know this so they will always base their findings on race and engineer Blacks at the bottom.

The study could be as menial as who eats the most sandwiches in a year. If it is bad to eat more than others, whites would find a way to put Blacks at the top. If the study were who has the highest or lowest of anything, who does the most, who has the least or who cannot do it at all, Blacks are always at the extreme end of failure. This is how they maintain racial superiority and keep Blacks at a distance, by using academic studies and opinion polls. Nevertheless, the study below says, of course, that Blacks have the lowest GPAs in the country.

Student performance serves as an important indicator of the quality and rigor of a high school education, assuming teacher standards have not changed. An investigation of the trends in academic achievement provides valuable information to assess this indicator. A common measure of the nation's high school students' academic achievement is the grade point average (GPA). Although the scale used to determine GPA varies from school to school, the most common scale is the four-point grade scale. In this scale, the letter grades 'A' equals four points, and the scale progresses on down to zero points for the letter grade 'F'. This is the four-point grade scale used by the High School Transcript Study (HSTS) to compute each student's GPA.

Hispanics have somehow surpassed Blacks in GPA averages above population. Also, whites are subtle enough to place Asian-Americans at the top in a sad attempt at unpretentious impartiality. All studies of any social-behavioral sort are based wholly on individual ability, not race, class, or personal income.

For example, there are some college educated white males holding government offices that are simply perverted. There are the same who are as ignorant as a rock, and some who have committed some of the vilest acts of immorality in private than anyone ever could. This is not a racial issue; it is a personal choice of lifestyle.

These studies are socially engineered to discredit Blacks and always will be. The logic behind why race is even a factor has gone unanswered and will always remain a mystery as long as whites continue a distain hatred for Blacks.

Afromerica says, never believe these statistics because there is a motive behind them; one which will always undermine the advancements and achievements of Blacks in America. Some Blacks will remain unbelievers of this theory by using the argument that "maybe Blacks are at the bottom and cannot perform as well as others." They mean well but they are only proclaiming what white America wants them to. The very Blacks who have fallen victim to the psychological browbeating speak loudly for the white race. It is these Blacks who they are talking about in these polls. The less, worst, last, and stupidest.

Source from: Nces.ed.gov

2004 by AfroStaff

Black Children Always Labeled Mentally Retarded



The strategies of the oppressor have shifted to a deeper form of racial neutralization. Psychologist will agree that the way to win a war is to attack the enemy at his most vulnerable point. In the war on equality and the struggles of black America against the superiority complex of white America, since constitutional law and civil law are no longer effective ways to neutralize blacks, whites have focused their attack on an area of the black race that will eventually affect the whole race.

Get the children early on and the future of black adults is marred. Knowing that education is one of the keys to a successful life in America, and that without proper social skills and job search training, the average person will find it difficult to maintain even a minimum lifestyle. Hit them where it hurts the most, at the root of the race, their children.

In a study conducted by the Harvard Civil Rights program, researchers found that throughout history, black children are far more likely to end up in special education programs than whites, of course. Historically speaking, this act would be more comprehensible anytime before the 1980's; however, the

numbers of blacks in special education programs today remain high. This says that the plan to hinder blacks is still in effect.

In 1998, approximately 1.5 million minority children were identified as having mental retardation, emotional disturbance, or a specific learning disability. Compared to White children, African American children (in data from 1997) were almost three times more likely to be labeled "mentally retarded." (<http://www.law.harvard.edu/civilrights/conferences/SpecEd/moreinfo.html>)

Why are blacks labeled this way? Could it be that most black students are mentally retarded and just cannot measure up to the American educational and social standards? Maybe black people period are just not cut out to be Americans. What constitutes mental retardation in the first place?

The answer to the first question was studied and it was found that in most cases of student evaluation, school politics, cultural bias, and faculty apathy, among other reasons, were the main reasons for labeling blacks as special education students. The next question - Could it be that most black students are mentally retarded and just cannot measure up to the American educational and social standards? - Can be answered with a swift NO. However, evaluation of the American educational and social standards would have to be measured against simple human decency for this question to be fully understood and qualified as adequate data.

Maybe black people period are just not cut out to be Americans. This remains to be answered. Blacks in America are African-American thus qualifying them, but there is still the issue of equality and fair treatment as Americans, such as in the subject as this article. A race of people trained to adapt to a whole other culture immediately warrants difference in many areas. There will be acceptance and there will be resistance on the part of the trained. Those who accept will naturally adapt and those who resist will automatically be labeled. But what about those who have yet to make that choice, such as children unaware.

What constitutes mental retardation in the first place? According to the study from Harvard, "While often treated as having a singular disorder, many students with EBD often have a variety of emotional, behavioral, and learning problems such as attention deficit disorder, anxiety, depression, and conduct disorder." (Carron & Rutter, 1991; Friedman, Kutash, & Duchnowski, 1996).

Emotional problems are problems that all people have. Behavioral problems are problems adopted as a result of treatment by others, such as parents, peers, and people in authority. Learning problems are problems that must be addressed in the institutions created for this very purpose, the schools. Attention Deficit Disorder, a disease created by scientist (depending on one's geographical place of living) that warrants the use of drugs. Anxiety. A problem created by environmental surroundings, social, economical, and emotional. Depression is a problem formed by the same reasons as anxiety. Conduct disorder. A problem contrived as a result of having all the other problems, and one that black children in special education programs wind up having and displaying once confronted by law enforcement.

Once a child is labeled as having special educational, emotional, and behavioral needs, that child has a huge strike against him once they enter the real world. After they are labeled, children are misconstrued, isolated, and inadequately served by the school system, which leads to if not acquired before, more anxiety, depression, and negative behavior. The study also reveals that much of children's problems go

untreated or are inadequately handled. By the time they reach the teen years, juvenile delinquency is now a factor, and they are once again labeled.

Dropout rates increase among black students who were neglected early on in the so-called "special ed" programs. Is there concern on the part of the school system? NO, maybe among select teachers, however, overall the children are seen as a problem that cannot be solved or helped by the school system, after all, they have funding for the program and the opportunity is out there. Thus, it must be the students themselves. They have a mental disorder that the authorities cannot deal with. It is easier to label that child retarded than to offer extra help.

What are authorities doing?

"State funding mechanisms appear to affect minority overrepresentation in special education. Where state funding is weighted to spend more money in relation to the degree of disability, African American students often face a greater chance of being labeled "retarded" and placed in restrictive programs. Moreover, such programs receive less money per student than in states where the funding is not weighted by severity of disability."

"Interventions by the United States Department of Education, Office for Civil Rights have not often been comprehensive enough or sufficiently monitored to ensure significant improvements for minority students with disabilities.

"The Office for Special Education Programs of the United States Department of Education, charged with enforcing the Individuals with Disabilities Education Act (IDEA), has achieved only limited success in ensuring that local school districts comply with IDEA."

What do we do?

Take notice, first of all, that the problem is real. Not that black children are mentally retarded, but the school authorities are over representing black students as mentally retarded. Once we realize that there is a problem and are willing to fix it, we can agree on a strategy to fight the attacker.

We must have a strategy that will combat the oppressor effectively. Look at the tactic they are using. They are attempting to destroy as many black children as possible using what they consider appropriate steps and assessments, which determines the mental capacity of our children. If they can prove beyond a reasonable doubt to themselves that black children are abnormal, then they must at least make an effort to convince us that we must do something to help our children.

However, if we believe that we must help our children then we have accepted what they have thrown us, which is a lie. We must know beyond a doubt to ourselves that our children are a reflection of us, and if we accept that our children are retarded, then we are confessing to the same illness. This means that most blacks in America are considered mentally and mildly retarded.

To combat this lie and psychological delusion, we must know that it is not we, but the system that has made us what they want us to be, a race known for its mental shortcomings. We must refute any and all attempts by school officials to label our children. This means approaching them face first and letting them

know that a community group will organize to monitor the special education programs in that local school system, which takes not only community, but parental involvement.

If we go on allowing our children to be labeled "insufficient," the fight for equality will stretch far beyond what it is today and there will be no end to the struggle for true equality for blacks in America. Reject this attempt at racial genocide and fight to protect our dignity.

Use Your Brain, Improve Your Life

The brain is a machine unlike any other. It never stops working yet it constantly needs fuel, but unlike any other machine, it never operates at full capacity. According to psychologist and medical science, the brain is made up of different parts that operate differently from one another. There are parts of the brain that humans have yet to use and there are parts that are constantly overused. Even without human intervention or ability, the brain gives admission to information even when we are unaware.

Regardless of what kind of information and how much of it goes into our brains, only we, as individuals, can control what portion of that information we will keep and use and what portion we will discard. The ability to control what our brain keeps and uses is an extraordinary skill that must be practiced and exercised persistently if we as humans want to maintain control over our own thoughts. Otherwise, we will be controlled by whatever subliminal illusions occupy our brains.

There are a few things to know about maintaining control over what and how the brain processes the information it receives. However, one should realize that even though the brain belongs to us does not mean that we will ever have complete control over it. But as long as we do, we can filter our minds and make it work for us in many ways.

The first thing to remember is that we have the power to feed our brains whatever we want it to have. We do not have to be subject to outside influences that feed our brains for us, such as television, radio, or the opinions of other people. The way to accomplish this simple task is to designate to your brain what you will feed it, which will help it grow by learning. For example, everyone has interest; maybe jogging, painting, music, or writing, and those interests are key to training the mind.

As strange as it may sound, not all people like listening to music or watching television or going shopping, they would rather read books for the purpose of gaining knowledge, some would rather paint for hours at a time exercising creativity, some would rather walk or run and some people like to talk. Whatever the interest, if it feeds the brain positive, enlightening things instead of destructive, it is well worth it.

Destructive brain food is food that does the brain's thinking for it. It does not allow the brain to actively participate in whatever it is feeding it and it strips all creativity, cognitive power, and abstract concepts from the brain, which slows down processing, and slowly infects it with illusionary imagery of unrealistic

impressions. The brain processes these impressions as abstract thus causing the person to confuse fact from fiction. When this happens, the ability to organize ideas is blurred and the person becomes dependant on destructive food to organize his or her thoughts for them.

Various factors contribute to how the brain processes information. Sometimes that information is processed through the wrong channels of the brain and people tend to lose sight of reality. Stress is one of those factors, thus people have nervous breakdowns. Another factor is chemical brain damage as well as biological; this type damage causes the brain to shut the person out of reality for a certain period of time. Normally called comatose. Still other factors could come from environment, which causes people to view the world only one way and leads to disillusionment about life in general.

To overcome such disorders, people must exercise their brains, as in expanding it and allowing it to feed from multiple venues. Traveling helps the brain because the brain gets a chance to comprehend different spheres of the earth, its environments, climates, peoples and culture. It also has a chance to eliminate the destructive food fed to it over the years of immobility. In other words, if a person stays idol in one place, i.e., a house, job, city, or even a country for long periods of their life, their brains can only gather the food fed to it by that atmosphere.



If one cannot afford to travel, the next best thing is to read about the world and other places. One does not necessarily have to read about other countries but can read about other jobs, other people or the writings of other people, and or about something that interest them. Everyone has dreams and hopes for themselves so they can read about whatever those dreams are, which gives hope and ideas to the brain.

People have different taste in books. People have different interest and different ways they feed their brains. Being active outdoors helps the brain to free itself from monotony and, which allows "the right brain" or creative side to operate. This exercise helps to switch brainpower from the abstract to the figurative, which in turn also builds ideas.

The power of thought brought about by knowledge building gives strength to words. The more brain power a person has the stronger and more meaningful their words will be, but the weaker the brain, the less chance a person has for decent values.

"Small minds talk about other people. Average minds talk about events, but great minds talk about ideas."
- Winston Churchill.

2003 by AfroStaff

Dropout Study Aimed at Blacks

When analyzing statistical data among race, one has to be careful when accepting what they see as true. Researchers are sure to belittle any and all results of Blacks as compared to whites and Hispanics. This is all part of the plot to lessen the value of the Black race in America.

The study below is a perfect example of how research and experts cast negative input on the progress of Black Americans. If read carefully, one will notice that though the study is about high school dropouts - a negative among any race - there are excuses for white and Hispanic rates but a reason for the Black dropout rate.

Study Begins

Dropout rates have gradually declined between 1972 and 2002. In 2002, 11 percent of young people aged 16 to 24 in the civilian, non-institutionalized population were not enrolled in and had not completed high school, down from 15 percent in 1972. In 1972, the dropout rate among non-Hispanic blacks was 21 percent, and, among non-Hispanic whites, it was 12 percent.

These rates declined substantially for each group by 2002, narrowing the gap between the two groups. The dropout rate for non-Hispanic black youth reached a historic low in 2001 of 11 percent. This drop is at least in part related to the dramatic increases in incarceration rates among black high school dropouts since 1980, which takes them out of the civilian non-institutionalized population on which these estimates are based.

AI (Afromerica Interpretation)

The phrase, "This drop is at least in part related to the dramatic increases in incarceration rates among black high school dropouts since 1980," imply that the only reason the dropout rate declined for Blacks is because there were more Blacks incarcerated, gives no credit to the fact that maybe Black children and or parents are improving altogether. Furthermore, it neglects to suggest that the public school system may play more of a role in Black incarceration and dropout rates than the abilities of Black children themselves.

Article continues

Blacks and Hispanics are more likely than non-Hispanic whites to drop out of high school. In 2002, 7 percent of non-Hispanic whites ages 16 to 24 were not enrolled in school and had not completed high school, whereas 12 percent of blacks and 26 percent of Hispanics had dropped out.

The high rate for Hispanics is in part the result of the high proportion of immigrants in this age group who never attended school in the U.S. Asian/Pacific Islanders, with a dropout rate of 4 percent, had the lowest dropout rate among all racial and ethnic groups in 2002.

AI

The above phrase does not necessarily give a reason for Hispanic dropout rates but more of an excuse why their dropout rates are higher. There is no reason or excuse given for why whites drop out of high school, in fact, the article is phrased in a way that eases the actual meaning of dropping out, which is phrased like thus: "non-Hispanic whites ages 16 to 24 were not enrolled in school and had not completed high school."

The article does not say they "dropped out." It says they were not "enrolled in school." This is an attempt to lessen the severity of meaning for whites in order to shed a darker shadow on people of color. Moreover, the statistics were possibly not measured accurately because of the population difference among the races.

There are obviously more whites in the country than there are Blacks and Hispanics and it would not be surprising if the researchers did not measure the stats according to those differences but according to an equal amount of subjects. In other words, if they studied 60 kids and there were 20 representative of each race, that does not reflect the true make up of the population differences. And they have done research this way before.

Article continues

Young people who drop out of high school are not likely to have the minimum skills and credentials necessary to function in today's increasingly complex society and technological workplace. The completion of high school is required for accessing post-secondary education and is a minimum requirement for most jobs. High school dropouts are more likely than high school completers to be unemployed.

Further, a high school diploma leads to higher income and occupational status. Interestingly, however, many youth who drop out of high school eventually earn a diploma or a GED. One study found that 63 percent of students who dropped out had earned a diploma or GED within eight years of the year they should have originally graduated.

Studies have found that young adults with low education and skill levels are more likely to live in poverty and to receive government assistance. High school dropouts are likely to stay on public assistance longer than those with at least a high school degree. Further, high school dropouts are more likely to become involved in crime.

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The concluding paragraph has Blacks written all in it. Though whites make up the majority of welfare cases in the country, and Hispanics are not far behind, and though there are more violent crimes committed by young white males than Black males, this connotation imply Blacks because other studies like this generally spotlight Black failure, which in turn implant negative thoughts about Blacks in the minds of others.

2004 by AfroStaff

Looking Out For the Teachers

How well do you know your child's teacher or what his or her job entails? Government is paying more attention to public school teachers and their needs. Parents should also consider what is happening with our teachers and whether or not they are getting the resources, tools, and training they need to productively teach out kids. Below is an outline of Bush's "No child left behind" program devoted to improving teacher performance.

The Challenge: Nothing is more important to a child's success in school than finding well-prepared teachers. But millions of children do not have the benefit of a well-prepared teacher in their classrooms.

The Solution: Every state should have a well-prepared teacher in every classroom by the end of the 2005-2006 school year. A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught.

HOW TO MAKE SURE EVERY CLASSROOM HAS A HIGHLY QUALIFIED TEACHER

President Bush recognizes the problem.

- Just 41 percent of eighth-grade math teachers majored in math in college. That's 30 percentage points lower than the international average.
- In English, one-fifth of all public school students in grades seven through twelve were taught by teachers who did not have at least a minor in English literature, communications or journalism.
- In history and physical science, more than half of America's students are being taught by a teacher who has never studied the subject in any concentrated way.
- That's more than four million students in physics, chemistry and history classes every day with teachers lacking preparation for teaching their subjects.

No Child Left Behind gives states and school districts the flexibility to find innovative ways to improve teacher quality, such as:

- Alternative ways of becoming a teacher, so that experienced professionals can become teachers faster;
- Merit pay authorization enabling states and districts to reward good teachers and encourage them to stay in the profession; and
- Authorization to states and districts to give bonuses to teachers in high-need subject areas like math and science to ensure that America remains competitive with the rest of the world in the 21st century.
- We can't lock out Americans who step forward to help with the teacher crisis.

- The president's budget supports the Troops to Teachers program to encourage men and women in the military, many with much-needed math and science experience, to take up teaching.
- His budget calls for increases in the Transition to Teaching Program. This program helps recruit high-quality professionals to become teachers. It also encourages programs like Teach for America, which recruits many of our best college graduates.
- We have to protect teachers so they can teach and maintain order. No Child Left Behind does that.
- No Child Left Behind protects teachers, principals and other school professionals from harmful litigation when they take reasonable actions to maintain order and discipline in the classroom.

Supporting teachers' means giving them the very best tools-the best research-based lessons and materials and the best training-to ensure that no child is left behind.

Source from Ed.gov

2003 by AfroStaff



Child - Teacher - Parent Problems

Teaching is a difficult job under the best of circumstances. Men and women become teachers to help children become successful in many areas. While many people would rather not deal with 60 - 70 kids a day, all day, these professional men and women have chosen a career, and a challenge, which makes them braver than most of us. So it is important for parents to support teachers in their efforts. Teachers are also under tremendous pressure being expected to work with reduced

resources and adapting to constant changes and updates in curriculum.

When you drop your child off at school or watch them board the school bus, you have committed them for seven to 8 hours into the hands of the educational system, and particularly into the hands of professional schoolteachers. Regardless of the individual values and lessons of life you have taught your child, the school system will uniformly teach your child the basics of cultural literacy from an academic standpoint. However, it is up to you, not the teacher, to teach your child to learn and to appreciate learning.

Disciplinary problems with many children are problems teachers face everyday. Problem children are a distraction to the learning of other children and many teachers do their best under the restraints of school policies and procedures to maintain an unruly child. But when the child has no home training or proper social skills, there is little a teacher can do or a parent can expect from the teacher. When teachers bring the problem to the attention of the parent many of them stand behind the wall of denial blind to the fact that they may have an unruly child.

Kids may come home and tell parents that their teacher doesn't like them and picks on them, and depending on the level of trust in the parent-child relationship, the situation is handled various ways. Sometimes the right way and sometimes the wrong way. Either way, there is a problem and many times the child can be found in the wrong. If a child is having trouble in class and claims the teacher does not like them, there is always the teacher's side of the story. One way to know for sure that there is a serious problem is when the teacher calls home.

If a teacher calls to report on your child's behavior, take the report seriously. Teachers are busy. They are not going to take the time to call unless they truly feel it is important. If your child engaged in inappropriate behavior, discipline him or her. Let your child know that you are going to back the teacher, and that your expectations for your child's behavior in school are the same as the teacher's.

If you do disagree with a teacher, discuss your concerns with the teacher in private. Never let your child become involved in these matters. Typically, if children see the adults in their lives disagreeing over what should happen to them, they will take advantage of the situation by playing one adult against the other. In the end, the only people who get hurt are the kids.

Your child will go to school for a long time, and you should expect disagreements with his or her school on occasion. It's okay to disagree, as long as it's done privately among adults. Of course, if your child is harmed or treated unjustly, other action may be required. But for the most part, schools try to provide a safe environment for all students, and they need parent's support to do so.

2003 by AfroStaff

Teachers Unwilling to Learn

A recent study reports that many teachers are incompetent in the use of technology in the classroom and some are slow to learn. The Internet is changing how we learn and absorb information, and children are becoming much more knowledgeable about computer and gaming technology than adults. If the old-heads are unwilling to accept that change, they will die a slow illiterate death.

High-speed Internet access is as common as a laptop. Electronic commerce, as epitomized by eBay, Yahoo and Amazon.com, has dramatically altered the way society shops. Communications has shrunk the

distances and brought the four corners of the globe much closer together. Voice over IP telephony is targeting the consumer market.

Wireless technologies have already revolutionized classroom teaching. Online applications are commonplace. Email is the preferred mode of communication at many schools. So why are teachers poorly trained or inadequately prepared to integrate new technologies into the classroom? It is vital that schools implement this integration process, for these new technologies are the tools used in the global workplace. Educators will jeopardize the country's economic future if they produce students who are not in the vanguard of technological advance.

"In the 1998-1999 school year, public schools across the nation spent more than \$5.5 billion on K-12 technology. Yet, according to MDR's recently released New Teachers and Technology report, less than 40% of all teachers feel 'very well prepared' or 'well prepared' to integrate technology into their classroom."

The more teachers understand the deep-seated nature of this revolution, which is technology, the more they will want to be a part of it. Every subject area can be enhanced and revitalized with technology. Email alone will open lines of communication to students efficiently and dramatically.

Remember: the Internet had its birth in the research and academic communities. It was created to allow the free and rapid flow of information to benefit higher learning. Schools must recapture that focus in their efforts, and enrich teaching in the process!

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