

Mrs. Frankie J. GilletteNational president NANBPWC To Hear Mrs. Gillette

Mrs. Frankie Jacobs Gillette, National President of 'The National Association of Negro Business and Professional Women's Clubs, Inc., will be the keynote speaker at the 50th Anniversary and Founders Day Celebration sponsored by the Charlotte Club on Saturday, April 27, at 11:30 a.m. at McDonald's Cafeteria, Beatties Ford Rd at 1-85.

11:30 a.m. at McDonald's Cafeteria, Beatties Ford Rd at I-85. Mrs. Gillette is a charter member of the San Francisco Business and Professional Women, Inc. She has served the organization in several capacities-former president of the San Francisco Club, Vice Governor and Governor of the Western District, Second Vice President of the National body responsible for membership recruitment, development and retention, First Vice President responsible for the National Program, and currently serves as National President.

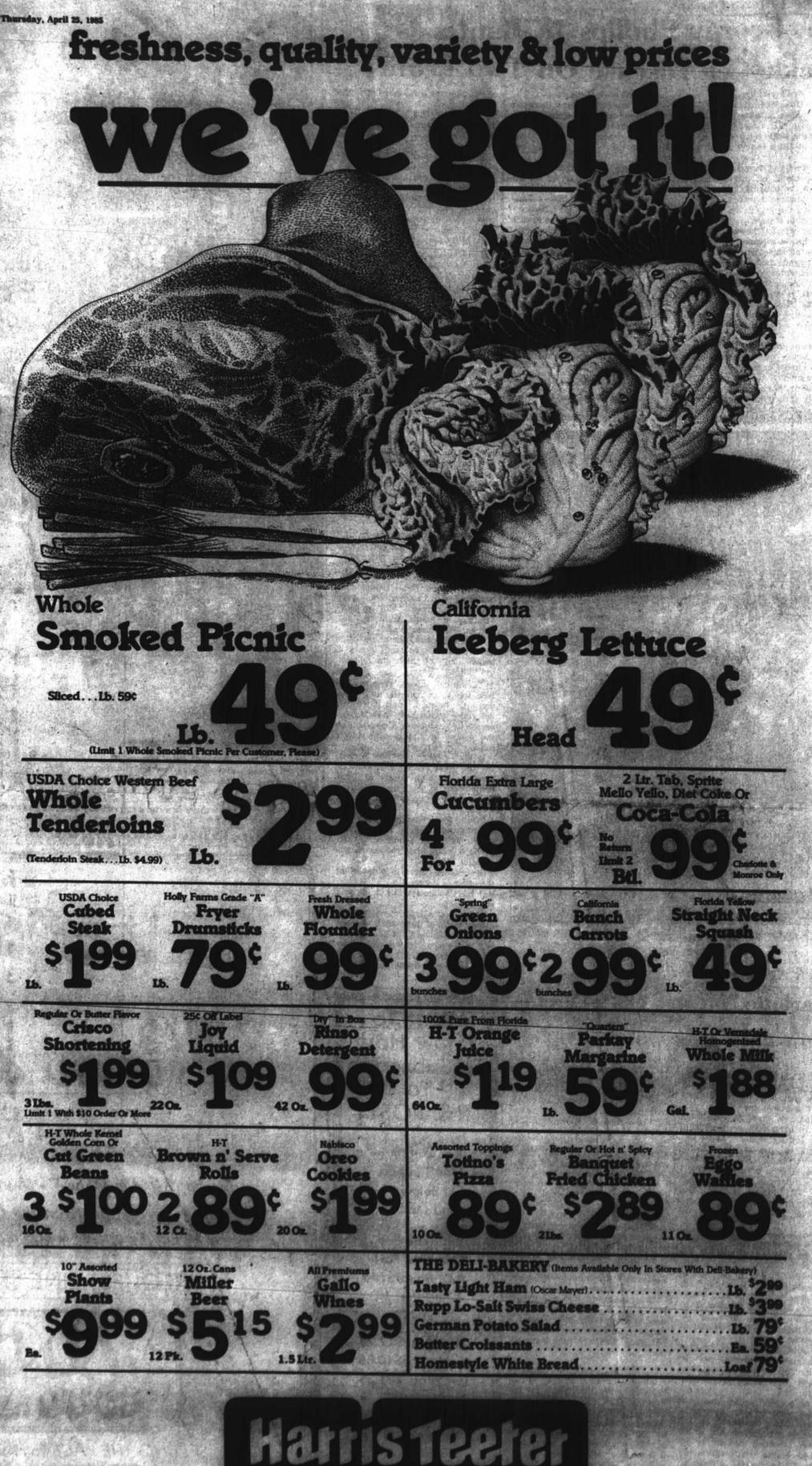
tional President, She is active in community affairs in California as well as nationally. She serves as Director and Board Secretary of Time Savings and Loan Association, Vice Chairperson of the San Francisco Handicapped Access Appeals Board, and honorary Board member of the Sickle Cell Disease Research Foundation. She also serves on the California Advisory Committee to the U.S. Civil Rights Commission, Secretary of the Far West Region of the Hampton Institute Alumni Association. She is a member of Delta Sigma Theta Sorority, a member of Bethel AME Church, and the Black Agenda Council.

the Hampton Institute Alumni Association. She is a member of Delta Sigma Theta Sorority, a member of Bethel AME Church, and the Black Agenda Council. Mrs. Gillette is a graduate of Hampton Institute and Howard University. She and her husband operate G&G Enterprises, a consulting and staff training firm, which also handles personal safety sales. As President of NANBPWC, Inc., Mrs. Gillette oversees the clubs of 10,000 women in the U.S., Bernuda, and Africa.

Head Start

Begins At Home

By Charles E. Cobb Special To The Post Remember that old saying, "a born genius?" Well, according to a University of Chicago professor Benjamin Bloom, that old theory just doesn't hold water. Professor



Bloom, by the way, is the educator whose studies served as the basis for the creation of the Head Start Program.

gram. Professor Bloom studied 120 people who had excelled in their fields, from the arts to the sciences. What he discovered was that no onereached the limits of learning a talent on his or her own. Families and teachers were crucial at every point along the way to excellence

talent on his or her own. Families and teachers were crucial at every point along the way to excellence. First he speaks of the pivotal role played by a parent or parents, stressing not their educational expertise, but the values which they imparted to their children. It wasn't so much whether a parent could help with difficult mathematical problems, but whether they nurtured the child and encouraged that child to explore a variety of available opportunities, and whether they emphasized the self-confidence, hard work and self-discipline necessary to help move the child forward

phasized the self-confidence, hard work and self-discipline necessary to help move the child forward. SECOND in importance was the role of the school and here the study for the school and here the study first teacher, stating, "The wrong teacher at the start can create chaos and failure." The key factor noted was love of learning: was the teacher excited about learning and did he or she transfer that excitement and wonder to the students." But again, the role of the parent was crucial. For, the researchers whom they studied ensured that the teacher was communicating this love of knowledge. The parents studied took pains to monitor their child's first few lessons when just starting school or when beginning a new activity. This didn't mean that a child's complaints that a teacher was "too hard" or "to strict" meant an immediate request for a new if the child repeatedly complained of being bored or seemed unexcited by the class generally, the parent took the time to investigate the problem.

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It's true that it's difficult for a working parent to juggle the responsibilities of both work and home. However, the lesson learned from the study is that the success of your child doesn't mean constantly taking time off from work to visit the school; it means taking the time at home to inculcate the values that will allow him or her to achieve.

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