

Study: Educational Institutions Failing Black Students

WASHINGTON (AP) - Most of the state's predominantly white colleges and universities are doing an inadequate job of enrolling and graduating black students, a study says.

Gov. Bill Clinton he was disturbed with findings in the study by the National Center for Postsecondary Governance and Finance for the Education Commission of the States. But Clinton said the results "may give us the basis for some action." Among the state's leading four-year colleges and universities, only at University of Arkansas campus in Fayetteville do black students graduate at a rate as high as 70

percent of the graduation rate for white students, according to the study.

UA-Fayetteville is a research institution where blacks make up about 5 percent of the total enrollment.

The proportion of black students entering predominantly white four-year schools in Arkansas dropped between 1980 and 1988, as did the equity score for almost all of the Arkansas schools, said DeWayne Matthews, one of the study researchers.

"The reason we did the study and the equity indexes was to get rid of some of the corners different

universities can hid in," Matthews said.

Arkansas mirrors the national trend, according to the study, which said that eight of every 10 students in higher education were white in 1988. The college-going rate for blacks was higher a decade earlier, the study said.

"The nation is going backwards, not forwards" as far as black students are concerned, Matthews said.

The study focused on Arkansas, California, Florida, Texas and six other states. It found that institutions with high minority enrollment and graduation rates had provided academic advising, tutoring and instruction in basic skills; employed less restrictive admissions standards and required all students to complete a least one course on minority cultures.

State-mandated diagnostic tests for entering college students and minimum basic-skills proficiency for junior status adversely affected black graduation rates, the study said.

The study cited the University of California at Berkeley, UCLA, the University of South Carolina and Clemson as "having gains in diversity during the past decade without discernible losses in quality." Clinton noted that Arkansas had a 28 percent increase in the number of minority students taking the college entrance exam in the last four years.

But he said he had not seen the ECS figures and did not dispute them.

"I tell you what I think is happening. One big reason is economics," Clinton said last week while attending meetings in Washington. "It's harder for poor people to get in and stay in college. It's one reason we need a lot more financial incentives." Also, the governor said, some black students are not prepared, which may require more remediation.

Clinton said a special intensive summer school for juniors could better prepare them for college.

The governor said he did not

take the study's findings as a personal slap on his education reform efforts. He said he would study the figures and pledged to "see if we can't concentrate (resources) in the area where the dropout rate is highest in the state." The ECS urged public colleges and universities to ensure not only minority enrollment but graduation in numbers proportionate to their population in each state. Steps the task force report

outlined for policymakers to take include:

-Making state funding dependent on progress toward statewide goals for minority participation and achievement.

-Considering progress in meeting minority goals when hiring and evaluating college presidents.

-Emphasizing grants, not loans, to minority students.

The report said institutions should: -Establish links with junior

and senior high schools to make sure students take college preparatory courses.

-Use different admissions criteria in addition to test scores to assess potential for success in college.

-Provide extra help to struggling students.

-Stand firmly against discriminatory behavior on campus.

-Integrate multicultural perspectives into general education courses taken by all students.

Students, Teachers and Technology

By Keith Geiger

(NU) - We've heard a lot of talk about the benefits computers offer to education — benefits that continue to elude most of our nation's nearly 85,000 public schools. But exactly what are some of these benefits, and how can personal computers improve education for our nation's students?

For starters, computers would go a long way in helping teachers to provide students with more individual attention while freeing teachers from many non-instructional tasks.

Computers would also help many teachers to better structure their lesson plans and class activities. With computers, teachers could access and create databases for students, better guiding them through complex curricular material.

Library Data Bases

Through computer technology, teachers could take their classes on visits to virtually any library in the country, locate a particular book, and study a given passage or section of that book without anyone leaving the classroom.

On assignments requiring individual student research, computers would allow students to spend less time looking for research material and more time examining the material than they are able to do now.

And if a student was absent for whatever reason, he wouldn't necessarily fall behind in his classwork or homework. A computer at his home, perhaps loaned to him by school, would make it possible for him to keep up-to-date and participate in practically all classroom activities through electronic mail.

Teacher Training Needed

These are just some of the benefits computers offer to our nation's schools. And within the next few years, we'll probably discover many newer applications for computer technology in education — applications that we cannot even imagine now.

Although many of the nation's more affluent school districts have moved into the computer age, not enough of our schools are able to acquire a sufficient quantity of hardware and software, let alone train teachers in computer instructional applications.

It's time to ensure that both new teachers and those already in the profession are fully trained in the educational uses of computers. That way, they can help America's students make the most effective use of this increasingly powerful technology.

(Keith Geiger is president of the National Education Association.)



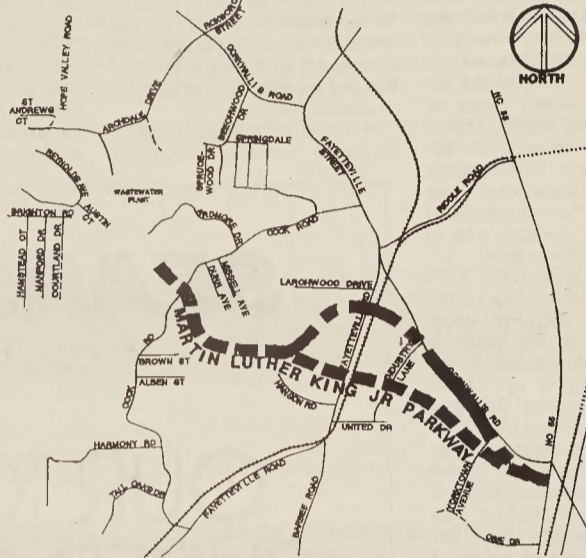
CITY OF DURHAM

NOTICE OF PUBLIC HEARING CONCERNING THOROUGHFARE IMPROVEMENTS for Martin Luther King, Jr. Parkway

The City of Durham has scheduled a Public Hearing for Monday December 17, 1990 at 7:30 PM in the Council Chambers on the first floor of City Hall. The purpose of the meeting is to provide for public comment concerning the location, design, and construction of the proposed Martin Luther King Jr. Parkway. The section to be discussed is: Martin Luther King Jr. Parkway from Cook Road to NC 55.

Plans for public inspection are available for review in the City of Durham Engineering Department, third floor, City Hall between 8:00 AM and 4:30 PM Monday through Friday. For further information, contact the City of Durham Engineering Department at 560-4326.

Vicinity Map



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