

No Mention Of Minority Hiring

City Job Freeze Is Over, Says Director

"The job freeze is over," says city budget director Tom Fredericks, "but the positions already eliminated will not be re-instated." The term "job freeze" refers to the city's policy of not replacing resigning personnel in city jobs, unless they hold key or "indispensable" positions. This practice was initiated in 1975 during the recession in an effort to maintain solvency in the city budget at a time when many other cities faced financial disaster.

In 1975 the city budget

directors predicted that because of inflation and unemployment the city would receive less money from sales tax and property tax. To compensate for this expected deficit, the job freeze was put into effect. As a matter of fact, they guessed wrong, according to Mr. Fredericks, because the city revenue actually increased. This was because much of the city tax money comes from factories who have to pay inventory tax on whatever they have in their warehouses on January 1st.

Because of the recession, consumers bought fewer goods, and the businesses were left with high inventories to pay taxes on.

The city needed to conserve money, anyway, says Mr. Fredericks, because the city's reserve fund was dangerously low. The reserve fund is money used for unanticipated expenses not covered in the city's \$30 million-dollar budget. Such emergencies included a \$60,000 grant for improvements to Reynolds Park

\$15,000 to replace a boom-and tree truck, and \$10,000 to replace the oil heater at the asphalt plant.

Mr. Fredericks estimates that the 75 to 85 positions not filled by the city saved approximately \$770,000 of city funds. He stresses the fact that no one was fired during the job freeze; only that if an employee resigned, the vacancy was not filled, unless the job was absolutely necessary. The job freeze covered all areas of city government, including law

enforcement, but it did not include a wage-freeze. City employees still received cost-of-living raises each year.

In evaluating the city budget for the fiscal year beginning in July, officials have decided to end the job freeze. From now on, any job vacancy which occurs will be filled. The 75 to 85 jobs already phased out will be not filled, but Fredericks noted that: "We seem to be doing very well without them."

Test Will Hurt Blacks- Caucus Opposed To Bill

Continued From Page 1

insure that those criticisms are overcome. Because these have not been reported fairly in the major media the following eight criticisms appear in total so as to eradicate the distortions prevailing:

1. Standardized tests are biased and unfair to persons from cultural and socio-economic minorities, since most tests reflect mostly white middle-class values and attitudes, and they do not reflect the experiences and the linguistic, cognitive, and other cultural styles and values of minority group persons

2. Standardized measurement procedures have fostered undemocratic attitudes by their use to form homogeneous classroom groups which severely limit educational, vocational, economic, and other opportunities.

3. Sometimes assessments are conducted incompetently by persons who do not understand the culture and language of minority groups children and thus who are unable to elicit a level of performance which accurately reflects the child's underlying competence.

4. Testing practices foster expectations that may be damaging by contributing to the self-fulfilling prophecy which ensures low level achievement for persons who score low on tests.

5. Standardized measurements rigidly shape school curricula and restrict educational change.

6. Norm-referenced measures are not useful for instructional purposes.

7. The limited scopes of many standardized tests appraise only a part of the changes in children that schools should be interested in producing.

8. Standardized testing practices foster a view of human beings as having only innate and fixed abilities and characteristics.

The following recommendations were proposed first to the House Education Committee but have not been incorporated into the testing proposal:

1. That criterion referenced testing as opposed to normative based testing be used as the assessment procedure.

2. That testing should be used for diagnostic purposes resulting in prescriptive instructional programs.

3. That the local review board should be composed of both non-professional and professional people representative of all socio-economic levels. It should be composed of at least 25% racial minority representation living in the administrative school units of the state. This board should be appointed appropriately and provided the authority to review, disapprove, or suspend recommendations for testing.

4. That the results of examinations not be used as the sole determinant of whether or not a person receive a certificate of diploma. There should be some alternatives provided based on tasks or instructional performance.

5. That the statewide Competency Test Commission be composed of at least a 25% minority with those minority members being appointed by criterion set up by the Democratic Black Caucus. Information concerning criteria specifications will be presented upon request.

6. That any legislation designed to assure that high school graduates possess skills and knowledge neces-

sary to function in society by based on instructional programs as opposed to normative based testing.

Members of the house and senate education committees will ultimately make the decisions of whether to incorporate the NCBDLC

recommendations into their proposals. Jan White, legislative Assistant to Rep. H.M. Michaux of Durham and also a member of the Caucus said that the testing proposals will show the political savvy of the group. She said traditionally Blacks across the state make timely

objections to legislation to the six Black Legislators, although they have but six

votes. She and other members of the caucus now are pushing opponents of the

testing proposals as they are now written to contact their representatives too.

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