



Photo by Mike Cunningham

Moving?

Movers load furniture and other items from Club Aladdin, 601 N. Liberty St., Wednesday afternoon but Mrs. Linda F. Peay, who was inside at the time, refused comment on why the items were being removed from the premises. The establishment is operated by her and her husband, Benjamin S. Peay. The Peays are subjects of a drug trafficking and money laundering investigation by federal agents. Their homes and businesses were searched on June 22 and orders were issued last week by U.S.

Magistrate Paul Trevor Sharpe for the seizure of their home at 2325 Ansonia St., a business, Mahogany Enterprise, 4615 Baux Mountain Road, and a house at 1120 E. 21st St. Also a 1985 Cadillac limousine and two 1978 Mercedes-Benzes were ordered seized. According to court documents, the properties were ordered seized because there was probable cause to believe they were used in illegal drug and financial transactions.

Joint effort raises funds for Shaw University

From Chronicle Staff Reports

One million dollars raised through a joint effort of the General Baptist State Convention, Shaw University alumni, faculty, staff and community donors has enabled the faltering Afro-American college to receive an additional \$2 million

from the U.S. Department of Education through a federal matching program.

The matching funds came from the Title 3 Endowment Challenge Grant Program. The \$3 million can not be used for the university's general operating expenses, said Talbert O. Shaw, its president. Federal

guidelines stipulate that the \$3 million in principle must remain invested for at least 20 years. Also, only 50 percent of the interest may be used annually towards the school's needs.

Baptist churches raised nearly \$400,000 and another \$300,000 came from the United Negro Col-

lege Fund. Shaw is a private Baptist university.

The school has suffered major financial difficulties in recent years from creditors such as the Internal Revenue Service and the U.S. Department of Education. However, Dr. Shaw has said his university now operates in the black.

Meeting the needs of special children

From Page A1

years, with special needs within their respective jurisdictions are identified, located and evaluated, including children in private agencies within their areas.

Once a teacher observes a child in need of special services, a principal, exceptional program chair or teacher, or the appropriate support services personnel studies the child's behavior in the classroom setting. Then a series of conferences, by school-based and administrative placement committees, are conducted before a ruling is made as to whether a child needs special education services.

During an average week at least 15,000 children across the country are referred for special diagnosis because of learning and behavioral problems, according to "Integrating the Children of the Second System," an article appearing in the November 1988 issue of Phi Delta Kappan.

Locally, more than 5,500 students are in some type of special education program, said C. Douglas Carter, assistant superintendent in charge of special services.

"Each of the schools have some kind of special education program," Mr. Carter said. "But the more severe cases (those students whose learning disabilities are deep rooted in numerous medical problems) are at the special handicapped centers."

Such a center is located at Lowrance Middle School. Most of the other schools are equipped to help students with learning disabilities, those who are "educable-mentally handicapped" and children in need of speech therapy. Three hundred of the system's 2,350 teachers are specially trained in the area of special education, according to Mr. Carter.

While some systems work very diligently to serve their special kids, others do not, said Margaret C. Wang, Maynard C. Reynolds and Herbert J. Walberg, education specialists and authors of "Integrating the Children of the Second System." Their contention is that special students' educational needs are largely ignored.

"A variety of special programs form a second system of education for children floundering on the fringes of the mainstream," the educators said. "Ironically, these programs have generated problems that hinder full achievement for the children they were designed to help."

They criticize the labeling and placement methods (similar to those used in the local schools) used in systems across the country and maintain that most special programs are not carefully evaluated.

"...children in special education and in other categorical programs are being classified in highly dubious ways," according to the article. "Moreover, even if they are correct in some strictly limited way, many classifications are irrelevant to educational decisions."

When an educable-mentally handicapped child is identified in the city-county system his or her placement is based on an individualized education program which must be developed and implemented by the local school.

That individualized program includes statements of the child's level of educational performance, annual goals, short-term instructional objectives, specific education and related services to be provided to the child, a description of the extent to which the child will participate in regular education programs and a description of the program to be provided, projected dates for initiation of services and anticipated duration, objective criteria, evaluation procedures and schedule for determining on at least an annual basis whether the short-term instructional objectives are being met.

Parental involvement is paramount, according to state guidelines, in the entire process. The local schools are required by law to follow the preceding procedures, Mr. Carter said.

Unfortunately, no laws are full-proof and some of the nation's children are slipping through the cracks, said education specialists.

"For example, the concept of mental retardation has been stretched to include the so-called 'educable,' along with the most severely retarded; many thousands of children are labeled mentally retarded based on tests that have little reliability or validity for decision about instruction or school placement," according to "Integrating the Children the Second System."

In addition, children from poor families - a class in which many Afro-Americans fall - are overrepresented in the country's special education classrooms. According to the

1981 National Survey of Children, 35 percent of the children in families with an annual income of less than \$10,000 needed remedial reading, and of that, 16.7 percent were slow learners or learning disabled. But only 7.4 percent of the children whose families earned from \$20,000 to \$35,000 a year had a learning disability.

"The issue for serving this growing group of young people is not finding something to call these students so we can put money in a pot with that label on it," said Madeline Will, assis-

tant secretary for Special Education and Rehabilitative Services, U.S. Department of Education. "The basic issue is providing an educational program that will allow them to learn better."

In her article, "Educating Students with Learning Problems," in the April 1989 issue of Education Digest, Ms. Will concluded: "In short, we need to visualize a system that will bring the program to the child rather than one that brings the child to the program."

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Corrections ...

The executive assistant to the chancellor at Winston-Salem State University was incorrectly identified in the July 13 edition of the *Chronicle*. Jimmie Williams serves in that capacity. The *Chronicle* regrets and apologizes for the error.

In last week's *Chronicle*, Jimi Bonham was incorrectly identified as a candidate for the Board of Aldermen from the Northeast Ward. Mr. Bonham is a candidate for the East Ward. The *Chronicle* regrets the error and apologizes for any inconvenience.