

EDITORIALS & COMMENTS

We Need Teacher Incentives

"If you have teachers with limited ability and low morale, you're not going to have a good school system. There is nothing that can be a higher priority." With these thought provoking words School Superintendent Jay Robinson stated the central issue underlying the choice between a possible relatively weak and relatively strong public school system by the year 2000.

With a deep sense of understanding of Dr. Robinson's words, the Charlotte-Mecklenburg School Board this week authorized its administrators to proceed to produce a plan for implementing a comprehensive new program to attract, train and promote highly motivated teachers who will be paid competitive salaries on a par with people in private industry.

In essence, the school board,

while not fully endorsing the recommendations of the 11-member study committee of teachers, administrators and community residents, did approve a year-long study of the teacher incentive plan.

Studies nationwide and locally show that the best college students are not choosing teaching as a profession and many of the better teachers are leaving the profession because of comparatively low pay, a feeling of low respect by the community-at-large and consequently low morale.

While we have some concerns too about recommendations initially made to the school board, we endorse their action to spend the next year exploring the issue of developing better teachers as a primary move toward developing better educated students.



Letters To The Editor:

A Commendable Effort

Dear Sir:

The Black Reading Month Committee should be commended for its efforts to promote the reading of newspapers, books, journals and magazines written, published and distributed by Black people, and more important, the promotion in general of reading by members of the Black community.

We of the Black media, of course, have a selfish interest in any effort to encourage members of our community or any other community to read the products of our efforts because we truly believe we have something to say.

More significant, however, is the importance of reading to our constituency. As many forces gather for an all-out war on illiteracy, the encouraging of Blacksto read is vital. Not only should we have a right to know, but we must motivate our children to have the desire to know.

The Black Reading Month Committee has displayed a degree of wisdom in selecting some of our most competent young journalists to assist them in their effort. Charlotte should be proud of the unusual number of exceptional young minds that have turned to the field of journalism as their life work and are making substantial contributions through their excellent writings.

In addition to several

prize-winning writers like Teresa Simmons, Mac Thrower, Loretta Manago, and Karen Parker, who, at this time, are a major force on The Charlotte Post staff, I would like to cite The Post for its excellent presentations.

We appreciate the spotlight that is being placed upon us and pledge to continue to seek to present the best available material and to continue to be a media through which outstanding Black writers can present their views without fear of censorship or undue influence.

To quote the BRMC itself, the need for such a movement is as pressing as

We Can Not Be Docile People

Dear Bill:

I recently had the opportunity to attend the Congressional Black Caucus Legislative Weekend, on September 17 through 19 in our nation's capitol. The theme of this year's conference was "A Salute to Black Business."

We had an opportunity to attend several workshops that ranged from "Aging to Youth" and other subjects that included Criminal Justice, Education, Free Enterprise Zoning, Housing, Minority Business and Political Empowerment.

Speakers were individuals who represented the highest level of achievement in their chosen field. I found the session both informative, and enlighten-

ing. "As writer Haki Madhubuti so clearly states, 'We are at war for the minds of our people.' It has been waged for generations and will be waged for generations to come. Our efforts to reshape our values are as significant a part of our struggle as our efforts to attain political empowerment and to make economic changes. Black literature provides a record which links the past to the present and allows for continuity and evaluation of our thoughts and actions."

We find The Post weekly a necessity in our household. Keep up the good work.

Mrs. Zelma Smith

Another major topic that was discussed throughout the entire week-end was "THE BLACK LEADERSHIP FAMILY PLAN," for the unity, survival and progress of black people. In reading the plan I found it extremely interesting and I hope that you will print the rules of the plan in its entirety for the benefit of your readership in our great city. For as Congressman Ronald V. Dellums of California said, "We can not be docile people as we move toward the 1990's."

Thank you, Samuel Young Jr. 6124 Wheeler Drive Charlotte, NC 28211

WALK YOUR TALK



Rev. Perkins

Improved Education Needed

I believe our children are a gift that we cannot take for granted. We must take responsibility for providing the education and training that black young people need in order to become the leaders of tomorrow. Our young people deserve individualized attention to help develop their abilities.

The church must take more leadership in the development of our children. Our churches have the human and physical resources to make a positive impact upon young lives within the community. Organizing a tutoring program is one example of what churches can do. We have done that in our community. This program helps supplement the school and home by providing a person who will take a special interest in the child and give assistance with school work. It is also an opportunity to share biblical truth and help young Christians develop their spiritual life.

Our local churches are going to have to hire full-time Christian education workers who would develop a curriculum for the church Sunday school that would motivate the children and make learning enjoyable. Christian education workers would maintain contact with the local schools and be available to provide personal assistance to the young people.

We must look for ways of improving the quality of education within our black community. I believe we ought to support the local public schools, but at the same time I feel we must establish local schools within our Christian community.

I am not against the public schools, but I am concerned for our children. When I see the educational needs in the black community and see our black teachers losing jobs, I believe it is time to think about how we can establish Christian schools that would educate our kids in the community.

In Fresno, California, I saw an example of what can be done. What I saw there was one of the most creative educational programs that I have ever seen any place. It is a small black Christian school. Each student gets individual attention. They learn individually and also collectively. In a large room with 18 kids each child had a desk separated by about six feet. When I spoke to the class, the questions the children asked showed a very high level of understanding and creativity.

I asked one of the founders why they started the school. She told me they had become very concerned about the quality of education in the black community and the lack of leadership in the junior high and high school level within their churches. So they began to send their kids to a private Christian school. She began to go over to the school and became involved as a volunteer. She saw the quality of education and the improvements that her child was making.

This woman who was one of the founders said she, and others who joined with her, decided to make the same kind of education available to a broader group of people within her own community. People from her church and community came together to start the school. They were able to rent a building that had formerly been used for a Head Start program. So in that community they are developing a unique school for black kids.

From Capitol Hill

Reagan Block Grants' Programs Have Negative Effect

Alfreda L. Madison
Special To The Post

Studies by the Council of the Great City Schools and the Equality Center reveal startling facts about the negative effect of Block Grant legislation on school desegregation.

The Reagan Administration and Congress added to the Omnibus Budget Reconciliation Act passage of the Education Consolidation Improvement Act (ECIA). Included in ECIA were consolidation of thirty different programs and the federal Emergency School Aid Act (ESAA).

ESAA was enacted in 1972 as a financial mechanism for spurring local school integration. Purpose of the Act was: (1) to meet special needs incident to elimination of minority segregation and discrimination among students and faculty in elementary and secondary schools; (2) encourage voluntary elimination, reduction to prevention of minority group isolation in schools with substantial proportions of minority students; (3) to aid children in overcoming the educational disadvantages of minority group isolation.

Under ESAA rules there was assurance that funds would only be spent in districts that showed substantial desegregation progress. Preclearance procedures established guarantees that schools were not



Alfreda L. Madison

Appropriation for the ESAA programs began with \$228 million in 1973 and it peaked to \$300 million in 1978 and 1979. In 1980 the appropriation decreased to \$250 million in 1982. Prior to passage of the ECIA, local school evaluation, which operated under the old ESAA program, showed increased academic achievement and attitudinal racial behavior improvement.

Under ESAA rules there was assurance that funds would only be spent in districts that showed substantial desegregation progress. Preclearance procedures established guarantees that schools were not

rewarded for continued school segregation. These requirements have been eliminated with Black Grants.

ESAA contained "carrot and stick" provisions. A school district was ineligible for federal grants if it committed any of the violations since 1972; (1) discrimination on basis of race or nationality in hiring, promotion and teacher assignment, discrimination against students in discipline, segregated extra-curricular activities, racially isolated classrooms, discrimination against non-English speaking students and transfer or equipment to segregated academics. Under ESAA the Education Department was prohibited from providing funds to school districts that violated these provisions.

The Office of Civil Rights determined school districts eligibility for grants. The ESAA program provided access and triggered educational improvements for minority students faster than would otherwise have been. The "carrot and stick" compliance was used by both the Executive and Federal Courts as they

enforced the Fourteenth Amendment. Including ESAA in the ECIA of 1981 eliminated a very effective tool for reducing racial discrimination.

The Educational Block Grant programs have been reduced by the Reagan Administration from \$583 million to \$483 million.

Before consolidating Educational Block Grants, federal funds were being spent under guidelines, provided many innovative programs; enriched cultural extracurricular activities and creative programs. Parents were trained in integration.

Superintendent McMurrin of Milwaukee Schools stated that while their schools were court ordered desegregation, it was achieved through voluntary parents' and children's efforts. In that city, 37,000 children are transported daily. A broad spectrum of elementary school program options, transitional middle school programs and an array of career specialty high schools, resulted in integration because of the programs made possible by the federal desegregation

funds.

Eugene Reville, Superintendent of Buffalo Schools stated that ESAA funds provided the Buffalo Schools with needed remedial work and creative programs. Results of the six year phases of desegregation effort, the public school image changed so much that many people who had previously placed their children in private schools returned them to the public schools because of Buffalo's school success, "white flight" has not been a factor. During this period, student attendance increased and suspensions and discipline problems decreased.

Educators emphasized that there is a risk of the Administration's consolidated grants of creative educational programs and schools which are desegregated in both letter and spirit.

The Council of the Great City Schools wrote Secretary of Education Bell a letter expressing concern over the Department's approval of states' formulas for distributing federal funds that do not meet the federal requirements. In this letter written July 2, a

meeting with Mr. Bell was also requested. At this writing there has been no response to the letter.

Autumn Leaves

The City Sanitation Division provides Charlotte residents with a leaf collection service during the fall season as follows:

- Bagged leaf service is available at curbsides each Wednesday except for holiday weeks.

- Leaves may be bagged or placed in containers. Boxes, please; rain water will cause the bottoms to fall out.

- The City of Charlotte no longer provides leaf vacuuming service. This service is available through local private contractors.

- Do not place bagged leaves for backyard collection.

For more information about proper disposal of autumn leaves contact the City Sanitation Division at 374-2673.



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