MEETING OF

THE MICHIGAN ADVISORY COMMITTEE
TO THE U.S. COMMISSION ON CIVIL RIGHTS

"THE CIVIL RIGHTS IMPLICATIONS OF MINORITY
STUDENT DROPOUTS"

FRIDAY, MAY 5, 1989

WESTIN HOTEL

DETROIT, MICHIGAN

Dennis L. Gibson, Chair
Michigan Advisory Committee

Panel Members:

Faye Robinson
Jack Martin
Mary Lou Mason
Roland Hwang
Robert Gordon
Barbara Gattorn
Janice Frazier

INDEX

Detroit, Michigan

Friday, May 5, 1989

At or about 9:15 a.m.

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CHAIR GIBSON: We might as well start. The other two members will probably -- they'll probably be here before I get to the reading of my statement.

I have a statement. Dennis L. Gibson, Jr., Chairman, Michigan Advisory Committee. The date is Friday, May 5th, 1989.

This meeting of the Michigan Advisory Committee to the U.S. Commission on Civil Rights shall now come to order.

For the benefit of those in our audience, I shall introduce myself. I'm Dennis Gibson. I'm the Executive Director Metropolitan Detroit Youth Foundation, here in Detroit.

The other members -- Bob, do you want to introduce yourself?

MR. GORDON: Robert Gordon. I'm an attorney in private practice with Jaffe, Snider, Raitt & Heuer. I'm also President of the Anti-Defamation League, Michigan Advisory Board.

MR. KOBRAK: Peter Kobrak. I'm a

professor at Western Michigan University, Public Administration and Political Science.

MS. MASON: I'm the Executive Director of Hispanic Speaking Affairs, State of Michigan.

CHAIR GIBSON: Also, is present with us is Faye Robinson, a Civil Rights Analyst at the Regional Office Staff. That's in Kansas City.

We are here to conduct a community forum for the purpose of gathering information on the civil rights aspect of minority student dropouts. The jurisdiction of the Commission includes a discrimination or denial or equal protection of the laws because of race, color, religion, sex, age, handicap, or national origin, or in the administration of justice. Information which relates to the topic of the forum will be especially helpful to the Advisory Committee.

The proceedings of this forum which are being recorded by a public stenographer, will be sent to the Commission for its advice and consideration. Information provided may also be used by the Advisory Committee to plan future activities.

At the outset, I want to remind everyone present of the ground rules. This is a public meeting, open to the media and the general

public. But we have a very full schedule of people who will be making presentations within the limited time we have available. The time allotted for each presentation must be strictly adhered to. This will include a presentation by each participant, followed by questions from Committee Members.

To accommodate persons who have been invited, but wish to make statements, we have scheduled an open period today from 4:05 p.m. to 5:00 p.m.

Anyone wishing to make a statement during that time period should contact Faye Robinson for scheduling.

Written statements may be submitted to Committee Members or staff here today, or by mail to the U.S. Commission on Civil Rights, 911 Walnut, Room 3100, Kansas City, Missouri 64106. The record of this meeting will close on May 25th, 1989.

Though some of the statements made today may be controversial, we want to insure that all invited guests do not defame or degrade any person or organization. In order to assure that all aspects of the issues are represented, knowledgeable persons with a wide variety of experience and viewpoints have been invited to share information

with us. Any persons or any organization that feels defamed or degraded by statements made in these proceedings should contact our staff during the meeting so that we can provide a chance for public response.

Alternatively, such persons or organizations can file written statements for inclusion in the proceedings. I urge all persons making presentations to be judicious in their statements.

The Advisory Committee appreciates the willingness of all participants to share their views and experience with the Committee.

Ms. Robinson, before we have your opening remarks, we have some Committee Members who have joined us.

Barbara, would you like to tell us where you're from?

MS. GATTORN: Sure.

I'm Barbara Gattorn. I live in Grosse Pointe Shores, and I work for the Greater Detroit Chamber of Commerce, downtown Detroit.

MR. HWANG: Roland Hwang, from Northville, and with the State Attorney General's Office.

MR. MARTIN: Jack Martin, Bloomfield Hills. Jack Martin Company, P.C., Certified Public Accountants.

CHAIR GIBSON: Okay.

Ms. Robinson?

MS. ROBINSON: I would just like to say on behalf of the U.S. Commission on Civil Rights, Regional Office, and Joanne Daniels who is here assisting the Committee and myself, I would like to welcome you to our forum on the Civil Rights Implication of Minority Student Dropouts, and to the extent in which discrimination plays in that dropout.

For those of you who are not familiar with the Commission, we are the federal fact finding agency responsible for looking into civil rights developments throughout the country.

Michigan is just one of 50 states, and the District of Columbia where we have Advisory Committees. And they are considered the eyes and ears for the Commission.

We hope that the information today will contribute to the body of knowledge on this very complex problem. I think we will have some very enlightened presentations.

For those of you who are not a part of

the forum generally, we do have an open session which is available to those individuals who would like to make comments, provide additional information to the Committee. It will be recorded as part of the proceedings.

You are required, if you do participate in open session, to sign up, and you will have to be interviewed. So, please sign up with Joanne Daniels if you wish to participate in the open session which will take place from 4:05 and 5:00 o'clock p.m.

Without further ado, I'll turn the meeting over to the Michigan Advisory Chairperson, Dennis Gibson.

CHAIR GIBSON: Thank you, very much.

The first topic of local school district perspective, and we invited from the Detroit Public Schools, Dr. Thomas Steel.

Dr. Steel is the Assistant Superintendent Coordinator of the Detroit Dropout Prevention Collaborative.

Dr. Steel?

DR. STEEL: Good morning.

As Mr. Gibson indicated, I am the Coordinator for the Detroit Schools and their dropout prevention efforts.

I will be wearing two additional hats. The Collaborative represents the broader Detroit Committee and its efforts to combat dropouts. I'm also here representing the General Superintendent, Dr. Jefferson, and would like to reserve the right to represent myself on certain issues. So, some of it will be my opinion, some of it based on the research we've done with the Collaborative, and some upon what's been happening in the Detroit Public Schools system.

I hope we haven't put together a too over ambitious presentation. I have distributed to you a copy of an outline that I will hope to follow in this presentation. The outline refers very specifically to the charge that's been given to the General Superintendent, and I will try to stick to that.

In addition to that, we have available that I will leave with the forum and the Committee, a documentation that I will be referring to, because we do have a limited amount of time, that you could keep and review at your convenience.

As we look at that first agenda -- and I'm sure I'm not the first one that will deal with the financial inequity and its impact on dropouts.

Most of you, I don't need to tell you, if you are from Michigan or anywhere, understand that this State had the fundamental responsibility for providing education to the students and its State. And Detroit is experiencing what we believe, as well as other rural-urban districts, a statement formula that is not equitable. I have two documents that I will leave with you that is entitled in your outline for you to pursue.

It appears from the research we've done that the impact on the shortages of money have a more detrimental affect on minority students than on other students, and have a direct bearing because of the limited resources and the changes that must go continuously to make adjustments to the funding resources really impact negatively on our students.

I will also leave with you a document put together by the Detroit Public Schools system that indicates the number of cuts that are presently being suggested for this coming school year. And many of them directly have impact on the at risk students. Elementary school counselors will be eliminated. The high risk counselor at the secondary level, they will be eliminated. Class size will increase from 29 to 34. And it goes on, and on, and

on.

Those of you who are familiar with the system understand that any cutback that occurs, there is a seniority bumping process that occurs and the change, the dramatic change that takes place within the classroom. So, there's constant movement. And we know through research, that any time we interrupt the continuity of instructional programs, it has a negative impact on the ability of the students to master what is being taught in that particular class.

There is a great deal of information in these documents, but I won't go into that.

In the area of curriculum, under special education, we have discovered that even though there are some improvements, not only nationally, but in Detroit, there still exists the same kind of distribution and discrimination that has existed in studies that came out two years ago. Our latest figures indicate that 70 percent of students recommended for special education still are predominately male. There is a growing population even though there is a dropping population in many of our urban school districts, the special education population continues to expand.

The federal government has created

another category called "learing disabled students." These comments are based on research and reflect more of my personal opinion regarding discrimination in special education.

The learning disabilities definition has been broadened to the extent that it's made entrance into special education a little easier than before and almost everyone for some reason or other can be identified as a learning disabled student.

The unfortunate part of that category is that it's attached to special education and brings along with it the stigma of special education.

We are presently doing research on a number of students who are able to be brought back into the mainstream and are indicated -- our preliminary studies indicate that very few people, once -- whether it's learning disability or whether it's any other problem -- there is a tendency for those students to remain as special education students.

There is also what we discovered even though students have gone through an agreeable process for getting this special education, that doesn't mean that ends discrimination. There appears to be some discrimination within the special

education arena as it relates to providing those special education students with equal access to other opportunities. And the other opportunities would be the mainstreaming -- the mainstreaming concept, the access to vocational and technical centers, and access to special curriculums that appear to be locked out for some of our special educational students.

Some of these are -- these discriminatory practices are not done, obviously deliberately, but are done as a result of a limited opportunity.

We, in Detroit, have a couple of special education buildings which by the nature of discrimination, I believe, are segregated in a sense. And on the other hand, we have no other provisions for meeting the needs of the special education students under the present operation, but that's part of the problem.

In the area of testing, national, state, and local testing, we have discovered that there is still discrimination based on race, and more important now, is the area of gender that's gaining some prominence.

In the latest issue of "Education

Week," there is a documented study that says SAT questions are biased against girls. It's a comprehensive study. I'll leave a copy of that article for you. That is reflected in some of the national tests that are administered in Detroit.

There appears to be some significant movement in the inclusion of minority in the structuring and review of test items and the tests themselves. In Detroit, we have several representatives who sit on a state-wide testing committee and we have input into that testing process. And we also have the opportunity to field test many of those items. So, my feeling is that it is moving in the right direction, but we still have a long way to go.

The -- obviously, the impact on test discrimination as reflected in three broad categories of -- one that I mentioned for girls, and the latest research, the low self-extreme, the whole arena of expectation that the broader community places on the test results. Often, it becomes the only criteria by which students are judged, and too often assumptions are made and conclusions are drawn based on that single item of measurement.

The same thing applies to the third

category of retention and failures. Our research indicates to us that if a youngster fails, the negative impact on failure is so devastating that their chances for graduating are very limited. And the impact on test results, whether they're nationally put together, or whether they're local testing instruments certainly have an impact on, and wherever teachers just use, or educators, or the broader community, its test results as a way of determining how well students individually or collectively are doing, certainly can be, in my judgment, labeled as discriminatory.

The teen pregnancy issue, I don't know -- you asked us to separate values in society from some of these issues. I don't see how we can separate the teen pregnancy issue because it is so severe and so -- it has such a dramatic affect on dropouts.

Some of the research, has indicated that part of the discrimination lies in our inability to provide child care services for those teens who become pregnant, and as a result, they can't continue on with their educational experience.

Detroit has three centers that are functioning now that attempted to provide and meet

the needs of teenagers who become pregnant, but we're only scratching the surface.

In Detroit, 42 percent of the girls that drop out, drop out because of pregnancy. They have a second child within two years if there is no intervention. And I don't have to tell you that a teenager who is a dropout cannot provide the kind of home support necessary for her child. And we are beginning to identify youngsters who have dropped out of school because of teenage pregnancy that their siblings, their youngsters, are already at risk of dropping out.

In Detroit -- and I'll leave these statistics with you -- in 1982 -- and these young people are now of school age -- there were 1,588 teenage births, the youngest being twelve years old.

In 1983, 1,622 teenage births. And we do not have the capacity, nor the resources to handle that problem and it -- it becomes a vicious cycle unless there is intervention and prevention.

B talks about consequences. It seems like all direction appears to be focused in on the female. And there is -- there should be some degree of notation or awareness made that the male must assume part of the responsibility. And it appears

that the female is the one discriminated against because she bears the burden of responsibility and guilt and the consequences of her future where the male really goes on in most instances and shirks the responsibility of being a father.

I think I've touched upon the values. The question is whether or not schools have to assume grave responsibility for sex education, whether the churches should, whether the home should. And when you introduce a new concept, then something has to be taken out of the curriculum. And we question -- now AIDS is the new thing that schools are expected to deal with in our curriculum. And as we continue to add some of these important and key elements to our educational programs, some of the basics are kind of left out.

We firmly believe that an effective curriculum -- effective A, where values were taught early, is also -- should be a part of sex education curriculum.

And vocational education, there are still examples where gender is used to determine the vocational choice of either the male or the female. And even though there are some dramatic changes that are occurring and we have some evidence of that in

the Detroit Public Schools, the whole concept of ladies taking home economics and boys taking workshop, or whatever, still is kind of -- is not as prevailing as it once was, but it's still there.

Under the new philosophy -- and this, too, has some personal opinion attached to it -- years ago, minorities objected to aptitude tests, and objected to tracking students for vocational purposes because there was a feeling that there was discrimination in it.

We now question whether or not we should take another look at putting vocational education in a more positive light and encouraging more students.

Right now, vocational education is more than manual operation of -- manipulation of hands. Now, vocational education talks about high tech, talks about medical professions, and highly respected occupations. And we wonder whether or not any of the minority students are unjustly not given the opportunity to take advantage of these facilities and these occupations because of some past beliefs or practices.

On textbooks, Detroit has an affirmative action. Textbooks still have a great

degree of biases in them, both racially as well as in the area of gender. And more and more minorities are included in the selection of textbooks, but sometimes the publishing companies place the school district in a no-win situation when textbooks that are offered are so limited in scope and yet we must have them, but we sometimes make a decision to take whatever is best rather than nothing at all.

Bilingual population still presents a problem in terms of discrimination. There is a problem, again, in terms of philosophy of segregating and grouping students who have English as a second language in the home, and as long as the grouping is intended to meet the needs of the students, it's fine, but if grouping is used to segregate and eliminate those students from the mainstream of public education, then it's classified as discriminatory.

Part of this is not because the school district chooses to do it, but part of it is financial, based, again, on an inequitable formula, and I guess the federal government not being tuned into some of the needs of the bilingual population.

Page 2 on the policies and practices that lead to discrimination in Detroit,

transportation, we believe is discriminatory for many of the students. In many of our cases, we've had to close schools down. We do not provide free transportation to our high school students. In some cases, we could document students must take two busses to go to school. And if a family who is living on a minimum wage happens to have two or three children in school, and has to pay a dollar each way for the youngster to go to school, it could become very expensive. I think Detroit is one of the few districts where that discrimination is very well -- could very well be documented.

The whole area of suspensions, expulsions, and the uniform code of conduct still remains a sensitive issue. We have suspicions that students who are suspended end up as dropouts rather than being adjusted to the other school.

Adjustments appear to be the answer for suspended students. Some other alternatives that cost money should be drawn up, but at the present time are not available to the students.

The uniform code of conduct was mandated by the courts, and in some cases, as much as one would like to apply, the uniform code to all students, in some instances, individual cases, might

have been discriminated against because of the nature of the offense and the interpretation of the uniform code of student conduct.

Media reporting has been well documented that minority students and some of the excellent practices and honors that have been received are -- appear to be treated as a ho-hum, and there is a great deal of sensationalism reporting more negative than positive.

The personnel practices refer not so much to the hiring of minorities as much to the inability of the urban school district like Detroit attracting the most experienced and qualified teachers.

Our salary schedule is not necessarily the most competitive one in the nation. At the present time, we don't have enough math, science, special education, and certificated pre-school teachers.

What happens in a situation like that is the personnel department researches the personnel records and finds who, on paper, qualifies for some of those subject areas, and places them in positions where they really should not be placed. I don't have to tell you the detrimental impact it has on the

young people in the school district.

The mandatory age and -- our research has indicated to us that that fluctuates, and that it's used in different states differently. In some states, the mandatory age for students dropping out is 18. In Michigan, it's 16. There doesn't appear to be any follow-up. We are attempting to do that for students who drop out for all practical purposes, even though it's against the law before they reach the age of 16.

CHAIR GIBSON: Excuse me, Dr. Steel, we got started kind of late. A couple more minutes, and then we'll allow our Committee members to ask some questions.

DR. STEEL: Let me make just one statement about the reformed movements. There are four that I've identified. All we're saying is that we're in favor of reform, but cautions have to be put into any practices that that go on because schools of choice, for example, can certainly have a very negative and detrimental effect for poor families and families who are at risk.

What I'd like to do very quickly is, and indicate -- one of the things you asked for is what Detroit is doing to stem the high dropout rate.

And we do have a dropout prevention collaborative that's put together a comprehensive dropout plan. Because of the interests of time, I have prepared, brought with me, the planned, a directory of successful dropout prevention plans in Detroit, a report card demonstrating what we have done to implement that plan, a student task -- we have a student task force. We believe students have a major role to play in this effort. And we have a student task force on dropout prevention. They had a conference at Wayne State University. This is the second such conference. And there is a list of recommendations from the students on -- because we believe peer pressure has such an important role to play in dropout prevention, and a whole series of other documents, and research documents on early school -- why students have left school and what would bring them back to school.

And the final document is our latest dropout graduation and retention report. It's a four-year cohort longitudinal study that tracks our students for four years. The interesting part of that study is that we make an assumption that after four years, if they haven't graduated, they're all dropouts. We've discovered that's not true. We have

ten percent of our population, almost every year that continues with their education. They're in their fifth year in high school. What we don't know is whether or not they will drop out. We're tracking those students as well. Students, as some of you know, when you went you college, you may not have graduated in four years. Some students have to drop out because of pregnancy, because they have to get a job, because they failed some of their classes, suspension, and so we have to be careful in drawing an assumption that all of our students should be labeled as graduates or dropouts after four years.

CHAIR GIBSON: Dr. Steel, I have a couple of questions.

The first one is, would you think that this discriminatory practice with the state certificate for the teachers -- and the reason I raise that question is that no too long ago, and I've been an advocate of -- I was reading where like at Country Day and Roeper where they have CEO's from various companies, college professors coming in and teaching a class. In other words, Dr. John Kenneth Galbraith wouldn't be able to teach a class in the Detroit Public Schools because he doesn't have a teaching certificate. I always believed that that

is, you know, is draining, and not giving the students in the Detroit Public Schools an opportunity to have this exposure, to get all this valuable knowledge from people like that.

I guess my question is, how could -- although I realize that County Day and Roeper is a private school, how is it that that could not happen in the public school system?

DR. STEEL: Well, I don't think it's because it's a public school system that it's not happening, I think it's because Detroit is starkly a union town, and as we have the same difficulty for young people to -- who are in vocational education to get into some unions, and we have the same difficulty of, in some cases, of using such creative approaches because of the union restrictions. The problem is, not that it can't be done, the problem is that we must somehow make sure that the unions that control to some degree the hiring and firing of teachers and set up the qualifications along with us, that they've brought on board, as we suggest some of these innovations. I certainly believe that there shouldn't be any resistence as long as can find the teachers. We're not taking the job away from certificated individuals, but I would have to label

that as one of the most -- we do have some pilot projects where we do invite some -- it's really on a temporary basis, or once a week, once a month, we have some professors who come in as resource people, but not on a full-time basis.

We do have some of them in our vocational centers, but that's because we don't have certification. Like we have some plumbers, and we have some people in the -- in our Davis Aircraft Center who have special skills that aren't offered in colleges for certification requirements. So, we do have some of them, but not to the degree I think we should. But I do believe that's the reason.

CHAIR GIBSON: The next question I have, in yesterday's paper, the report that was issued that Michigan is now 48th in regards to dropouts, graduation. What do you think about that?

DR. STEEL: Well, I kind of -- in this case, because we worked with statistics for so long, I agree with -- something is wrong. I really don't think that figure is -- you know, he's contesting that figure.

We have -- the formula that we use for determining our annual graduation rate in Detroit shows us to be higher than the figure that's been

reported in that -- and it shouldn't. I doubt very much whether we graduate more students than that figure indicates.

We have an impact -- certainly, a significant impact on all of the state-wide statistics, but I've a feeling and part of the problem as it is with the definition of dropout, is that there are some very weak links between the state and school districts and the reporting statistics. That's been part of the difficulty in reporting accurate information.

CHAIR GIBSON: Any other members?

MR. GORDON: Dr. Steel, I appreciate you being with us. You've given us a tremendous amount of information, and it's probably going to take us days to get through.

Early on, you had mentioned that there seems to be greater impact on minority students that result in financial inequities in different school districts. Can you comment on what you meant by that, how that greater impact is --

DR. STEEL: I think it's that same syndrome that, you know, the poor get poorer and the rich get richer. And it applies not only in the pocket, but it applies to the mind as well. And that

we continuously -- students and school districts that are economically deprived are aware -- for example, the property value is depressed. Then the consequences on the student is twice as bad -- I shouldn't say twice as bad -- but it's more severe than it is on some of the outlying suburban school districts.

We do have some research. I don't know if this is a good example, but summer school, for example, students who are labeled -- I hate to label students -- but who are labeled as being at risk, we show a regression during the summer months. And students who have cultural experiences provided to them -- in this case, regardless of race or sex -- seem to either hold their own or in some cases, grow. So that when students who are at risk don't have opportunities or their opportunities are limited to them in the summer months and schools cannot provide that opportunity, they are playing a catch up game even when they start again in September, and it becomes kind of vicious. So, you lose automatically two or three weeks of every semester trying to review and go over some of the kinds of things that were lost during the summer months.

MR. GORDON: Dr. Steel, I guess my

question goes a little bit further.

Is that phenomena seen throughout the financial -- the school districts that don't have a great deal of money, the lower end of students on a per capita basis, or do you see it -- is there an actual difference between minority students and non-minority students as a result of that financial impact?

DR. STEEL: Personal opinion: I don't think so.

I think you run into class problems, you know, economic, unless you label economically disadvantaged students in a category of those where who are being discriminated against, then my answer to you would be, yes. But I'm not -- I would suspect that in some of our rural school districts, it has no -- I think the impact would be the same.

MR. GORDON: Thank you.

MR. HWANG: You state a gender bias in identifying people for special education or vocational training. Can you cite some example of ethnic minority bias and whether that is being addressed, i.e., someone who has been subjected to that bias and there has been a resolution in those instances?

DR. STEEL: You mean students who have already been labeled as special education?

MR. HWANG: Or someone who has been identified as not having a particular talent, perhaps because they are a recent immigrant into the United States. That's something that comes to mind, but I don't have any facts to back up whether that might be an issue.

DR. STEEL: I don't know. I couldn't respond to that question. All I could -- I'll be leaving with you a chart, a longitudinal chart from '83 to '89 which separates different areas of special education, and you can see the growth and shifting from EMI students to LD students, but I know that doesn't respond to the question you asked. I don't know the answer to that.

MR. HWANG: Can you cite some specifics as to programs of intervention relating to addressing the pregnancy issue? You said that there might be a second child born if there isn't intervention and prevention. Are there specific plans in place?

DR. STEEL: Well, there are -- as I mentioned, there are three alternative schools in Detroit that are presently ongoing. In only two out of the three, I believe there is a child care

facility attached to it. So in one of them, it becomes a more serious problem. So you do more selection inviting the person to participate.

What we have recommended in this comprehensive plan is that every 4 year old now whose parent is a teenager be provided a free pre-school experience.

We cannot -- and whether through the voucher system or whatever -- Detroit Public Schools cannot even though we enlarged our pre-school population, but we cannot accommodate the large number of four year olds and even three year olds who might need this experience because of the research -- you know, the research it tells you that the earlier on we do something with the young people, the better off. And that component has a parenting -- has an important parenting part to it so that those teenage parents who receive this free pre-school voucher, or whatever you want to call it, they are obligated in order to receive it, to either come to school or do something that will improve their educational experience. That seems to be the most fundamental thing that I think we can do to address the issue.

CHAIR GIBSON: One more question.

MR. KOBRAK: I wanted to ask you about

the uniform code of student conduct. You felt unless it was applied with some sensitivity, could lead to discrimination. I wonder if you could elaborate on that.

DR. STEEL: I can give you one example that would probably deal with the issue.

We have a student who was -- who tried to transfer to another school and falsified her address in order to get to that school. That's not a violation of the code. But in that new school, she got involved in a fight. The principal suspended that student. And that student then was adjusted to another school and didn't go to school. And we did -- what I usually do -- what I used to do for the superintendent, if, at any time, any serious incident occurred, we did a profile of that student. We happened to do a profile on that student. I can't remember what her name was, but she was one of the students who was stabbed to death on Belle Isle.

Her record indicated she was an all A student in elementary school, an all A student in middle school, a student who had perfect attendance. She had no disciplinary action against her. She had an A in citizenship. But in the movement -- if you're familiar with what happens to students who

have to be shifted around to different schools, sometimes students are tested. Sometimes -- you know, they're challenged. Sometimes there's a fight. In this case, a fight did occur. It was her first effort -- or her first act that really was against the uniform code of student conduct.

And it's our opinion that if the entire profile were looked at and -- a different action would have been -- should have been recommended rather than to move that student out, suspend the student, and move that student to a third-string school. The student, by choice, wanted to go to this school. And because -- and then when the principal looked at the address and said you're not supposed to be here to begin with, then it just encouraged the suspension in that particular case.

That's one of the -- I don't know how you can label it as necessarily discrimination, but how the uniform code can be used differently for different students.

CHAIR GIBSON: Dr. Steel, thank you, very much.

DR. STEEL: I'll leave the materials with Ms. Robinson.

MS. ROBINSON: Thank you, Doctor.

I should be prepared for this and then you can ask me questions.

In terms of the overview, I'm not going to cite any statistics. I might cite some statistics, but I really don't have any substance for them. You have those statistics from various places.

The only one I would like to mention is the dropout rate. The dropout rate in Michigan for blacks is 36 percent. For whites, it's 17 percent, and you can see that the dropout rate for blacks is twice as much as the white population. For Hispanics, it's 32 percent. The Hispanic population, it might look like it has a high dropout rate, but it's just that we take the dropout rate from the high school rather than from the elementary school. If we look at kids who go into high school, then the Hispanic rate might be higher than 32 percent.

The issue here is how do we -- why do we have a large proportion of black students dropping out, Hispanic students dropping out. I'm going to talk about what the school does -- the push effect from the school rather than blaming the students themselves, because you think you do get a little information about students not being able to stay in school. But the issue is, is it only the students or

DR. STEEL: You're welcome.

CHAIR GIBSON: The next sub-topic is the Overview.

Faye, I need a little help with Salome --

MS. GEBRE-EGZIABHER: Gebre-Egziabher.

CHAIR GIBSON: Ms. Gebre-Egziabher is a Field Specialist with the School of Education, University of Michigan.

MS. GEBRE-EGZIABHER: My name is Salome Gebre-Egziabher. I'm from Programs for Education and Opportunity at the University of Michigan which is in the School of Education.

The programs for education and opportunity is federally funded. It serves the Great Lakes States, the six states, Michigan, Ohio, Indiana, Illinois, Wisconsin. I work with the school district in the State of Michigan and have been working in this position for four years even though the first three years I've been working both for Michigan and Wisconsin. This is the first year that I actually have been working with the State of Michigan.

I don't have any handouts; therefore, I'm going to talk about the way -- the way I thought

do institutions like schools have a factor to play in the push out of the dropout rate for minority students.

I would like to begin by saying that discrimination, as you already know it, has changed from the 1960's to the present time. We don't necessarily have open discrimination. We don't necessarily have segregated school. But as you see Detroit, there is a factor for segregated schools. You have the suburbs that are primarily white schools, and then you have the inner City of Detroit with the black. I don't know if one would like to take that to say there is discrimination here because it's not legally based. It's not intentionally done, but there is the issue of housing, property and wealth, and so on.

For our purpose, we can say that there are segregated schools now. Detroit definitely shows to be segregated. In this instance, you have a large proportion of black, Hispanic students.

You take other inner cities like Cleveland, Washington, D.C., and so on, you again see this kind of segregation.

Therefore, in a way, we can say there is segregation still going on, there is

discrimination still going, and that's how I would like to begin.

In terms of discrimination in the past, at least we have related discrimination to mean intentionally, not allowing somebody to achieve what they cannot achieve. And, again, we don't have intentional discrimination, but we have what we call well-intended biased behavior which is discriminatory. I will explain what I mean by well-intended discriminatory behavior.

In terms of segregation, we have to talk about curriculum itself in terms of course selection. Who is referred to the higher level, the advanced courses, who is not referred to the higher level courses.

When you look at school enrollments, in most schools what you find is the majority of the white population, the white student population is placed in the higher level school courses. Minorities, Hispanics, women, blacks, native Indians, if they're around in some schools -- we hardly have anybody in the bigger cities -- they're not referred to the higher level courses. Is that discriminatory or not is the question, and I think it is discriminatory because whether it's an issue of

testing or whether it's an issue of looking at somebody deciding where they can go or even the type of test we can give, what is discriminating between the students?

I think later this may come up so, therefore, I will mention it now. In terms of Asian students, we see that most Asian students are placed in higher level courses and, again, do all Asian students really would like to be mathematicians, scientists, or is it an issue of -- on how we classify students. Some Asian students have complained -- at least on the university level -- that they are not encouraged to take literature and art, or to major in literature and art because it's not supposed to be for Asian students. Is that discriminatory behavior? I would say it is because we are not allowing individuals to select what they are capable of doing, but rather to look at and to fit the groups wherever we expect to be best.

I would also like to mention it's not only the kind of curriculum -- the core courses we are talking about, extra-curricular courses are also very important. Again, who do we send to certain extra-curricular activities? Is it blacks, whites, Hispanics, or Indians, you know, whatever the

population is. We don't have equal representation. We put in black students in basketball, maybe football, and certain positions in football and baseball. We don't encourage black students in sports like tennis, swimming, and so on. Is that discriminatory?

Again, we go back into some of the questions like blacks don't have access to these types of sports when they grow up, therefore, they cannot compete. I'll make a conclusion later on in terms of those.

Therefore, we have to look at the curriculum issue versus the extra-curricular issue, who is classified to go into certain areas and is that discriminatory behavior. As far as I can say, yes, it is.

I think in terms of accelerated learning, research shows that students who are put into accelerated programs, they cannot achieve much better if their rate of learning is lower. That goes with expectations.

In terms of -- that leads me to what I mean by expectation.

In the school systems, even though we have segregated schools, we still have a large

majority of white teachers, white administrators, and even some minority administrators who have gone through the higher education levels of which -- which does an injustice in terms of learning in the sense that we don't teach them about everybody else. We don't teach them that everybody succeeds. We always categorize the student who succeeds. Therefore, our expectation for children, from a certain ethnic group, or a certain socioeconomic group is always lower.

We look at the -- I'll make it shorter, okay? This is an issue to my heart.

We label students when they come in and ask, where do they come from, they are middle-class families, lower-class families, they are blacks, they are Hispanics.

Our expectations then go along on how we label these children. In a way, we really label them to be failures before they even begin school. Already in a sense they say that students who come from a lower socioeconomic status and they are ethnic group members, they are at risk; therefore, they may not achieve. And that's how we look at them before they come to school. And we go with that expectation, we teach with that expectation, and the

children, themselves, learn that much is not expected from them; therefore, they don't perform. And it goes around through the self-fulfilling prophesy. I think this is a very unfortunate -- it's good to classify. It's good to know what are the weaknesses, but we should not use it as a means of teaching. It should not be a destiny. It should not be a permanent situation.

Classification should be used only in terms of how can we help this child, who has all the stats set against them, how can we help them rather to say these students come from this, and, therefore, we are going to put them on the lower achieving side. Then they never learn, and then we blame them. That's a very unfortunate situation for the young children in the inner city, especially in terms of expectations.

If we expect that all children will learn and we teach to all children, all children will succeed. But our expectations are not for all children, it's only for a certain population of children.

Again, you know, this is not based on my private research, but it comes out of effected schools literature, and that's what the reporting is

going on.

Expectations are related as far as I am concerned to discrimination. And, like I said earlier, teachers on purpose discriminate. But they feel they are protecting the children who they think will not achieve.

Why expose classroom interruptions, has been documented. Teachers usually with not ask questions of lower achieving children. Lower achieving children in classrooms don't have the time to show off, because the teacher feels that I don't want to put this child in front of the other children and let them learn with them. And, therefore, we don't do it. We mean to protect the child, but at the same time, we are not encouraging the child to learn.

Children cannot learn unless they can relate to others when they learn. And, therefore, this becomes very important in terms of our expectations. I'm not blaming anybody, but it's just how things are set up and how we do them. It's very unconscious, it's very well meant, but it is discriminatory. Teachers and school people need to be aware of those kinds of interactions.

This relates the expectation issue,

relates it to self-esteem. Children very early on know that -- how we can categorize them and how we track them, they very early know -- you can give it any kind of name you want, the blue reading book, the red reading book, the green reading book, the balloon reading book, but whatever, children know. We put those who are not reading at grade level into a category and they learn from very early that they are failures because they are not members of the higher reading group. Those types of issues relate -- impact on the self-esteem and on the children, and self-esteem -- as very highly related to expectations and to our children. And, therefore, children then in a circular way, that they are a group of non-achieving kids and they behave accordingly in the classroom, and, therefore, they become failures.

I will maybe later on talk about some of the solutions for this type of activity.

Self-esteem therefore becomes very important and, therefore, the discriminatory behavior in terms of expectation and in terms of tracking that we show, we do impact negatively on the self-extreme of students.

I'll have to talk a little bit about the curriculum and the extra curricular issues.

There is the issue of discipline, too.

In terms of discipline, again, the statistics show that the suspension rates for black children is almost 42 percent in the schools of Michigan where you have the higher number of black students. In proportion to their number in the schools, their suspension rates are much higher. Again, the issues is: Why are black students suspended at the higher rate? Why are black students disciplined at a higher rate? In fact, one of the books I have here, in case you haven't seen it, it talks about not only black children are suspended at a higher rate, but corporal punishment, or strict punishment are usually handed out to black students in comparison to other students. That's also another issue in terms of discrimination.

In terms of discipline, again, Hispanics also have a higher rate of suspension. Boys, in general, have a higher rate of suspension than girls. Partly this is because off what is the cultural expectation of schools. The cultural expectation of schools are, we want very white children who will learn according to what the teacher says they should be learning. They cannot move around, they cannot talk to each other, they have to

sit there for 45 to 50 minutes without any kind of movement. And for most African-American children, staying quiet is very difficult, especially not moving around. And they start to move around. They talk in different ways. They use different languages, and, therefore, some of the school people feel like this is offensive, and, therefore, you have to suspend them.

The culture of the students that come in, the culture of the school expectations don't mesh, and, therefore, we have a higher rate of suspension. Like I said, boys are suspended at a higher rate than girls. Girls, by socialization, fit in very well to the school culture. They're much more quiet. When they behave, they behave as one or -- as two kids rather than as a group.

Boys form groupings. And when they behave, it's more or less on a grouping basis, and, therefore, they become much more significant. They can be seen, and then the discipline would be higher. This becomes much more higher for African-American students rather than any other one. And the issue of discipline then becomes also discriminatory because, again, it goes back to our expectations. We want students to expect -- to behave in a certain way. If

they don't, then it's against the rules and, therefore, we suspend them.

CHAIR GIBSON: How much more time would you need?

MS. GEBRE-EGZIABHER: Just a few more minutes. Just one more issue.

The other issue is in terms of revenue allocation which Dr. Steel has already referred to.

If you have school districts that don't have a high property rate, and, therefore, cannot provide all the activities and all the supporting teacher staff, curricular materials, then how do we expect children to succeed in those types of environments.

If you look at Bloomfield Hills who spends almost like $6,000.00 a year, per student, and then you have Detroit that spends only about $3,000.00 a year, per student, how can we compare that achievement level between the students? Again, this is not a school issue, it's a society issue in terms of housing segregation, and also the basis of income occupation which certainly goes back to historical issues and how that's impacted.

We don't do much in terms of retention of schools. There's an article in this book which is

an ethnic study. When Hispanics and black students come in and request that they be dismissed from school because they have been tardy for 20 times and they have a problem with their parents and, therefore, they have not fully fulfilled the obligation of the school, nobody really takes time to encourage the child that they should not request for a slip to drop out of school, but to do something so they can stay in school. That, in itself, is discriminatory.

Redford High School in Detroit has a new program whereby teachers and others will call the students constantly to find out where they are so that they encourage them to come back to school rather than to say, it's their business, they're 16 years old, they're not going to be bothered. But our implementing the bureauratic issues becomes a matter. We have to be human.

CHAIR GIBSON: Thank you, very much.

Do any of the Committee members have any questions?

MS. GEBRE-EGZIABHER: I know I have said a lot of things that they may want clarification.

CHAIR GIBSON: Jack?

MR. MARTIN: Thank you for your presentation.

You mentioned earlier that you were going to talk about some solutions to problems, I guess, in regards to the blacks and Hispanics. Can you elaborate on that? Is it money? Is it training the teachers so their attitude is different in terms of how they look at blacks and Hispanics?

MS. GEBRE-EGZIABHER: Some combination. I think it's some combination.

Definitely, we need to have training programs for teachers and other school people. I don't really want to say only teachers because even the janitors, the bus drivers, the lunch-time aide duty person do have an impact on children. Therefore, we need training for all school people, including parents. If we have that, then there will be higher expectations. That's one factor.

I hope all of you have seen "Stand Up and Deliver." It's a story about a high school in Los Angeles where a Hispanic teacher went -- this is a very poor area, and everybody has given up on their students -- but he went and said these kids are going to achieve, and they became the higher -- the highest achieving school in the nation in calculus, but it

was his change of attitude. He believed in the students. They weren't going to do it, but he helped them. Therefore, we need that kind of training. Yes, we need training. We also need money because we need to change a lot of curriculum. Most of the curriculum that we have now in the textbooks, like Dr. Steel mentioned earlier, don't include contributions by minorities, especially blacks, Hispanics, women, Asians.

Many are surprised that mathematics really originated in Egypt during the pharaoh period. So many of the numbers, the numerics, we use Arab -- the numbers came from the Arabs, not Western Europe. Many students don't know that. And that's why we need to rewrite the curriculum inserts so the contribution of everybody will be included in there that the children will have some self-esteem that their own group has participated, has produced, rather than being just from one point of view. That's just one issue in terms of curriculum.

In terms of money, Detroit, they're talking about cutting bus services. They don't provide bus services for high school students, and they want to cut down further on bus services. They want to cut down their school hours from six or seven

hours to five hours. How much can you teach in five hours? Other school districts have six- or seven-period hours. It's an issue or money.

I don't want to say it's only money. We need money, but we also need the attitude changes.

CHAIR GIBSON: Okay.

MR. KOBRAK: To go to the issue of about suspension rate, cultural expectations, I presume there's data that differentiates situations where the black teacher or administrator administering discipline to black students and different statistics for a white teacher administrator administering discipline to black students, does that validate all cultural expectations any different? Has the City of Detroit gone into that analysis?

MS. GEBRE-EGZIABHER: Well, I cannot speak specifically on Detroit, because I don't work in Detroit. But one of the researchers that I have read, it really doesn't matter in terms of the issue usually, because remember what I said earlier, in the higher education level, we teach in a certain way that all of us who went into the school system have similar expectations regardless of who would be teaching. And, therefore, our training system has to

change from the university level in terms of expectations, because to be a successful teacher, you have to uphold what is supposed to be discipline in the school which might be against the culture of the student, but we still do it because that's how we're supposed to be a good teacher. And that's what we need to change really in terms of our expectations and how we can be teachers.

CHAIR GIBSON: Okay.

Thank you, very much.

Do you have anything you want to leave with us?

MS. GEBRE-EGZIABHER: If you want me to make copies and send them to you, I will be happy to do so.

MS. ROBINSON: That will be fine.

CHAIRMAN GIBSON: Antonio Flores, from the Hispanics Education, from the Michigan Department of Education.

MR. FLORES: Good morning, and thank you for inviting me to share with you my views on dropouts and the causes. Just two days ago, you probably already know gave to the media, the U.S. Department of Education released its annual report card. Sadly, Michigan went down from 38 to 48th place among the 50 states with respect to school graduation rates, and that actually means that almost 37 percent of those who entered ninth grade in Michigan schools, didn't graduate from high school last year. For minorities it's even worse.

Hispanics continue to drop out at a rate of over fifty percent in grades 8 through 12, followed closely by Blacks and they're somewhere between 35 and 45 percent, depending on the data that you review.

Now the questions you asked us to embrace concerning school dropouts are: One, what role is discrimination playing in the attrition rate of minorities; two, are the current data collection and reporting procedures and criteria adequate and accurate to document and extend any reasons of the problem; and three, how effective are the present

networks to reduce the minority dropout rate.

Now, to address, to address those questions, let me first make one caveat. Although I do work for the State Department of Education, my views should not be construed as representing the official position of the State Board of Education, or the Michigan Department of Education; they are exclusively my own, and are not intended as an interpretation of policies or state -- or statutes impinging upon those questions.

Let me also add that although I have been engaged in research concerning the school dropout and formulating policies and statutes for over six years, I believe we just began to scratch the surface of these dropout syndrome and complex underlying dimensions.

So, I don't want to claim any authoritative knowledge or secret recipes to solve the problem. But I would like to share my views, nonetheless, on this most critical issue, and I would like to do it in the following way.

First, I would like to present some basic background information on the problem; then I will describe what seems to be the most essential factors contributing to school dropouts throughout the country, and in fact in Michigan. In the last part of my comments I will attempt to relate all of that to the

three questions raised in your letter of invitation to appear in this forum. So why don't we start with the basic information part.

The 25 largest school districts in the U.S. enrolled 1.8 million or 27.5 percent of the nation's 1986 Black students and 1.2 million or 30 percent of the U.S. Hispanic enrollment. These same school districts, however, enrolled only 3.3 percent of the country's White students in the same year.

With a few rare exceptions in sun belt states, these same school districts have seen a continued decline in the enrollment -- in their enrollment since the late 1960s with the advent of the segregation efforts.

For instance Detroit, currently the seventh largest district in the country, lost 46 percent of its enrollment from 1967 to 1986. It went from 293,000 students to only 159,669. In fact, of the 25 districts, Detroit had the largest decline in enrollment during that period of time.

Throughout Michigan, it is the larger central city school districts that are experiencing persistent enrollment declines. Cities like Saginaw, Flint, Pontiac, Lansing and Grand Rapids are among the most affected. In those same cities is where the vast

majority of the minority people live in Michigan. So, what is true of the nation is also true of Michigan in this regard. But the question is so what?

Well, the White flight from the cities has not only exacerbated the fact of racial ethnic segregation in schools, but has also eroded the very value of real estate properties and consequently, the financial foundation of schools in those cities.

If anyone has the time to conduct research in a retrospective way on this very question, my guess is that they will find multiple correlations among declining enrollments, decline in resources for education, decline in achievement rates, and a significant jump in school dropouts which leads us to the second part of my presentation, you know, what factors are contributing most to school dropouts, with emphasis on minority dropouts?

Well, let me first say that there are three, in my opinion, distinct critical dimensions operating simultaneously to shape the student's reality context with respect to dropouts: Number one, the family; number two, the school, and number three, the community.

For analytical purposes, we can separate them. But in real life they interact constantly, and

vary and influence at different times, and over time, blend into a context within which the student grows.

Each of these three dimensions is much more than the sum of its parts, and the context they shape, together, can acquire geometric multiplicative proprieties for better or for worse.

For purposes of describing those factors, I break them down into two different columns: What I would call the functional variables or functional factors, and structural variables, on the other hand. The reason that I did it is not only for descriptive purposes, but I think functional variables are perhaps more open to intervention than structural variables by definition. When I go down the list and describe them for you, it probably would make more sense the decision of putting them under those two different columns.

What are functional variables within the home? Number one, parental involvement in education. The more involved parents are in education, not just attending PTA meetings or parent teacher conferences, but actually getting involved as advocates of the children's education, the more effective those children are going to be as students.

Two, family management skills, and by that I mean basic home management skills that middle class

families take for granted like setting time aside and space aside in the home for school work after the school hours.

Number three, the use of enrichment resources within the community. How many parents who are minority parents from low income backgrounds, know how to use public libraries, or have the kind of experience to go and seek out resources such as cultural programs or other kinds of programs that could enrich the education of the children. That falls under the use of enrichment resources.

Four, communication skills. I'm not just talking here about being able to talk or anything like that, or understanding the language of your children, if you are from a language background other than English. I'm talking here about skills needed to develop rapport with teenagers so that parents can communicate meaningfully on issues such as substance abuse prevention, pregnancy prevention and a host of things that kids face in society.

Number five, parental expectations, and we all know that the expectation issue also applies to teachers. But it seems to me that in the home situation, parental expectations are often shaped by lack of information, or misinformation about

opportunities that kids may have in the educational system.

So those are five concrete factors that in my opinion, are a functional type. In other words, things can be done to tackle those tomorrow if we have the resources to do it.

On the structural side, however, there are things that perhaps we cannot do much about in the immediate future. But nevertheless, let me cite five variables that I consider critical. One is family size, and I'm not going to describe them in detail unless I deem appropriate within the context of the testimony, but just list them; two, they are educational attainment panels; three extended family structure; four, parent or parents in the home. Is it a single parent home; is it the nuclear structured home, or is it living with relatives or what is the child, what is the home structure with respect to parenting; and number five, cultural and linguistic discontinuities between the homes of those children, especially those of a language background other than English in the schools they attend.

Now with respect to schools, I found also five functional variables that I think are critical to consider: One is the sense of commonality that may

exist in the school; that is, how much of a community atmosphere, climate, if you will, exists in the school; two, the teacher involvement and commitment.

There is plenty of research, evidence to suggest that for instance, in recent studies that they have found that some catholic schools perform better with respect to graduation rates including minority graduation rates than some public schools in the data base of high school and beyond.

The discussion of this particular variable is critical. The teacher is involved not only in the regular school program, but in extracurricular activities and in reaching out to the kids in their homes and that makes a tremendous difference. So this is why I cite it as a critical functional variable, teacher involvement in the community.

Number three teacher preparation and experience. If you go to schools of surrounding districts in the Detroit area and compare the average preparation of teachers in the suburban area, the average experience, teaching experience, years of experience, and teachers in say the Detroit public schools for instance, or schools with high minority enrollments, you will find a significant difference, favorable to districts with low minority enrollments.

It's a critical variable.

Number four, the student achievement levels. Obviously, this is probably one of the best known variables that has had an affect on, on the schools as, as a factor, contributing factor on dropouts. The more kids you have with lower achieving rates together, the less success the whole group as a class will tend to experience.

Number five, a student, student conduct policies. We do know that there are a number of things going on in school - suspension and expulsion and grade policies, as well as grading policies that are probably are outdated, that need to be reconsidered. But they do have the opposite effect of their intent as you well know with respect to suspension, for instance.

So those are five clear functional variables that I think can be imparted immediately.

On the structural side in schools, size is important. The bigger the school, the greater the sense of alienation of children.

Two, curricular choices: Are we going to continue with a, with a salad bar approach, or are we now to switch to the meats and potatoes approach of program choices where kids are now going to have full range of what some people call Mickey Mouse courses as

opposed to the real thing?

You know, those are critical variables that are structural in nature because they can become entrenched in the system, and now you have teachers who don't know anything to teach certain things, and they become structural in nature.

CHAIRMAN GIBSON: Excuse us, Mr. Flores, how much more time would you need?

MR. FLORES: Well, I'd like to cut it down to the next two minutes.

CHAIRMAN GIBSON: Okay.

So we can have an opportunity to ask you some questions.

MR. FLORES: Okay, that's fine.

Let me just quickly go then, resources available at the school and sense of structure. In terms of the community, at the community level, first I wanted to mention functional variables in the community level. Number one, I have the availability of educational enrichment programs, and by that, you know, think of libraries, museums, all kinds of other programs that can be available; the emphasis on education as far as the community places on; human services, are there enough of those adequate and appropriate?

Of course now we have as a major factor, partnerships between the public and private sectors and by the quality of civic leadership that is excercised in communities.

I won't mention the structural variables because of time constraints. However, I don't want to leave untouched, the very question that you raise in your letter, and let me just say that you may wonder, "Well, how, how do all those variables impact on dropouts?"

Well, let me just suggest that what can be more discriminatory than to negate the linguistic and cultural means of many children from homes where a language other than English is the main mode of communication? Many schools don't have personnel or curriculum or services that respond to those needs. That's discriminatory in nature.

Now the same is true of community agencies that may not have the kinds of services and personnel to deliver services to all the residents and taxpayers of those communities.

Now, what can be more discriminatory than the denial of educational opportunities for minority youths whose suspension and expulsion rates approach tragic levels due to obsolete or inappropriate school

policies; what about the older presentation in general education and obsolete vocational educational programs which condemn them to really pay their quota in the school and in society.

What can be more discriminatory than the reorganization of the schools with large enrollments of minority kids on the basis of financial exigencies rather than some kind of logical rationale, and that pushes many times that, you know, that reorganization from junior high to middle school.

That was not a response to some paragon, it was a response to declining enrollments, a need to reorganize systems to make it more constitutional, and that may be a good reason. But is it good enough to then push fifth graders who are still so immature into middle schools that are sometimes larger than many colleges and therefore, creating the potential for immediate alienation of those children?

So those are some of the ways in which those variables really impact on the reality contexts of kids who dropout.

Now as far as the questions that you raise with respect to data collection, first let me say that we cannot measure deficiency throughout the U.S. because of the lack of a common definition on what

constitutes a school dropout and when he or she should be counted as such. In Michigan, we have attempted to remedy this problem for school districts across the state. Unfortunately our present data collection and reporting system is inadequate and inaccurate.

It is inadequate because it only collects raw data on how many dropouts occur in a given year, district wide. But, it does not give information on why they occur and is done only every other year.

It is inaccurate because although we have enacted a standard definition and operationalization of that definition, no systematic efforts are made to increase -- to in-service school personnel on the application of the definition, nor on the way of collecting and reporting data, and there is no auditing of the data. Thus, even in Michigan we have some serious data problems.

As far as school records and resources occur as to dropout rate on minorities, I'm afraid they are also inadequate and not always will apply. In Michigan, for instance, new state funds for dropout prevention have been enacted over the past two years under the operation graduation legislation, and is between two and three million dollars for the entire State of Michigan.

Not much of that money goes into part-time and seasonal employment programs which sometimes give the opposite effect of what is intended, because it pulls off the motivation of some kids, and it sends the wrong message that you should only apply yourself in education if you are paid for it in some way, and in an immediate way.

So, I believe that the best hope for improvements rests on changes in our homes, the schools and communities from the bottom up. Instead for instance of tearing -- waiting for schools to reform, they need to be trained to become partners and advocates in the education of children.

Instead of the many good teachers and classrooms across the state waiting for their unions or politicians to further professionalize their profession through new certification rules, they should demand more self accountability and accountability for their peers.

Instead of civic leaders in the communities waiting for the State or the Federal Government coming to save the financial stricken cities and schools, they need to show through leadership in the streamlining of their bureaucracies and operations and channel the bulk of those limited dollars into the

classrooms, not the central offices.

Now I believe that the dropout issue is not an issue that is the responsibility of just the schools, it's a community wide problem. I think that for that reason, I emphasize the home, school, community linkages as critical in the whole process.

Thank you for your time.

CHAIRMAN GIBSON: Thank you.

Any questions from the Committee members?

MR. KOBRAK: Who would you suggest train the parents as advocates and partners?

MR. FLORES: Okay.

For a number of reasons, I believe parents could be better trained in partnership programs where the schools are an integral part of a partnership, but under the leadership of community based organizations and let me explain why.

Most of the school districts in Michigan, if not all, are under union contract that demand particular things in terms of pay and on time when teachers didn't work, administrators and so forth, and it could strain them a lot.

In Lansing, for instance and our Superintendent is present here today, I'm glad he came, we have done some partnership work already in terms of

training parents. Right now, we have a problem in Lansing. We, on a very limited, with a very limited budget from a private foundation, not from the public sector, and the training takes place at a time when the parents can come, not when the school personnel can come.

In fact, most of the training is not done by school personnel, although some of them have been invited and have been willing to come. But it's turned over to the responsibility with the school district and yet we train them mainly on Sundays, after church.

We have two, three hour sessions on things ranging from how to develop communication skills to do with their teenage children, to things about rights and responsibilities of parents vis-a-vis schools, and a host of other things every other week on weekends, okay.

We take them on field trips to the library, because parents, oftentimes, don't have the money to to buy books. So what's the next best source? The library card and the skills to know how to use it.

But many of those parents are undereducated. So they are embarrassed to even try to go and make, you know, being able to use the library. So, we organize field trips in groups; then we have bilingual

personnel, because in this case we're talking about Hispanic parents in their community, and they are just amazed of the many resources available to them, and they did not know they could use not only books, but audio visual equipment and instructional materials, movies and other things.

So, I believe that a partnership is the best way because external community agencies will need the support of the schools to communicate with the parents to get addresses, phone numbers and what not, and to keep tabs on what impact that training may be having on their kids. Because, I don't think anyone would do it for the sake of doing it. You want to know that it's making a difference, and you need some hard data to look at that.

CHAIRMAN GIBSON: Roland?

MR. HWANG: Is that program well documented, sort of like in a cookbook approach so that districts that are interested in starting such a program can just follow without --

MR. FLORES: No, unfortunately the answer is no. Because it hasn't been done for, for a long time yet, and we really are breaking ground, to put it in those terms, with respect to it being the Hispanic community in this approach, and therefore we really

don't have like a manual that we could share with schools, we don't.

We have the plan which is very schematic and it simply lists the goals of the program, and the kinds of things that are covered at every session in the calendar of activities.

We are collecting, by the way, evaluation forms at every station from the parents to tell us what things are really having some value for them as parents. You see, that way -- we didn't plan it that way, but we've been getting a lot of teenage kids coming with their parents, and we have had to provide something separate and sometimes together with them. But that was not part of the plan, you see.

So we don't know what long term implication that might have. But it seems like it's beginning to strengthen the relationship between parents and children, at least on the surface.

MR. GORDON: Has there been any increase in the number of Spanish speaking or Hispanic teachers in the schools that are primarily attended by Hispanic students?

MR. FLORES: Not necessarily, and I'm just saying this in a very general way because I looked at data from 1980 to last year and year before, and

instead of gaining, we have lost teachers, Hispanic teachers state wide. The current Hispanic teacher presentation statewide is about 0.5 percent. It used to be more like 0.8 percent or something like that when there were even more teachers in the teaching ranks, and we almost lost a third between 1980 and last year.

MR. GORDON: In your opinion, does that have any impact on the dropout rates? Were there more Hispanic, Spanish-speaking teachers, particularly at the elementary level, you think there were --

MR. FLORES: Most definitely, because we know that role models and people who are bilingual, bicultural, do have a tremendous impact on children, not only from a psychological standpoint but also from an academic standpoint. Obviously the communication between the schools and homes are diminished when you decrease the number of people who have the fluency in the language and the culture as well the role model capabilities. that definitely has had an impact.

Frankly, the reason why perhaps dropout rates have not increased and have stayed more or less at 50 -- I guess the good news part of the thing, that dropout rate has not increased significantly from what we know over the last four, five years. But it

remains, and the bad news is that it remains very high, around 50 percent.

So -- but I do believe very strongly that that's a major component, yes.

CHAIRMAN GIBSON: Okay, Mr. Flores, thank you very much.

MR. FLORES: Thank you.

I have a document. I didn't bring enough copies, but if you wish more, we can provide them.

MS. ROBINSON: Thank you.

CHAIRMAN GIBSON: The next presenter is Beverly Clark.

Beverly Clark is the Commissioner of Michigan Civil Rights Commission.

MS. CLARK: Thank you for inviting me to speak here today.

I have prepared written copies of my testimony today and consequentially since I know you're running a little short, I'll give you copies along with copies of a report that was prepared by the Michigan Civil Rights Department, and which I will address today.

For Native American children, discrimination is found in the unequal treatment which they receive in the schools and classrooms, and in the ethnic harassment to which they are subjected by white

teachers and children alike. In some measure, the discrimination which Native American children are now experiencing has its roots in the history of Indian education in Michigan.

The educational problems of Native Americans can be fairly traced to the European impact on the educational process and system. High absenteeism, low achievement, high dropout rates began to occur when Native American children came under the control of non-Indian educators with cultural patterns and standards different than their own. Well into the 1800s, teachers felt that the norms and mores of the Indian culture impeded the educational progress of Native American students.

As a consequence, in order to correct that problem Indian students for a while, were sent to Indian Boarding Schools and were separated from their families often for the whole year round.

It was not until 1934 that the boarding schools were closed and the State of Michigan recommitted itself to integrating and educating American Indians in State institutions.

The integration of Native American children into Michigan's public schools has proven difficult in large measure because the schools, like

society in general, have insisted upon forcing their values and modes of teaching on American Indian students. In this process, historical stereotypes of Native Americans have been retained, while none of the contributions made by American Indians in this country have been taught.

I have included a quote from a Native American parent on Page 3 of my testimony, and while I'm not going to repeat it all for you today, I think it very succinctly points out the problems that both children and parents have when they deal with a school system which has certain expectations from them and the difficulty that they have in approaching the school to try and bring about a change.

At this point, of course, it should be noted that these problems are not unique to Native Americans. While my remarks are necessarily focused on the barriers which Native American children must overcome to obtain an equal educational opportunity, it certainly must be remembered that other minority children face similar problems. Negative teacher attitudes and expectations cut across racial-ethnic lines; tracking, labeling and channeling into special education programs are the common experience of Black and Hispanic as well as Native American children.

At the behest of the Michigan Civil Rights Commission, an internal report was prepared in February, 1984, dealing with the dropout rate among Native American school children. Indian community leaders, home-school coordinators, school staff and parents were contacted.

The consensus of opinion was that the self-image of the Indian school child too often takes a beating in the school environment; and that discrimination is a significant contributing factor to the high dropout rate among Indian children.

The root cause of the problem is the subtle and not so subtle harassment which Indian children face. School districts generally do not provide an environment in which Indian children are encouraged to stay and learn. Some counselors discourage Indian children from either staying in school or returning to school after dropping out.

Some teachers are insensitive in dealing with and understanding Indian cultures and values, and convey the message, either knowingly or unwittingly to Indian and Non-Indian children, that Indian children simply do not belong in the classroom.

Other teaches are more blatant. They simply ignore Indian children in the classroom, and have

little concern over their attendance and school work.

School curricula, classroom discussions and textbook materials rarely deal with the positive contributions of Indians to American society. Instead they choose to portray Indians in an unfavorable light.

Non-Indian school children are not counselled to refrain from racially and ethnically harassing Indian school children. It is common for fights to occur between Indian and non-Indian children over fishing treaty rights, or over slurs or epithets which the latter make.

Many of you are probably acquainted with the difficulties that occurred particularly during the height of the dispute in the U.S. v. Michigan case. Bumper stickers up North said, "Save the fish, kill an Indian." And the children and their parents alike were being harassed to a great extent.

In 1984, the Civil Rights Commission was contacted by a group of parents of children in the Sutton Bay schools. The children were being called gill netters by the other children in the school, and nothing was being done by the school authorities to correct the problem.

Sutton Bay, as you know, is on West Traverse Bay, and is right in the heart of the area where this

dispute was occurring.

We tried to embark upon a program where the school would have some sensitivity training for teachers and happily were able to at least get the problem in size. Unfortunately the children, some of the children in that instance dropped out and did not return.

The parents at that time were, in some instances, complaining of being denied accommodations, and were complaining about the lack of response by the law enforcement officials when they had complaints, or when there were threats.

Compounding the problem of self-image and I have to show you a couple of pictures which are very important. I'm sure that when you see a picture like this (indicating) it's all too familiar to you. Here's another one (indicating).

In fact, I think the logo for the Cleveland Indians is very very close to this picture.

Compounding the problem of the self-image is the use of Indian names and logos in the public schools. These nicknames and symbols too often portray Native Americans as ferocious fighters with limited language skills, causing Indian children a further loss of self-esteem. Our Commission has recently completed

a study of this issue, and I've brought copies for you if you'd like them.

Finding that the use of Indian images is "stereotypic, racist, and discriminatory," it recommended, among other things, that the use of Indian names and logos by the schools be discontinued.

You will see in other illustrations in this report, other caricatures which have, which -- and these come from the schools by the way, which have to do with the imagine that the school portray, in terms of Indian people. It's difficult for you to see but I do have a picture.

There has been much favorable response to the recommendations. However, I would point out that the most favorable responses has really been from the minority community, people who have been subjected to the same kind of stereotypes and the like.

Some schools have been embarked upon a study to try and poll the student body and to begin a change in attitudes. However, many people who have responded, particularly in the letters to the editors if you've had a chance to read them, display a lack of sensitivity to the self-imagine issue. Not surprisingly, a negative school environment results.

The harassment which Indian children

experience creates or reinforces any lack of self-respect which the Indian child has for himself or herself or for his family. Under these conditions, the Indian child frequently drops out or is pushed out of school.

The disparate treatment which Indian children receive, particularly in the form of unequal disciplinary action, also contributes to their leaving school or being removed from school. Indian community representatives believes that discipline has been discriminatory administered, with more severe action taken against Indian children involved in altercations with white children, and with Native American children being disciplined or more severely discipline for incidents where White children received little or no discipline at all.

Finally, Indian representatives point to, again, the systematic removal of Indian children from the regular school system, and they're placed in alternative schools, G.E.D programs or even Tribal schools outside the State of Michigan. In too many instances, Indian are encouraged to leave school and look to one of these other forums for graduation.

This process, as it unfolds, engenders still further feelings of isolation in the minds of Indian

school children, and effectively causes them to pursue their schooling elsewhere, or to discontinue it altogether.

I do have statistics appended to my report, and I'd just like to point out some of the ones that I think are the most shocking figures. Much of this is based on the 1980 census.

The dropout rate, according to the Michigan 1980 census among adults who were 23 years of age and over, 43.8% of the American Indians have not completed high school. In contrast, 30.3% of Whites have not finished high school. At the other end of the spectrum, American Indian have the lowest percentage (6.3%) of adults receiving college degrees.

In 1979 in Michigan, there were 3,614 Indian high school graduates. In 1982 the figure had dropped to 1,081.

Although there seems to be some improvement in the dropout rate, it still, in 1984 was 25%. Enrollment in higher education had also dropped to less than one-half of one percent of the total Native American population.

In closing, I would like to offer some recommendations which would involve cooperation not only between our Commission, but the U.S. Commission on

Civil Rights and the departments both at the State and Federal level of education.

Through a joint effort we should:

(1) Meet with school officials and Indian community representatives to discuss and work through those factors, including harassment and discrimination, which contribute to the dropout problem among Indian school children in those school districts.

(2) Work with school officials and Indian tribal representatives in developing and presenting in-service programs designed to inform and sensitize teachers, administrators and children as to Indian culture, values and current problems.

(3) Work with school officials and tribal representatives to ensure that school curricula, textbooks and class discussions deal with Indian culture and values and the positive contribution made by Indians to the American society.

(4) Monitor the disciplinary actions taken by school districts against Indian and White school children to ensure that equal treatment is being accorded.

Finally, I would request that you recommend to the U.S. Civil Rights Commission after reviewing the report, that you also join us in recommending that schools, nationwide, discontinue the use of Indian names and logos.

Thank you.

CHAIRMAN GIBSON: Okay, thank you very much.

Let me ask you this question: Is it true that if Native Americans, when they graduate from high school, can attend any college or university in the country of their choice at no charge?

MS. CLARK: No.

For a time, there was a tuition waiver program. If there's anybody here, they can correct this. For, for a time, there was a tuition waiver program in the State of Michigan. The conditions for that program were the ceding of land to the State of Michigan for property where the present University of Michigan is located. So it was a quid pro quo.

Indian people said, "Sure, you can have the land, but we would like to have our children educated," and that tuition waiver program was in existence for a time. I would note that when I was going to school here in Michigan, and I'm a Native American, but for a time in the recent past, I think it has stopped now,

but I'm not 100 percent sure of that.

CHAIRMAN GIBSON: Jack.

MR. MARTIN: On the dropout rate question, we've heard numerous statistics on Hispanic and Black dropout rates. Did you say that the dropout rate for Native Americans, in the State of Michigan is about 25 percent.

MS. CLARK: According to the figures that I have, 1984, there was a 25 percent dropout rate.

MR. MARTIN: You have any, any feel for what the rate would be in the States of Minnesota or North and South Dakota, where there are large Indian populations?

MS. CLARK: I don't have the figures, really. I'm sure they could made available. I don't have them.

CHAIRMAN GIBSON: Roland.

MR. HWANG: Just one question relating to the study of the logo, is there a concentration of those logos in areas where Native American predominantly live within the state, or is it an all expansive problem statewide?

MS. CLARK: I think it's statewide. When you read -- one of the, one of the schools in Detroit has already changed its name from the Eskies. So, there are -- you know, it seems to be a fairly

popular symbol, and really is the only -- except for Spartan natured people who are prone to feel superior, the only reference to contemporate people, and the reference is historically inaccurate, and in most cases, is used in a demeaning fashion, by either opposing students or the -- you know, kids gets crazy on a football field or a basketball field or in the heat of excitement of sports, and all of the negative things that you have stored up, sometimes just come out at that time, and that happens frequently.

CHAIRMAN GIBSON: In fact, that was my high school, Northern High School.

MS. CLARK: I wasn't sure whether it was Northern or Northwestern.

CHAIRMAN GIBSON: The athletes there, recently changed their name from Northern Eskimos, and it was shortened to Eskies.

MR. KOBRAK: I can understand where Black dropout rates were going up because of increased segregation in some of the central cities. Why are the Indian dropout rates going up? Is there a different dynamic at work?

MS. CLARK: You know, I don't think that there's a different dynamic in any, in any respect. We've heard from folks here, I think the same thing

kinds of things to Indian children that you've heard from all the speakers that I heard this morning.

There is, there is a certain labeling; there's a certain inability to deal with the culture; there's a certain expectation on the part of the teachers.

I think there is -- we haven't done a study, but in other areas where studies have been done which concern disparate treatment, the daily force issue comes to mind where, you know, studies have show that there is, there is a more disparate impact on minority people on daily issues by the police department, or capital punishment.

I think probably the same thing would be true. I think that springs a lot from the expectations that people have from -- for example the expectation that children will behave in certain fashion in school and lack of understanding of the culture.

MR. KOBRAK: But has that gotten worse in the last few years?

MS. CLARK: Well, there -- it certainly has been exacerbated by the, by the assertion on the part of Indian people of their rights. In 1970, the Native American Rights Fund was formed, and has -- it's based in Denver, but it's brought numerous lawsuits which

involve fishing rights, mineral rights, water rights, rights to the land, rights to, to maintain religious ceremonial traditions among Indian people, and has had very few, if any, defeats.

As a consequence of that, you know, the Penobscot Indians, in their land claims, got -- I mean, I don't know how many millions of acres of land in Maine awarded to them.

People -- fishing rights were upheld in the State of Michigan which caused a tremendous amount of hard feeling by the White commercial fishermen who were competing from the same source, and that has happened, really, throughout the country.

I think that the lawsuits, and the success of Indian people in being to assert their sovereign right as a nation or nations, and to, to have it made clear that when they ceded their land, they did not give up certain things: Fishing rights; hunting rights and the like.

People don't understand that. They think that Indians are accorded special rights, and they don't understand that the entire land was ceded, but Indian people kept some things.

I think the recent, oh, I don't know, last 15 years, 20 years, an increasing desire, open desire on

the part of Indian people to retain their culture, has created a confrontation with the majority culture which has had a terrible effect on the Indian children.

MR. GORDON: Where is the majority populations of Native Americans in Michigan? Are they in the urban areas where there is --

MS. CLARK: I think the largest, I think the largest population is in the Detroit area. There are reservations, of course, in the State of Michigan. But the cities, our large cities also have -- many of the cities have Indian Centers, and have large but widely scattered Indian populations.

One of the problems that Native people have, along with other minority groups, is being -- is not been counted correctly for the census, and that happens. You know, the ambivalent attitude of White America toward Indian people - that is, you know, you either be separate or assimilate, has also created problems.

You have Indian people who want to assimilate, and who don't want to be, you know -- some -- who don't want to be considered different, and then other Indian people who are very proud of their culture and who want to retain the culture. So, I think that probably part of the undercount comes from that, and

that requires a great deal detail of discipline, ladies and gentlemen.

One meeting we had up north, it was suggested that it would be nice to have Indian Commissioners. I indicated that I was, and said of course, that Clark was a fine old Indian name.

CHAIRMAN GIBSON: Thank you very much.

MS. CLARK: Thank you very much.

CHAIRMAN GIBSON: tHE next presenter is Dr. Lydia Beltran.

DR. BELTRAN: Thank you for giving me this opportunity to express my thoughts for the Asian-American Michigan Public Schools.

I would not be drawing on the basic national data on dropouts as Antonio Flores has aptly enumerated to you, and there is not much data, really, on Asian-Americans.

The myth regarding the the Asian-American community as the model and successful minority group has been perpetuated in this country and in the state. This myth has become a convenient rationale to bolster a policy of exclusion by both government and non-government agencies and institutions. It comes, then, as no surprise that most state reports dealing with minority groups' problems and remediation

strategies blatantly exclude those of the Asian-American. This, plus the very apparent lack of knowledge and sensitivity to the Asian-American cultural diversity, spawns an atmosphere of neglect that makes it more difficult for this group to co-exist with the majority and comfortably strive to seek their own niche in America.

The fact that under the rubric of Asian-American are included first, second, third, fourth and earlier generation peoples from an estimated 18 different countries, does not facilitate the understanding of the variety of cultures within which these people generate and perpetuate their values. This underscores the need for more concerted efforts to study and to know them so as to facilitate their inclusion and enhance their acceptance into the milieu of American society.

The foremost and best place to foster the acceptance of the Asian-American is in the public schools. However, it appears that current school climates do not offer an attitude of acceptance nor a positive atmosphere whereby Asian students can be feel comfortable. The school staffs' lack of knowledge and sensitivity to the uniqueness of the Asian and their cultures and value is exacerbated by

stereotypes, prejudice, racism and the seeming difficulty of the Asian to assimilate and acculturate.

School curriculum, seldom if at all, include items on Asian history and literature. At least since 1985 when I joined the Michigan Education Association, staff have started to put together some classroom materials for use during the Asian-American Heritage Week, which coincendently falls this week, May 1 through 7.

A school setting beset by these characteristics sends a clear message to Asian students who may not conform to the myth of Asian success. In these settings, we see anxiety, discomfort and tension among these students, especially among those from newer immigrant families from Southeast Asia. These refugee children who had been in active war zones prior to their coming to the States, find the demands of American schools doubly rigorous and frustrating, particularly when programs that could meet their language, counseling and other needs are virtually non-existent.

I think there should be workshops for teachers and students at risk. I often hear teachers' comments about the very good behavior of the Asians: They stay where they are; they don't speak; they don't

do anything that sort of disrupts the student setting, or the classroom.

I would like -- I often tell them, "Please, don't say that that's comforting; don't say that that's not happiness. It may they're sitting there quietly, but they're thinking of something else. They're feeling like outsiders and alienated."

I told them, "You have to reach out and find out what they are thinking of." Because sometimes the, the minority -- the Asian is the model in the classroom. They're well-behaved; they're studying; they're doing their homework, that's not always so.

They may find more of these because there are more Asians coming in, and we have to be aware that there are two, there are two different classes -- I shouldn't say that, groups of Asians coming in: Those who are children of professionals, especially where I come from, East Lansing. They're sons and daughters of doctors, professors at State, students in graduate school. They're different from the Hmong, Loatians and the Cambodians and South Vietnamese.

Some of them have learned the languages, and so when they come to the States, the problems are exacerbated when we clump together as similar to those children of the professional if you will, modern Asian

minority.

So, the easiest way for these Asians is to leave the stressful school atmosphere and all together drop out.

At this juncture, let me share some statistics from the Michigan Department of Education. Enrollment figures in 1986, the latest year that statistics are available, show Asian-American comprise .93 percent, or less than one percent of the public school population. The dropout rate for the same year indicates a disproportionate number for Asian-American students, 2.3 percent.

It is likewise interesting to note that of the 166,314, or (10.43 percent of total school population) students qualified for Special Education, 828 are Asian-Americans. This number represents 5.5 percent of the total count of these students. This percentage is more than five times the percentage of the number of total public school system.

Of this 828 in Special Education, 181 are learning disabled; 91 are educatable mentally impaired and 399 or 48 percent are classified as speech and language impaired.

Almost 50 percent of the 828 Asian-Americans in Michigan public schools are language impaired.

Whatever the definition is, that could easily be classified as language impaired too.

This alone reflects a blatantly racist attitude on the part of the school system as it tends to show language difference as a handicapping condition. Given the reality, Asian students may tend to reject their own language and in doing so, view themselves as less acceptable, less likeable because of what they have, and what they are.

Of course you and I know that lack of acceptance of one's identity erodes self-esteem the one ingredient indispensable to school success.

A number of disruptive and violent incidents have happened in Michigan public schools over the last six months or so. An example of these is an incident in one of Jackson's secondary schools, where two Asian students of Chinese descent were beaten and kicked by other students while getting on a school bus. The bus driver didn't do anything, and the other students cheered.

The beating capped months of racial harrassments by other students. It appears that the Asian students, because they spoke very little English, were unable to ward off the taunting and when confronted, fought back with their fists. The school

said that they were not ready to deal with them as there was no program to provide them assistance at that time. That speaks very well of school planning.

There are other examples of similar harassment in school settings, but the constraint of time precludes their inclusion in this report.

Again, this shows a policy of exclusion that clearly spells outright discrimination.

I'm not aware, at this point, of any specific studies regarding the needs, problems and other things of Asian-American students in Michigan. In fact, there is an office in the Department of Education which studies minority problems, and it's very obvious, the exclusion of Asian-American. In their reports, there is no mention of Asian-American.

The educational system should recognize the the current population diversity in our schools and revamp curricular offerings to acknowledge the existence of a multicultural and multilingual student body. Back to basics should mean not a refocus on the monocultural design based on the dominant European culture but on a redesign of the system to meet the changing societal needs.

The National Education Association conducted a series of public hearings on the education of

cultural minorities and some of the findings regarding Asian-American students and school staff parallel those in the State of Michigan, and I will read some of the findings to you.

1. Many Asian-American students are not receiving an equitable education in a positive safe environment.
2. There is a need to clarify the literacy difference between the first and second waves of Asian-American immigrants and refugees.

We are talking about first wave who are now first, second, third, fourth generation, sons of doctors and other professionals, and the second and third waves coming from war torn areas of Cambodia, Vietnam, Laos and southern parts of Southeast East.

3. Some are mistakenly placed in Special Education programs while others are denied Special Education assistance because of language deficiencies.

Again, sometime parents of these kids cannot

Again, sometime parents of these kids cannot explain what is wrong because there are no programs to help them understand the system.

4. Many Asian-American students are placed in incorrect grade levels that reflect only

their chronological age, not their academic development.

So they become bored and they seek to drop out, instead of staying in an atmosphere where they feel they're wasting their time.

5. Many Asian-American students are pressured to to seek academic excellence or risk losing face and family integrity.

This is a cultural, I should say, deviation for want of another term. But Asians, when I first read some essay about Asian students, are Americans during the day, Asians at night when they go home.

They're made to feel that the only way to live is to succeed. When they do not, it's because of a lack of programs to help them facilitate their success in the schools, and they become frustrated. It's tragic to say that in most cases, they even go to the extent of committing suicide.

Now --

CHAIRMAN GIBSON: Pardon me Doctor, how much longer?

DR. BELTRAN: Oh, two minutes, three minutes. I'm not done with my ten minutes yet.

6. The emotional needs of Asian-American students are not being met.

7. Asian-American students and staff are isolated within their own school setting.

8. Bilingual Asian-American students who need special education support are often neglected because of incomplete or incorrect diagnosis and follow-up.

9. Many textbooks reflect cultural bias.

10. Most school personnel lack an understanding of Asian-American, their culture, and traditions.

11. Many schools with a significant number of Asian-American students do not Asian educational personnel who could serve as positive role models.

12. There is a lack of staff pre-service and in-service training in intergroup relations in general, and in Asian culture in particular.

13. School administrators cover up many racial incidents reported by teachers.

14. When Asian-American students break school rules, they often receive more severe discipline than other students.

15. School personnel often treat Asian-American students as if they were inferior.

16. The diverse English accents of Asian-American student often create language barriers, and my

recommendations are stated as such.

But, I would hope with the above findings, I ask you again, to review them with my recommendations.

With the above findings, it appears that the problem is not dropouts; the problem is a dysfunctional education system that produces dropouts.

Again, thank you.

CHAIRMAN GIBSON: I have a couple questions, Dr. Beltran.

Earlier this morning, we had a speaker state that she found that the schools direct Asian students to the higher curriculum like the maths and the sciences. Do you find that to be the case, and the second part of that question would be would an Asian student major in Physical Education or -- and I'm not saying Physical Education is lower --

DR. BELTRAN: Sure --

CHAIRMAN GIBSON: -- would an Asian student major in, you know, Physical Education versus Computer Science and the reason -- also the reason I ask that question, year before last, I did some graduate work up at MIT and I often tell this story to youngsters, Black youngsters when I speak them in the public school system, the library there stays open 24 hours, seven

days a week. If you go in the library at two, three or four in the morning, all I saw were Asian students sitting there working at the computers.

DR. BELTRAN: The first part of your question yes, because of the lack of understanding, again, on the part of school staff.

CHAIRMAN GIBSON: So, they do direct them to the --

DR. BELTRAN: They have, they have that stereotype, that if you're Asian, you're good in math, so you you go to math. We don't provide them the counseling, "Why don't you go to English Literature? Why don't you go to Asian Literature, World Literature?"

So, that's a part of the lack of understanding on the part of school and staff, and then like you said, they don't channel them to physical education for these same reasons. To some Asians, that becoming a negative, because not all of them -- they're not different from the American student.

CHAIRMAN GIBSON: Are there any Asian basketball players in the NBA?

DR. BELTRAN: No, not I'm not aware, although I'm not into basketball. I guess the height precludes the playing. To be an Asian, who is more than 6'1" is an exception, and the average like me, five.

But again, you know, those things, that is part of the stereotype. They may I say an Asian is tall, even tall enough for basketball, they may not even channel him to go towards basketball for whatever reason, and that goes back to how they were nurtured in the family, school, success and how they're fitting in the schools.

So, I think it is, and I cannot harp it enough, there is a need for more programs to meet the needs of the Asian-Americans in the school system.

CHAIRMAN GIBSON: Jack.

MR. MARTIN: Dr. Beltran, I think at one time, there were Federal programs that were aimed at helping Asians similar to Vietnamese and Loatians. Has that funding been cut; it still exists to your knowledge, and has the State of Michigan availed itself of what's available?

DR. BELTRAN: I'm not aware of a specific funding per se that would facilitate assimilation. Again, like the lady from the Indian community said, American Indians, it may be that some of the Asians do not want to assimilate. Why can't they be allowed to exist by themselves, co-existence if you will? Why not diversity, but not total assimilation.

When there is movement, English only tends to

tell the Asian student, "Your language is not good enough for this society," and if you tell me that my language is not good enough, then I am not good enough. I grew up in that culture. So, you're teaching me to reject who I am. When I go to the school and I try to speak the American language like they do there, and it comes out very funny, then they will say "You speak funny."

That's exacerbated, and they have problems when they go home, in most cases. In my family, we speak Philippino in the home.

MR. HWANG: I can answer Jack's point: There is a Michigan Refugee Assistance Program in the Plaza Building in Detroit that does get some Federal funds, and it is still being funded.

DR. BELTRAN: But that's not with the school system, though.

MR. HWANG: No.

DR. BELTRAN: See, that's different.

I confined my testimony only to the schools, K-12.

MR. HWANG: Thank you.

Dr. Beltran, regarding that situation in Jackson, and I am aware of the situation in Grand Ledge where students were spitting on the floor in the

hallways in front of some Vietnamese refugees, and I am wondering whether there is any agency that is documenting the incidents of, you know, harassment against Asian-American students; and if there aren't any, do you envision any agencies or the MEA might be in the situation where they could be so monitoring?

DR. BELTRAN: Well, you have to understand, too, that MEA is not an association for all teachers, and I am the consultant for Asian concerns, and I am trying to do that.

One of my plans is to go to Jackson to provide in-service training and trying to talk to interested persons there to invite me. You cannot just go and say, "You need inservice, and this is it." You have to get invited.

See, what happened there, there was -- the atmosphere wasn't positive at all. There had been months of harassment, and of course these kids had to defend themselves. When they started to defend themselves, the White majority got upset. It's like "Gee whiz, you want to defend yourself, why don't you allow yourself to be beaten to death."

It's the attitude. Then -- so, you're less, less a person, and that exacerbates the problem, and of course some Asians, most people do, they don't

want to be involved.

I remember there was a -- I don't know, Jackson Daily whatever is the paper in Jackson, had a two-page write up. It was given to me by an involved leader of MEA. So, I'm still trying to do something by going to them and giving them some pointers on how to deal with the Asian students there.

There will be more of this, because there are whole Japanese families coming into the state. But I guess this will be a different situation since the Japanese companies, employees who bring their families, they have a built in services for these students which are not there for the rest of the Asian population in the schools.

MR. HWANG: Are you aware of any bilingual support programs addressed to recent arrivals, whether they be Korean-American, Japanese-American, Vietnamese, Loatians or Hmong?

DR. BELTRAN. Yes, there are prog -- there are some good programs in Lansing --

MR. HWANG: Bilingual support --

DR. BELTRAN: -- in Lansing, and in Grand Rapids that I'm aware of, that are trying and have got the materials.

In the small school when -- another common

trend now is lots of American families are adopting Korean kids, Korean children. So when they here, they call me and ask for some directions where to go.

So I usually direct them to the Lansing schools or the Grand Rapids schools, because at this point, I think those school systems have adequate facilities to help Asian-American students.

MS. GATTORN: Dr. Beltran, that may have answered part of my question. Is the Asian-American population pretty well dispersed across the state, or are there areas where you find a concentration?

DR. BELTRAN: I don't, I don't think they're pretty well dispersed. There are areas with more, like again Grand Rapids, Saginaw, Lansing and maybe Detroit. But areas like -- they don't tend to stay on farms where there are no jobs.

So except for those students adopted into American families --

MS. GATTORN: Do you have any information on the numbers of Asian-American teachers in the K-12 system in the state?

DR. BELTRAN: Not really, because -- at MEA, I tried to gather that information and I counted them. There is a form that says, "Check if you're Asian-American." But that's based on the definition of

the Department of Civil Rights about who you are; who do you think you are, check.

See, if I think I'm Hispanic - sometimes some people think I am - I check Hispanic. So I don't think that's accurate at all.

The very definition lends itself to that inaccuracy, because it says -- I used to work with for Department of Education, and it says how -- there are three ways of finding out ethnicity: Who do you think you you are; who the community thinks you are, and who the person checking it thinks you are.

So, you look at me, sometime you think I'm Puerto Rican or whatever, I mean, that's what you write down or check. So I don't see any accuracy. At this point, I can't answer your question.

MS. GATTORN: Do you have a sense that there is a significant number, whatever that number?

DR. BELTRAN: When you say significant, out of the 160 or 125,000 or so teachers, I would think five percent would be Asian, and that includes bus drivers, education support personnel, teachers and administrators; not very much.

That's one problem, and again they do not go to the teaching professional because they're not channeled towards the profession. That's the

stereotype: "That they're only good at math and science." So, they tend to be channeled towards those.

MR. KOBRAK: Dr. Beltran, the highest in the State of Michigan, the average pay for an Asian-American male is the highest single category; Asian-American females are the second highest category, and then come White male.

Is -- are some of the discriminatory acts being taken against Asian-Americans today more a reaction to the threat of their success than problems of failure?

DR. BELTRAN: That's very misleading, though.

You have to consider, when you look at the highest in those statistics, you're looking at the professional Asian most of the time. If you're talking about the study done by the State or the State employee on the State payroll, they're medical doctors, psychiatrists in hospital, they're health professionals, and so it's misleading.

They're only talking about the first wave, if you will, of the Asian migration. You're not taking into consideration the Hmong, the Vietnamese, the recent refugees, the boat people. So that is a misleading statement, and that perpetuates -- again, that perpetuates the myth that the Asian is a model

because they earn enough; they're successful.

I think yes maybe in a way, that's jealousy or envy. We are humans, after all. Maybe we tend to look at some education people who could -- Asians, and say, "Well, you're earning too much and whatever, you shouldn't be."

So we do not give them enough chances to be successful; we do not give them some programs to help them facilitate their success. If they're finding, they're not successful. So that, again, is a part of the discriminatory means that the Asian is the model and is successful.

MR. KOBRAK: So, it's a stereotype, ironically, working against them from the opposite normal type --

DR. BELTRAN: And of course again, like I said, only human, some Asians would love to be successful; they would love to fall in the stereotype, without really realizing that the stereotype is closing lots of doors to the other Asians who may not be successful at this point.

MS. GATTORN: Thank you, Dr. Beltran

DR. BELTRAN: You're welcome, thank you also.

MS. ROBINSON: Thank you, Dr. Beltran.

Would Dr. Eugene Cain come forward, Assistant Michigan Superintendent, Michigan Department of Education?

DR. CAIN: Good morning. I'm not familiar with the format. What is it, just start talking?

MS. ROBINSON: Yes.

DR. CAIN: Okay.

I thought I was running late, and glad to know that I'm on time.

MS. ROBINSON: We were late.

DR. CAIN: I wanted to just make a comment in regard to the question as to whether or not any agency of State government records, follow-up, what have you, incidents of discrimination, violence against Asian students. I think we have a mechanism in place.

I am Assistant Superintendent for School and Community Affairs. One of the things we do in that unit is to respond to complaints of citizens relative to their school related problems, and we keep a log of incidents. To my knowledge, there have been very few incidents involving, at least reported to us, involving Asian-American children.

I am very familiar with the incident in Jackson that came in to us about two weeks ago. We felt that it was based on what was written in the

letter, it deserved follow-up from the Department of Civil Rights. We usually -- when we refer situations like that, we usually give the agency at least two weeks. So I assume that if staff has not gotten back to the Department of Civil Rights, they soon will be.

Let me just say I'm very pleased to be here, and my title is Assistant Superintendent for the Office of School and Community Affairs. We like to believe that we are the conscience of the Department because we deal with equity related matters, race and sex equity.

As a former Detroit middle school, high school, Adult Education teacher, and Director of Secondary Education for seven years in an urban school district, I know very well the dilemmas that school dropouts pose for themselves, their community, the state and the nation.

Further, I know that it would be grossly unfair and too simplistic to say that the dropout problem is solely a school problem. To the contrary, it is a problem whose causes and impact can be traced to virtually every institution in our society. Show me a city with a high dropout rate, and I will show you a city with a myriad of other problems that impact on its citizens. In many cases, school dropout occur because of a community's unique social and economic problems.

School dropout is not a new phenomenon, nor is it a Twentieth Century invention. It has been evident in our nation from the beginning of our public school systems. Quitting school to help on the farm; to marry; to support the family's income, or to serve in the military were common reasons for students leaving the public schools prior to graduation.

In Michigan, the growth and development of the automobile industry not only created jobs and contributed to the growth of the state's economy, but also contributed, in part, to the school dropout problem. A growing automobile industry needed bodies to perform many of the assembly line tasks, many of which required little or no formal training.

So, our state's history is replete with stories documenting the migration of many citizens from the Rural South, the Southeast, Appalachia, outstate Michigan, and in some cases from abroad, who dropped out of school and found employment in our manufacturing centers. It should be restated that the overwhelming majority of these jobs required hardly any formal education.

During the late '60's, what began as a minute shift in the way we manufactured products in the state's industries sped to a full-scale evolution

by the 1980's. Machines were now called upon to do much of what many humans were previously hired to perform.

Today according to the Nation Alliance of Business, in a Sunday New York Times magazine dated September 20th, '87, the article basically stated in part that this shift has led to the fact that 50 percent of all new jobs will require education beyond high school; 30 percent will require a college degree. The result, very few new jobs are available to high school dropouts.

Since 1962 to '63 -- I'm sorry, from the '62-'63 school year to the present, the Michigan Department of Education has conducted high school dropout surveys. During these years, roughly 800,000 students have been reported as having dropped out of Michigan schools. In the Department's latest dropout survey, 27,804 students in grades 9 through 12 dropped out of public schools in Michigan.

The dropout rate was the highest among Black students - 12 percent or 9,069 students; followed by Hispanics at 10.9 percent, at 810 students; American Indian students, 5.9 percent or 246 students; Whites, 4.5 percent or 17,592 students, and Asian, 2.3 percent or 87 students.

The overall 1985-86 dropout rate among Michigan students was 5.8 percent, .4 higher than the '83-'84 survey which was 5.4 percent. This means that about 23 percent of students entering the 9th grade will not complete their high school education.

I might add when you look at the dropout surveys over the years, they've always hovered around five percent, 5 to 6 percent; no significant change.

While every demographic type is impacted by school dropout, Michigan rates are higher in urban school districts with large enrollments and a lower tax base.

Additionally, the school dropout rate for males - 6.6 percent - is higher than the rate for females at 5 percent. Why do students drop out of school.

The reasons are complex and varied, and I'm quite sure from the testimonies you hear today, you're going to go out of here with your head spinning as to nailing down the reason. They are many.

Here are some of the more comnon reasons given to me by Michigan students, school officials and parents, and they are not in any order of priority here: Left to get a job; illness; physical or mental handicap; limited facility in English; poor

achievement; low self-esteem; chronic truancy; excessive absences; pregnancy; behind in grade level; or poverty.

In Michigan, the majority of the state's minorities live in urban areas, and as stated earlier, the dropout toll impacts minority students at a higher rate than their White peers. Why is this the case?

Based on my experience, I believe that I can accurately say that Michigan dropout problems will significantly decrease when the achievement success of its minority pupils increases. Minorities or any other students are doomed to fail or drop out when they do not achieve in school. The earlier students experience academic difficulty or failure, the sooner they start contemplating, "What's in it for me," or "Is it worth it to stay in school?"

For this reason, I believe that this is why most Michigan dropouts occur between the second semester of the freshman year and the sophomore year of high school.

Further, I believe that many minorities experiencing academic problems visualize dropping out as an alternative as early as third or fourth grade. School is not a pleasant place to attend when you are not achieving.

Minority student achievement as reflected on the Michigan Education Assessment Test is not good. For example, when observing 1988-89 results of school districts that opted to code their MEAT scores by race, I noticed the following: Looking at Hispanics in grade four, Hispanics for those school districts that opted to participate and code -- and have their students coded by race, Hispanics, 85.7 percent of those students achieved from 75 percent or higher on the MEAT mathematics subsection at the fourth grade.

At the seventh grade level, 60 percent achieved 75 percent of those objectives, and at the tenth grade, 49 percent. As you can see a significant drop in this case roughly about 36 percentage points.

For reading, Hispanics at the fourth grade level, 73.9 percent and by the time of taking the test going through the the tenth grade is 64.2 percent, almost nine percentage points.

For science, 27.5 percent in the fourth grade and 8.5 percent in the tenth grade.

Now, I realize that this isn't longitudinal, but the trend, the trend is consistent throughout the years.

For Blacks, looking at the mathematics MEAT subsection in the fourth grade, 79.3 percent scored 75

percent or higher on that subsection; seventh grade, 60.8 percent; tenth grade, 49.1 percent or 30 percent drop.

Reading fourth grade for Blacks, 66.3 percent. There is a -- there is an increase by tenth grade, however, of something like .7 of a percent.

For science the fourth grade, 21.7 percent achieved at 75 percent or above; tenth grade 6.1 percent.

American Indian, mathematics fourth grade, 82.9 percent; by the tenth grade, 52.4 percent. Reading 80.5 fourth grade; 68.4 at tenth grade. For Whites, there is also a drop but not as significant.

Mathematics, 88.9 percent in the fourth grade, 73.1 percent, tenth grade; it's about a 15 point reduction. Reading, 85.2 percent fourth grade, tenth grade 84 point -- an even 84 percent; science 49 and a half percent fourth grade; tenth grade, 29.8 percent.

These are strong indicators of needs minority groups still have, particularly in the area of science. Also discouraging is how the gap between Black and Hispanic performance in mathematics widens from fourth to tenth grade. The mathematics gap which is only a few percentage points at fourth grade turns into one which is about 25 percentage points by tenth grade.

I should add that MEAT is a test of minimal skills. Poor performance, poor minority performance is also reflected on the SAT, ACT and other locally administered test batteries. In spite of this gloomy news, I remain thoroughly convinced that minority students can achieve, and that the gross underachievement that I discussed earlier can be corrected, but only when we commit ourselves to turning these dismal results around and I have, underscored or underlined commit ourselves.

Commitment to changing minority achievement, in my opinion, will only be realized when we see the following: Number one, an emphasis on basic skills attainment especially in the elementary and middle schools; two, adequate student support services; three, a dedicated and skilled staff; four, adequate financial resources; five active and meaningful community participation in the total school program; six, early identification of skill deficits; seven, the commitment to change when certain programs, classes and techniques do not result in improved achievement performance; eight, early childhood education programs; nine, community mentoring programs which bring successful minorities back to school buildings to interact with students on a formal basis; ten, strong supportive

and imaginative building leaders; eleven, an emphasis on developing identity, worth and self-esteem in students.

Now, I brought to share with the Committee, I have my presentation which I will leave with you, and some activities that we have been involved in, at the department and you would have to go through these. In most of these things that I'm going to present to you, there are sections that are devoted to dropout, or the report deals with dropouts entirely.

First is the Black Child in Crisis Report. That came out, I believe, in -- last year, '88; also, the Michigan Youth Dropout Prevention and Dropout Services Report which was developed by the Governor's Human Service Cabinet, Human Investment Cabinet and contained in these reports, you have an Executive Summary and the report itself, you will find a number of exemplary dropout prevention programs that are in our state.

Also the school dropout report that went to the legislature in 1987 with a number of recommendations, and also at the time the identification of the amount of money that the State of Michigan had invested in school dropout prevention programs, and if memory serves me correctly it was

about 43 million dollars in the various programs, and this programs are not limited to the Department of Education.

Also, a report on American Indian education in Michigan. The Indian education program and the Hispanic education programs are in the office of School and Community Affairs.

Antonio Flores, one of my staff members, I think was here earlier? Did he leave you this report?

MS. ROBINSON: Yes.

DR. CAIN: Okay, then I can take it back. Also a news -- an article I wrote for my community Lansing, and I see my friend the Superintendent is here, Dr. Halik and Mr. Mitcher, the Director of the Urgan League.

Also I brought to you a program of a dropout conference that we had about two weeks ago in Flint. It was the second State wide dropout prevention conference. This conference focused on successful programs in Michigan. We had about 30 programs to present, including Dennis' 12 together program. I also have the last, most recent, rather, dropout prevention survey which was for the '85-'86 school year and it's dated June 29, '87.

CHAIRMAN GIBSON: Thank you very much Dr.

Cain. Questions?

Barbara.

MS. GATTORN: In the 13 or so criteria that you gave which must be met before we see a reduction in the dropout rate, I notice that you weren't real specific about parenting, or home environment, and improvement of those two which might help in the dropout rate.

Would you say that if we had enough money, and if we had the, had the skills within the school system and the the programs and so on, that those things could overcome the negative aspects of the home life, the support systems, the environment that might lead to the dropout? Is there a way to make up for that lack of support within those fields?

DR. CAIN: Well, as you noticed, most of my recommendations related to what we could do in schools. I am firmly believe that schools can play a significant role in turning smallest around.

Now, I recognize the fact that home life is not like what we would like it to be in many of our homes. However, I think that research shows when you have a school program that kids want to come to because certain positive and affirmative things take place in that building, it's well worth the six or six and a

half hours to be there. So that's why I placed the emphasis on those things that would, would occur within the confines of the school.

I recognize the fact that having a strong supported, and supporting family unit helps the situation.

CHAIRMAN GIBSON: Janice.

MS. FRAZIER: Dr. Cain, in listening to what you have said and what others have said here this morning, in your opinion whose responsibility, whose major responsibility is this dropout problem in our state? Is it one of the State Board of Education; the State Superintendent; is it a problem that should be addressed by the leadership of the local school boards, or is it an individual building by building problem, as a part of this whole issue, and how it's going to ever be solved? Who should be the strongest leader and the strongest advocate of this issue?

DR. CAIN: That's a tough one and I will attempt to respond to it, Dr. Frazier.

MS. FRAZIER: Thank you.

DR. CAIN: It's nice seeing you again.

MS. FRAZIER: We met like this before.

DR. CAIN: Thank you.

If we were to break down the components of

learning and achievement we would naturally break it down to its smallest unit, and the smallest unit is a four sided place called the classroom and that learning is to take place inside that classroom.

However, I realize that in some cases, learning cannot take place because there is a myriad, as I said, of other problems that youngsters are confronted with. A hungry degree child will think about being fed. A sick child cannot perform at his best. So obviously what that child brings to that classroom will have some impact on the situation and obviously what that classroom gives that child will have? Back impact on this. Let me give you an example of what I'm talking about.

I worked in Highland Park as Director of Secondary Education for seven years and for two successive summers, over the summers I looked at 500 students coming from our middle school programs going into our high school program.

I knew full well those kids who had academic deficits because the teachers told us that they had these deficits, and for two years, we practiced under my direction, business as usual. I made no significant change from my predecessors. We had pullout programs; we had the traditional chore of disciplines; we knew

who these kids were.

It wasn't until it occurred to me one day that, you know, "It's really stupid on your part, Gene, to have these kids go through the same experiences, knowing all the time that they are coming into the school program with these deficits."

So, we made a decision. First, we started talking with our high school teachers, and we wanted them to tell us what type student they wanted, and they told us us that basically, "You can get them over here and they have the ability to read at least at the eighth grade level, we stand a good chance of having these kids graduate."

We also said that the kids, some of the kids that we were sending to our high school, they were so far behind academically that they did not deserve to have five or six classes, similar classes that other kids had. So, we reduced the number of classes that they had. We only taught basics - we only taught math, a combination of English and reading; we had PE and lunch, and these classes were in two and a half hour blocks.

We had one instructor who taught direct instruction - no emphasis. It was direct instruction all the way, and the teachers who had to volunteer for

these classes, had full-time aides. The class size was no more than 15.

That's very expensive, because normally one classroom teacher will see probably 16 kids a day. So here, you had one teacher seeing only 15. So, you have 145 other kids to be covered. So, it's expensive.

Now that program worked, it worked. As a matter of fact, when we go to the -- when I left the system four years afterwards, I was happy to receive a call from the lead counselor to say that Highland Park high school's graduation rate was the highest it had been in seven years, and I think it was due, in part, to the fact that we separated out our problem.

The other thing that we did in terms of teacher -- in terms of preparedness inside that classroom, we noticed from looking at our Math Department, looking at our math teachers, we found that we had about 24 persons teaching mathematics. We left the mathematics scheduling up to the building; then we took that away from them.

We took that responsibility from the building principals because everybody was teaching math. People who had little interest, were teaching math. We found out that we only had two persons trained in mathematics.

So, we went to the School Board and it took us a year and a half to convince the School Board to pay for 10 teachers to go back to school to earn a degree in Middle School Mathematics, or 30 hours beyond in Mathematics. When those teachers earned those degrees, our scores went up in math in Highland Park.

So to say where, where the blame is, Dr. Frazier, I think you have to look at all of these things.

We also said that if a child was leaving the middle schools and did not read at the eighth grade level, we gave that child no choice. He or she automatically went into a reading program at the high school, and I think that these are tough choices. But these are -- you can turn achievement around only if you're committed to doing it.

CHAIRMAN GIBSON: Dr. Cain, a couple more questions, if you can keep them a little short, okay.

If you became Superintendent of the Detroit Public Schools today, what are the first two things that you would do?

DR. CAIN: Dr. Gibson, I thought you were my friend.

I would look, very seriously, at why you have a problem; where you have the problems; is it a common

trend, a building by building problem. I would engage that outcome over a period of five years.

I would also bring in at the building level, a core group of managers - and they may or may not be all educators - to manage that school program.

Inasmuch as they tend -- inasmuch as those buildings tend to have different results, I think it calls for different management practices to be put into place, and I guess the other thing that I would do is to find out how much money we have to do the things that we think should be done, based on what these building management teams telling us what needs to be done.

CHAIRMAN GIBSON: Any other question, Jack.

MR. MARTIN: I apologize for missing the first half of your presentation, but when I walked in, you were talking about some children dropping out at the fourth grade.

DR. CAIN: Yes.

MR. MARTIN: Is there any research that, that might be a function of what that child might expect after graduation from high school in terms of a career compensation?

Do they ask themselves about staying in school and working at McDonalds for 4.15 an hour or

whatever it is, is that a dropout issue?

DR. CAIN: Yes, yes, it is an issue and the research is just loaded with assertions of that nature. We know that a Black college graduate earns less than a White college graduate. We know that in many cases, White dropouts earn more than Black high school graduates.

I'm trying to think of -- I saw it recently on T.V., or someone said this to me: "The thing -- " this was a Black adult, and he said, the thing that motivated him to really excel was the fact he was working in the post office with a Bachelor Degree and his supervisor, his supervisor was a school dropout.

He said that, "If anything propelled me to go on and get a Ph.D., it was that."

So I think there is some validity in that.

CHAIRMAN GIBSON: Okay Dr. Cain, thank you very much.

CHAIRMAN GIBSON: Okay Dr. Cain, thank you very much.

Dr. Eugene Henderson. Good afternoon.

DR. HENDERSON: Good afternoon.

Can I just start right --

CHAIRMAN GIBSON: Go right ahead.

DR. HENDERSON: I have a couple comments I

want to make.

First of all, I'm here almost by default. By that I mean, my supervisor was asked to make the presentation, and he had some other pending things that he wanted to do.

I called down and talked to someone with the Civil Rights Commission, about a few days ago, about the nature of the presentation, and my concern was we were asked to respond without regard to socioeconomic factors, and I was kind of alarmed at that because, as you well know that's the basis of a lot of the dropout problems.

The people that I've heard talking before me have readily and very eloquently spelled out the demographics and statistics involved in the dropout situation. So I'm wanted to take a different twist with this.

CHAIRMAN GIBSON: Off the record.

(Pause in proceedings.)

CHAIRMAN GIBSON: Back on the record.

DR. HENDERSON: Okay, so one of the things I wanted to talk about is the -- one of the problems that's being created with the dropout is a permanent underclass of youth, and I feel it is a national crisis that we're involved in. I don't really know what the

role of the Civil Rights Commission can be in dealing with this issue, but I think that in -- when we have such a desperate situation that any type of action is going to benefit these young people is worthy.

I attended a workshop Friday at Michigan State and it was on the Black male, and one of my particular interests is that, along with other minorities, is that we are losing the Black male, young Black male at the age as as early as the third and fourth grade. We have a host of books that are being published, The Conspiracy To Destroy Black Boys, volume two, The Conspiracy To Destroy Black Boys, volume one, Young Black Male An American Endangered Species, and the list goes on, The endangered Black Family, the Black male, and then I see -- hear the economic progress with Black men in American 1986. Ten years from now you won't have to have the book asking or explore the economic progress of Black men if we going to do something to resolve this conflict within the institutions of education.

The question was asked of Dr. Cain, who's problem is it? It's societies problem.

We have turned our back on public schools throughout the country. We are turning our backs on young people. We are saying to them that it's more

important to send -- I think its ironic that we're getting ready to loan millions of dollars to Russia to upgrade the quality of standard of their life and we cannot give that same type of money to public schools.

I find it ironic that we can, and rightfully so, that we can defend the disinvestment of companies in South Africa and we want invest in our own youth.

And we ask why are you dropping out? Certainly they're not dropping out in the third grade, they know nothing about employment in the third, fourth grade. They're dropping out because we're tuning them out. We're saying to them that they do not count.

I'm concerned about the number of young boys that are being placed into Special Ed., 70 to 85 percent throughout the country that are Special Ed. are young males.

Twenty to 30 years from now they are predicting that 70% of black men will either be on drugs, dead, dropped out, or unemployed; that's incredible. When I look at all the resources in this country that we have, and the secretary of education was on the Today Show the other day, and he said that, "money is not the key to the school system thought about that, and no money is not.

every time that there is a problem that impacts on minorities or poor, they want to say money is not going to remedy the situation.

When I look at the fact that some schools do not have computers, some schools do not have the teaching of typewriting without electric typewriters. When I look at the fact that some schools are falling down among the students, the ceilings, whatever, and then they're going to say money is not the problem? Money is one the issue. We have to switch our priorities.

When it's more important to build missles and jets -- there arguing about building all these jets with Japan.

Who's going to fly them? We have got to reprioritize what's important to this country, and I'm hoping that somehow the Civil Rights Commission can be that voice.

America has always responded to crisis, they responded to the Sputnik crisis, Watergate and now there responding to the Alaskan Oil Crisis. What about the crisis of Black youth, minority youth in these cities who are dying who are -- and the bottom line to that -- we talk about the drug situation, · situation, the bottom line to that is pove

the bottom line to public schools is poverty. If we can enhance the educational system in this country, if we can pay teachers -- I worked four years in the public school system in St. Louis. I was amazed when I was applying for jobs, to read where carpenters, were painters, people who were called in to paint the ceiling were being paid 30,000, and turn the page over, they were looking for teachers at 18,000, and that is ridiculous. We have a lot of bright talented minds in these colleges, we have to find ways of getting them into the schools.

I'm also concerned with the fact that 85% of the school teachers are females, our Black youth, our Black males are not being addressed, are not being taught, and do not have male role models in the schools. The male role models that are in the schools are principals, and principals do not have that constant contact. Somehow we have to attract more males into the schools.

So those are essentially some of my concerns.

I think that it is a national crisis and that it must be addressed as such. I think we must begin to put pressures on people, and quit worrying about whose, whose blaming. You know, I see where we want to blame the parents. Well we know 51 to 57

percent of single parents now are, are, their children are in school and we know what type of problems that come through the school. We're asking the teachers to be Social Workers, we're asking the teachers to be counselors, we're asking the teachers to do all of these things, to teach morals without discussing religion. So we're asking more and more of the schools but we're giving them less and less, and somehow we must put pressure on those people making public policy to give the schools money and the resources and to give the teachers the pride in their profession that they need.

The other day in the Free Press they had a big page -- big picture of Andrea Rison, who received $3,000,000. 00, to play for the Baltimore Colts. That's great for that particular individual, who is sending a message to our young kids, the only way that they can succeed is by dunking or hitting a basketball or baseball. I think we have to tell them that there are more important things in life.

I think the education of our youth is far more important to important to rely on a lottery system. We're relying on gamblers, like shooting crap, so you play "X" amount of dollars a year, then some of that money spend -- there lives are far too important

to rely on such a ridiculous way of funding public schools.

We have to look for a better system.

CHAIRMAN GIBSON: Thank you, thank you very much Dr. Henderson.

I have a question I'm going to ask you the same question I asked Dr. Cain since you're with the Department of Education.

If you became Superintendent of the Detroit Public Schools, what would be the first two things you would do? And then you spoke of giving more money to the teachers, if we paid each teacher today a $100,000.00, would the result be different?

DR. HENDERSON: I think that -- I don't want to be viewed as saying money is the sole monetary purpose. But as you know, what makes the world turn in America is money.

I think that it would attract more qualified teachers; I think that teachers would hold themselves with greater, higher self-esteem. When you're paid for your services, when you know that what you had to go through to acquire that education, that training; then I'm quite sure you know that the performance -- your going to perform well, just like any other person on the job, the more you're paid, the more you perform.

So yes, I think some teachers would perform more.

I've only been with the Michigan Department of Education for one month two weeks and three days. But, I tell you that, I am very concerned, and I'm a native Michigander. I am very concerned where we're going with the education in this country. And if I were Superintendent I think that I would give 80% of the teachers a raise and fire the other 20%.

I think that we need to find ways of utilizing some of these teachers and principals who are retiring to work with other teachers to train them.

We have to look at the whole process of education, from evaluation, from testing -- I think this whole testing mechanism is getting out of control. Were forcing principals and teachers to deal more with preparing more for the ACT's and SAT's, than we are preparing them for life.

So, there are a lot of problems, and the Superintendent is just one part of that solution. The country and the society as a whole has a responsibility of responding.

MS. GATTORN: Just a comment, Dr. Henderson, I think at the beginning of your presentation, you questioned what the role of the -- this particular body as to what can be done, relative to this question, and

I think there maybe folks in the audience here who were not here at the beginning, and maybe some enlightment on our role in this whole thing might be appropriate.

We as an Advisory Committee would make this report of today's session to the U.S. Civil Rights Commission, if in their wisdom they deem that there is cause for investigation of Civil Rights violations they then would make that report to the U.S. Attorney for Civil Rights whom ironically, I understand happens to be out here - I'm being optimistic - and then it would be up to that individual to, to investigate, and if there are in fact violations of Civil Rights of certain peoples in this area, then he could, you know, take the U.S. Government -- to force the U.S. Government to bear on the problems. So this is the first step in what could be some sort of action by the U.S. Government.

DR. HENDERSON: Well, my response to that is that, when you are creating a permanent underclass citizens, when you are dooming kindergarteners and 1st graders, that's when the they started to drop -- that's when there're dropping out. When you are put them into a category that's going to stay with them all their lives, that's injustice. Civil Rights are involved or should be involved with injustice regardless, there're trying to back you into --

back educators into a corner, were you can't even say that you can deal with certain issues, and I really don't like that. But I think -- it reminds me of the Hindu situation in India with Mahatma Gandhi with untouchables.

Everyone wants to say that it's not our fault. We are now blaming these young people for the problems that they're encountering and certainly some of the fault is with the parent some of it with the students. There is no way we can say the educational system the failure to respond is a part of these youngsters. And I don't want to leave with people thinking that I'm saying that the teachers are not doing their jobs. There are some extremely talent and loving and sensitive and caring teachers in this system. We just need more of them, we need to support them and we need to force this society, this government to look at what's happening to this country.

And on a positive note, we -- if you look at the situation world -- the situation worldwide, we're at a point now where America is declining, and if we will will once again reach out to the minorities, we help -- minorities helped build this country. Well, I think that if you tap the talent of these Hispanics, Native American and Black youth, and you give them

the resources and education that they can continue to make American more competitive country. But if you don't, then the end result will be more dropouts, more violence, more prisons.

CHAIRMAN GIBSON: Okay one last question.

MR. KOBRAK: One of the students -- I've worked with a Black student at Western Michigan University was telling me how depressed he became in looking at a lot of the findings of the kind that you and others have testified to, and he began to wonder if he could make it through. He's now gone on for a doctorate.

But, it strike me that a lot of White American of Michigan are concerned, is more money going to help or are all of these statistics which don't seem to get better, simply going to continue regardless. What would you say to some of them, to demonstrate, to reduce discrimination, to deal with some of these issues and provide more money effectively.

DR. HENDERSON: If we reduced discrimination we could --

MR. KOBRAK: Decreased discrimination and deal with some of the problems that you've identified more effectively; if there is hope to do so?

DR. HENDERSON: Well, I think that what

young people have to understand is that unfortunately racism is a very, is live and well, and that they have to persist regardless, they have to be resilient, they have to continue to plug along. We cannot allow our youth to think that an education is valueless. I think one of the things I would tell them is our schools are full of very talented young people and we need for young people like the man you just mentioned to continue his education and to reach back and pull up some others. We cannot allow negative statistics to tell us that it can't be done. We're going to find ways of educating or youth. We're not going to continue to allow Black males, young Black males to dropout at the third and 4th grade. If the Government doesn't want to help us we'll find a way they're just too valuable to allow this to happen.

So, I give young people hope in saying that, and I'm a prime example having spent five years working in a foundry having received E's and D's in college and the whole bit. If I can achieve, they can achieve, we'll have to let them know that we can teach young people to love themselves and we can teach them self-esteem, and it can be taught, then that's how you say no to drugs by teaching them that they are very valuable, and they can love themselves.

CHAIRMAN GIBSON: Okay, Dr. Henderson, thank you very much.

DR. HENDERSON: You're welcome.

CHAIRMAN GIBSON: Dr. John Dobbs, Eastern Michigan University.

DR. DOBBS: Good afternoon, and let me thank you for permission and allowing me to participate. One of the unfortunate or fortunate aspects of coming at this stage of the testimony, is that everything has been said.

Dr. Henderson's testimony, I think, was absolutely outstanding, and is one that you need to consider very seriously.

The one that comes through is the young man who wrote many of the books he talked about. I don't know Dr. Henderson plans to leave the books as documentation, but I strongly urge the Commission to get ahold of those books and read them as part of your discourse and your deliberations, especially The Conspiracy to Kill Black Males, and the others that he talked about.

It's just that Conducy (sp) is out of Chicago, he's been around a number of years, and he is just very brilliant, bright young researcher, and he is beginning to get more exposure.

But more importantly, what is says about Black males and Black families, societal, something that it would be to the advantage, I think, of the Commission to really seriously take a look at.

The Urban Education Alliance is a consortium five urban school districts in Michigan, in a partnership arrangement with Eastern Michigan University. Those five school districts are Detroit, Flint, Lansing which is going to testify later today, Pontiac and Saginaw.

The Alliance was formed several years ago. Because at the time two or three of the superintendents of these districts felt that as they began to meet with each other, as they met in their regular State Association meetings, that much of what took place at those meetings did not speak directly to their 3 concerns, to their needs, and those were the needs and concerns at risk young people. That's a buzz word that's quite prominent in education today and we all have our definitions of it.

But, they felt that there were populations of young people in their, in their schools who were not organically dysfunctional; they were not physically handicapped; they were not anything of that nature. They were just young people that somehow fell through

the cracks. They had normal intelligence; they had all the wherewithal to succeed in school, but they failed.

As a consequence of that failure, they -- many of them dropped out. It's that population that we began to identify at risk. I think we can share with you, what we think in efforts to deal with it.

Suffice it to say these superintendents began to dialogue with John Porter who was then the President of Eastern Michigan University, and they said, "Why don't we get our own consortium, our own organization together, and see if we can't do something about the serious problems, the twofold problem?"

Really, they thought at the time and still is, student dropout, youth unemployment, that's the two-pronged purpose of the Urban Education Alliance and I think we're going to talk more and more. They did decide to develop a consortium, and other districts were brought in, eventually five, the ones, the five that I mentioned.

There was a strategy involved because the five districts that eventually formed the alliance, in each of those districts, General Motors, a General Motors plant was a major employer, and the strategy was well, if we can get together and form a consortium and provide some impact on these companies, we can go to

them and say, "Hey, if you help us, we can help you because many young people who come out of our schools will eventually end up in your organizations at one level or another. The better product we produce, the better product you get."

Thinking of that strategy, following that strategy, they thought they would go to General Motors and have General Motors underwrite the alliance in terms of funding and all the other kinds of things.

Well, they eventually did do that before I came on aboard a Director. But for whatever reason, General Motors did not buy into the alliance. However, the alliance was initiated on the basis of the school districts putting in half of the funding, and the University the other half. So the alliance has been in operation for about three years.

I was brought on as Director about three years ago, and my purpose was to develop funding, funding sources that would be the source of programs that could be developed in the five school districts. Those programs would be designed to reduce student dropout. So that's been my purpose and what I've attempted to do, during the time I've been with the alliance. We have been successful.

We did eventually approach Kellogg and

Kellogg did approve a funding of a $1,800,000.00 on a three year cycle, and I'll tell you a little bit about the nature of the program later.

As I read the charge sent out by the Commission, I identified four areas you were concerned with: Racial discrimination or the cause for minority students dropping out of school; reporting policies and procedures; the reasons minority students drop out; effort being made to address the problem of minority student dropout.

Let me, let me just speak briefly to the question of racial discrimination. I'm not certain either, that there is any reliable data that can connect students dropping out of school with race as a factor. I don't know of any such data. If I did, I certainly would make it available to you.

Having said that, that's not to say that race may not be a factor. One small thing - you've had others - but one small example may be we do have data that shows that the greater proportion of students who are suspended from schools are Black males. That data is verifiable.

Suspended students are not in school. So therefore, they go -- they don't do well; eventually they fail. If they fail in school, they drop out;

failing students drop out. More than any other reason, that's the reason why kids drop out of school, they don't do well.

Why is it that Black males are suspended proportionately more so than any other population? There is shaky research that says something about kinetic behavior and all of this business about youngsters who are Black and male are more active, hyperactive I think is the term they use. I don't know that that research will always hold up. Boys as a group, are more active, I think, than females. We know that at a young age.

I think you might be able to make a connection that Black males are suspended to a greater degree because they're Black. I hope that -- is this public? Am I on tape?

CHAIRMAN GIBSON: You're on tape --

MR. KABRAK: You're also being recorded --

DR. DOBBS: I can't verify that now. I'm just saying to you that if you make that connection --

CHAIRMAN GIBSON: We have reporters here, too.

DR. DOBBS: You have reporters here.

Well, this is just speculation. I thought that -- there's no verifiable data on that. But you could see the connection from one to other. That's,

that's the only hard data. The hard data being the suspension of Black males, that is hard data. But if you add the others in, that's the only way I can see you can make a case for racial discrimination, at least of Black males.

You have -- you know, it was Mr. Church I think he said, he is here, he may be able to say more Indian males, Indian youngsters, because they drop out at a very high rate; and so are Hispanics. But I -- I don't know that they're -- they may be suspended at a high rate, too. So that's my response to that first issue.

The second one, reporting policy and procedures, you've had information on that from the State, and I won't comment on that.

The reasons for minority students dropping out, I've already stated that. More than anything else, the research that all of us are familiar with, I'm sure most of you, the main reason young people drop out of school is because they do not do well in school.

When we began to, we being the Alliance, began to try and develop a proposal, my task was to look at the research and find out what is it that the research said about dropout, what were the reasons? Well I found, more than anything else, because

youngsters failed. So you're asking us why do they fail, why do young people fail their courses in the -- sixth, seventh, eighth, ninth and tenth grade?

Well, we found out that primarily many of them fail because they don't get a good start; they're not initially prepared well for school. So they come into this school setting failing, not doing well.

Why, why is it they do that; why is it they come to the school setting? Well because they don't get the exposure; they don't get the reading to; they don't get the culturation; they don't -- a lot of things happen to a certain population of young people prior to school whereby the readiness factor that we can identify, they do not have that. You say, "Why is that?" Well maybe because of the circumstances, the setting, the background, whatever.

So the Alliance thought that maybe the best thing we could do, if you look at trying to prevent dropout on a long range term, there's no quick fix on this. People have been dropping out of school for many, many year, just more of them now.

If you look at it on a long term they're saying that "Maybe what we should do then, if in fact readiness for school is a major concern, not the only one, maybe we should try and get to youngsters before

they get to school. Try to get them in some kind of program that'll provide for them all of these readiness factors, culturation, socialization and skills, and so forth."

We would just -- we were in the perfect place, at the perfect time because who has done more research on this than the High School Educational Foundation in Ypsilanti, Michigan. They're at the end of a 20 year study on why young people drop out of school.

They have found more than anything else, if you get to them early enough, you can prevent a lot of them - not all of them - from dropping out because you can provide them with some of those cognitive effective skills that they will need and can utilize when get to grade K and one.

So we concentrated on developing proposals which as I indicated, Kellogg approved on early childhood development that included the parent which is a critical factor. You do not include the parent, I don't think you have much of a program and that brings me to the next reason I think that young people drop out of school morning anything else.

Someone - I think Tom Steel and others - have mentioned that pregnancy is a factor, teenage

pregnancy. Someone mentioned to me, one day, that if you solve the teenage pregnancy problem alone, you can solve many of the other problems. It appears for the most part, teenage pregnancies are the result of teenage pregnancies. You have babies having babies, and it appears that in many instances, the generation of social conditions that Dr. Henderson spoke of, we may be in the fourth generation of babies having baby.

If you have immature, inexperienced personal problem of having youngsters, what can they come up, what kind of leadership, what kind of direction and guidance? In some cases it's successful, but in many cases, it's poorly carried off.

It's something that, that we know is a serious problem, and we have found that many young people who drop out of school, are part of a teenage pregnancy condition.

Finally, efforts have been made to address the dropout problem. I've spoken to that in terms of what the alliance is doing. Our emphasis, and maybe Dr. Hallik will also talk to this, has been to focus in. There are other things you can do. You know, we have compacts going on; the dentistry program is outstanding; we know we've had programs like that.

There's the Citizens Food Program out of

Atlanta, the Boston compact in Boston, the Metropolitan Detroit Youth Foundation is super, you need all of that.

We're saying you also need programs that get to youngsters as soon as we possibly can. We don't want to take them out of the womb now, you know. But, we want to get get to them as soon as they get out of there and see if we can assist the parents, not take them away from the parents, but help the parents do a better job.

Let me close by making a quote, repeating a quote that in a sense speaks of what Mr. Dr. Henderson spoke of, and in a sense, speak of what CONTINUITY is all about. There's a guy that I have a lot of respect for, and many of you probably know him, know him intimately, or knew intimately. His name was Ron Edmunds.

Ron Edmunds was my predecessor at the Michigan Department of Education before I was there in 1972. He went from there to Harvard University to start their Black Studies Program. But, he did quite a bit of research on elementary school youngsters who were minority and talked about achievement outcomes.

He found a number of school buildings, elementary school buildings in Massachusetts, New York,

Ohio and Michigan, that had all of of these negative factors surrounding the building; that is socioeconomic conditions - the drugs, the violence and the crime and all of that, and yet the building was successful.

There were young people in that building that succeeded, they did well, they achieved. Why was this? Well, he came up with a number of indicators, and it's called The Effective School Movement, or Effective School Program. But, this is what Ron said and you need to listen closely to what -- won't be the exact quote, but it's one that I consider my credo.

Ron said that: "We can whenever and wherever we choose successfully educate all children whose schooling is of interest to us," whose schooling is of interest to us.

He said, "We already know enough about how to do that to get it done. Whether or not we do it will depend on how we feel about the fact that we haven't done it so far." Let me just repeat that.

Ron said, "We can whenever and wherever we choose successfully educate all children whose schooling is of interest to us. We already know enough about how to get it done. Whether or not we do it will depend on the fact of how we feel about the fact we haven't done it so far."

CHAIRMAN GIBSON: Thank you Dr. Dobbs.

Any questions.

MS. GATTORN: Dr. Dobbs, for our purposes here today, could you comment on how you feel the dropout rate is affected by the lack of Civil Rights enforcement, or what's the relationship to the dropout rate and the the civil civil rights of those children that are affected?

DR. DOBBS: I guess when our young people cannot complete their education, their civil rights, you know, in my view have been violated.

Whether or not we can institutionalize in terms of this Commission or even the National Commission, to that extent, I don't know that we can.

I'm very encouraged and appreciative of the fact that the Civil Rights Commission is taking the time to look into this issue. It is a national crisis, there's no doubt about it. So it being that, I assume that's why you're here, and you want to see what extent I guess that we can make the connection between youngsters' civil rights being violated and vis-a-vis their dropping out of school.

I don't know that that -- I don't know that we can establish that linkage definitively in terms of research or data. But having said what I said

previously, everybody watching, more people watching helps solves it, you know.

I mean, if you are conscious of this, if you're maybe urging those who pass legislation and policies to be more conciliatory and more supportive of dropout efforts, dropout provision efforts, I think that's helpful.

Dr. Henderson said something else and let me repeat it: We do not invest in youth, we just don't. You know, I'm trying to get some Eastern stock, you know, so I can make few dollars. Why can't we invest in youth? We need to do more of that and we don't.

MR. KOBRAK: You're working in five different cities. Do you find that there are differences in the reasons for the dropout, the dropping out within the five cities?

DR. DOBBS: No.

MR. KOBRAK: They're pretty much the same in those cities?

DR. DOBBS: Right across.

You have a smaller number because of size, maybe. But for the most part youngsters drop out for the same reasons.

CHAIRMAN GIBSON: I'm going to ask you this question: As you can see our agenda, we have people

coming in from all areas; all of them are adults; all of them are "professionals" educators who have gone to school.

Do we ask the student that's dropped out why they drop out, or is this just --

DR. DOBBS: Absolutely, absolutely.

You know, we talk enough to each other. You really don't need us here. I think you know --

CHAIRMAN GIBSON: We're going to have a couple students --

DR. DOBBS: Okay --

CHAIRMAN GIBSON: -- at two o'clock -

DR. DOBBS: -- but I've seen heads shake around here ever since I've been here. I would imagine everyone sitting here -- Faye shook her head to everything I said, she must've read my testimony.

But, I think all of you know about this. Like Ron says, we already know what the research tells us. I mean -- I know you haven't established this as your procedure, but yes, talk to young people, talk to someone else, talk to people work with young people. We call them community organizers, community people, you know, people -- well, you need to go beyond those of us, you know, who wear these suits because we say the same thing just about.

CHAIRMAN GIBSON: Let me ask one more question.

Dr. Henderson, you can comment if you want to. I was up in Lansing yesterday meeting with members of the governor's staff from the Education Department. This is 1989; some of the same questions and things that we were talking about yesterday and which we are wrestling with today, same issues when I was on the Governor Milliken's staff in 1970, we were talking about the same things.

Is there hope? Are there any solutions, or is this thing just a pendulum that just swings back and after this meeting and other meetings, we'll stop hearing about it until something else comes up?

DR. DOBBS: Dr. Gibson, my answer will probably seem evasive, but let me just -- yes, yes, the thing is you're right, nothing has changed.

I asked a friend of mine some years ago, 10, 15 years, he worked for the State Department, and made a number of trips to Africa. We were talking, one day, in East Lansing. I said, "Why is it we can't solve the starvation problem? We've got all this food, we throw away all this food, we got caves of butter and potatoes. Why can't we just, we can't we solve that, people starving over there?"

He said, "Look you'll never, you'll never solve this issue." He said, "The only way you can solve the starvation, the world starvation problem is that you, in this country, America, you must change the way you live. You must change your lifestyle."

We're not about to do that, we're not about to do that. Twenty -- you can go beyond 1970 Dennis, it was 50 years ago, until we change the way we live, the way we view young people, the way we view young people of color, nothing will change.

CHAIRMAN GIBSON: Any other questions?

Jack.

MR. MARTIN: Yes.

Teen pregnancy issue, Dr. Dobbs, a couple schools in the City of Detroit I think Northern and Northwestern have health programs that are staffed not only with medical professionals such as RNs, but they also have school social workers that work with these girl with this problems.

In your research or activities, are there any programs like that throughout the state, and if there are, do you see that they're impacting at all on the dropout rate?

DR. DOBBS: There is a program, there's excellent program on teenage pregnancy prevention out

of -- I guess it's Berkley, California, and that it's funded by the Mott Foundation out of Flint, Michigan. It's one of most outstanding programs I know of, and the data on their results, we're not talking about just the program itself, but they have actually documented data. I think it's been in force now, eight or ten years, that they have impacted young females in that community of all color in terms of reducing the number of youngsters who have babies at a young age.

Teenage -- youngsters have baby for a lot of reasons, that: Nobody cares about them; they need somebody, you know, that I want to be a part of, and something that people will recognize me, my mother will now think I'm somebody and a lot of reasons.

If young people don't feel good about themselves - this was mentioned too, the low self-esteem bit - there're a lot of things. People take drugs. I think those who take drugs, for the most part, don't think well of themselves. So, they reach out at some fantastic way or some fancy world to make up the difference.

That's why a lot of young people have, have babies, and why a lot of young men contribute to it, because we can't leave them out.

So it's an intensive program; it's a costly

program, but everything costs. Unless we invest and put that money there, then I don't know that we -- I think that things will continue.

CHAIRMAN GIBSON: Okay, Dr. Dobbs, thank you very much.

DR. DOBBS: I see you didn't ask me the Superintendent question.

CHAIRMAN GIBSON: Be back here at 1:35.

MS. ROBINSON: We'll reconvene at the hour.

CHAIRMAN GIBSON: At 2:05, okay.

(Lunch recess.)

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CHAIR GIBSON: Okay.

We are going to reconvene.

As soon as the other members of the Committee arrive, then we'll have the members introduce themselves.

As you will note on the Agenda, on Statewide Perspectives, William Church, from the Michigan Commission on Indian Affairs will not be here.

So the next topic will be Perspectives of Constituent Advocacy Agencies and Civil Organizations. We have with us today, Joe Radelet who is the Associate Director of Metropolitan Youth Foundation. He has brought with him two students that we will be able to ask questions to in regards why they dropped out of school.

Joe?

MR. RADELET: Good afternoon, members of the Committee.

I want to introduce two students that I have brought with me. Deone Waller to my right, and Dawn Banks is to my left.

We have invited them because we thought you might be interested in asking them some questions. They are presently in our GED preparation

program and have gone through the experience of dropping out. They really didn't know that I was going to ask them to come today. They asked me if they had time to go home and get dressed, and I said, no, no, come on. That's my fault.

CHAIR GIBSON: This is entirely voluntary?

MR. RADELET: It is entirely voluntary. Actually, the classes on Friday end at noon, so they're coming entirely voluntarily. I really appreciate them being here.

I was quite nervous in coming, but they calmed me down. I just want to thank the members of the Committee, and in particular, Mr. Gibson with whom I've worked for the last ten years, in not only for inviting me, but you've probably heard everything I'm going to say today so, with particular thanks that I'm here today.

There are two reasons why the dropout rate today is news. First, the dropout problem is now concentrated in urban areas where it is tied to severe problems of crime, drugs, welfare dependency and early pregnancy. In times past, you dropped out to get a job; not so today.

When the dropout walks out of school

for the last time he very probably walks into the imprisonment of the ghetto for the rest of his life. The result: A permanent underglass.

The second reason why the dropout problem is news is the way it's recorded these days. We now have clearer reporting which shows the percentage of the class that drops out over the full, four years of high school. Urban dropout rates are recorded these days to 30 to 65 percent. The public is rightly astounded. I think that's why we are here today.

Our task today is not simply to talk about the dropout problem, but to discuss how this dropout rate may be related to racial discrimination, a much more difficult question.

To set the scene, let me express what I believe is the feeling among many young people in Detroit. Black youngsters, by and large in Detroit, feel that they do not have very good opportunities, that the same opportunities are not the same opportunities as youngsters in the suburbs. The jobs are out there, and there is no way to get to them. The new schools are out there. The low crime rates are out there. The Silverdome and the Palace are out there. The kids who are going to college, who own

companies, are out there. Even symbols of success within Detroit like the Renaissance Center have the feeling of being in a different world.

We took a tour of that world today. It was fun. We did it just before we came here.

There is a feeling of being trapped, trapped by a whole host of things that weigh against you.

When you think you can make some leadway, the rules change. The American dream that hard work is rewarded, is not experienced, and is not believed.

I say that to emphasize that in the minds of most black youngsters, there is separate and there is unequal. They have a lot of both. We know it too.

There are 16,000 school districts in America. Half of all black youngsters attend a dozen of these school districts. These districts are poor, overwhelmed by problems of fragmented families, crime, drugs, and they are almost totally minority. We have separate and we have unequal.

I believe the inequality comes not because many black youngsters come to have a vague feeling of inferiority, but in segregated settings

such as Brown v Board of Education, but more so because these youngsters in the ghetto are, to a great extent, cut off from the future job opportunities, from the network of power in the metropolitan community, from clean, new schools, from opportunity in America.

I am talking more about being cut off from the green than from the white. This is about economic power.

Let us remember, however, that even though Brown v Board of Education declared that separate educational facilities are inherently unequal, this does not mean that the U.S. Civil Rights Commission or the Justice Department or the courts can take action. What has to be present is de jure segregation, not just de facto segregation. This is the reason that we here can agree that -- with the young people in Detroit that there is separate and unequal, but yet not agree on the direction which the courts or the U.S. Civil Rights Commission should take.

We have segregation, in fact, and the segregation causes unequal opportunity and these unequal opportunities lead to the higher dropout rate among minorities, but can the U.S. Civil Rights

Commission from its civil rights perspective do anything about it?

Some might say that what we have in the Detroit area is de facto segregation and so there is nothing else that the Civil Rights Commission can do. Others would delude themselves into saying that segregated schools in America really can be equal.

For those who disagree with these two positions, and I hope you are among them, I would ask that you picture the seething anger which so many young blacks, especially poor blacks, feel towards the status quo.

Picture a young man who knows he is trapped. We call it de facto. He calls it a fact. Does the lack of proven de jure element in his segregated setting make his separateness lack of opportunity any the less? No.

Picture him standing before you today, and as I speak softly, picture him before you screaming, "Do something." He screams that rightly because the fact is the U.S. Civil Rights Commission and the U.S. Justice Department has done precious little in the past decade. William Bradford Reynolds and Edwin Meese pressed for tax breaks for segregated academies to appease the new block of Southern

Republicans.

During the 1980's, not one single school desegregation case was initiated by the Department of Justice. Instead, it closed scores of cases in which it had long monitored compliance by southern school districts. Nor did the Justice Department assist in cases where voluntary intra district desegregation programs were at issue, such as in St. Louis and in Milwaukee.

The Justice Department, furthermore, ignored related efforts to hold states liable, states, for segregation school districts which they created and funded such as those in Columbus.

Indeed, in such cases as Norfolk, Oklahoma City, and Jacksonville, the Department has been downright hostile, supporting local authority efforts to resegregate. The fact is that the federal government, the courts, the Justice Department, and the U.S. Civil Rights Commission have become a non-entity as a leadership force to insure equal educational opportunity.

They would have us believe that separate can be equal. They would have us ignore youth of the ghetto who are seething with anger, or dying of despair with guns, and crack in their hands.

There are several things that I have proposed to you today, the Civil Rights Commission. First, we must work to recast the question of what is de facto and de jure segregation.

The state is responsible for school boundaries. Must not the state have an affirmative duty to overcome segregation, reinforced by its boundaries even if the state cannot be proven to have had a substantial educational role in intending segregation?

Second, if segregation has been caused by municipalities, then this has been proven in courts. Should the U.S. Civil Rights Commission allow school districts to be able to hide behind this? Here in metropolitan Detroit, Birmingham, Dearborn, and Warren, and perhaps others, have been found guilty of trying to black out low cost housing for racial reasons.

Once this is proven, why should the school districts of these cities be allowed to duck their responsibilities? Since their districts have been segregated because of de jure actions of the government, why should they be allowed to take no action just because the illegal de jure action was taken by another branch of the government?

They participated silently in the illegal fruits of the illegal act, did they not? Why should not these school districts be forced to recruit minorities as much as Michigan colleges are presently being forced?

Third, here in Michigan, the legislature has allocated a much higher dollar per pupil for handicapped students than for those who are non-handicapped. The principle here is that it takes more dollars to educate handicapped persons if we are to avoid discrimination towards them. Why is this same principle not applied to minorities whose socioeconomic status is lower and who are surrounded by drugs and crime? Why should it not be considered discriminatory to withhold needed funds for their education?

Fourth, part of the school choice movement which has been started in Minneapolis is that students can choose their school without regard to school boundaries. If applied here in Michigan, such policy could have enormous civil rights implications. How can the U.S. Civil Rights Commission progress in this direction for more youngsters to be able to choose their school without regard to traditional boundaries?

What I am suggesting in the above four points is that the U.S. Civil Rights Commission can do a great deal. The first step is to confirm that separate is unequal, and that separate does lead to a higher dropout rate. I hope that you are concluding that today.

The next step is to dig into the state of desegregation law, and in contrast to the last nine years, to press vigorously to broaden interpretations, to ask new questions such as I have just been raising, to insist that status quo cannot be acceptable from the civil rights point of view.

At the Metropolitan Youth Foundation, we have several dropout prevention programs. They are very effective within the limits of segregated systems. They are bootstrap programs which rely on youngsters to succeed in spite of all odds.

We have 12 Together, which forms support groups of 12, ninth graders, which meet 30 times during the year for peer-group counseling, to come to grips with problems that might lead to their dropping out.

We have the Learning Academy for Suspended Students which works with students half days for ten weeks. And if the students are

successful, we hire them at $6.00 an hour for the summer as tutors for younger students.

These programs are working, and they are spreading throughout the country.

Why do I not emphasize these programs today? Because I do not want you on the U.S. Civil Rights Commission to see these programs as doing what you need to be doing in the civil rights arena. We need long-term systemic changes. And creating multiracial educational opportunities is the kind of change we need to be pressing for.

The fact is that programs of the NBYF are very good, but they are limited. They are limited because they tell students that they can make it in spite of all the odds against them, but cannot the loss of this country change the odds? That is what we are talking about here today.

Picture the year 2,000. Will we still be ghetto-wise then as we are today, or will today's leaders smoke out the cross burners that intimidate the blacks from moving? Smoke out the small thinker who cannot formulate new ways to show how the fact of segregation is really de jure segregation. Smoke out and oppose those that feel for public education to exist in America there must be, in reality, two

public school systems, separate and unequal.

This is the position that I leave you with today. The Bush Administration needs to be challenged on these issues.

We can see the results of poor education smoldering and flashing, welfare depression, black on black crime, prisons filled with minorities, the drug epidemic, teen homicides of fragmented families.

For the last nine years, the posture of the federal government has been to look away from these problems, to look away from its cities, to look away from its minorities.

I hope you won't leave this hearing today thinking that the dropout problem is a terrific problem, but that it's not an issue of discrimination or equal protection.

We must want the education of black American children as much as all American children. We must want it.

Our hearing today is surely about nuiances of the discrimination laws, but mostly it's about the strength of our wills, do we will for a change in separate and unequal? With a change in the will of the federal government, a change in the will

of the U.S. Civil Rights Commission, and ultimately a change in the will of the American people, we can take steps to provide the kind of opportunity which will reduce the dropout rate among minorities and offer a real chance for their lives.

Thank you, Mr. Gibson.

CHAIR GIBSON: Thank you, very much, Joe.

Any questions?

Barbara?

MS. GATTORN: Are we going to hear from the students? What's the process?

MR. RADELET: They are open to questions. Any question that you might have. They don't have a formal presentation.

As I said, I just contacted them this morning. I brought them along thinking that you might want to ask them a question.

MS. GATTORN: I really would.

I'm wondering if each of them could give us a perspective that we haven't had yet today. If I might ask either or both of you to tell us a little about yourself and your circumstances which led to your own dropping out of school, and what you've done subsequently. I understand you are in

the GED program now. What brought you back into the system? Just a little history so we understand the two of you.

MS. BANKS: Good afternoon. My name is Dawn Banks.

I dropped out of school when I was in eighth grade. And I was trying to get help from the school because I was being abused. And I couldn't get the help so I dropped out. I went ahead and had a daughter. I have three children now. But I see that I don't want to be -- wind up like my parents. They have no name, and I want my children to know that there is another way in this world besides aid. I want them to be proud of themselves.

CHAIR GIBSON: Take your time. We're in no hurry.

Do you want us to come back?

MS. BANKS: Yes.

MR. RADELET: Thank you, Dawn.

CHAIR GIBSON: Deone?

MS. WALLER: The reason I dropped out of school is about basic, I guess.

I had moving problems. I moved from state-to-state. I moved because my mother had certain problems with herself which would contribute

to my grades lowering constantly and then, once in high school, trying to be accepted by the right group, but being rejected, I was accepted by the wrong group and peer pressure in my time was greater than supporting parents. So, I would let them pressure me into various things such as drugs, and that caused me to have real low self-esteem which -- I just -- then I just took my grades lower and I dropped out.

MR. GORDON: How did you get into the GED program?

CHAIR GIBSON: How did you find out about it?

MS. WALLER: From friends and relatives, and then from TV, also.

MS. GATTORN: What was the period of time between when you dropped out of school and when you got back into the GED program? How long were you out -- without education?

MS. WALLER: Well, once I dropped out, my mother did show me the real world, and I just couldn't make it with my looks. So I guess you could say about six months.

MS. GATTORN: Oh.

MS. WALLER: It didn't take long.

MS. GATTORN: What do you aspire to now? Once you get your GED, what are your plans? Have you thought that far ahead? College?

MS. WALLER: College. Oh, yeah, college.

MS. GATTORN: Terrific. That's great.

MS. ROBINSON: During the time that -- Dawn, going back to you -- when you were having difficulties in school and trying to get assistance in the school setting, who did you talk to? What was the nature of the counseling services provided to you, and how did the teachers respond to your particular problem at that time?

MS. BANKS: I was trying to get help from the counselors, but I was constantly told to come back to the office, but they didn't take it serious.

MS. ROBINSON: There was no real support within the school system?

MS. BANKS: No.

CHAIR GIBSON: Deone, what is it that you want to study in college? Have you thought about that?

MS. WALLER: Economics.

CHAIR GIBSON: That's kind of unusual.

Have you thought what you want to do with it?

MS. WALLER: Well, basically, I'd like to have that to fall back on, but my real point in going to college is to become an interior decorating.

MS. ROBINSON: Did both of you go to predominately black schools, or were they mixed, or were they predominately white schools?

MS. WALLER: My schools was predominately Mexican and white, very few blacks.

CHAIR GIBSON: Where was that?

MS. WALLER: California.

MS. BANKS: Mine was all black.

CHAIR GIBSON: Where, in Detroit?

MS. BANKS: Yes.

CHAIR GIBSON: What school?

MS. BANKS: Jefferson Middle School.

CHAIR GIBSON: Let me ask each of you this question: Did your mother and father graduate from high school?

MS. BANKS: My mother went to Wayne County Community College, and I don't know about my father.

CHAIR GIBSON: Has anybody in your family finished college?

MS. BANKS: My sister, but she is on

drugs.

CHAIR GIBSON: She's on drugs. She finished college, but she's on drugs.

How about you? Did your mother and father finish high school?

MS. WALLER: My mother did. I'm not sure about my father. Right now my mother's in college.

CHAIR GIBSON: Your mother's in college now?

MS. WALLER: Yes, going back.

CHAIR GIBSON: What college?

MS. WALLER: Wayne State.

CHAIR GIBSON: Did anyone in your family finish college?

MS. WALLER: My uncles.

CHAIR GIBSON: Oh, so you have some people.

MS. GATTORN: To follow up with Dawn, how much time -- you dropped out in eighth grade?

MS. BANKS: Yes.

MS. GATTORN: How long were you out before you got into the GED program? How did you find out about that?

MS. BANKS: It's been about eight and a

half, nine years. And I lived on -- around the corner, four blocks away from it, and I saw the sign up in the window, and I called, and they told me to come in.

MS. GATTORN: Oh, very good.

MR. KOBRAK: John, you talked about before, about -- I don't know what you call it, the peer group --

MR. RADELET: 12 Together.

MR. KOBRAK: I wonder if -- the two of you, I presume, participated in that?

What did you find useful in that in terms of yourselves and what you want to share with others?

MR. RADELET: The program that they're in is the GED preparation program where we do peer group counseling. It's not the same as 12 Together. 12 Together is for in-school ninth graders, to get out.

MS. BANKS: Well, we do have motivation class, and it teaches you to motivate yourself, and you start by believing in yourself, what you can do.

CHAIR GIBSON: Any other questions?

Barb?

MS. GATTORN: No. I really appreciate

both of you girls coming and helping us out with this kind of background.

Thank you.

MR. KOBRAK: Could I ask one more question?

CHAIR GIBSON: Go ahead.

MR. KOBRAK: You brought along these two very nice people and it took all the pressure off him.

You talked about breaking up the segregated nature of the schools of this inner city area. That's one of the critical things in terms of really overcoming segregation. I certainly agree. But is it feasible in terms of adopting the school of choice, do you think people would move far enough in enough cases to make that strategy work, or would they feel so removed from the outlying areas that would be more integrated, that it might be more cosmetic than if the real thing existed?

MR. RADELET: I think that every metropolitan area is slightly different, but I think that -- and also every plan for the school of choice would be somewhat different -- but I think it could be done in a way where the closeness of the urban schools would not feel threatened. I think they

could do it, for example, now, where many schools are underpopulated as a whole, and the schools are not at capacity, but they could talk about opening up spaces to fill the school to capacity, but not exceeding the capacity. That would be a way to -- not have undue pressure or all of the pressures on the suburban schools.

And I think since -- the school of choice does not have behind it the finding of the de jure segregation, that magnet school plans would be more apt to work and can be satisfactory than institutions where there's a court remedy been ordered.

So, there may be some real opportunities in the furture. I think there's going to be a lot of exploring, and different things are going to be tried, and different kinds of things along these lines.

CHAIR GIBSON: Any more questions?

MS. GATTORN: I would just comment that your presentation was really on target today and I apprecate it.

CHAIR GIBSON: Thank you, very much, Joe, Dawn and Deone.

MS. GATTORN: Thanks.

CHAIR GIBSON: The next presenter is Manual Garcia.

Charles Mitchner.

Before we get started again, if the members would introduce themselves.

I am Dennis Gibson and I'm Chairman of the Committee. To my right --

MS. GATTORN: I'm Barbara Gattorn. I work here in the Detroit area. I work for the Detroit Chamber of Commerce.

MS. FRAZIER: I'm Janice Frazier. I work -- I have a firm here, Jay, Gregory & Associates.

MR. GORDEN: Robert Gorden, I'm an attorney here in private practice at Jaffe, Snider.

MR. KOBRAK: Peter Kobrak. I'm a professor of Public Administration at Western University.

MS. MASON: Mary Lou Mason, Executive Director of Hispanic Speaking Affairs, State of Michigan.

MR. MARTIN: Jack Martin, C.P.A., private practice in Detroit.

MS. ROBINSON: Faye Robinson, Civil Rights Analyst, U.S. Commission on Civil Rights.

MR. MITCHNER: Mr. Gibson, and panel, thank you for the opportunity to appear.

I'm going to leave with you some documents and a copy of the presentation that I will make.

The first document, the "Initial Black Pulse Findings."

It's the findings of a study, a survey that was done by the National Urban League at the end of the 1970's. Interviewors went to 5,000 black homes to get the perceptions of those people, how they felt about segregation and their economic status.

The second document I'm going to leave with you is, "The State of Black Michigan, 1985," which is a publication that comes out every year jointly by Michigan State University and the Michigan Council of Urban League Executives.

In this document there is a study regarding the status of education in the State of Michigan, and several other scholars that write for the publishers.

Thirdly, there is the report, "The Black Child in Crisis." Barbara Mason, who is the State Superintendent of Schools here in Michigan

initiated a series of seminars in the black community.

In Lansing, as a matter of fact, the public hearing which was attended by about 450 black people, many of whom presented testimony on how they felt about several areas, including education, economics, employment, unemployment, health, and so forth.

As a result of the series of seminars, we have found it -- the Black Child and Family Institute in Lansing, the school district very generously rents out one of the schools that was closed for $1.00 a year, specifically to address black issues, provide black services, and so forth.

And, finally, a ledger from Dr. Halik to myself, which is a report of 1977, 1988 record of the dropout rates in the Lansing schools.

The strange phenomena about this letter is that it purports that the black dropout rate is lower than the overall dropout rate in the Lansing schools. So, consequently we are talking about some things that I consider to be solutions as opposed to the pathology of problems that you've heard all day long and that we have incurred probably since the 1800's.

There have been times when I have made presentations that people thought I was joking because I made my very subtle remarks. I recall during the Black Child and Family Conference, I stated that if white people are really going to understand what black people go through, the problems that we have as a result of discrimination, they really need to volunteer to be slaves for 200 years, and then be given a set of boots and be told to pull themselves high out of the bootstraps. A lot of people laughed, but I'm very serious, because there is no way that you can really get a feeling for what goes through the minds of black people and what impacts on black people, and they can come out in that system.

I ws born and raised in the Baltimore area during the days of very rigid segregation. We knew what the boundaries were, north, south, east, and west. We knew better than cross those boundaries, and we knew we would be beaten, and we knew we would.

And to the segregated schools, excellent athletes, who can never, ever, be state champions because blacks were not permitted to compete as state champions even though who made the

finals in the white community could not have made the finals competing against black schools even in the early '40's.

So I'm saying that you have to come through that process to understand what happens to black people, why some give up and drop out. These young ladies looked for help and could not find help. In mixed schools, going to segregated schools, they could not find help.

In Lansing, we have kind of turned the corner.

I believe that generally discrimination exists because it is permitted to exist. Whenever it's challenged, those that discriminate tend to fade into the background because deviant behavior is very unpopular and we saw during the '60's. Because of television this country turned the corner. If it hadn't been for television sports, television showing Bo Conners hosing the dogs, who knows what this country might be like today if that were not visible and the confrontation had not occurred.

In Lansing, we decided to do something about it. Consequently the black community got together and held the Black Child Crisis seminars because we do not want to lose another generation of

black youths. It's important to us.

It was the series of seminars, "Black Child in Crisis," which stimulated the coalition effort to improve education achievement and citizenship in the Lansing schools.

African-Americans have long realized that education is vital in their struggle for full equality. They see education as a vehicle by which they can control and shape their destiny, build stable communities, provide for their families, and fully enjoy the fruits of democracy. Yet, even in Michigan, well-known for its stable industrial work force and support of education, the gab between black and white students remains unexplained. We are aware that all children need to get off to a good educational start, but at no time is the need more pronounced than in the early years of black pupils.

The primary outcome of the "Black Child in Crisis" seminars was the founding of the "Black Child and Family Institute" which provides services from Head Start to an alternative suspension program and tutoring at all grade levels.

The institute also networks with Impression 5 Museum to stimulate interest in mathematics and science at a very young age. The

pre-school efforts and early grade stimulus is designed to offset the myths that persist among whites about blacks. Blacks can learn math and excel in science just as they did prior to the nation's effort to integrate our schools.

During the early 1940's, during my high school career, there were 30 to 35 students in advanced math, biology, chemistry, and physic classes. Today in Lansing, it is difficult to identify three black students in a math or science class. Many students are told that they are unprepared for the core courses and are channeled in other directions. The Institute is designed to build self-esteem in order that students decide which course is challenging and beneficial based on clear perceptions of self and value to their future.

None of the programs could be successful without the support and confidence of the school superintendent, Dr. Richard Halik, and his very capable administrators. They have no fear of the fraternal, professional, business, or community organizations contaminating the education process in schools.

This is what is so strange. Some years ago, when we requested that black students be

permitted to leave school and attend all black sessions, the opportunity was denied because it was considered segregating the students, or resegregating students. But today, on an open administration, last fall the SIGMA's -- it's one of the black fraternities -- had 178 black young men all day in seminars, seminars regarding male responsibility in teen pregnancy. Career awareness, opportunities that bound for them. And so, under this kind of administration, it is possible to do this. The ALPHA's, which happens to be my fraternity, and the ALPHA Esquires, who are 35 of the finest young men in high school, we adopted those young men and they have come through fine for us. It's a joint effort with Boy Scouts, and every one of those young men are marvelous. Marvelous modeled kids in that school.

I'm just saying that under an open administration with black participation of its professionals who are giving back to the community, something can be done to turn things around. The whole process is geared to giving the kids a reason to stay in school, exercise discipline, and achieve to the highest academic potential.

Something is working right because the dropout rate has been significantly reduced. I'm

talking about the total dropout rate. The black dropout rate is lower than the majority dropout rate. Dr. Halik will address this phenomena in a later presentation.

The Urban League's role has been a scholarship program that is designed to help minority students with financial assistance. Scholarships are provided by area businesses and organizations in the tri-county area. Many of the scholarships provide employment while they all offer a monetary award.

One of the things that we had to make sure was that all of the scholarships did not come from the Urban League and the NAACP, and the fraternities, and the sororities. We felt that the white community had to play a role. For instance, First of America Bank gives three scholarships a year with a job to go along with the scholarships so that they won't have to come back next year, that they'll be earning money during Christmas break, or working part-time after their college classes, and all summer. So they'll never have to go anywhere to get financial assistance. We're in the fourth year, and we've only lost one of twelve students. So we're doing extremely well with that type of program.

Incidentally, in 1969, when I took this

job in Lansing, I attended Honor's Day, and one of the first things I noticed was that one black student received a scholarship in the high schools. That was an athlete, that got a football scholarship to Michigan State University, and never played a down or a ball at Michigan State.

In his Freshman year, a young lady got pregnant, and he was gone, and he now has about five kids.

The Career Awareness Program. This program provides the eighth grade classes in the Lansing and Waverly School Districts with positive minority role models. The speakers are volunteers and they express the importance of education and career choices they can pursue.

It's important that you let kids know that they're going to school for a reason and that there's a rainbow at the end, and that's an economic rainbow.

Recognition Day. This is a day set aside to recognize those students who have made accomplishments in the areas of attendance, citizenship, academics, leadership, and being a positive role model.

This year we honored 40 students at a

luncheon with their parents, and it works. The support of the parents, kids being honored publicly, it works. These were young people who had improved between eleventh and twelfth grade.

The Adult Literacy Program. This is in cooperation with LVA-CALC. We provide tutoring, diagnostic testing and counseling to students who have difficulty with reading and writing. We are also looking for minorities to become involved with the literacy programs as tutors and/or students.

The Urban League's contribution to the school dropout problem is in line with recommendations made by black students during the Black Child Crisis forums. You can read about that in the materials that I've left for you.

Some participants stressed that the school boards ultimately must be held responsible for improving the achievement of black children. Selection and performance of building principles and accountability to the community are also held as a high priority. Capable black administrators and teachers are necessary ingredients. Michigan, unfortunately lacks the number of black teachers, and student enrollments are declining in teacher preparation programs.

As a matter of fact, at Michigan State's University right now in the teacher preparation program, School of Education, there is not one black male enrolled.

The perceptions and functions of the black family in the 1990's, is interrelated to the level of educational achievement accorded the next generation of our youth. Education is directly proportionate to the level of employment. Employment determines your status in your community. It is the family status in the community which influences the cognitive, emotional, and social development of our children. It is you, this panel, who recommends the legislation, policies, and monitors the agencies which are responsible for implementation of your findings.

The Lansing School District, under the leadership of Dr. Richard Halik, opened its doors to the community. The community has responded. The black student dropout rate is lower than other racial groups. So, in Lansing, we are doing something right. And I hope we can keep on doing something right.

Thank you, very much.

CHAIR GIBSON: Thank you, very much.

Barbara?

MS. GATTORN: Could you give us a profile on Lansing? I'm sorry, I'm not very familiar with that community. The black population in Lansing, and then within the school district itself --

MR. MITCHNER: The general population in Lansing is 130,000. The black population is 14,000, eleven percent. I don't believe I can give you the -- let me get lucky. I believe Dr. Halik will be able to provide you with the school figure populations when he gives his presentation.

MS. FRAZIER: In your community, would you say that a number of the students that are enrolled in Lansing public schools come from families where there is one or more professional parent in the home, or do you have a pretty equal mix of a professional and non-professionals?

MR. MITCHNER: In the 1970's, a study was done by two professors at Bradley University about the best communities for blacks to live in in this country. Seattle was number one, and Lansing was number two.

An overwhelming number of blacks in Lansing are professionals. Michigan State

University -- it is the capital of the State. There are corporate managers. It is the headquarters of Oldsmobile -- Buick-Oldsmobile-Cadillac.

So, black managers are recruited in, and we have a significant number. We have a large IBM Xerox complex there with black managers.

As a matter of fact, at IBM and at Xerox, there are black managers who report to regional black managers, both of them.

So, yes, I would say there is a disproportionate number of black professionals.

MR. GORDON: Are the schools largely integrated?

MR. MITCHNER: Yes, they are. And they were under court order to integrate.

MR. GORDON: And has that been successful?

MR. MITCHNER: It's been successful.

MR. GORDON: Is there a dropout problem in Lansing?

MR. MITCHNER: There used to be. When I came to Lansing, it was about 20 percent. I watched it decline during the 1970's, but it really picked up steam in the 1980's, and declined.

MR. MARTIN: To your knowledge, are

there any large number of middle class families that send their kids to parochial schools or private schools outside the public school system?

MR. MITCHNER: We only have two small parochial schools in Lansing. One's a Catholic and one's a Christian school. The Christian school is very, very small. So, the opportunity for attendance in a parochial school I would say is minimal, and very few blacks go to the Catholic school.

I happened to have lived in Grand Rapids for 15 years, and there's more kids enrolled in parochial schools than public schools in Grand Rapids. As a matter of fact, I believe Grand Rapids has more parochial -- a higher parochial school enrollment than any other city in the world, percentage wise. But in Lansing, you don't have the opportunity.

MR. MARTIN: Most of the kids go to public schools?

MR. MITCHNER: Yes.

CHAIR GIBSON: Any other questions? Thank you, very much.

MS. GATTORN: Thank you.

MS. FRAZIER: Thank you.

CHAIR GIBSON: Now I would like to

introduce Wilma Henry.

MS. HENRY: Good afternoon.

My name is Wilma Henry. I'm coming out of my perspective as a mother. I'm a mother of ten children.

My husband and I were both born and raised on an Indian reservation.

This is my husband, Gordon, back here.

We've left the reservation in Minnesota because of economic reasons.

The testimony that I'm giving today will be partially out of my own experience as a mother of those ten children, and two of those children were discriminated against in the public school system in Traverse City.

Part of my testimony will address the concerns, and hopefully some recommendations as a person who has gained knowledge of educational issues through my volunteer and work experience with Indian education programs in Michigan for approximately 15 years.

I wanted to -- before I begin, I wanted to start with a prayer. Indian people always start their presentations with a prayer. And hopefully this prayer will put me at ease, and put everyone at

ease so that we can look at our children, all of our children.

"Oh Great Spirit whose voice I hear in the wings, and whose breath gives us life to all the world, hear me. I am small and weak. I need your strength and your wisdom. Let me walk in beauty and make my eyes ever behold the red and purple sunset. Make my hands respect the things that you have made and my ears sharp to hear your voice. Make me wise so that I may understand the things that you have taught my people. Let me learn the lessons that you have hidden in every leaf and rock. I seek strength, not just to be greater than my brothers and sisters, but to fight my greatest enemy, myself. Make me always ready to come to you with clean hands and straight eyes so when I fade as the fading sunset, my spirit can come to you without shame."

Seven of my children attended Traverse City Public Schools, and five graduated from there. I have two children now attending Mt. Pleasant High School, and one will be graduating next year.

I've given you a little background information on myself because I think it's important. We have talked here about desegregation. I went to an all Indian school and I felt I got a very

excellent education to some degree because we had our basic skills. We can learn to read and write and comprehend. That is important and that will build your self-esteem to some degree.

I attended an all Indian school on an Indian reservation until the ninth grade, and then I attended high school 18 miles off the reservation.

It was at this time that Indian students were put into a non-Indian school setting. Many Indian students, including myself, dropped out of high school at that point because, in my opinion, we were not prepared to deal with the difference in our reservation schools.

I dropped out of high school during my junior year, but managed to receive my GED in 1981. I have since then attended one semester of college at Northwestern Michigan College in Traverse City. But my major part of education in raising my ten children -- they were my teachers, because each and every one of them were unique individuals and I learned from them. I learned from my parents and my grandparents, and now the learning that is going on are with my grandchildren, so, it's continuing.

My husband joined the U.S. Navy in November of 1951, and we were married shortly

thereafter. At that time, I left the reservation and lived throughout the United States and overseas. And in that process, accumulated our growing family. We lived overseas. We've had two children born in the Island of Guam at different times. We've had two children born in California, and we've had two children born in Pennsylvania, two in Illinois, and two on the reservation. That's -- but anyway.

When my husband retired in 1974, he was offered a position with an oil service company in Traverse City, and we lived there until 1987. I'm now living in Mt. Pleasant, Michigan, with my husband. We are both currently working for the Saginaw-Chippewa Tribe. I am working as a student/parent advocate for the Tribe, but I do have an office at the high school.

I became interested in advocacy work with the Indian community, specifically, Indian-American children. My own children experienced discrimination within the Traverse City School District.

Two of my sons were unable to participate in varsity or junior varisty sports. A civil rights complaint was filed when my second son could not make the team.

That civil rights ruling came down in favor of the schools with no discrimination found.

That's a long story to go into, but the history of the school itself, and the number of American children in any kind of activity is nill.

This was extremely difficult for my sons to accept since they had participated in sports all their life all over the parts of the country, and they had always made the All-Star Team. So, you can see what happens to children when a part of their life is taken from them.

Prior to moving to Traverse City, they had never experienced any discrimination of any kind. In the service community, my children grew up with many minority people, and it seems like there was more respect for other cultures within the military setting.

It was also difficult for my husband and myself to accept the fact that after 23 years away from an Indian community and coming back into a setting where there is a number of native American people that hardly anything had changed as far as the attitude of a non-Indian society towards Indians.

It was at that point in time where I became active and attended an Indian educational

program that was a federally funded program that -- for school districts that have ten or more children, Indian children, and it's designed to meet the special education and cultural needs of students within the school district.

The reason I became involved is my feeling that if this was happening to my children, then it must be happening to the rest of the Indian students who are enrolled in districts. I felt my children had a fairly good self-image, and a good balanced support system.

I was a member of that Indian community for nine years, and was also employed as a home-school coordinator for one year to do that program. I was not rehired for that particular position because of my advocating for equal and quality education for the students in the district.

In October of 1985, I filed a civil rights complaint for harassment and retaliation when I was not rehired. It took nearly two years for the case to be resolved, and the final determination was that there was no grounds for discrimination, a determination that was not part of the complaint.

I will now try to address some of the problems from my own perspective and hopefully some

of the solutions.

One of the problems that many American children face in the public school setting is backlash and harassment because of treaty rights, especially in the Traverse City area. There is a lack of understanding of Indian culture and values, especially the extended family. There's a lack of curriculum material that portrays Indian people in a positive manner.

I want to back up a little bit to the time I went to the elementary school on our reservation. I said we did get the basic skills, but we also learned in our history books that Indians were savages. The only good Indian was a dead Indian. Every time a battle was won by the white community or by white people, it was a victory. It was a massacre when the Indians won. Those are the kinds of things we learned in a public school setting, even though it was on the reservation.

I'm not so sure things have changed all that much. My English may be a little different.

There is a lack of information regarding all people of color and -- the curriculum, I believe, is out there. It's how to implement that into a school setting.

There is sometimes blatant racism on the part of teachers and administrators. There's a lack of Indian role models working within the schools. In the Traverse City School District at the time I filed the complaint, I was the only Indian person working there, and I was working under the grant -- under a grant from the Department of Indian Education which is a part of the Department of Education. So, actually there were zero Indian people working there.

In the present school district where I'm working now, we have four Indian people working. I'll get to that a little bit later down here.

All the the things lead to high absenteeism, lower achievement and lower self-esteem in the Indian children. There is nothing there for them. Students are labeled as troublemakers because of the lack of personnel who understand the differences in value system for the American Indian family. If given the opportunity, the Indian students can achieve.

It is an historical fact that Indian students are at the bottom rung of the educational ladder. Much of this is due to the fact that in educational institutions exclude values not only of

American Indians, but all people of color. Again, I stress the lack of positive curriculum material on all people of color. Everything that we are learning and read about in our books is what is portrayed by the dominent white culture. I shouldn't say everything, most everything.

In the Mt. Pleasant School District for this year, 1988-89 school year, there's a total of three American Indian people working full-time on the staff of 375. One of those is a teacher -- I had to sit down and try to figure out who the three were -- one is a bus driver, and one is a non-certified person, that's probably me.

There are 177 K-12 American Indian students out of a total student population of 4,394.

At the high school, there are 42 American Indian students who are enrolled. Eleven of those have dropped, moved, transferred to alternative programs. That makes it approximately 26 percent.

There needs to be hiring of Indian people at all levels of the school system from Janitors, bus drivers, teachers, to the top level administration. We also need to have our role models there.

Some of the recommendations that we

have made to the schools -- if I can find it here in a minute -- are in-services, sensitity training for teachers which I know that teachers do -- really fault on any kind of in-services, but if that's the only way that they can be sensitized to the needs of our children, then so be it.

We had an in-service last year at the Mt. Pleasant reservation for the high school teachers. It was a very positive experience. There were approximately 80 teachers there. We had some students from Central Michigan University. We had teachers from the alternative programs. We shared with them a little bit of our culture, our storytelling, our history, and we had a give away for them to show our appreciation for them coming to visit with us.

Some of those teachers who had been into the -- who had been in other school systems for 20 years or more had never, ever been to visit a reservation. How can they teach our children, when they know nothing about our Indian reservation that's about three miles out of the town of Mt. Pleasant, Michigan?

The whole value system of that reservation is totally different from the white value

system. And I think what happened when they visited our reservation they had to look at the Indian community in a different way. They had to look at themselves in a different way because for the first time it blew away all of those stereotypes that they had for many years.

CHAIRMAN GIBSON: How much more time would you need? We'd like to ask you some questions.

Has anyone in your family graduated from college?

MS. HENRY: My mother is a teacher; she still lives on the reservation in Minnesota. My mother and father were activists. There were talk -- the man that was here before me, talked about some of the, you know, the lives you couldn't cross.

Growing up on a reservation, I can remember when we were not allowed to go to restaurants, those kinds of things. But getting back to the question, yes my mother was -- somehow managed to get an education, at that time. For a woman, an Indian woman to do that, I'm not sure how she did it, she was a schoolteacher.

CHAIRMAN GIBSON: Did she teach in Michigan?

MS. HENRY: She did not teach in Michigan.

CHAIRMAN GIBSON: So -- just your mother?

MS. HENRY: Just my mother.

My father went to an Indian boarding school. He was taken away from the family at a very early age and was sent to a boarding school and he probably finished maybe fifth or sixth grade.

CHAIRMAN GIBSON: Any of your kids, they're not going to college now?

MS. HENRY: I have two sons who are going to college. One is a teacher at Ferris State University and working on his dissertation and will be coming back to the Mt. Pleasant reservation and working for the tribe.

CHAIRMAN GIBSON: Okay.

MS. GATTORN: You had two boys that ran into problems with the school system over sports situations. Did those two boys drop out of school? Did you tell us that you had two that dropped out of school, did I misunderstand?

MS. HENRY: I had two children who dropped out of schools; one was my oldest daughter. She has since gotten her GED and is now a manager of a golf course in Traverse City.

The other son that dropped out, has about like one or two credits to get towards his diploma. He never -- he had a good job, so --

MS. GATTORN: So, the dropouts were not related to the incidents in the sports program?

MS. HENRY: No; they finished high school.

MS. GATTORN: Do you, in reflecting back on the reasons that the two dropped out of school, do you think it was the same kind of pressures that you've enumerated in your presentation, discrimination or --

MS. HENRY: No.

The -- I'm not here for my family even though I'm talking a lot about them. The one son that dropped out, he was in his senior year, my husband retired and we moved to Traverse City. He couldn't adjust there, so he went back to North Chicago, Illinois and they would not let him back in the school there because they get back aid money, and the family was no longer there. So --

MS. GATTORN: So it's not related to the subject at hand?

MS. HENRY: No.

MS. GATTORN: Thank you.

MR. GORDON: The sports program that you indicated your -- two of your kids had difficulty with, what happened there? They were told that they weren't allowed to participate?

MS. HENRY: The -- my one son, you know, was a sophomore in high school. He made the freshmen basketball team in North Chicago, Illinois. He was the only Indian, and most of the players there were Black players and I think they had one White player. It was a predominantly military and Black community with the minority being White.

MR. GORDON: That was in Chicago?

MS. HENRY: Yes, North Chicago, Illinois. He tried out three years, and in his senior year he just said, "Hey, I'm not going to waste my time."

The other son --

MR. GORDON: Each time he tried out, he was just told that he wasn't --

MS. HENRY: He was one of the last kids to get cut. I think there's a lot of politics involved in sports, and he just never made it and knew he wasn't going to in his senior year. So, he just dropped out from the team, you know, dropped out from practice.

The others -- we did not file a civil rights complaint at that time because we felt well, maybe they don't know his ability, making excuses why he didn't make the team.

Then we had the other son coming out who was a good baseball player and didn't make the team. We did call the coaches every time to see why, and it wasn't because they lacked the ability. So, that really doesn't leave much else.

MR. GORDON: What was the excuse?

MS. HENRY: The one we filed the civil rights complaint for, they, they practiced inside the gym and they just didn't see that he caught the ball in a

different way. I mean, there was a lot of excuses made, but again all of -- you know, these kids have been on allstar teams in other places, and all of that was documented.

MR. GORDON: Were there other instances of discrimination in that school system up there that your kids experienced, any dislikes or just subtle things --

MS. HENRY: My children -- some of my children can pass, okay. The darker you are, the harder time you have.

MS. FRAZIER: I know the feeling.

MS. HENRY: That was true.

MR. KOBRAK: How much contact is there between the tribe and the Mt. Pleasant area, the 42 students you mentioned? That's a pretty small number, and I was wondering if they're really quite separate worlds, from your description?

MS. HENRY: They are separate worlds. The 42 is just at the high school.

There's a lot -- I believe the Mt. Pleasant tribe is taking control of its own destiny for its children. They, two years ago, 1985, established a Department of Education, with their own school board and funding for staff like myself, and there are six staff people that work on grants, work within the

schools; we have cultural presentations. We are hopefully working towards a magnet school. I just don't think people can afford any longer to move their children to a public education.

CHAIRMAN GIBSON: Just to follow up on that, one question -- Peter?

MR. KOBRAK: You mentioned that one of your sons is, I believe, your son's working on a dissertation --

MS. HENRY: Um-hmm --

MR. KOBRAK: -- and plans to go back to the --

MS. HENRY: Reservation --

MR. KOBRAK: -- reservation?

MS. HENRY: Yes.

MR. KOBRAK: What areas?

MS. HENRY: He is going to be the Education Director, he will be my boss.

MR. KOBRAK: That's why he's going back.

CHAIRMAN GIBSON: On the break, we were talking and you were saying that you have a card that was issued to you; by, by whom?

I guess the other question is: Does the other 42 American Indians at the school, do they have a card? What are the -- some of the advantages or disadvantages of that card?

MS. HENRY: Oh, the advantages, I guess -- I don't know. It -- on the card, it tells what your blood quantum is, and it comes from your reservation and --

CHAIRMAN GIBSON: Not from the Federal Government?

MS. HENRY: It's -- I'm not sure how that ever got started, but it started with the Federal Government and the Bureau of Programs. It was a way of keeping track of Indian people; it was a way we had mentioned, diluting the blood, blood clot for Indian people for land grants.

You know that's all part of history that's never taught in schools, on how you would have a full blood -- when Indian people were alloted lands, especially in our reservations, they were alloted 80 acres to full blood -- to all Indian people after they had proved who they were.

If, if you were a full blood or a half breed, you could not sell your land. If you were less than that, you could sell your land and all of a sudden, we came up with all of these people who were less than half, and all of a sudden, our land was gone.

MR. MARTIN: What's the minimum blood content, 25 percent to be classified?

MS. HENRY: For some programs. Now, the Title IV Program that I worked under with the Traverse City Public Schools, you could be a quarter degree or less. If you could trace your ancestry back to their grandparents and that could be documented, the grandparents would have to be documented.

MR. MARTIN: From what you recall of your Minnesota reservation life, were discriminatory conditions there substantially better or worse than they are in Michigan, do you recall at all?

MS. HENRY: We lived on a reservation that had many small Indian communities, and on that reservation -- another thing is 90 percent, I think it's 96 percent of the land on our reservation was occupied by non-Indians, reservation lands.

MR. MARTIN: In Minnesota?

MS. HENRY: In Minnesota.

We had probably about five or six small communities, maybe 20, 35 miles apart from one another.

In those communities, we didn't -- there was no discrimination, we were all Indian people.

CHAIRMAN GIBSON: I was going to ask you that question, discrimination in the Indian tribes, within, you just answered that, you said it wasn't.

MS. HENRY: Thank you very much.

CHAIRMAN GIBSON: Thank you very much. Dr. Halik, we heard your name a couple times today, so come on up, okay, and Dr. Evans?

DR. EVANS: Yes.

CHAIRMAN GIBSON: So, the two of you are going to wrap this up and give us all the solutions and the answers.

DR. HALIK: We are not that fortunate to give you all the answers, by a long shot.

Thank you for inviting us here today. Miss Robinson, it's a pleasure to meet the voice into that telephone. I am Dick Halik, Superintendent of the Lansing Public Schools. This is Dr. Eve Evans, who is Deputy Superintendent of Schools in Lansing.

We were asked to share, today, some of the things that we do in our communities where we have directly tried to redress excellence as well as the dropout rate and we have met with some successes; not as many as we would like and with varying degrees with different ethnic groups as we will share with you here today.

Some of you had asked when Mr. Mitcher was presenting a little bit about the background in the Lansing community, and I'm certain you're all aware that we are the capital city and a larger school

district. We serve approximately 24,000 youngsters in the Lansing Public Schools. Forty-three percent of our enrollment are minority youngsters; 28 percent are Black, 11 percent are Hispanic, 3 percent are Asian, and 1 percent are Native American is the breakdown.

Back in 1985, I became Superintendent of Schools in Lansing. We had four buildings that were up for sale that had been closed due to a declining enrollment. The past practice had been to sell these schools as quickly as possible, since they did not have to maintain them, plus other programs wanted to move into them, and you could easily fill every available space in a large urban district with offices.

You take it over and the community would say, "Well, if you're going to keep the school building, why are not our kids housed in it instead of administrative offices?" So the theory had been pretty much to unload those schools as quickly as possible.

They would sell in the vicinity of, for an elementary school, 100 to $150,000.00, which essentially is giving the building away when you look at the land and the size of the physical plant. Of course for a private vendor to purchase them and convert them to some other commercial use would take

hundreds of thousands or potentially millions to get it in line and meet all the codes and everything that they'd have to do to put it back in service. So they would not pay a whole lot of money for these buildings.

But as I thought about that and said we probably have some other alternative uses for the schools in Lansing other than selling all of them. So I proposed to the Board of Education that we take three of the four off the market.

The fourth one I would have proposed, but we were too far along in the sale of that building, that good business sense and ethics would dictate that we not back out of, so we proceeded with that.

But the other three we did talk with the Board about withdrawing those from the market and converting one to an early childhood education center. That was back before 1989 when that was the popular thing to do of early childhood education. So, it took a little selling, sales job to do that and to convert a second building into an Alternative Education Program.

We already had an Alternative Education Program in a building that we had previously closed as an elementary school and had leased to the State, because it was part of the expanded capital complex area. We leased it back for a dollar a year and used

it as an alternative school.

I visited that building on the opening day of school, the first day I was Superintendent. When I got in my car and drove away, I said, "If any parent were to ask me and say would you like one of your children to attend that school, I could not look them in the eye and say yes." It was, quite frankly, a deplorable dump.

I said I don't know what I'm going to do, but we're going to do something to get these youngsters out of this building. So we proposed to the Board that we give the State full use of that building that we were leasing for a dollar and pull out of it and move these kids into one of these elementary schools that had been closed that did have a sound physical plant.

The third building, I did not have a proposed use for but suggested to the Board that we ought to keep that in the mothball fleet in case we had a fire, a tornado tore the roof off of one of our schools, or unforeseen changing demographics; that it would be easier to put that building in service than to build a new multi-million dollar elementary school. They did concur with that.

Several of the other speakers that have addressed you today, referred to the Black Child in

Crises Symposium that was held in various locations in the State of Michigan. Out of the Lansing effort, that Mr. Mitcher was very involved in that addressed you a few minutes ago, a group approached me and it appeared on my calendar one day that a delegation of community leaders were coming to see me. I asked my secretary what the agenda might be to be prepared - she did not know.

When I arrived in my conference room, it was indeed, full of community leaders and a large urban Superintendent has many requests for all kinds of things and probably add up to millions of dollars worth of requests in any month on people's wish lists that come through the office.

This group, they asked for an entire building. They asked for our Genesee Street Elementary School for a dollar a year to house the Black Child and Family Institute, and they wanted to address total problems in the community facing the Black community of employment, of health, education, et cetera. I thought that it really was an idea that had some merit.

So we worked with the Board of Education to convince them that this was indeed a viable option to make this building to the community at a dollar a

year for their use to target these problems particularly in the Black community.

It does not serve exclusively the Black community; all folks are welcome there. But predominantly, it does serves the Black community in Lansing. It was not an easy task to some Board members.

I have nine Board members. Being a large urban district, some folks would say, you know, "We're all through giving away buildings in the city; we're going to sell it and get $100,000.00 or whatever." So we had some work to do with Board members to convince them that this was indeed a viable option.

But I believe Superintendent and the Board can really do nothing to address these complex issues without involving the entire community. That is what we have attempted to do in Lansing. We are seeing some results of that that are positive.

To give credit to any one piece of that puzzle would be very risky indeed, because they are so interrelated in their impact to isolate out what has caused some of the good news on the dropout rate, would I think, would be nearly impossible.

We have worked with the Black Child and Family Institute over the last few years; it did come

about, it is a reality. We have three preschool programs in the building; we have Adult and Continuing Education Programs in the building; we have a Suspension Alternative Program housed there.

So if your child were suspended from middle school, for example, you as a parent, could elect instead of having them home or running the street, that they could go to the Genesee Street site to the Black Child and Family Institute.

We have a staff member there three afternoons a week that works with these youngster on behavior modification, and how they're going to return back to their home school and not have a repeat of performance of whatever caused them to have been suspended in the first place. That has also been very successful for us.

But beyond that, we have worked with the Urban League very closely and Mr. Mitcher that addressed you earlier during the day; we have a Chicano Advisory Committee of Hispanic leaders, parents, citizens in the Hispanic community that we work with to advise us on what we need to do to best serve the Hispanics youngsters in our community.

We've worked with another parent group called PACMAC, and that is an acronym for Parent Action

Committee for Minority Academic Concerns.

Now, there are different groups in the community, and that's one thing you learn as a large urban Superintendent, one group does not speak for the entire community, whether it's the Hispanic community or the Black community.

Now I learned that lesson from the school of hard knocks because I had been meeting with leaders of the NAACP, and i had another group, this PACMAC Group that wanted to meet with me, and often the agendas were the same. We'd say, "You know, we answered these questions and discussed this with the other group and maybe we can meet together."

One day, a member of the Black community I highly respect gave me a little lesson about that, that these groups were not going to come together, and I needed to work with both of them. That certainly proved to be true and been in the interest of youngsters of the Lansing school to work with all the segments of the community.

We work with the PTA's and the PTO's, and quite frankly from my perspective as a Superintendent, the PTA's, even though they are very valuable, tend to be a middle class White institution. Some District Superintendents put them on the endangered

species list; someplaces, they are quite popular, and some schools, they are not.

If you only work with PTA in the community, you will isolate a great share of the community. In fact, a very major share of the community that you need to work with and have involved.

Another major area that I have spent considerable time with in Lansing is the Pastors Conference. This is made up of the Black ministers, a religious community in Lansing, and I meet with them two or three times a year and share with them, things that are happening in the schools and get feedback from them as to what problems are they observing as they work with the young people and families in our community.

I also am able to build rapport there so they feel comfortable calling the Superintendent directly would they have a problem with someone in their congregation, with a student that we may be on the verge of losing as a dropout that they can call and say, "Dick, can you check into this and maybe intercede and try to save this youngster."

So, I think those things are hard to measure, but I think they pay rich dividends when you package all these things together of the Black Child and Family

Institute, the Chicano Advisory Committee, the Urban League, the PACMAC, the parent groups, the PTA's, the Pastors Conference.

All of those kinds of resources come to bear, and I'm going to ask Dr. Evans, in a little bit, to share with you some things that Mr. Mitcher alluded to. Some of of them were of the Black fraternities and sororities in our community that are particularly targeting Black males.

You've heard that referred to many times today, Black males at risk in the public schools drop out. Other school districts do not have a monopoly on that problem. We see that same kind of phenomena in the capital city.

Before I share with you some of the dropout data where we are, some of the things that I heard today, was school of choice. It's a popular thing to talk about right now, and as a Superintendent of a large urban district, I'm of course, interested in what is the best for all of the youngsters that we are responsible to serve.

This idea sounds very tempting in a capitalistic society, and the competition, it's a natural kind of thing for people to buy into. I have some cautions for you here on this panel as I observe

that from my perspective.

I would be leary of some of the motives behind this kind thing. Lansing is under court order desegregated district out of the Grand Rapids Federal District Court. We have been since about what, 1974. We think we've very successfully and peacefully integrated the Lansing public schools. But there is still that undercurrent even in the Lansing community, and some folks would jump at the drop of a hat for some other kind of option.

I also question the school of choice of how viable it is for a truly disadvantaged youngsters, and those that are on the low end of the economic scale do not have access to transportation; do not have parental support, to support them in school even now, let alone encourage them to go to a different school, whether that would be a viable option.

I also wonder if our friends in the suburbs would be so very supportive of the school of choice if we offered free bus transportation from the inner city and transported any child that wanted to go to the suburbs.

I wonder how they would react to the school of choice concept some of them so eagerly support if the other motives come to the surface; I would wonder

about that.

I also am concerned about the discrepancy in school finance in the State of Michigan. When districts like Bloomfield Hills and Southfield and that have 7 to $8,000.00 per youngster to educate kids, and Lansing and the large urban inner school districts with $3200.00 to educate kids, and one district borders the other, where would you want to send your child?

If you gave automotive company A $100,000.000.00 to develop a car, and automobile company B half that, which one you think would come up with the car you might decide to buy? We're not standing on equal ground folks on the school of financing in Michigan.

It would be very hard to offer all of the supplemental services of some of the those other districts that have the financial resources to do that.

In closing my remarks, I'd like to share with you how the dropout data has been looking in the Lansing schools.

This gives you a three year history of what has been happening as we have involved all of these segments of the community. This gives the total enrollment of students minus the involuntary losses by ethnic, and those are now grades 9 through 12. So, we

have 24,000 kids. As you see those numbers there, nearly 6,000, those are the kids enrolled in the high schools in Lansing. Then it gives you the total student drops by ethnic group and then the percent.

As you follow down on the righthand side, you can see it went from 10.8 to 9.1, to last year down to 7.9.

An even more interesting phenomena, Black youngsters went from 12.8 to 9.6 to 7.0, .6 of one percent less than the White population for Black youngsters in the City of Lansing.

This is a direct result, in my opinion, of the effort of the Urban League, the Black Child and Family Institute, the Pastors Conference, the PACMAC group that have all directly focused on keeping these kids in school and be certain that they achieve results once they are there.

If you look at some of the other ethnic groups, we have had varied success there. All of them have dropped with the exception of the Asian population which went up a little bit, but numbers are very, very small. We only six kids that dropped that were Asian, and one or two students would change that percent drastically. So, the end is so small there, I would not attribute any significance to that.

But as you look at the other groups, all of the other ethnic groups have dropped. The Hispanic dropout rate and the Native American, American Indian students, in my opinion, is still embarrassing. It's way out of line.

Looking at the State of Michigan and nationally, we look very good. But those number are totally unacceptable until we can find a way to address that, and we've been trying to work with the Hispanic community as we have with Black community, and finding mentors of adults to come in and work with kids one-on-one, in small groups, starting in the middle school years before they hit those large high schools.

With that, Dr. Evans, if you would share some of the things that we've cooperated in with the fraternities and sororities, and some of the things that we're looking at the future of doing to continuing to aggressively address this problem.

DR. EVANS: Well more than just sororities and fraternities, I think that the notion that children ought to stay in school has to start at the top.

Over the last years, the Lansing School District has had several goals, and among them is that children would stay in school. It has had, over the

past 10 to 12 years, the goal of reviewing the achievement gap between students. It has started with our Superintendent of Schools and worked its way down through the staff.

We're not totally there all the time, but still people know in Lansing you'll get stroked for the things that encourage and enhance achievement particularly minority students in the district, and that's not to the detriment of majority student, but the feeling that all children can learn.

We've inservice to that regard; we have had a goal of increasing the number of minority staff that work in the district; we've had the goal of staff development and inservice of the teachers who teach all youngsters can do it at the best they can and particularly Lansing. So I think those things are important as well.

But as Dick has said earlier, the thing that we've learned is that we cannot do it alone. No school district, sitting out there, in and of itself, is sufficient unto the task. So we have called upon every organized group that we know about to help do something in the Lansing school. Among them are fraternities and sororities; among them are groups like earlier mentioned, the Urban League et cetera.

As a matter of fact, tomorrow in Lansing, there is to be a community forum. The purpose of that forum are several fold, and among them on the lips of the Black community in Lansing, over the next five years, education is to be highlighted; that's one.

Number two, the entire community will come together to develop a blueprint for action that will involve ideas that the community has evolved. Number one, what is it that parents will be doing if they thought their children were going to achieve in school; number two, what is that teachers would be doing if their goal was that all children would succeed; thirdly, what is it that students themselves would be doing and administrators and policy makers and the community?

We expect to have over 300 persons at one of our high schools, and the forum has been co-sponsored by the Michigan State University, the Lansing Schools and the Michigan Department of Education. I noticed that Dr. Cain was on your agenda earlier today.

But the purpose of that is to highlight, once again, that education is a valuable commodity; that at least at this moment I'm speaking as a Black person responsible for helping to develop that. Other times, I speak as the Deputy Superintendent of Schools for all

young people in the Lansing schools, because I have also talked with members of the Hispanic community about this very same idea.

All of us coming together in the community, saying if we were to get the very best we could out of the days and years that we spend in school, what would we all be doing?

We hope to come out of that tomorrow with a little plan of of action that we are going to share with the Lansing Board of Education, with the Superintendent of Schools, with the principals of our high schools, middle schools and elementary schools; we're going to put them in the community, in the churches and in the barbershops and all those sorts of places where we know that people go.

Because, the goal in the next five years, as I said, is to recommit the community to the value of an education, and we'll have everybody saying, "Boy, you need to go to school. I don't want to see you out here on the street," and so on.

Now for the Lansing School District, I have been the Personnel Officer; I have been the Director of Elementary Ed, et cetera, et cetera, et cetera, et cetera, and I believe that primarily across our administrative staff, we have had persons who

understand similar things.

We have not had to fight each other for ground zero; we have understood that when we set our goal was to hire minority staff, that that's what we meant. We didn't have to fight about all that much. Of course, this is '89. We may have been fighting in '72, but we have not had to fight about that.

Nobody has had to apologize for having the goal that minority children and majority children would learn equally in the district.

Some corners we have turned, and we think that we can attribute some of that to the, to the success of large numbers of minority children in the district - majority children too- but minority children in the district.

I think there are some other corners we're going to have to turn with regard to community. There are other communities that we're going to have to put the same sort of effort into generating motivational sorts of things for children.

Public schools cannot, I am convinced and I've been in public education all of my adult life, I am convinced that they cannot do it alone. What they are trained to do is to impart information in the main. It does not mean that you don't listen to, to the

community. But I'm convinced that it requires as the lady said earlier who was testifying, it really does require that we understand the various backgrounds from which our students come so we can attribute to their behavior, the right motives for what they do.

So, tomorrow is going to be a big day in Lansing. We hope you -- if any of you are in the big L as we euphemistically call Lansing, stop into Sexton High School.

CHAIRMAN GIBSON: Thank you very much.

I have a couple questions for the two of you. I think that if you could come into Detroit --

DR. EVANS: A piece at a time, I know.

CHAIRMAN GIBSON: Beg your pardon?

DR. EVANS: A piece at a time.

See, I'm a product of the Detroit Public Schools. I know -- I remember you Mr. Gibson from some place --

CHAIRMAN GIBSON: Somewhere --

DR. EVANS: -- high school, probably.

CHAIRMAN GIBSON: Probably.

DR. EVANS: But, I'm a product of the Detroit Public Schools, and I believe that the Detroit Public Schools has within it, pockets of excellence; I believe it has pockets of great disrepair, but excellence

resides in places.

The Renaissance High School was in Atlanta, about two weeks, in something called, Academic Games, and a student from the Renaissance High School was the best academic game player in the country.

So, there are some good things.

CHAIRMAN GIBSON: Dr. Halik, would you come into the Detroit Public Schools as Superintendent and I'll ask you the same question I asked Dr. Cain and Dr. Henderson: What would be the first two things that you would do.

DR. HALIK: First two things I'd do, first, I'd take a lesson from Mr. Quayle and pray; the second thing, I preface the question and say you have the cart before the horse.

Before I would even accept a job in a community like Detroit, it would have to be an understanding with the Board of Education of who are the policy makers and who are the administrators. You have to have credibility with the public as a Board and a Superintendent.

My viewpoint is only through the news media from where I sit or what I see on T.V. and what I read in the paper. The kinds of things that I see that go on with that Board of Education, of people coming in

screaming in nightgowns and yelling in the back of the room, you have absolutely no credibility in the community to sell an educational program.

So the first question that the Detroit Board would have to answer before they could hire me as Superintendent is who is going to administrate the district? Their role is policy. If they want to get into the administration, you cannot apply rational thinking to the political process. It will not not work; has not worked, and until they let a Superintendent of Schools run that district the way it should be run, it isn't going to work.

We wouldn't get as far as what would I do until the Board answered the question as to who was to operate the school district.

CHAIRMAN GIBSON: I got one more.

I run an agency and have been running it for ten years. When I went there, they had a budget of $270,000.00 with 17 employees. Today, it has a $6,000,000.00 budget with close to 100 employees. But through the ten years of growth, and I'm wondering we're searching for the answers of the dropout, all of our programs are governmental programs, and they're called fee for service.

In other words, we do not get one dime unless

we do specific things. We get "X" amount of dollars for raising the reading level of a youngster one grade point; we get "X" amount of dollars for raising the student's math one grade point.

In other words, the 80 people or so on our staff, the only way they get paid is to produce. However, in the school system, people can come to work and do nothing and draw a pay.

Would this be one of the ways in which we could cut down on the dropout rate, if teachers -- I won't use the word accountable, I use the words fee for service?

DR. HALIK: Are you addressing the merit pay issue through the back door?

CHAIRMAN GIBSON: No, this ain't no back door. I've been doing it, I've been doing it in the front door for ten years, okay, for ten years.

What I'm saying is I'm a math teacher in Grade 5; I got 20 students. The way I draw my paycheck is I've got to raise the math level one grade point, because they're going to the next grade before I get paid.

DR. HALIK: That has some tempting pieces to it, and I'll tell you some cautions that I have just off the top of my head to that whole thing.

First of all, if you had envisioned, you've -- there's politics there. Any of us in education know there is politics in education.

Now you have three first -- let's say you have three fifth grade rooms in the school. Somebody - the principal - is going to assign youngsters to those three rooms. Now you're the new kid on the block that comes in the school and the pay is determined how these kids achieve.

How do you think that some kids my get assigned to Teacher A, Teacher B, and Teacher C? Because when you are in the school awhile and establish some rapport with the principal, you might have some risk of politics of how are the young people distributed between classes.

Secondly, if your pay is determined upon that, you may be a little cautious of which kids come to your classroom, and you may be wishing, "Well, I wish Teacher B had that young person because if I cannot have that kid succeed, my livelihood is going to depend on that."

A third caution I'd have is this whole notion of standardized test that I would predict 100 years from now, like if you look at medicine and look at how they took appendix out 100 years ago and say, "My God,

it's a wonder they survived, look what do they do now?" A hundred years from now, people are going to look back and say, "My gosh, they made decisions about kids on this kind of test data?"

I see a danger signal to this whole test fiasco and which publish this report card to the nation, the Secretary of Education of this country should know better, should know better if you understand education and have gone through graduate school about testing. What do they mean?

Look at the ACT Test. I'll tell you how I can raise the ACT scores in Lansing. The kids that are going to Harvard Yale, Princeton, the University of Michigan, they're the kids that come in and take the test.

But let the Superintendent go out in Lansing ask say to those principals in those high schools and those counselors, "You get these kids ready to enter these universities that are non-traditional kids - Blacks, Hispanics, Native Americans, females, and get them positioned so we can get them in these schools, got to have an ACT score."

When you bring those kids into the pool, the district scores will drop.

CHAIRMAN GIBSON: I don't --

DR. HALIK: You can narrow that down and raise the scores up, and you can look real fine up there if that's your objective.

If your objective is to encourage those kids that are non-traditional kids to go on to higher ed, to take that test, the bottoms are going to come out of the scores. You cannot have both.

The Secretary of Education in this country ought to know better how to interpret that data and the kind of things that impact them that you can't compare those situations.

CHAIRMAN GIBSON: I don't want to get into an argument or whatever, but we had to, from my agency two students here today. One hundred percent of the students that we work with, all of them are one or two grade points behind, dropout; young lady sitting here says she has three kids, they have three and four kids; they're on drugs, and if we can earn our money by raising their reading and math scores, these were the people that left the school.

If we can earn our living improving them, why teachers within the public schools, if that's their job, can't earn their money by improving them?

I guess that's what I'm asking you.

DR. EVANS: That's a tempting assumption,

I have to agree, and there is -- to some degree, there's some validity to your approach.

The problem where it breaks down is several areas in number, in readiness of the person who comes: "Now I've messed up, I've been through the public schools where I wasn't ready, now I am. I've got three children, so I'd better get in there and get it done."

There are some human conditions under which your assumptions break down. There, I think we have to say something else about the public schools; that something like 80 or some percent of the astronauts in this country came through the public schools. They will run government et cetera, et cetera, et cetera, et cetera. So the public schools don't fail miserably 100 percent.

There's a group of students all geeked up, talking about a group of young people now, who don't for some reason or another wind their way from grades K through 12 through the doors fully prepared. I don't think in particular I would give you the standard quality, quantity excuses for that except to say we note, note and school districts who know, make a difference and work on it, work at it.

You train your teachers to be pedagogically

sound; you train them to know, "I've got this child." When he or she walks in the door kindergarten, you have some children walk in the door already knowing how to read et cetera, et cetera, et cetera, et cetera.

You get others who walk in the door, who barely speak, but we know it, we know it. It doesn't mean that they will never speak; it's that at that time and place they're not doing so.

So some come in more equal than others, and what your goal is over their career, is to try somehow to narrow those gaps. Because it isn't they don't have the ability, it that it doesn't get pulled out from them.

There is some -- Marva Collins in Chicago, for example, or you take a George McKinner out of L.A. -- I hate to do this, but Joe Clark. Did I say that? Yes, I did, unfortunately, out of Jersey, regardless of whether or not you agree agrees with methods and the manner he did. You know, somehow or other, you do that dramatic thing that catches their attention.

There is some validity in that Mr. Gibson but not entirely. That's too simplistic.

CHAIRMAN GIBSON: I believe in earning your money and not just given a paycheck.

MS. FRAZIER: Mr. Gibson, there a lot of

reason, probably why we won't find the answer to that question here --

CHAIRMAN GIBSON: That's correct, sure --

MS. FRAZIER: -- in this body.

But I would say, at this point, that having had many years as an education,r that we need to begin to look at our state tenure system that protects --

CHAIRMAN GIBSON: Right --

MS. FRAZIER: -- who don't perform or won't perform.

There are some other larger issues we might be able to make recommendation about about. But when it comes right down to it, in all my years in education, I've talked honor students and talked disadvantaged, slow ones that weren't supposed to achieve and they did achieve.

It all boiled down to caring about students and I have been an administrator and I have seen people who taught subjects, and I have seen people come into public education who taught students and really cared and were able to give students what they needed at their level.

For example, I've -- you know, as a teacher, it's a question whether you want to teach ninth grade subjects, or whether you want to teach ninth grade

students, and it can be reduced to something like that.

CHAIRMAN GIBSON: Any other questions? Okay.

MR. KOBRAK: Is Lansing a city which you think can provide lessons for Detroit and some of the other school districts or are there relative good demographics that exist in the state the fact that you do have the capital complex, you're drawing a lot of state professionals as well as the other business people that were mentioned earlier?

Does that make it somewhat different from the other places that are having serious problems.

DR. HALIK: I think every community is unique, and you should not go away from this session thinking that all our kids are middle or upper class. That is not the case at all. Many, many of our youngsters come from very, very, very poor families.

I think some of the things that are transportable to other districts, not not just necessarily Detroit is the concept it takes the total community to work together to solve the problem. The Superintendent cannot do it alone; the Board of Education cannot do it alone, the community has to be behind the school system, and it has to be a collective effort, whether it's Detroit, Chicago, or Lansing or Bay City.

CHAIRMAN GIBSON: Barbara.

MS. GATTORN: The question on the size of the schools, the individual schools, would you give me the range and size in the K through 8 and then the size in your high schools?.

DR. HALIK: Our elementary schools average approximately 350 to 370 youngster; our middle schools are a 1000 to 1200 kids; and our high schools, one is 2300; the other two are approximately 2000.

CHAIRMAN GIBSON: Dr. Halik, Dr. Evans thank you very much. Thank.

CHAIRMAN GIBSON: We're open now for the open session, we'll try -- we're supposed to be out of here by five. Mr. Nabawi.

Mr. Nabawi is the Community Transport For Education, a member of the Association For Study Of The Classical African Civilization And Research Organization in Afro-American History. Welcome.

MR. NABAWI: Thank you to the Panel; thank you for inviting me too speak.

Essentially, everyone has covered what the problems are from various perspectives. My own feeling when I first found out about the hearing was that this is the Government, and the Government is part of the problem, and I don't know how my input would help. But

I feel like if I don't make any input, no one will hear anything - government or not. So here I go.

The problem with education began in this country when Cristobal Colon and a band of sailors landed on the island of Hispanola, and mistakenly called it India, thought he had discovered India, and therefore call the indigeneous people, Indian; wrong.

The reason he sailed was to prove the world was round when in fact, when in general, Europe thought it was flat; miseducation.

In the establishment of this country, the symbols that are used to form the Government are symbols of free masons even though many people believe that the basis of the law is judeo-christian ethics.

The morals and and values in free masonry began in Africa over 250,000 years ago. These, morals and values were preserved in the rites, rituals and ceremonies of these people.

In 332 B.C. General Sotter, with another person named Alexander the Macedonian, the first Europeans on to enter Khimet Africa brought nothing, even though our educational institutions tell us that most western education is based on the Greek history which is non-existent, and is stolen from the history

of Khimet.

In Khimet, began the science of humanity, the science of medicine, geometry, mathematics, architecture. All of this is left out of our history books. When our young students go to school, they want to learn about themselves; they want to see their contributions; they want to think that they can achieve.

As part of what my organization does and we also, I also teach the Art of Manhood for Kabab Black Jewel Incorporated, which is, if you're familiar with the city, it's on Mack and Mt. Elliott, which we call Crack Boulevard.

We deal with the people that are rejected; the ones they call the learning disabled. These people are intelligent. They realize that the educational process will not benefit them, when they're taught that the purpose is getting a job and make money; when in fact, they can make money without getting a job, if that's the only purpose.

We haven't defined a purpose of education to benefit humanity or to become a better or enlightened human being. I believe that, and we participated in the Black Child In Conference Crisis -- the Black Child In Crisis Conferences that occurred. We divided

ourselves up into small groups so we could go to every site. Many of our recommendations are included in there in terms of teacher training, teacher reorientation, in terms of the perspective, the inclusion of African contribution of African people.

Into the curriculum, along with the teacher training, we had done work with the school system, Detroit Public Schools system. That curriculum reform has not been tabled because of financial considerations.

It is my recommendation to the Committee that in order to improve the dropout rate by improve, I mean lessen the numbers, that more attention must be made in terms of the young people's self-esteem, their motivation, their reason for going to school by including their cultural contributions in the curriculum.

Thank you.

CHAIRMAN GIBSON: Thank you Mr. Nabawi.

Any questions?

Norma Barquet. Norma is from the University of Michigan Equal Education Opportunity Program.

MS. BARQUET: Well, the previous presenter stole part of my little speech here. What I wanted to ask you very briefly, since I have five minutes, I

wanted to know if it's possible for me to ask a question of the Panel?

What specifically after these recommendations are put together, what impact will you have in terms of policy on national level? Is that something you could tell --

CHAIRMAN GIBSON: Fay is the staff person for the Commission.

MS. ROBINSON: The final outcome of this will be a published report. It will be submitted to the Commissioners in Washington for full approval. Many times, the reports are submitted to the congressional committees in Washington as well.

If we find areas of discrimination it may be referred to the Justice Department or another Federal agency for further follow up.

But the Commission, in terms of our responsibility, it would be submitted to the commissioners for their consideration. From time to time, they do come out and make public statements or positions on various issues; and then, of course, the published reported will be circulated to the public and the media.

MS. BARQUET: Thank you very much.

This is in Michigan, will also be published,

or nationally?

MS. FRAZIER: Nationally.

MS. BARQUET: Nationally, and will it also be published here in Michigan, in terms of the finding?

MS. ROBINSON: The report --

MR. GORDON: The report will be available --

MS. ROBINSON: -- will be published and available to the public. It would be left up to the Advisory Committee, whether or not they, they think it worthy to have a press conference.

MS. BARQUET: I hope they find that it is worthy. I think you've had some tremendous people here speaking to you today.

I also feel like Mr. -- what is --

CHAIRMAN GIBSON: Nabawi.

MS. BARQUET: Nabawi, that I think that most of the presenters here have -- I mean all the presenters, I should say, have presented very well on all of the issues.

I think the bottom line in terms of why we're having problem with these disadvantaged children at the rate they're dropping out, the bottom line is very humanistic issue of caring enough to make changes and to make a difference where we are.

I wanted to just enumerate, as I was

listening to the speakers, you know, and I was writing some things and most of this has been touched on, but I want to sort synthesize what I thought to be the major issue in terms of policy.

I think that a national level education has to be given priority, and unless it's a priority, I think we're going continue to see that we're going to have problems in education overall. But specifically, there has to be a greater emphasis in reaching disadvantaged children, and that has to be set at the national level and needs to be impact policies that stems from the Office of Education in Washington.

I think that the funding of schools needs, needs to be revamped - that's another issue that has been mentioned here. The changing the ways in which schools are being financed, right now, is a major issue.

Affirmative action, I think the practices of affirmative action we've talked about that here, whether it's within the schools and the representation of minorities.

I want to specify that very often minority is described according to the largest group that is represented. If you go to the southwest, minorities Mexican-American; if you come to a city like Detroit,

minorities usually means Black, and we need to expand the definition so that we include all racial ethnic minority children in every programmatic decision that is made in most of the urban, large urban districts. Because, there are some minorities within minority groups, and very often those children are also neglected.

We're talking about, also, the restructuring schools which was addressed here, and I do believe there has to be some incentive for schools to want to change. I think that that's something that needs to be explored whether it's through some type of merit pay or the way it was talked about, you know, the tenure; they talked about schools of choice, the magnet schools.

I think the problem is that very often when programs were implemented, there are not -- the plan has not been developed to a point where it includes children. What happens very often they're excluded by the process by which schools choose to select them.

Very often, for instance in the magnet schools, is first come first serve. Well, the children who are most disadvantaged are the ones whose parents don't see the education at the time being a priority because they're worried about food or housing.

So, we need to put things in place to make

sure that those populations that are most disadvantaged, whether because of socioeconomic conditions or language barriers that they have, that they do get the information, the assistance to go and seek the best education for their children.

In terms of implementation, I would like to stress what was mentioned just before my presentation and I think Minnesota has a wonderful model of multicultural gender fair curriculum, and I'm -- that's one thing I wanted to make sure you know that there is a state in the nation that has already mandated multicultural education in every one of their districts, and multicultural education is one, I think, of basic changes that need to occur in education.

Our children don't see themselves reflected in what we do with them whether it's parenting or proper education. Until that time comes, those children, even if they are successful, I doubt that they will have -- even if they're successful in terms of school or achievement or other reasons - people who care, people who make a difference, or parents who are empowered in some sort of way, and ask some very critical questions, who was -- how many people in your family have already achieved a high school diploma or level of education or have gone to college, those are

significant factors we know from research on whether children do succeed or not.

But whether schools are going to be effective is going for all children, and particularly disadvantaged children, is going to depend on what we do with children in process of education. Are they represented in the curriculum; do they see significant contributions of their group being represented; are there cultural and language differences seen not as disadvantaged, but as an integral part of what it is to be a human being; one that can accept values of other cultures and a piece of, and not being exclusionary that one culture is better than others; but as human beings, we're possessed with opportunities in terms of culture and language that we can become much fuller and much richer, instead what we're doing with children today, to make to monolingual English.

When they come to the classes, we don't want them to have bilingual instructions. Why? Because they need to learn English. But yet I have taught in some of the exclusive schools in the State of Michigan where the tuition has extraordinary, and one the things that made parents want their children to go there is because taught French or Spanish when they went to elementary school.

It was good for t he suburban children; it's not good for the urban Mexican child who needs to learn Spanish and continue to grow in that language they understand, their grandparents, their culture and have the roots that they need to grow with good self-concepts as adults.

The teacher training institutions I think we need to impact. I think someone asked the question: Where's the problem? The problem is, all of us share the problem. The teacher institutions are continuing to produce teachers who are not prepared to deal with children today. They're not prepared to work with disadvantaged children specifically. How?

Because they do not -- they're not trained in terms of motivational techniques. It's still the system that you come if you want education, you can get it and if you don't want it, there's nothing I can do about it.

They need to learn specific motivational techniques; discipline techniques need to be improved; we're still disciplining children like the way they discipline us; it doesn't work that way.

Multicultural education, they need to -- teachers needs to know what it is to teach children who are multicultural, what what multiculture

education is is that you have a greater sensitivity, and that begins with the teacher training institutions.

Instructional strategies, teacher behavior set for good self-esteem and cross learning the children. Cooperative learning, efforts in schools and how to teach children cooperatively general in heterogeneous groups as opposed to tracking them.

The blue, blue birds described earlier, children pick up on that. All of these gifted and talented programs that they have, just take the cream from the classes in terms of students overachieving and leave the rest of the students with mediocre materials and resources, and usually the best teachers are taken to the gifted and talented programs.

I think we need to do more cooperative so children can impact on each other's learning. Those things are known. It's just not happening at a rate sufficient enough to really impact on the schools today.

CHAIRMAN GIBSON: How much more do you have there Norma?

MS. BARQUET: Two things.

CHAIRMAN GIBSON: Okay.

MS. BARQUET: The effective parent involvement training is critical for disadvantaged

children, bringing the parents in not just to bake cookies, but bringing the parents in to share the culture of of their grandparents and of their parents with children in the class and to enrich the educational opportunities of children.

I think we need to develop -- it's already been talked about, partnership programs. But they should better developed and partnership programs, business and industry just like the compact is doing with the local school as opposed district-type of thing bringing it to the school level.

Preventive preschool programs, Head Start, High Scope, which is from Michigan, those are problems that we need to promote, put money into it so that we're not always remediating at the end of the line; that we avoiding the children from dropping out.

The last thing that I want to say is that again to repeat that we need to expand the concept of minority. I'm saying that as a Hispanic in a primarily Black city, we often have to struggle; that we feel even in administration that is minority, sometime sensitivity is not there for the smaller group, and I'm sure that's happening the reverse, in southwestern Florida, where the Blacks complain the Hispanics are not being sensitive to their needs.

We need to assume also that responsibility as minority to pool the other together. The American Indians are a forgotten minority. We need to help them also, and to bring them up to par with us.

So, I'm talking about coalitions within minorities. I think that we cannot, any longer, look at the White majority as the only one that's causing the problem, we're all causing the problem with each other.

I'd like to thank you for giving me the time to present and I hope that you enrich and empower yourselves, and just give the information.

CHAIRMAN GIBSON: One question. Perhaps we've talked at the break, and perhaps I could have asked this question of everyone that, you know, have been speaking today.

I guess I happen to be fortunate, my parents have been married 55 years. But we heard from the two young ladies earlier, that they don't know where their father is. So how do you get the parents involved when you don't know where the parents are?

MS. BARQUET: I think our concept of parent involvement also needs to change. I think we need to change the wording. I think the configuration of the home has changed, and we need to be sensitive to that.

The extended family concept of the American Indian family spoke of, I think is something shared by all minority groups and actually White children as well, that you have grand grandparents taking care of children; you have aunts and uncles, and schools need to be sensitive to that.

When students need to be let's say in the limited suspension and exclusion process, schools continue to insist that, "I need to see father or your mother." That, sometimes, is not available to the child.

So, we need to be sensitive to the fact that there might be other significant people within the network of the family, and very often, it's the grandmother or it is an aunt, or is a relative that can come and help the student and impact on their lives.

So, I think we cannot look for the structure that we were raised, you know, with a mother-father type thing at home. We need to be sensitive and flexible to accept other configurations.

Any other questions?

MR. KOBRAK: Let's go back to Mr. Nabawi for a second.

These speakers have talked about the importance of the the background and learning more

about the unique backgrounds of different minority groups. You're dealing with kind of classical civilization concepts.

MR. NABAWI: Exactly, yes.

MR. KOBRAK: I was wondering, you mentioned some bright students that you feel you are working with who have dropped out and clearly today, we've talked somewhat about the weaker students who've dropped out, that weren't doing well, so they dropped out.

Are you finding a different group of students who are unwilling to stay because they find the environment mediocre, or irrelevant.

MR. NABAWI: Yes, they do.

MR. KOBRAK: Could you tie your classical civilization teachings into how that kind of grabs these students a little bit, and I'm sorry that I didn't get to that before.

CHAIRMAN GIBSON: Why don't you come back to the podium?

MR. NABAWI: I think I can project from here.

CHAIRMAN GIBSON: Okay.

MR. NABAWI: The problem is one of self-esteem and self-confidence; that they don't believe that they can -- they look at their parents, they look at Black people primarily I'm dealing with

people of African descent in the community, and they want to see where the process works, where they can do what others have done, and they don't have this confidence.

So, a lot of times -- and then school -- the curriculum is just not interesting. They don't see themselves in it.

On top of that in the total society, the idea of Black, of being Black, the word has negative connotation - the devil food cake; black money, the whole bit. So this just lowers his self-esteem.

Here, when I come out with classical African civilization, when I talk about alchemy, Khimet being from Egypt; Khimet being from a Black land. When I talk about alchemy and what the scientists in Europe were trying to do during the so-called middle ages that the Moors went into Spain in 711, stayed there until 1485; brought civilization and culture into Europe after the fall of Rome, they perk up. "What? I didn't know that."

Then when I showed them the pictures of Isis and Horace, and how this developed into the Adoration of the Madonna and Child, and why the Pope, being with the Black Madonna in Poland, they say, "Whoa."

Even they can't read, they think I have books Higgins, by Bonnet, by all these writers, Nineteenth Century European writers, with big words. They can't read, and they're struggling to try to read these big word books, because now they see themselves in it.

Last thing about math and science, the idea of the male and female principals as great creative messenger, great creative God, and how that formed the mathematics, and moral basis of the society; how the Washington Monument represents the penis of Osiris as a creative principal, and all of these concepts came out of Africa; went religions and cultures over the world, they're geeked now, they can't -- you can't keep them out of the books.

So that inspires them to achieve, to be like their their ancestors were.

MR. KOBRAK: Well, what interested me particularly, though, what you're saying, and he is able to project from there, is that in we, recent years, put a lot of focus on vocational education particularly in the case of minority group students, arguing that you had to make it more relevant so they would see how they'd able to use the education.

What I hear you doing is recasting a Liberal

Arts that has relevance and opens up the rest of the world.

MR. NABAWI: Exactly.

If you get build Karnak, if you can build pyramids, how come you can't build housing for your people? We need housing all over Detroit, why can't generate some balance?

MR. KOBRAK: And I would submit to you today, that's a kind of subtle form of discrimination not to make that broader world available to the students that without quite realizing perhaps with the best intentions, we've limited those.

I really appreciate your comments.

CHAIRPERSON GIBSON: Gloria Rosas.

Before Gloria, can I say that I've got to be excused, okay. The reason I've got to be excused, I have to get a haircut. I'm due, Monday, at the White House at 9:00 in the morning, and I want my hair cut.

MS. ROSAS: I'm going to save a lot of time, because we were already here, we have group mostly on parents.

To begin with, I would like to express our concern in regards to the suspensions that Detroit Public Schools has among their students, especially

with the Hispanic students.

Also, we're concerned about the lack of representation of Hispanic professionals - I'm talking about administrators, social workers, counselors and et cetera, et cetera, et cetera, et cetera.

Also we're very concerned about the lack of special education that is limited to the developmental disabled for the Hispanics students, or they classify as the same disabled because they speak English. This is a sorry situation, because on the one hand, they are discriminating against the students who are handicapped in English, and on the other hand, they -- and the system of bureaucratic special levy called for about two, three or even more years.

It fails to provide special education.

I don't want to repeat the whole issues that we have because Mrs. Sanchez, the next presenter is going to present a letter in behalf of the Hispanic coalition for Equal Opportunity Education. But I also would like to move by now Belda Garza, that she has a very good issue in regards to one suspension for one Hispanic student child.

MR. KOBRAK: Thank you.

MS. GARZA: I think I just wanted to share with you, what my frustration has been in regards to

dealing with the public school system and especially what has happened with my son, Manolo Garza.

On March 10, Manolo Garza was suspended from Southwestern High School for truancy, a B08 act, because he had missed third hour class nine times.

He was suspended and there was a hearing that my husband and I would have to go to on March 15. At that hearing, it was my husband, myself and Manolo and we met with the department head of the Counseling Department at Southwestern High School.

She had brought up some, some issues in terms what had happened Manolo when he was in elementary school; that he had missed a lot of days and she quoted 45 days, and this was the type of behavior that we had allowed for my son to have we had not done anything about it.

Well at that point I felt that she really was not sensitive to the Hispanics family because it had taken me almost seven years to get my husband to come to a meeting or something like this with me, and there was no way that he was going to sit there and allow a woman to chastise him in front of his son.

At that point, he told her, "Get to the point, get to the point, let's figure out what we could do for now on."

At that point, this administrator closed the book and said, "I don't want to talk to you any more, I'm terminating this conference." At that point, my husband said, "Fine, we'll reschedule it." He got up he told my son Manolo, "Come on, let's go."

I stayed behind and I apologize to the administrator and said that my husband was upset, and that he -- if I could calm him down, you know, start all over again. She said, "Your husband is the problem, and I don't want to deal with this any more."

I went back to my office and I was very upset and very concerned and I wrote a letter to the principal of Southwestern High School where I stated that I was just concerned with the way the whole thing had been handled, and that you know I thought we were supposed to be working with the school to try to set our kids in the right direction.

I wrote her the letter and then I called, I called Southwestern and they scheduled another hearing on the 20th. On the 20th, I decided not to take my husband with me and I -- Manolo and I went to the hearing. At that point, when we had the hearing with one of the, one of the principals and from the moment we got in there and we sat down, she, very lengthy was telling me what the appeal process would be, what, what

the appeal process would be and her decision.

After that she did ask Manolo, you know, "Had you skipped from this class," and he said yes, and so on and so on. At that point she said that her recommendation would be an administrative transfer.

I said to her that I didn't think that that was in the best interest of the student, since there was only six weeks left, six to eight weeks left in the school year; that I just felt that, you know, that just would not -- I wanted him to salvage some of grades that he was passing.

Then, she said, "Well, you know, sorry that I felt that way," but that's that's what her decision was. At that point I said okay, fine, and I excused myself. But I did say that I would be appealing her decision. That was on March 20th.

On March 22nd, I did send a letter to the Area A Office of -- stating that I wanted to set up an appointment for an appeal, and that was kind of during the holidays, it was during Easter break.

On April 3rd, I did call the Area A Attendance Office and spoke to Dr. Daniels who was head o that department, and said that I was concerned, because at that point, it was up to ten days that my son Manolo had not been in school.

She said, "Well," you know, "did she explain everything to you; are you sure you understood what she had said"? I said, "Yes I understood what she had said, but I'm appealing because I don't think it's in the best interest of the student." She said fine; that she would go ahead and schedule the appeal hearing.

On the fifth, somebody from her office came to my home and left the letter with the date of the appeal hearing. The appeal hearing took place April 7th. At that point, myself, Manolo, the person who had suspended him and the panel were there to, to hear the hearing. What I did is I expressed my concern once again, that I didn't think it was in the best interest of the student. I, I submitted an action plan on what we had decided to do with Manolo.

We wanted him to -- he had agreed to make up all the work that he had not done during the days that he was not going to school; that he had, you know, he had promised that he would go to school and not skip any more; and that he would go to summer school; and he would also go into some tutoring after school.

I also said that I was concerned because I knew that the following week was going to be testing; that there was going to be testing at Southwestern, and

I wanted my son to be test. Because prior to that, they were coming from private I schools, I had sent them to catholic school, and I wanted them to be tested so they could have the record.

I also, at that point, was very concerned because I have two kids that go to Southwestern, and one is a 3.0 student, and the other one was having some problems. Yet when my daughter Lisa was getting a D in algebra, everybody seemed to be very concerned about her, you know. I got a letter; I got a phone call. I mean they were really -- I could see the real interest. But with my son Manolo, who was probably failing, you know, three classes, I didn't know anything about that. I guess, you know, I wouldn't know until I get, until I received a progress report. So that was it.

So, at that point, you know, she presented her evidence, and I presented mine and that was it and I left, and I left thinking, "Oh well, you know, I don't think, you know, he probably will have to go to another school." But on April 8th, which was a Saturday, I did receive the outcome of the -- the decision of the panel, and they had denied the administrative transfer. And it did state that I should, you know, call the principal to set up an

appointment to come, you know, to meet with her so Manolo could be readmitted.

The whole following week, I called, left messages. I even went down there on my lunch hour, signed in and waited for an hour to try to speak to the principal at Southwestern. I, you know, nobody -- I kept calling, and they kept saying, "Well, she's not available." I left messages, you know, and I was just real concerned with what was going on.

I also, there was about a whole week that had gone by, and I got to the point where I said, "I'm going to call back Dr. Daniels back at Area A to find out what's going on, and I also called and left messages with her, and she didn't return any messages either. And it was until April 13 that I did receive a phone call from Dr. Daniels, and she said that she would like to make a suggestion: That she would like to suggest to that Manolo -- under the circumstances which I don't know what those were, that Manolo would be sent to another school.

At that point, I told her that was unacceptable, and I would not -- I didn't want him to go to another school. One of the suggestions that she had said was, you know, he could go to Western High School. Although I graduated from Western High

School, you know Western High School has the second highest truancy in the city. And seeing that they're having a problem with truancy, I don't know why he would want go to a school that that's a real problem with the dropout.

Also at the hearing, one of the things that I really stressed was that, you know, Manolo, since his birthday was in February and he had been held back in the first grade, that he was going to be 16, and being 16, in the ninth grade, he would have to repeat that grade, you know, that he would start thinking, you know, maybe dropping out of school, and I really wanted to avoid that.

So at that point, my husband and I, we called and Manolo had wanted to go to California to see -- to live with one of my sisters to see if he would like California, and maybe he could enter school there in September.

At that point, we said, "Well," you know, "go ahead and go," and we did send him to California although he has been calling every day and wants to come back. We are going to send him back.

But what I wanted to say, that what didn't want to happen, happened. Now he is going to go to summer school, but, you know, he has lost those credits

that he could've saved; yes, he was failing a couple classes, but those classes could've been picked up in summer school.

You know, parent involvement, parent involvement is there, and it has become very clear to me that -- why Hispanics are dropping out of school.

Thank you.

MR. KOBRAK: Question?

MS. ROSAS: I would just like to make a follow-up in that suspension is same school with my son. My son was suspended from Western High School because he has stolen a key from the boys room. So he got suspended and they give disciplinary transfer okay. That disciplinary transfer changed to a longer suspension, suspension for six months.

After the one semester, they send my son to Southwestern High School. He was there in probationary condition. The atmosphere was very negative, even with my conversation with one of the teachers because they recommend my son to drop the school.

I had a meeting with department head, with the teacher, with my son. It was my concern that they were encouraging my son to drop out of school. My son supposed to, my son was 17 years old at that time. He supposed to take the progress report for each teacher

which many of them refuse to give the progress report every single class. So then they suspend my son again for long term suspension, and they recommend my son to go to Adult Education. Now my son is out of the school. It was the same school.

MS. FRAZIER: Are you saying that there is a sustained and identifiable documentable pattern?

MS GARZA: Yes.

MS. ROSAS: Yes

MS. FRAZIER: Of not dropouts, but pushouts.

MS. FRAZIER: Yes, that's the problem, that's the main problem.

I don't want to abuse your time because we have another, another parent who wants to speak our yes.

MR. KOBRAK: Jack you have a question.

MR. MARTIN: The woman that was -- the previous speaker, after the School Board completely cut you off, did you go beyond the area office.

MS. GARZA: I had sent all the letters that I have sent to Mr. Kline or Dr. Daniels was after the last phone call. I tried to see Sylvia Johnson, who's the Area Superintendent, and I never received any response.

MR. MARTIN: Never any explanation --

MS. GARZA: No --

MR. MARTIN: -- from anybody at School Board why --

MS. GARZA: -- no --

MR. MARTIN: -- this thing just died on the vine?

MS. GARZA: No.

MS. ROSAS: Also with my son, I was calling every single day, every single day and they told me, "Please, we are sick tired of hear you." That's what they told me.

MS. FRAZIER: What happens is that often -- what often within the school system is that if the Principal or Assistant Principal has recommended something, and you go to Appeal Board, the Appeal Board sees it very differently, then it's a loss of face, or it's a dressing down of the administrator.

Very often, they will just refuse, they'll just not return the call, or not cooperate because they have said that this is what they feel and they don't want someone overturning their decision.

MR. MARTIN: Dr. Frazier, what recourse does the parent have there?

MS. FRAZIER: I would take it to the Detroit Board of Education.

MS. GARZA: Could I say just one other thing? At the appeal hearing, one of the things that I said according to the Student Code of Conduct that there were supportive services that were supposed to be there for truancy, and none of those supportive services were there. I never received a letter; I -- the teacher didn't never meet my son; he was never referred to the counselor. It was just like you're out, that's it.

MR. KOBRAK: You and both husband works?

MS. GARZA: Yes, yes, yes.

MR. KOBRAK: So, you would have no way of knowing.

MS. GARZA: Yes.

MS. ROSAS: No support system at all for those students.

MR. KOBRAK: Well, I agree with Janice, that the Board of Education is the key.

There's an old saying of Sol Linski: People learn with rears and not with ears, and if you organize your group that you've been getting together, I think that might be the way to go in the future.

We'd better move along.

Is Alicia Sanchez here?

MS. SANCHEZ: I'm sorry that I'm giggling.

The community has organized itself and has attempted to present just those concerns to the local school board; and the local school board isn't very sensitive to the needs of this population.

Again, I'm Alicia Sanchez, and I'm the Co-Chair of the Hispanic Coalition for Equal Educational Opportunities for the State of Michigan. I bring with me not only the recommendation of the coalition, but also additional letters of concern from organizations that belong to the coalition.

I thank you for the opportunity to come in and speak with you today. I only wish it had been earlier so that we would feel better about having more ears listening to our concern. But nevertheless thank you.

I would like to endorse Mrs. Barquet's comments and recommendations. She speaks very eloquently for all who are language minorities in this country, and I thank her for that.

I also would like to restate Dr. Evans' comments who said that the number of preschools ready to learn, and there are some that do not speak. I think that's the same case across the board in all the age levels, and that is the group we wish to represent today.

I would just like to give you some brief comments with respect to the documentation that I would like to turn into you today. But many, many, many concerns have been brought to our coalition, and the ones that stood up the most are the following: One of the major concerns that we have is that although the Court ordered bussing of the '70's has been terminated, our Hispanic students continue to be bussed in this school district, and they continue to be counted as White for the -- for segregation purposes. We would like that very much to stop.

This practice should not continue. It's irrelevant; it doesn't make any sense to send a group of poor children who are a minority to another poor school district without a minority, Hispanics, included.

The documentation indicates in the enrollment process the following students will be selected. Students will be selected according to race, sex, order of receipt, and the applications will be divided into four groups: Black male, Black female, White male, and White male -- female, which totally eliminates participation for the Hispanic and other language minorities.

Hispanic students in Area A schools are

indiscriminately suspended for minor offenses as you have heard today, and like the case that you heard, I can provide you with many, many additional cases that have been brought to us, and again, I restate the fact that we have tried to bring them to the School Board. When parents attempt to deal with the School Board, they are not listened to or ignored.

Although it is not found role models are critical for students to identify with, the Detroit Public Schools staff is underrepresented by Hispanics at all levels. Hispanics are not represented in any areas of the math and science social studies; we don't have counselors, psychologists, social workers. We only have two principals and one Assistant Principal at this time, and two of them are going to retire.

We have requested that the pools for Vice Principals be opened so that other Hispanic professionals be able to apply. But to this date we have not heard a response.

Limited English speaking children are trapped into learning disabled because of the lack of English skills. That is a disservice to this population. Although three million dollars have been allocated from the State of Michigan for preschool education, there

have been no effort to expand services to the preschooler in the southwest area of Detroit which is made of Hispanics and Middle Eastern families.

Again, in Area A which is at least 40 percent Hispanic, they receive a $200,000.00 from the congressional district to provide parenting classes and inhouse suspension rooms. Yet they were not provisions or resources made available for parents that are limited English speaking to attend.

I think that when we look at the statistics and we hear about the reports that the Hispanic population is going to be largest minority in this country, it is imperative that their educational needs be met. We have outrageous number of Hispanics who are illiterate, who are either going to be educated and be an outstanding work force for this country, or we're going to have a very serious problems if we do not meet this need.

I believe that we need to initiate a collective effort to sensitize the present education system to meet the needs of the Hispanic, Middle Eastern and other language minority populations in this country in order to bring about a success for all of these populations.

Talk was had about self-esteem. Well

children are not born with negative self-esteem. This is something that is created by our society, and we want to stop, bring a stop to it. As Norma said, we need to somehow provide some kind of curriculum with our post-secondary institutions; we need to prepare teachers to deal with a multicultural classroom in order for us to have some positive changes.

We -- it is our belief that we need to call the teachers, counselors, and administrators accountable for the success or failure of each and every child in our educational system.

Apart from these comments, I have a communication that I was asked to in on behalf of LA SED which is the Latin-American for Social and Economic Development Agency; is one of the oldest agencies in the state, and they are very, very concerned with the lack of the inclusion of Hispanics in the affirmative action programs at all levels, and any and all educational institutions, both elementary, secondary and post-secondary institutions.

We appeal to you; we hope that you will be able to influence some changes, and if there is any way that we can assist, we will be at your service.

The Joe Gomez Institute asked me to raise the issue of the fact that Hispanic, the Hispanic

population is underrepresented and underserviced with the JTPA. Again, we ask that somehow some changes be brought about in order to meet the needs of this population.

Thank you for the opportunity.

MS. GATTORN: You made a comment about there being fewer of us here now than there were earlier. It's, it's really more important that your remarks are on the record, and as you can see, we're making a permanent record, and that is what, even if there were only one of us here, your remarks would still be as valuable.

MS. SANCHEZ: In that case I want to read everything.

MS. GATTORN: You can submit them to Fay, and they'll become part of the record.

MS. SANCHEZ: I do have all of them here.

MR. KOBRAK: Indeed, I'm pleased with how many of you are still here. I think it's a reflection of your commitment to a very different problem.

Is there anyone else?

MS. ARIAS: My name is Irma Arias, I'm a parent.

I just wanted to emphasize the problem that we have with the Detroit Board of Education. I think

our problems come from we're at the top because we have had -- we have had situations where I personally have gone and talked to, to, at the time that I've been my problem with the preschool was Jefferson, Dr. Jefferson and he, he was very insensitive to our problems.

He made a comment as to, "You Mexican always want to be first," or, "You want -- you always want," you know. Using that kind of language, those words towards the parent, that really throws you off, and if one is not persistent then they can just say, "What am I doing here? Why should I bother if they're going not go to listen."

The other thing that I wanted to say is it seems like every single year we have to be fighting to keep our programs open. As I had heard, there's so much money designated for, say, preschools, and we only have one bilingual preschool, and at that very age, it's very important for the child that does not speak English to be able to communicate with his or her teacher.

It seems, it just seems like right now the Federal Government is paying for some of these programs but why can't the State, the City carry on these programs? We've had no information that they will continue them.

It seems like every year, we're threatened with, "We're going to close this program." You have to keep on fighting for this, you know. I would say that if we fought once, if we got all these parents together and took them to the right office, wrote all these letters, and we got it open for just a certain amount, you know, every time there is a teacher is either retires or quits or whatever, the program is threatened, you know. There is not a set system, to maintain these programs. That's all.

Thank you.

MR. KOBRAK: Questions?

I think that's our last speaker. Is there anything else that you wanted to cover?

MS. ROBINSON: No.

MR. KOBRAK: So the meeting, then, is adjourned. Thank you again for coming.

MS. GATTORN: Thank you everybody.

(Proceedings concluded.)

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