

NATIONAL NEWS UPDATE

More Than Half of Black Business Owners Work at Home, Census Bureau Reports

Fifty-four percent of Black business owners reported that their businesses were based at home in 1982, according to a first-time survey report released September 16, 1987, by the Commerce Department's Census Bureau.

The survey, which excluded large corporations, was conducted by the Census Bureau and funded by the Commerce Department's Minority Business Development Agency and the Small Business Administration.

Here are additional highlights from the report:

- Nine percent of Black owners had never worked a full- or part-time job prior to owning their business compared with 11 percent of Asian and other racial minority owners, 10 percent of Hispanic owners, 8 percent of women owners, and 5 percent of White male owners.
- Fifty-three percent of Black business owners reported that at least half of their customers were minority compared with 40 percent of Hispanic owners, 36 percent of Asian and other racial minority owners, 18 percent of women owners, and 15 percent of White male owners.

Here are additional highlights from the report:

- One-third of Black owners derived at least half of their incomes from their business, and one out of five depended entirely on their business for income.
- Eleven percent of Black business owners had operated a business prior to the one owned in 1982. The proportion for the other groups ranged from 22 percent for White male owners to 14 percent for women owners.
- Twenty-one percent of Black owners had a close relative who also owned a business or was self-employed, a proportion smaller than that for women and White male owners (about 40 percent), Asian and other racial minority owners

Two-Thirds of Black Mothers Not Awarded Child Support Payments

About 1.5 million Black mothers, two-thirds of the 2.3 million Black women with children from absent fathers, were not awarded child support payments as of 1986, according to a survey by the Commerce Department's Census Bureau. By contrast, only about 30 percent of the 6.3 million White mothers with children from absent fathers did not have child support awards.

Of the 1.5 million Black mothers not awarded child support, about six out of 10 wanted support but could not get it, primarily because the father could not be located. About one-third said they did not want child support. For the remainder, awards were pending or some other arrangement had been made, such as property settlement or joint custody.

Although 660,000 Black mothers were due child support in 1985, only 72 percent actually received support payments. This reciprocity rate was not significantly different from that of the 3.6 million White women due payments (75 percent). Payments to Black mothers in 1985 averaged \$1,750, showing no significant change from the 1983 level after adjusting for inflation. Payments to White mothers in 1985 were higher than for Black mothers, averaging \$2,290.

The survey also showed that health insurance was included in about one-fourth of the child support awards to Black mothers, compared with inclusion in 48 percent of awards to White mothers.

As all surveys, the data in this report are subject to sampling variability and response errors.

AFSC Calls For Regional Initiatives, Not U.S. Military in Haiti

PHILADELPHIA — The American Friends Service Committee spoke out December 7, 1987, against U.S. military intervention in Haiti, urging that instead this country support regional initiatives to promote third party mediation and internal dialogue that Caribbean leaders are developing.

"These appear to hold the greatest promise for resolving the crisis," Asia A. Bennett, executive secretary of the Quaker organization, said in a cable to President Reagan.

She said the AFSC supports Reagan's cutoff of military aid to Haiti, but added that "at this time of turmoil and tragic violence... there is a strong temptation, and there are calls from various quarters, to intervene militarily in order to impose stability and save lives.

"We strongly discourage any United States military role in this crisis or beyond."

The AFSC added that "The history of U.S. intervention in Haitian affairs would make such a role unacceptable in the eyes of most Haitians and others in the hemisphere.

"Any United States military role would inevitably become aligned with one or another of the parties in conflict." The cable to Reagan continued that "Our first-hand knowledge of Haiti indicates that outside military intervention would be repudiated by the vast majority of Haitians. It would most likely prolong, rather than alleviate the current crisis."

The cable also went to Secretary of State George Shultz and key members of Congress.

Fifty-three percent of Black business owners reported that at least half of their customers were minority.

- Only one-fifth of Black owners began with more than \$5,000 in starting capital compared with 43 percent of Asian and other racial minority owners, 35 percent of White male owners, 30 percent of Hispanic owners, and 22 percent of women owners.
- About 11 percent of Black business owners had to borrow more than half of their start-up capital compared with 18 percent of White male owners, 16 percent of Asian and other racial minority owners, 15 percent of Hispanic owners, and 12 percent of women owners.
- Half of Black business owners were over 44 years old compared with 48 percent of White male owners, 44 percent of women owners, 42 percent of Hispanic owners, and 37 percent of Asian and other racial minority owners.

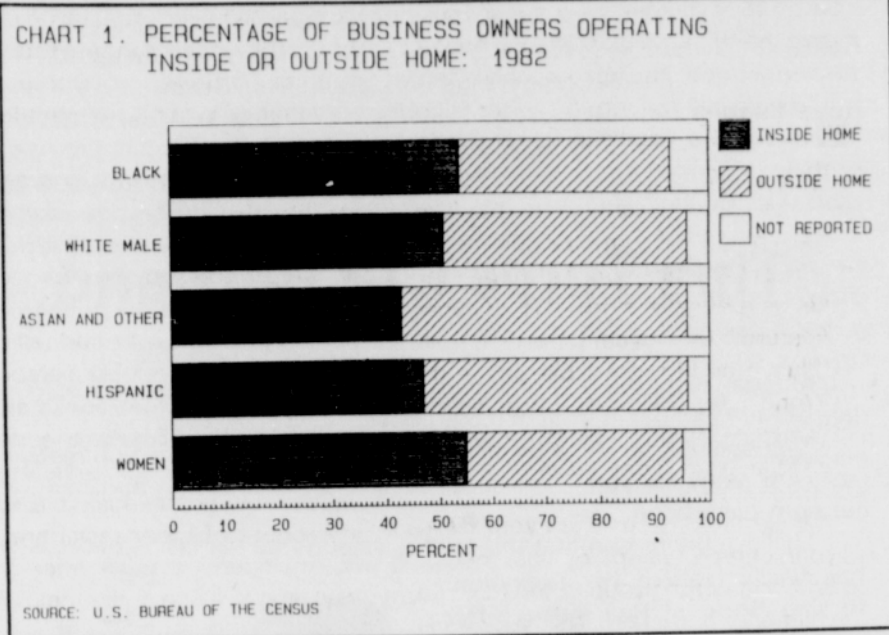
(33 percent), and Hispanic owners (28 percent).

- Thirty-one percent of Black business owners worked more than 40 hours a week. The proportions for other owners ranged from 48 percent for White males owners to 29 percent for women owners.

This report supplements data previously published in four reports from the 1982 Survey of Minority-Owned Business Enterprises and Survey of Women-Owned Businesses.

Copies of "Characteristics of Business Owners: 1982," CB082-1, are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The chart shows the percent of Black business owners operating at home.



The report says about 56 percent of women business owners operated out of the home compared with 51 percent of White male owners, 47 percent of Hispanic owners, and 43 percent of Asian and other racial minority owners.

The data are shown for owners of nearly 6.9 million White male-owned firms; almost 2.9 million women-owned firms; over 339,000 Black-owned firms; some 256,000 Asian and other racial minority-owned firms; and more than 248,000 Hispanic-owned firms.

Monthly Income of Blacks Lower Than Whites

The average monthly income of Blacks lagged significantly behind that of Whites at most levels of educational attainment, according to a report by the Commerce Department's Census Bureau.

The report says the monthly income of Black high school graduates averaged \$765 in 1984 compared with \$1,080 for White graduates, a ratio of about 7 to 10.

The ratio of Black monthly income to White monthly income was also around 7 to 10 for persons who were not high school graduates, for persons with some college education, for those with vocational training, and for those having a bachelor's degree. (Income includes wages and salary as well as other money income, such as pensions, paid benefits, interest, dividends, etc.)

For persons with associate degrees, the ratio was somewhat larger than 7 to 10, while at the master's degree level there was no statistically significant difference between the monthly incomes of Blacks and Whites. (The ratios for the associate and master's degree levels are not statistically different from each other.)

According to the report, comparisons at the doctorate and professional degree levels cannot be made because of insufficient sample size.

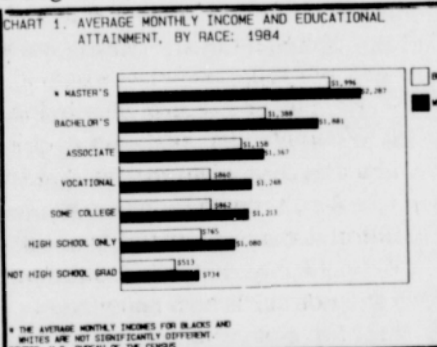
Here are additional highlights from the report:

- Blacks with a bachelor's degree had average monthly incomes of \$1,388 in 1984, nearly double the income of Blacks with only a high school diploma and one and one-half times greater than for those who had some college training.
- About an equal proportion of Black men and women hold master's, bachelor's, and associate degrees; however, a higher proportion of women hold degrees in vocational training.
- The largest major degree fields among Blacks were business and education, each at about 20 percent; social science and vocational-technical studies, each at about 10 percent; and liberal arts/humanities and nursing/pharmacy/technical health, both at 7 percent.
- As high school students, Blacks are less likely than Whites to have taken advanced math, algebra or two or more years of foreign language; as likely to have taken chemistry or physics, three or more years of English, or two or more years of business; and more likely to have taken industrial arts, shop, or home economics.

As in all surveys, the data are subject to sampling variability and response errors.

Copies of the report, "What's It Worth? Educational Background and Economic Status: Spring 1984," Series P-70, No. 11, are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The chart shows average monthly income by educational attainment.



Dymally Hails House Speaker Peace Role

From Congressman Mervyn M. Dymally, (31st District, California) Chairman of the Congressional Black Caucus:

"For almost seven years, the Reagan Administration has had an opportunity to bring peace to Central America and they failed.

First they secretly funded the Contras and almost plunged this nation into a crisis with Contragate. Then they undermined the Contra-

dora peace process. Now they are reluctant to support the Arias Peace Plan which has major support in the United States and Central America. That is why Speaker Wright's effort to expedite the peace process in Central America is so commendable.

The Speaker ought to be congratulated for doing whatever is necessary to save lives and bring peace to Central America.

Last year and again this year the Congressional Black Caucus supported all major efforts to bring peace to this embattled region and will continue to do so in the future."

Fact Sheet

The student drop-out rate in the United States is larger than ever before. It is currently projected that 25% of the students that start high school will not finish. One of the main reasons for this situation, according to the International Reading Association, is that the vast majority of the students who dropped out were several grade levels behind in reading and writing skills.

The Portland Trail Blazers and AVIA Athletic Footwear believe that a lot can be done to correct this situation if students are given an incentive. They also believe that business should support their community. Because of this, they introduced the "Blazer-AVIA Scholastic Improvement Concepts" (BASIC) program in 1984.

Initially, the program included a "writing" segment and an "improvement" segment. A "reading" segment was added in 1986.

Both Blazer players and management personnel are active in this program. School systems (grades one through twelve) throughout Multnomah, Washington, Clackamas, Columbia and Yamhill Counties in Oregon and Clark County, Washington are invited to participate.

Program materials are mailed directly to the individual teachers at each grade level. The program kicks off in September and runs through the Spring. Mailings are distributed to more than 6,000 teachers in 528 schools.

All phases of the program have received excellent response from teachers, principals, school superintendents, parents and students. To date, more than 44,000 students have received special recognition throughout the "student improvement" segment and more than 47,000 students have submitted essays in the "writing" competition. The Reading Fitness segment has been equally successful in reaching students; approximately 5,000 fifth and sixth grade students participated last year. All total, this vivacious group read 4,884,710 pages. To date, more than 120,000 students have participated in one or more segments of the BASIC program.

An Educator's Opinion

A Message Long Overdue

Thinking, reasoning, problem-solving, creating. Developing these skills is key to the learning process.

But schools today, note a number of recent reports, aren't doing enough to foster these basic abilities. One reason, these reports explain, is bureaucratic obstacles that limit teachers' opportunities to exercise their best professional judgment on their students' behalf.

We in NEA are doing our best to break down the bureaucratic obstacles so rightfully lamented by studies such as the recent *American Memory: A Report on the Humanities in the Nation's Public Schools* from the National Endowment for the Humanities.

We're particularly proud of one of our efforts, the *NEA Mastery In Learning Project*. Through this initiative, teachers in 27 pilot schools across the nation are developing new approaches to learning that emphasize the true mastery of subject matter. Faculties in *Mastery In Learning* schools are beginning to break the confines of the traditionally structured school day, moving their classes beyond rote memorization, helping their students grasp the critical thinking skills so essential to meaningful learning.

Hillside Junior High, outside Los Angeles, is one of the schools in the *NEA Mastery In Learning* network. A few years ago, Hillside was hardly a candidate for model school status. The scores of Hillside students on the standardized California Assessment of Progress (CAP) test were the lowest in the school's district.

NEA members at Hillside Junior High, working through the *Mastery In Learning* project, set out to change that. But Hillside teachers didn't want to "teach to the test." They didn't want their students to merely parrot back a piece of information to questions on the CAP test, information that would be forgotten as soon as the exam was over. Instead, Hillside teachers wanted their students to learn how to analyze test questions and reason their way to thoughtful answers. The Hillside teachers called their plan to develop these critical thinking skills *Zap the CAP*.

For the next two months, at the start of the second period of each school day — the time

when Hillside teachers had determined their students are the most alert — every teacher in every Hillside classroom worked with students on projects and exercises to strengthen thinking skills. At the end of the two months, the Hillside students took the CAP. The results were substantial. Hillside student test scores went from the bottom of the district to the top.

But the faculty at Hillside didn't stop there. Building upon what they had learned through the *Zap the CAP* program, teachers set aside an "advisement period" every day to give students the opportunity to work with faculty advisers on honing basic study skills. Students in this program now work with a single faculty adviser for the entire academic year, and this continuity helps students make an easier transition from the elementary grades, where students have one teacher all day long, to the multi-teacher junior high curriculum.

Hillside teachers are taking seriously the National Endowment for the Humanities report's recommendations. They are building on their students' newly developed thinking skills by increasing depth in subject matter. During the next two months, in an "Integrated Studies Project," a control group of students will have science, history, and art integrated into their English curriculum. This group will be pre- and post-tested with other classes that have not taken integrated subjects. If the results are positive, the program will be expanded.

What do Hillside teachers think about their *NEA Mastery In Learning Project* experiences? "There are a lot of great programs out there, but every school has its own learning needs," says Hillside teacher Deni Byrnes. "The *Mastery In Learning Project* gives teachers the research and other resources they need to develop and choose programs that are valuable for their students and their schools."

Sums up Byrnes: "I used to think of myself as a teacher in just my own discipline, arts and crafts. Now I see myself as a total teacher and the kids as total students — not just arts and crafts students as they are in my class, but students studying English, science, math, and history."

That unity is what real learning is all about.



Mary Hatwood Futrell
President, NEA