Bowie Professor To Study Sickle Cells

Dr. Peggy Bannister Scurry, 28, has an intense interest in the health of Black people, and organized, developed, trained students and obtained the necessary supplies and equipment for a sickle cell anemia clinic at Bowie (Md.) State College, where she is an associate professor of chemistry.

She will spend a year conducting sickle cell anemia research at Howard University. What are her career goals?

"Simply to direct a meaningful and relevant research program in sickle cell disease at the college level," says Dr. Scurry, "and also help develop a clinical method to relieve the suffering of sickle cell victims."

The mortality rate is excessive and many victims—including the young—are plagued by strokes, enlarged hearts, gallstones, pain in the joints and many other health problems.

Her specific research will be aimed at elucidating the chemical mechanisms in the body responsible for the formation of abnormal hemoglobin.

This abnormal hemoglobin causes red blood cells to form crescent or sickle shapes. Arterioles and capillaries become painfully clogged by these cells and anemia results from red cell destruction.

Dr. Scurry believes that a fuller understanding of the mechanisms for abnormal hemoglobin formation will lead to better therapeutic methods for reducing the sickling process.

She will serve a researcher in the Center for Sickle Cell Anemia at Howard University Medical Center.

Dr. Scurry is one of a group of 12 candidates, the first to qualify for fellowship support under the HEW's National Institute of General Medical Services new Minority Access to Research Careers (MARC) Program.

The program was founded to further the teaching and research of biomedical educators, serving universities and colleges whose enrollments consist largely of black and other racial and ethnic minority students.

Following completion of her studies she expects to return to Bowie State to motivate and prepare students for careers in health science and medicine.

Dr. Scurry received her Ph.D. and M.S. degrees in analytical chemistry and physical chemistry from Howard University and her B.A. degree from Russell Sage College, Troy, N.Y.

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EQUAL OPPORTUNITY EMPLOYER

Pepperdine Graduates Urban Management Class

LOS ANGELES — Pepperdine University's innovative program in Urban Management recently announce the graduation of its third class of masters of business administration recipients.

Sponsored through the School of Business and Management, the unique graduate experience is designed for professional decision makers who seek more rewarding public service careers to meet the challenges facing modern urban America.

Among these graduates are managers working in urban problem areas, such as police, welfare, mental health, aerospace and city and state government.

More than 100 students are now participating in the urban management program.

The program is built around four trimester courses dealing with urban problems and policy information, behavioral science perspective on the role of the professional manager, management of complex urban organizations and research strategies for organizational problem-solving.

Such special features of the program as a two-day communication work-shop, emphasis on skill development, small classes and personal contact with individual faculty members allow students to assume full partnership in the learning process.

Class meetings are scheduled in the evenings so that students working full-time may take advantage of the program. Students are expected to apply in practical work situations the skills and knowledge gained as the program progresses.

100s of Vacancies in N.Y. Schools,

NEW YORK — The United Federation of Teachers has called upon Chancellor Harvey Scribner and the Board of Education to comply with the law by taking immediate action to see that appointments are made promptly to fill hundreds of vacancies.

"Hundreds of teachers on eligible lists are still serving as substitute teachers or are looking for work despite the fact that there are hundreds of vacancies in the city's schools," it was pointed out by Sandra Feldman, UFT director of staff.

PSTA Welcomes You to Baltimore City

The Public School Teachers Association (PSTA) is one of the oldest teacher associations in the country. PSTA is the only independent locally autonimous, professional teacher association in the City of Baltimore. It serves the City, through the leadership of teachers themselves, to improve educatioonal opportunities for pupils and conditions and benefits for teachers.

Among the many benefits that PSTA members enjoy are the following:

- A headquarters staff which works year-round to implement policies and programs developed by the Representative Assembly, committees, and the Executive Board of the association.
- A full time Field Representative available to teachers at any time to handle work-related problems.
- Legal counsel is retained to assist the association and its members in matters affecting the profession. Legal advice is also available on personal matters.
- Free Notary Service
- Accidental death and dismemberment group policy which covers each member for $1,000
- Income protection insurance
- Liability Insurance of $200,000 if teachers are members of both PSTA and MSTA (Maryland State Teachers Association)
- An information line (telephone) at PSTA. Headquarters keep teachers abreast of the latest teacher related new in the city and with association activities. Telephone KEY-PSTA (539-7782) at any hour.

NEA Tackles IQ Achievement Testing Bias

WASHINGTON, D.C. — "It is entirely possible that a third or more of the nation's population is being unfairly, if not illegally, tracked, categorized and permanently damaged by tests that have no relevancy to socio-economic, bilingual, and bicultural differences that exist in our country," according to George W. Jones, director of the National Education Association's Center for Human Relations.

The possibility that a third or more of American citizens are intellectually folded, mutilated or spindled before they have a chance to get through elementary school because of linguistically or culturally biased standardized tests, prompted the CHR to devote its 1972 annual conference to "Tests and Use of Tests — Violations of Human and Civil Rights. We examined those tests through multi-colored lenses. We examined the people who administer those tests, the children and adults who take them and perhaps most importantly, how the test results are used and misused in the public schools and, later, in employment practices," Jones noted.

Major Factors

"We dealt not with a single issue of testing, but at least four major factors:

"The language and concepts of the tests;

"The intellectual, physical and psychological status of the child taking those tests;

"The attitude and professional expertise of the teaching giving those tests; and

"How the results of those tests are used to support or damage that child in school and throughout his life.

Tall Order

"That's a tall order, but one we must take and deal with now, so that tomorrow our nation's conscience will no have to face 68 million more citizens, who will not be allowed to prove their worth because they cannot or do not choose to earn the Archie Bunker seal of approval," Jones concluded.

For the "average" middle class white American, the standardized gauntlet of tests through which he must pass in order to be classified "normal" may provide few, if any, problems.

The tests are written in his native language — English — the concepts directly relate to his everyday life, and the teacher who analyzes his responses comes from a similar and sympathetic cultural environment.

Rules of Game

But what if the rules of the game are changed, and you are the only player at the table who doesn't know the rules?

Permanent Status

Think WASP for a moment.

Take the following test within 15 minutes.

Your intelligence, adaptability, achievement potential, job qualifications and grade level will be determined according to the speed and accuracy with which you answer the questions.

Remember your grade will permanently affect your status in elementary, high school and higher education, not to mention your employment record.

IQ and ACHIEVEMENT TEST — Time: 15 minutes

Repondez aux questions suivantes:

Ist die farbe des wassers im Roten Meer rot?

Vrai ou faux:

Si ustedes exportan articulos manufacturados realizan una buena ganancia

Ecrivez le mot qui manque:

Shloshah tapuzim v'od tapuchim shavim———parot?

Completez les phrases suivantes avec le mot convenable:

Ama oh Yiannis ehe pente meela keh ee Xanthe ehe dio poha———ehoone?

Decrivez ce qui se passe dans l'histoire suivante:

"Quiet as its kept and man you'd better lay some chill, but this jive swab say the man eased into his crib last p.m., swung with his vee, his vines, and his sides. Even snatched some old roaches he savin' for hard times. The man took off with the brother right on his hine, hollerin' "Rip off, crab, 'fore I blow you away!"

Average Intelligence

If the average American's intelligence were to be graded according to the above test he or she would fail, be classified as mentally retarded, tracked in a slow learner grade and rejected from higher education institutions or professions of any lucrative worth.

Yet some 68 million Americans are daily subjected to tests that make about as much sense to them as the above Spanish — Hebrew — French — Greek — German — ghettoese test would to the average English-speaking American.

Imagine the person giving that test and the person grading it is a linguist, who not only understands the various languages but expects the person taking the test to understand them, and grades accordingly.

Basic Method

It is clear that the average English-speaking citizen would be graded well below the norm — according to the test, and the tester — and the resulting low grade would remain an intellectual, cultural, linguistic and achievement level scarlet letter from kindergarten to retirement.

"The three basic methods by which human beings communicate," according to Jones, "are verbal, nonverbal and written.

"Generally speaking, non-verbal communication is more useful for expressing emotions or attitudes such as friendship, anger, sorrow, fear, while verbal and written communication are used to reason, reflect abstract or concrete concepts or indicate general levels of intelligence and achievement. Herein lies the rub," he declared.

Tape Measure

The "rub" is that America's tape measure of success depends on a child's ability to understand and communicate in "good," standard English and to comprehend questions that relate to "good," standard middle-class, white concepts.

For many of the 25 million blacks, 12 million Spanish-speaking, nearly a million Indians, 18 million poor whites, 11 million first-generation foreign-born and close to a million Orientals, a standard IQ or achievement test written in English and relating to middle-American concepts is about as understandable and relevant as purdah and suttee are to the average housewife in Dearborn, Mich.

In This Rubble

Somewhere in this rubble of more than a third of the nation's population are an estimated 20 million citizens suffering from malnutrition.

"Until the recent brouhaha raised by the genetic inferiority debate, few laymen recognized the effects of pre-natal and post-natal dietary deficiencies on the normal functions of the brain," Jones pointed out.

"The scrawny body, bad teeth, sagging posture and vapid expression can easily be identified with malnutrition, but these are only outward signs of a far greater and more devastating inner corrosion — the actual chemical destruction of brain cells," Jones noted.

Old Cliche

"There is an old cliche that you are what you eat," says Tomas Villarreal, assistant director for Chicano Affairs for the CHR.

"But what are you if, from birth, your belly knows no other food than beans and tortillas — without milk, vegetables, meat, vitamin supplements or medicine?

"What happens to your child's teeth, bones, digestive system, ability to withstand disease or his ability to reason in abstract or concrete terms, if from the day of his conception he has not had any of the basic nutritional needs?

"He is indeed," Villarreal continued, "the product of what he eats — undernourished, underfed and underdeveloped both in mind, body and soul."

Race Hatred

Add these nutritional deficiencies to another crippling deterrent — race hatred and all of its attending dehumanization — and it is not surprising that millions of youngsters and adults fail to measure up to the well-fed Dick-and-Jane myth that permeates the American public school system and national expectancy.

"Most of the nation is at least aware of racial prejudice," Jones pointed out, "even if they have not been moved to do anything about it.

"But even among our more 'liberal' citizens, 'race prejudice' relates only to the black-white confrontation, and the controversial 'melting pot' or assimilation conflict.

"Both words, race and assimilation, should be examined more carefully, particularly when dealing with the discrimination issue in testing," Jones warned.

IN THE SHADOW of the statute of Frederick Douglass, students at Morgan State College, Baltimore, Md. study. Now in its second century, Morgan State is one of the growing number of black colleges that has a Center for Urban Affairs, as it endeavors to be come more nvolved and viable to the community in which it is located.

Linguistic Base

The Random House Dictionary of the English Language defines "assimilation" as "merging of cultural traits from previously distinct cultural groups not involving biological amalgamation."

(The reader will note the careful exclusion of racial or ethnic traits, and the use of the word "amalgamation" in the definition).

For Lance Lujan, Taos-Kiowa Indian, coordinator for the CHR's Indian Education, this definition has ominous meaning for nearly a million American Indians who must deal with white America from a very different cultural, racial, historical, religious, economic and linguistic base.

Almost Irrelevant

"The subject of IQ and achievement testing for Indians is almost irrelevant," according to Lujan.

"We are talking about some 800,000 or more people who are known as Indians, 250,000 of whom are children.

"Of the latter group, 40 out of 1,000 of their brothers and sisters died before they had the opportunity to live and die at the age of 64 (a life expectancy of six years less than other Americans).

Survival Priority

"For these quarter-million Indian youngsters, survival is a priority — just the business of scratching up enough food to stay alive is a daily necessity," Lujan said.

"The need to read and write, under these grotesque circumstances, becomes as important to them as the Nobel Peace prize would be to a man condemned to death row," Lujan added.

Racial cultural, historical, religious pride and a congenital determination to survive and maintain their national heritage have kept the Indians alive despite several hundred years of disenfranchisement and slaughter.

Mutilate Minds

"It isn't fashionable to slaughter us today," Lujan says with justifiable bitterness, "but they continue to mutilate our minds by attempting to destroy our culture.

"In parts of America today Indian childen survive hunger, disease and the elements only to face hostility and rejection from a white society that holds to a caucasian superiority myth.

"Half-fed, half-clothed and sensing this rejection that Indian child may have to walk miles to the nearest school bus, face a white teacher who challenges him to justify his existence by taking a battery of tests in a language he does not comprehend, dealing with concepts that are completely foreign to him.

"I wonder how Dick and Jane would score on a survival test designed by that Indian kid and his tribe?" Lujan asked.