

Scientific Appraisal

Deadly Neglect of the Male Child May Mean Race Suicide...

The destruction and dehumanizing of the black male always has been the main objective of white supremacy elements in the Western world. The resultant near-wreckage of the Negro family has been attained primarily through the intolerable conditions under which black men and women—but mainly men—have been forced to struggle.

The only fact more shocking than the disgracefully high death rate among Negro male adults and Negro male infants is the truth that general neglect deprives the male child of a masculine image when his leadership is needed for the very survival of the race.

In the following article—and ones in succeeding weeks—MUHAMMAD SPEAKS will bring to its readers scientific analysis of the conditions confronting the black male in the hope that Negro families will give greater attention to the specific development and understanding needed by young Negro boys for their survival and healthy growth during the crucial days ahead.



DETROIT — "Schools are oriented and set up to permit girls to prosper while boys are left to flounder" is the explanation offered by most principals, teachers and parents for the fact that there are almost twice as many boys as girls in an area of "slow learners."

(The area is called "basic track," which means a tested child is found to be, in fact, two or more years below his correct level of achievement.)

THE GIRLS' pre-eminence is ascribed variously to "old maid school teachers who do not like nasty little boys" and a tendency for girls to "conform to the ways and deeds prescribed by their teachers."

As of October 1, there were approximately 1,600 boys and 800 girls in the basic track in elementary schools and 1,700 boys and 1,000 girls in the basic track of junior highs.

In the 1964-65 school year, approximately 3,900 boys were referred for psychological evaluation as opposed to 2,000 girls and in the senior highs, 100 boys and 57 girls referred for evaluation.

The numbers of boys and girls in the school system are almost equal.

Teachers, principals and parents account for the disparity in a variety of ways.

AMONG them, as the annoyed mother of three sons put it, is the fact that "schools are taught by old maid types who place a premium on conformity, discipline and good grades."

And, it seems, boys do not conform. "We've discovered in math classes, for example," said Earle A. Alfred, principal of Evans Junior High, "that teachers will assign 10 math problems that illustrate one principle."

"The boys will soon discover it's basically the same problem. So they'll begin the assignment, get bored and won't bother to finish it. But the girls will plow on through and get the good grades."

It also appears to be the consensus that boys (unlike the girls) as a whole are "difficult and undisciplined little 'beasts' to whom the teachers have trouble relating."

"I have trouble relating to my son myself," said a mother, "so I can imagine the problem the teacher has."

"I MAKE a point of emphasizing to teachers the im-

portance of not consciously or unconsciously incorporating a child's behavior grade into his performance grade," said Alfred.

But that this is frequently done was admitted by another junior high school principal who said that the slower tracks were frequently populated by children who were essentially behavior problems.

Poor behavior led to poor learning which led to poor grades which led to the slower tracks, she said.

Teachers and principals also agree generally that girls are more adaptable, mature earlier, learn to express themselves earlier, and are more mentally alert than boys at an earlier age.

Joseph B. Carlo, principal of Ballou Senior High, indicated that these unhappy facts could lead boys to develop an antipathy toward school at an early age that may have lasting and unfortunate effects.

"I HAVE wondered," he said, "if it would be advisable to separate boys from girls in the early years to avoid the kind of complexes so many boys develop."

Boys are frequently late bloomers, he said, and by the seventh grade begin actively to compete with and often surpass the girls. But for many boys, by that time

permanent damage has been done.

One sociologist said that the organization of the schools posed particularly acute problems for Negro boys.

"In many Negro homes there is no male," he said, "so the boys have no self-esteem or sense of where they are headed. A male teacher might help give them that image. But because there are so few in District schools, they lose out."

"In addition," he said,

"the Negro woman has always tended to be the dominant figure in the family, hence the girl gets more attention at home, is better disciplined and is more strongly motivated to do well at school."

West Africa To Develop Iron and Steel Industry

FREETOWN, Sierra Leone — A need to establish a joint iron and steel industry in the West African sub-region was agreed upon at the conclusion of a meeting of a 10-nation West African Interim expert committee here.

THE RESOLUTION recommends, however, that a decision on the scope, function and powers of the authority be postponed until the next conference in Niamey, Niger, later this year.

Problems relating to various facets of economic cooperation must first be considered at ministerial level,

reports a communique from the committee.

In the meantime, delegates suggested the appointment of a committee of experts to make a comprehensive study "as soon as possible."

U.S. Health Grants

WASHINGTON — A total of \$77 grants for the construction of research, mental retardation, hospital and related health facilities during the fiscal year 1966 amounted to more than \$285,000,000, the Public Health Service reports.