

Yes to  
**MATH**  
Knowledge is  
**POWER**

Martin Luther King Jr. School  
University of Toledo  
Murchison Center

## CMA Mission (adopted March 1999)

The Community Math Academy aims to improve the math skills and change the math attitudes of young people in central city Toledo. We see math as an academic subject and a tool for social transformation. We see math as part of ending poverty once and for all.

The academy is a project of UT, the Murchison Center, and King School. We join with children and their parents to conduct educational activities in the school, the community and the home. Parents are the leaders of the academy because parents love their children and, more than anyone, determine their futures.

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## CMA Governing Board

### Parents/Grandparents:

Mark Arnold (King)  
Frances Bolton (Grove Patterson)  
Tony Brown (King)  
Constance Howell (Robinson and Grove  
Patterson)  
Odessa Lynch (King and Scott)  
Gwen Moore-Brown (King)  
Thelma Williams (King)

### University of Toledo:

Abdul Alkalimat, Professor and Director  
of Africana Studies  
Paul Hewitt, Associate Professor of  
Mathematics

### W. J. Murchison Community Center:

Deborah Hamilton, Executive Director  
Kate Williams, Secretary, Board of  
Directors

### Martin Luther King Jr. Elementary School:

Tracy Knighten, Vice Principal  
[second position vacant]

The Community Math Academy thanks the W. J. Murchison Community Center, the University of Toledo Africana Studies program, the UT Urban Affairs Program (CATNet), and an anonymous donor for the printing of this report.



A CATNet (Coalition to Access Technology and Networking in Toledo) meeting held at the Murchison Center.



# Bridge to Success:

## Community Math Academy 1999

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# Introduction: Yes to Math, Knowledge is Power!

The Community Math Academy is a group of people committed to the success of our children. Our program is to use math education as a tool to end poverty once and for all. This report is about our summer 1999 Bridge program. It is also an organizing tool, because it tells our history, our guiding principles, and the basic facts about the situation our children face.

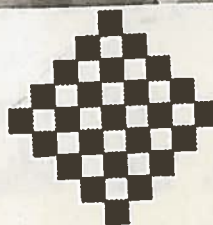
Bridge began after the end of the official 1999 summer session run by the Toledo Public Schools. It continued until the start of the 1999-2000 school year. It was a bridge for the children who participated,



to keep them learning and growing all year round. It was a bridge to tomorrow for all of us.

CMA organizing began

in 1997, when Africana Studies sponsored a seminar on poverty (see History, page 26). CMA planning has always focussed on our mission statement (see inside front cover) and on the goal of forming a governing board based on parent power. We formed



All the pictures in this book are from Community Math Academy tutoring and related organizing activities during 1999.



the first governing board of the Community Math Academy in August 1999.

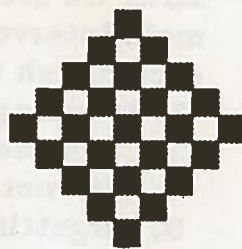
Our main objective is for many more 4th and 6th graders at King School to pass the state-mandated proficiency tests in math-

ematics. Math is the universal language for science and technology. The 21st century, just a few months away, will be a high technology time. So math is a ticket to participate in the information society. With

our children, we are taking up the challenge to achieve excellence in math as a precondition to our and their freedom.

We are carrying out a program for change. Each aspect of this program seeks to organize, educate and mobilize university students, teachers, parents and the community to help our children pass the proficiency tests.

*continued next page*



Everyone appearing in this book played a role in the CMA's educating and organizing young people in central Toledo.

#### Bridge Students (CMA Summer 1999)

DaQuan Blalark, 7th grade  
Rodney Bruce, 5th  
Tabitha Bruce, 4th  
Jessica Harris, 7th  
Sharaee Harris, 5th  
Odessa Lynch, 6th

Rohnnie Lynch, 5th  
Lakesha Morehead, 6th  
Tameka Morehead, 5th  
Antoine Moore, 6th  
Keith Moore, 6th  
Derek Richardson, 6th  
TaRon Ridley, 4th

JoJuan Thomas, 5th  
Leon Warner, 3rd  
Joanne Watkins, 5th  
Mark Weaver, 4th  
Sashmi Weaver, 6th  
Christopher Williams, 4th  
Lamont Williams, 5th



Left and right: Families and others awaiting the opening of the end-of-summer bridge student recital held at Mott Branch/ Toledo-Lucas Country Public Library.

**College students** are tutoring, assisting teachers in class, and community organizing.

**Teachers** are sending students to tutoring and practice tests, and working with CMA parents and volunteers.

**Parents** are working with their children at home, organizing First Saturday practice tests and building stronger parent-teacher organizations.

As our strongest **community** resource, the Murchison Center is a

cyber-powered space for learning, playing and organizing.

**The Community Math Academy's goal for this academic year is to raise the percent of 4th and 6th graders at King School passing the math test from below 10% to 25%. We are making four main interventions to accomplish this:**

1. Teaching to the test
2. Computers and the Internet
3. Targetting candidates to pass the test

#### 4. Organizing parent power.

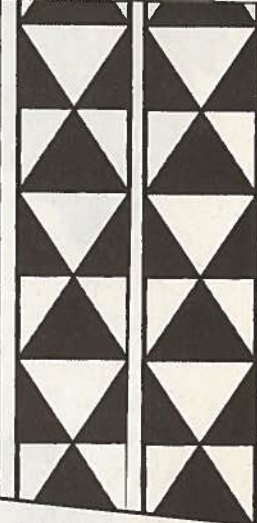
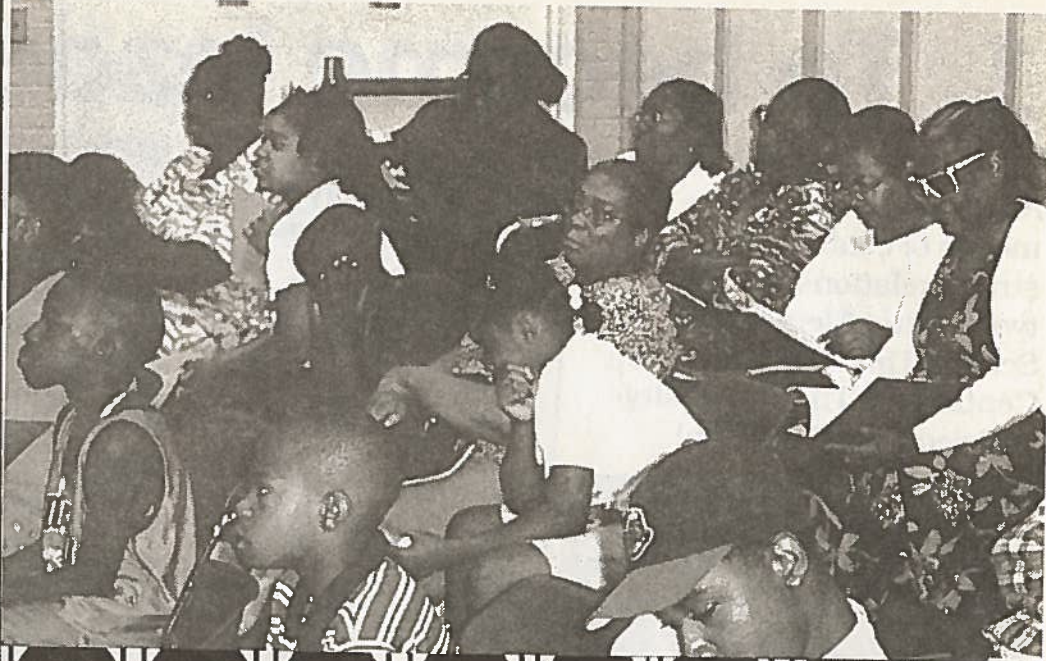
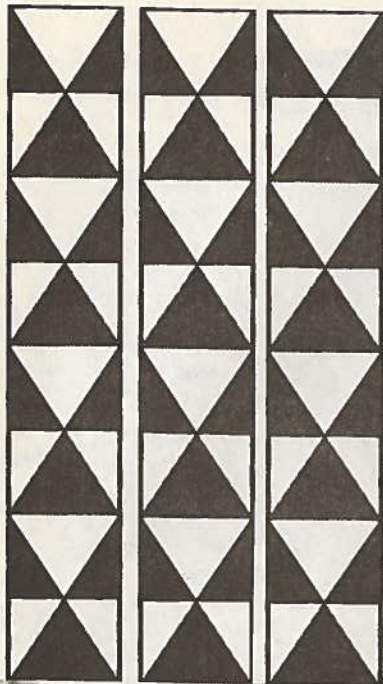
This report is structured according to the ten points that the Bridge tutors and students learned, memorized, and discussed every day of the Bridge program. They are ten answers to the question, "Why are we here?"

As you read them, you will see that they are ten answers that everyone can live by who is striving for achievement and struggling for freedom. "Yes to Math, Knowledge is Power!"✦

#### Bridge Parents and Grandparents

Margaret Brown  
Sandy Brown  
Tony Browne  
Debbie Bruce  
Rodney Bruce  
Rhonda Cole  
Dorothy Harris  
James Harris  
Sharon Harris

Barbara Heard  
Odessa Lynch  
Constance M. Howell  
Gwendolyn Moore-Browne  
Doris Morehead  
Joette Oxner  
Marcia Watkins  
Paula Williams  
Thelma Williams



*What can parents do?*  
Expand this program  
(CMA). Do not give up on  
this idea. More parents  
will get involved as  
time goes on. I am  
making more time to get  
involved in my child's  
success and future.

Joette Oxner,  
mother of Jojuan  
at King School



For my whole summer I spent  
time at the W.J. Murchison  
Center. It was very fun  
because we went to the Mott  
Branch Library and learned  
different things about  
people I never heard of,  
like Langston Hughes, Marcus  
Garvey, and Octavia Butler,  
and memorized different  
poems. We also went to the  
Art Museum and we saw  
different objects. I learned  
different words like  
oxymoron, hypothesis, and  
intellectual. At the SWAC  
building we took Practice  
Proficiency Tests.

Derek Richardson

This book was assembled by Kate  
Williams, Michelene McGreevy,  
Brian Zelip, and Abdul Alkalimat.

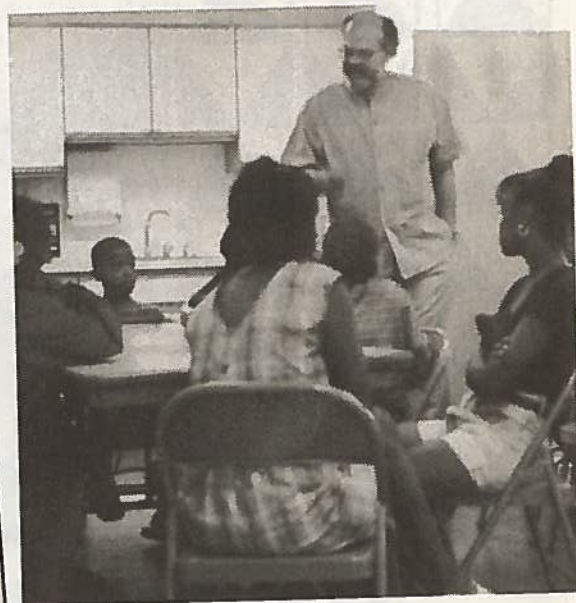
# 1. To become leaders

The Community Math Academy has become a means of establishing strong relationships between King Elementary School, The W.J. Murchison Center and The University of Toledo. As the school



I learned many things from Brian and Michelene. For example Michelene told me that I shouldn't pull the leaves off of trees because it would be like someone pulling off the hair from my head. As for the why-are-we here's, the one I liked the best was "To Become Leaders" because I would like to be a leader. I would like to be like Martin Luther King who brought people together and taught people not to fight each other but to work for freedom.

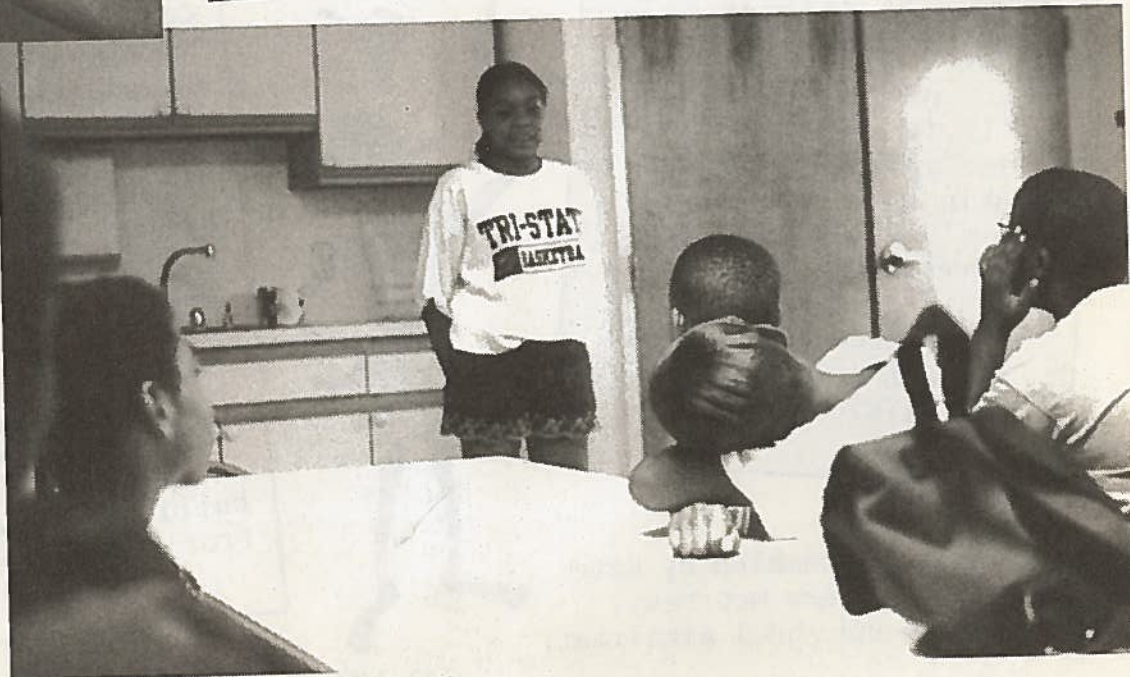
Keith Moore



a focus of the Community Math Academy meetings at the beginning of April 1999. Our objectives were to develop a core of the CMA and to create an effective tutoring environment. We started from the CMA mission.

The Community Math Academy set as a goal for the summer to form a governing board led by parents rather than just by the

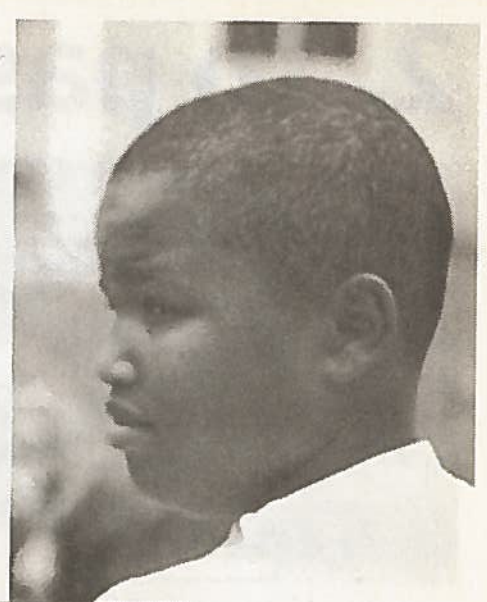
year came to a close we needed to continue to foster that relationship and to bring more parents and families into the CMA. We also knew that there needed to be a way to bring people together under an established program. The plan for the summer became





program to help bridge the kids' educational gap until school reopened.

CMA volunteers worked in two classrooms during King summer school. As summer school ended, we designed a program named "Bridge" and recruited families to participate.✦



three institutional partners. We decided to do this by assisting in King School's month-long summer school and recruiting families to a CMA summer



## YOU can be a leader

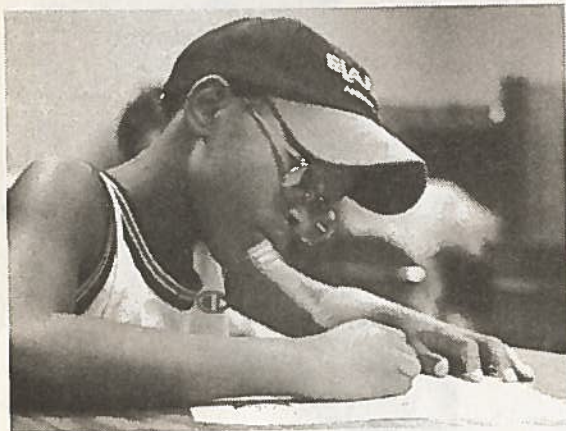
A leader accepts responsibility and makes sure things get done. A leader helps coordinate and support the contributions of others as well. A leader is accountable to a group.

Parents lead their children, and therefore must accept responsibility and be accountable.

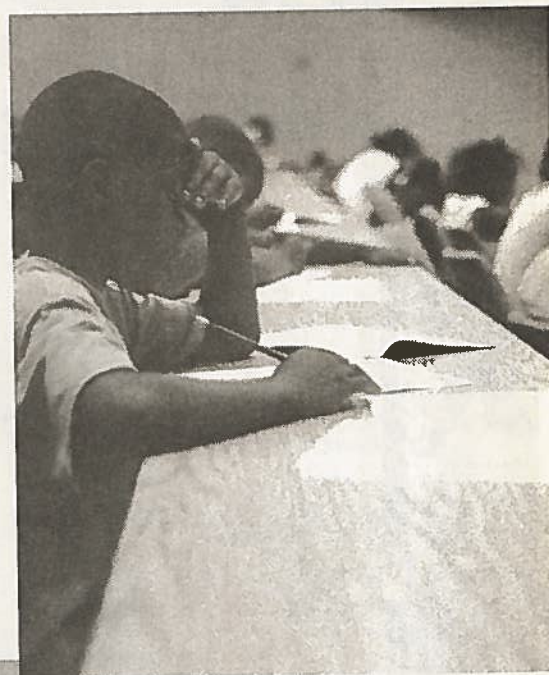
Ministers are leaders in the community. Do they accept responsibility for the community? Are they accountable to the community? Do they live in the community?

The leaders of our schools include the administration, the teachers, and the parents. The main overall leadership organization for the school is the Parent-Teachers Organization. Is the PTO giving leadership? Is it responsible? Accountable?

# 2. To pass the tests



Schools (see page 36). But with study and support, all children can pass these tests. Step one is to work as a group and try. A family is a group. So is the Community Math Acad-



King proficiency test scores are way below citiwide scores, as are African-American students across Toledo Public

emy.

For the children at King School, summer was a perfect time to get a jump on the rest

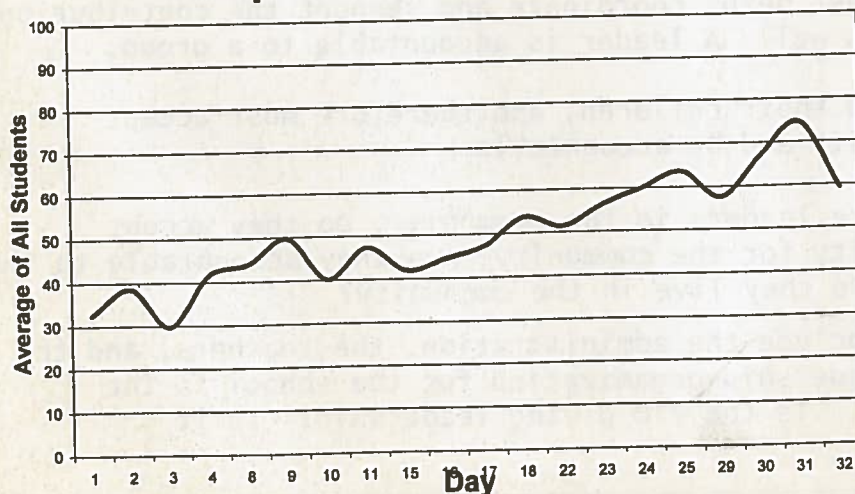


of Toledo. We began practicing for the March 2000 proficiency test by a daily test (see page 37) and lots of group work on math problems. We knew students at King had the potential to be great students.

In the summer most children sleep in, watch TV, and talk to friends. Students lose what was taught during the previous school year. When school begins in the fall, many classrooms need to do a great deal of review because information has been forgotten.

At Bridge, we saw every single student's multiplication skills improve (see chart at left). Our measure was a daily 15 minute test to fill in a 20 by 20 multiplication table (page 37). Copy and use it yourself!+

### Multiplication skills improved

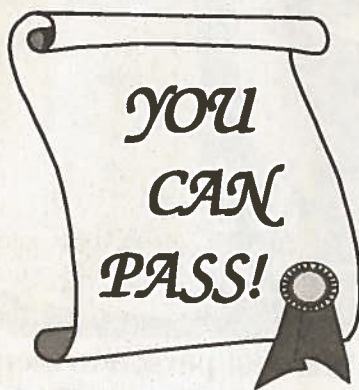




*Why are our children failing?*  
 A. Single parents working not able to get enough time for helping their child. B. Children being parents today themselves and having very little knowhow.

The bridge program was a great help for me, because I am a single parent. I am trying to pursue my education, work and also be a mother. This program is a wonderful start.

Joette Oxner, mother of Jojuan, 5th grader at King School



How can we pass the test?

We have to learn how to take standardized tests. Practice will overcome anxiety.

Be good students. Attend school every day, arrive on time, and actively participate in class. Respect the teacher and work very hard.

Take educational activities home. Turn the living room into a class room. Shut off the television. Do homework, even extra homework. Our parents are our teachers too.



# 3. To learn how to think clearly

On our ten points of why we are here, number three says, "To learn how to think clearly." But as a community are people thinking clearly? As a community people don't think clearly. All they do is drink 40's and throw trash on the ground. They don't even try to pick it up. The community is so dirty with broken bottles that's all you see. What do they teach us? (To become crackheads that's about it). I think number three is important because to many people are winding up dead, because they weren't thinking clearly.

Derek Richardson



Tutors and students and parents: why were we all participating in the Bridge Program? Lots of summer programs are little more than babysitting, and we were aiming higher than that. We came up with ten reasons we called the ten points. We started each day by reading each point and analyzing the meaning behind them. For example, the last point is number 10) "To get ready for the rest of our lives". With the help of

## Bridge Tutors

Abdul Alkalimat  
Rayonday Lynch  
Roshonda Lynch  
Michlene McGreevy  
Brian Zelip

Dr. Alkalimat, who led most of the ten points sessions, we became engaged in a very deep analysis about what the rest of our lives were. The topic of our own mortality became a focus. What did some students see themselves doing at thirty-five? Forty-five? Seventy-five?

"Memorization is the key to creativity." This is a concept that came out of the ten points discussion. Why did the students have to memorize? Memorizing information leaves room for using that information creatively and to one's advantage. The students were soon memorizing the ten points and reciting them in front of everyone.

The first person to memorize ALL ten was Christopher Williams.

The ten points made each of us aware of our purpose each day despite the day's distractions. It gave structure and rhythm to our day because each day began in the same fashion. Memorizing the ten points served as a means of teaching self-discipline. Each student made a conscious decision to study his or her ten points and not do something else like watch TV or play a video game. All morning long, the ten points acted as a reference point, especially when someone was not focused or chose to act in an irrational or distracting manner.✦

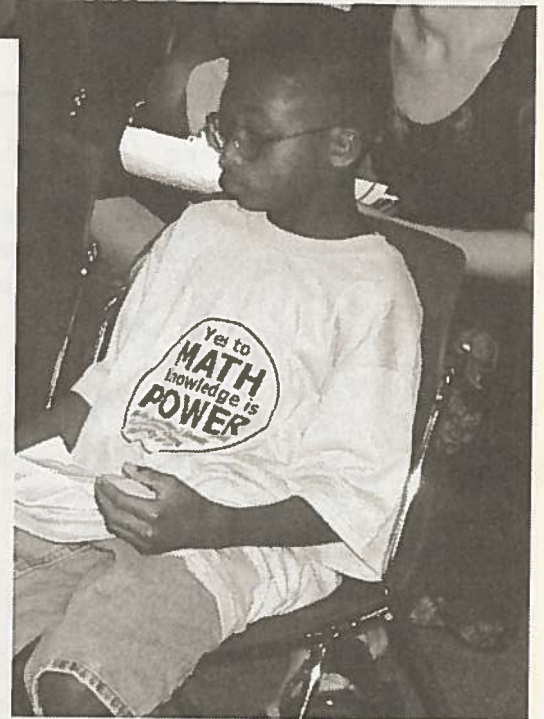
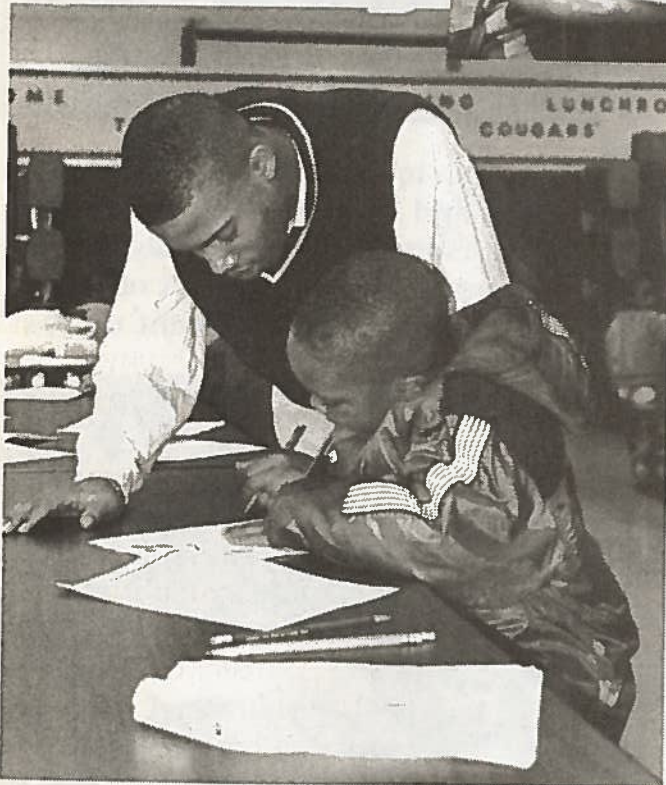
**Discipline is a result of engagement.**

If an activity engages you, you will discipline yourself in order to get deeper into the activity. Self discipline is the highest form of discipline. Discipline cannot be reduced to putting a student out. Discipline and teaching are two interactive processes.



**Memorization is the key to creativity.**

If you have some basic information memorized, then your mind can play with that information to come up with really creative ideas and solutions. Try it yourself!



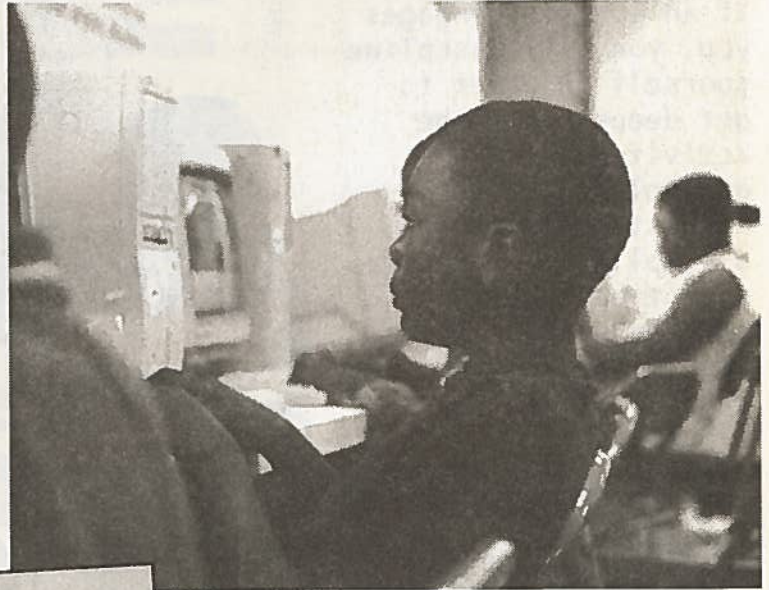
Industrial society is being replaced by the information society. The tests are new because the society is too.

Jobs are getting harder to get, so credentials are getting hard to get also. Mental work is replacing physical work, and every corporation and government is downsizing. Competition is getting tough. We have to fight to get ahead in this world.

These tests also function to keep poor people, especially Blacks and Latinos, out of the mainstream in low paying jobs or no jobs.

**WHY ARE WE BEING TESTED?**

# 4. To learn more math



I don't believe the children have been exposed to or have experienced the course material that is at the same level that the test is testing. For example, children are expected to pass the Science Proficiency Test when the teacher has spent less than half the year and the child had no science the year before.

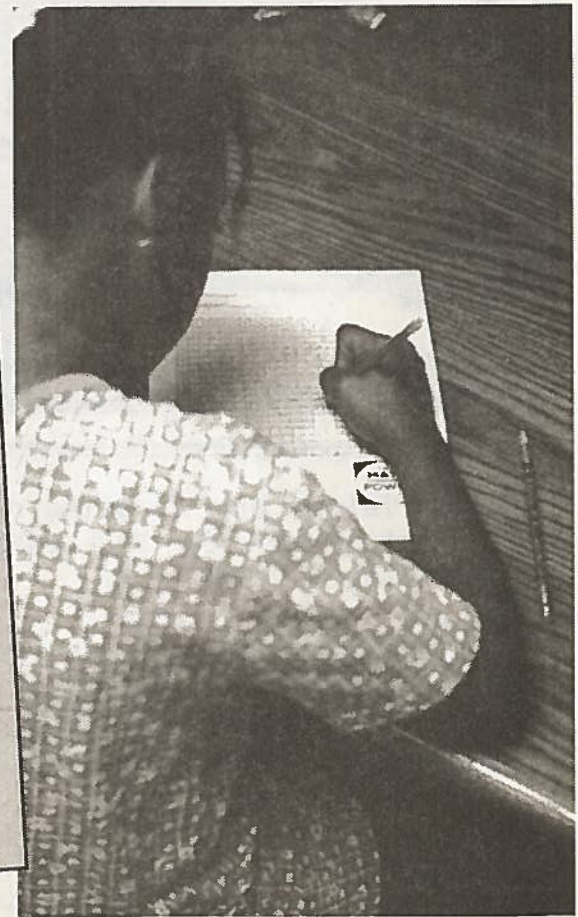
Our children need to be taught that this particular test requires thorough reading, the application of logical thinking and reasoning and that the test is not to be feared.

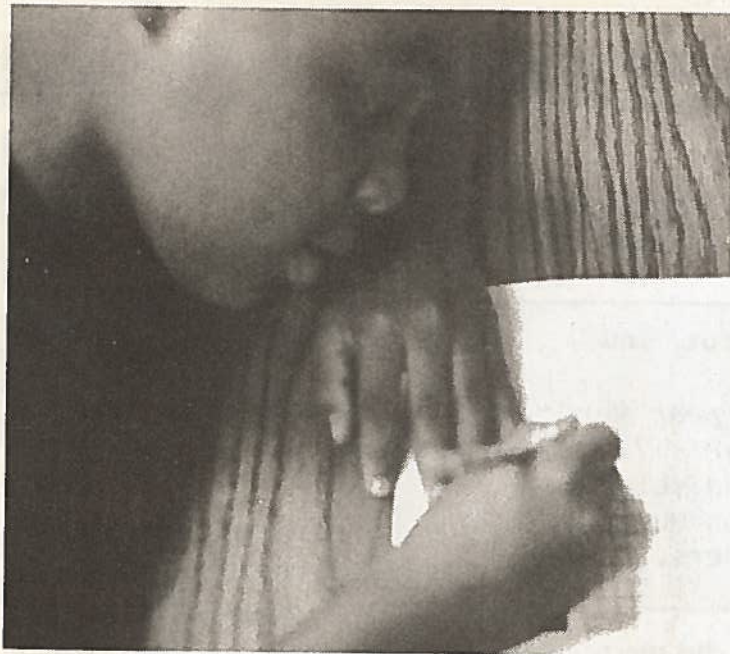
Parental involvement is a must—an environment conducive to learning has to be provided. Exposure to the test i.e. take the test, check YOUR knowledge. Can the parent pass the test?

The Community Math Academy has been established to address the failure of our students. Practice proficiency tests are being administered the first Saturday of the month. Be supportive of the CMA. Be supportive of student preparation.

Constance Howell, grandmother of Taron Ridley, 4th grader at Grove Patterson and DaQuan Blalark, 6th grader at Robinson

One tool that we used to teach math and implement structure was practicing times tables daily. Each student was given a sheet of paper with times tables that went up to



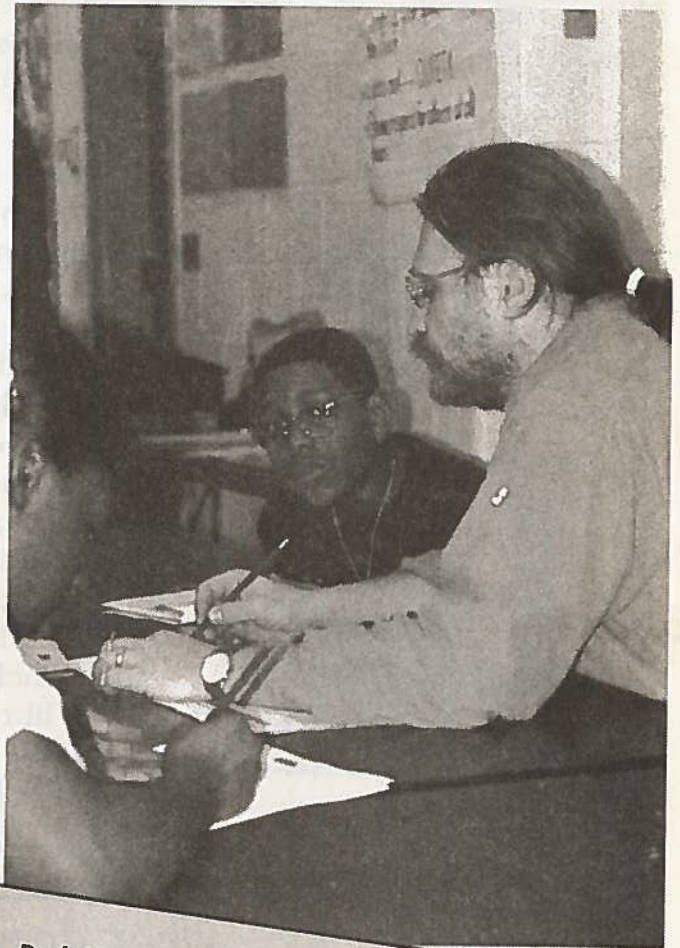


I went to the Murchison center. I went to the library and did math tests. I went back to the Murchison and did the ten points and got on the computers. A couple of weeks back I went to UT and did a proficiency test to see how we were doing.

Tameka Roshae Morehead

### Why math?

Math is the basis of science and technology. The 21st century is about just that. Math is a language all its own. It enables us to think more logically. Plus, our lowest scores are in math.



twenty. The students were timed fifteen minutes in the beginning. We continued to time them each day giving them less time each week. This proved to be an anchor of concentration. Students who are sometimes slow to focus on certain tasks were very clear headed about what they were doing. Some students were focused on pushing harder each day. Odessa Lynch, TaRon Ridley and Derek Richardson were the most aggressive in filling out their sheets.

We also supplemented our math time with different math exercises: measurement with protractors, division and multiplication. By working in small groups, many students got attention who might have been overlooked due to lack of time.✦

Bridge starts at 8 am and everyone needs 8 hours of sleep. What time did everybody go to bed last night? Who got 8 hours of sleep? 9:00 PM, 12:45 AM, 10:30 PM, 10:30 PM, 11:00 PM, 11:00 PM, 10:30 PM, 11:15 PM, 12:00 AM, 12:30 AM, and 1:15 AM.

Bridge program discussion

# 5. To become better readers



## Bridge reading out loud

*Roll of Thunder, Hear My Cry* by Mildred Taylor; *To Kill A Mockingbird* by Harper Lee; and selections of poetry by Langston Hughes, Nikki Giovanni, and others.



we were also encouraging a familiarity with the

Not only did we read to each other at the Murchison Center, but each week we walked the short distance to the Mott Branch Library. The Mott staff is helpful and welcoming to the community. Each visit we made had a set purpose for each student. Each student hunted down information, and this acquainted them with how the branch was set up and how a library works.

While completion of the task was heavily stressed

many resources that the library has to offer. Everyone learned how they could learn on their own just by using their own creativity. This task was not always easy. In fact, sometimes it seemed as if we were just running in place. However, there were moments of light and true creativity.

One question asked for information about Malcolm X. Keith Moore had this item to research, among others. Some students had difficulty finding informa-

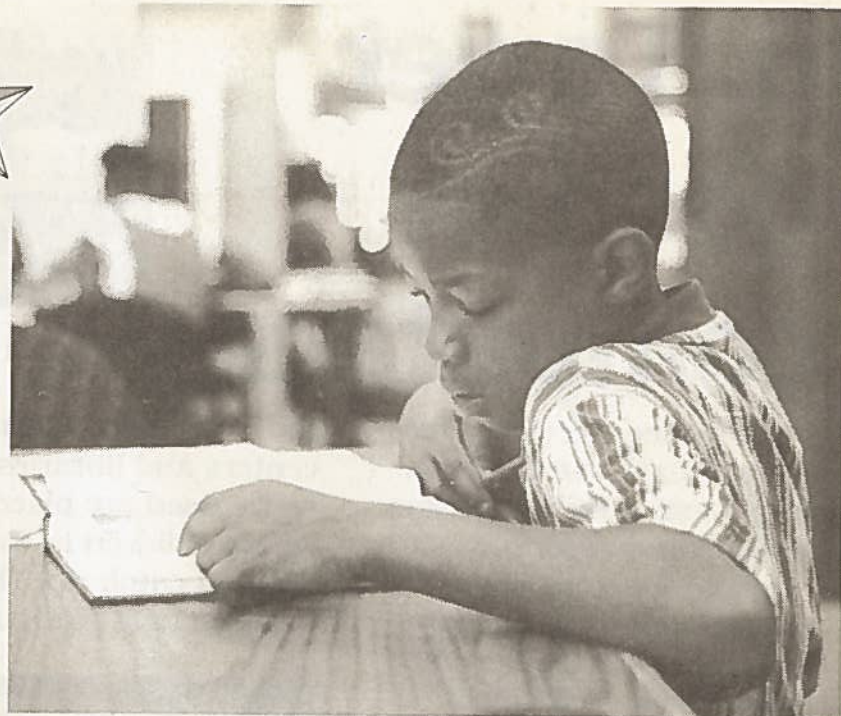
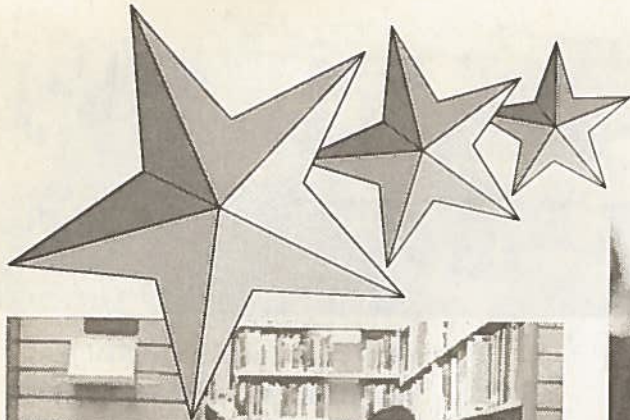


*What does reading do for you?*

Reading is the basis for literacy and the functional skills for being a good community member.

Reading is the skill we will use most for the rest of our lives. Building a good vocabulary is critical. Words are the tools for thought, and grammar is the logic for good thinking.

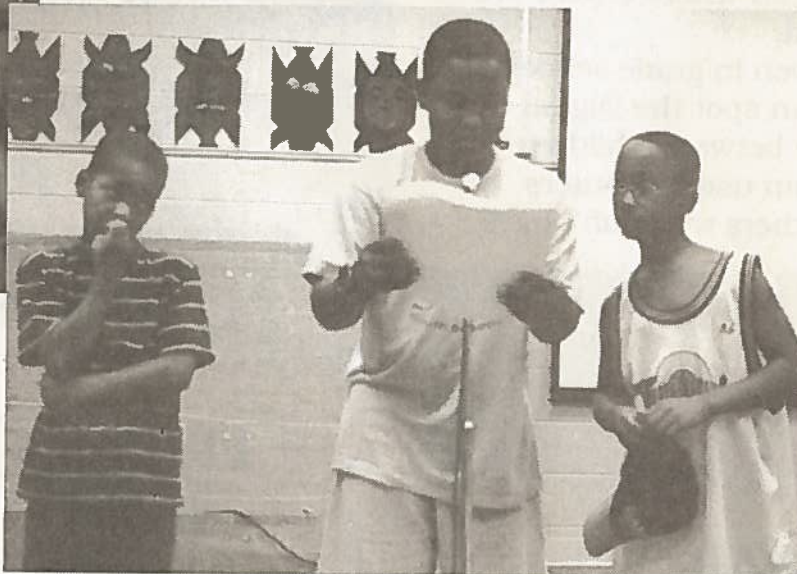
It was illegal for slaves to be taught to read, because slaves must be kept ignorant. We not only have to learn to read, but we have to read the newspaper, and at least one book every two months to keep ourselves sharp.



tion because it was not obvious. Keith became a leader for his group and was able to focus on what information he needed and what he didn't.

Another student who exhibited extra focus and interest in researching was Lamont Williams. One day, Lamont was looking up volcanoes. It was exciting to see him become enthused about the subject as well as the atmosphere of a library.

Mott librarian Judith Jones commented on how active and engaged the CMA students were as readers and researchers.✦



What happens to a dream deferred?  
Does it dry up  
like a raisin in the sun?  
Or fester like a sore—  
and then run?  
Does it stink like rotten meat?  
or crust and sugar over—  
like a syrupy sweet  
Maybe it just sags  
like a heavy load.  
*Or does it explode?*

"Harlem"  
by  
Langston  
Hughes

# 6. To get good at computers

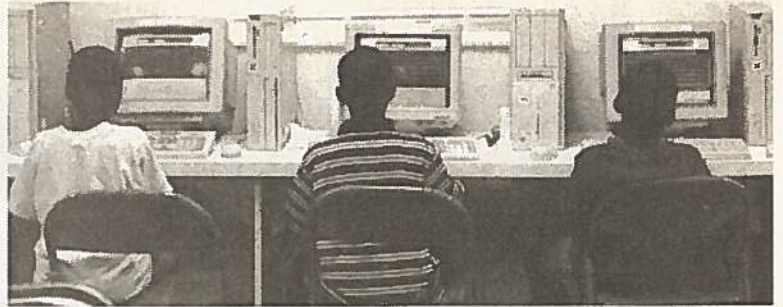
We used the computers at the Murchison Center to learn basic word processing and produce reports. We reviewed different meanings to words, the toolbar and what each icon on the toolbar means. We also practiced where letters are located.

Even in grade schools you can spot the Digital Divide between children who can use computers and others who don't have

the experience. Community centers and libraries such as we used are places where children in the inner city can catch up. There are computers in King and

other schools, but they often need to be turned on and put to use. Just learning the keyboard with Expert Typing software was a big advance.

This summer the Murchison Center ex-



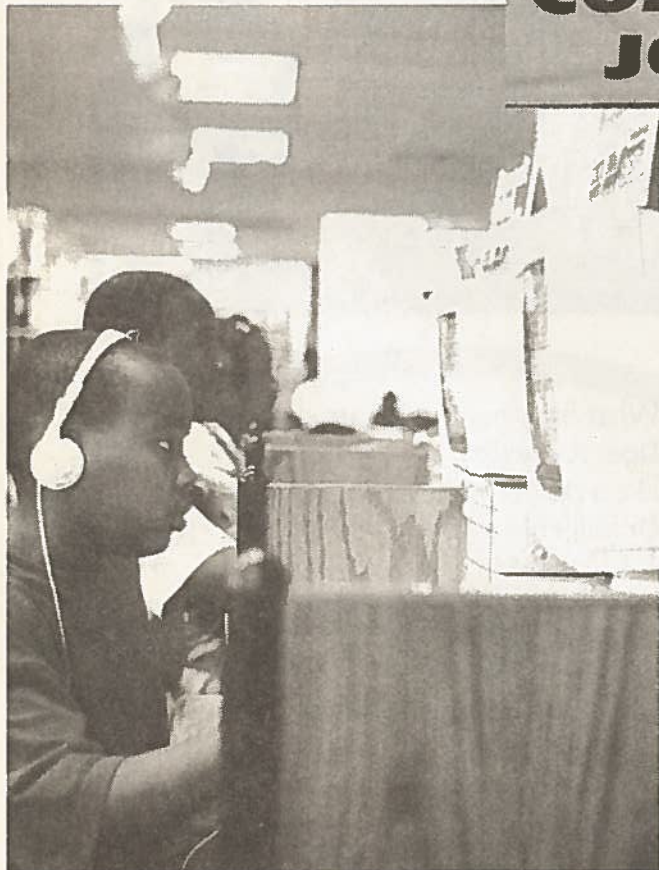
**W.J. Murchison Community Center**

**REGISTER NOW!**

**FREE**

**COMPUTER CLASSES**

**JOB PLACEMENT**



## MURCHISON CENTER COMPUTER LAB

- One network server
- 2 network hubs
- 7 333 Mhz PCs
- 6 additional PCs
- 1 laser printer
- 2 color printers
- 1 scanner
- cable modem to Internet
- software including:
  - Expert typist
  - windows
  - word
  - Powerpoint
  - FrontPage
  - Excel
  - and various K-8 educational packages

panded its lab, with donations and volunteer help. The center adopted into its mission the concept of community based cyberpower. We began building cyberpower—using information technology for empowerment—among the

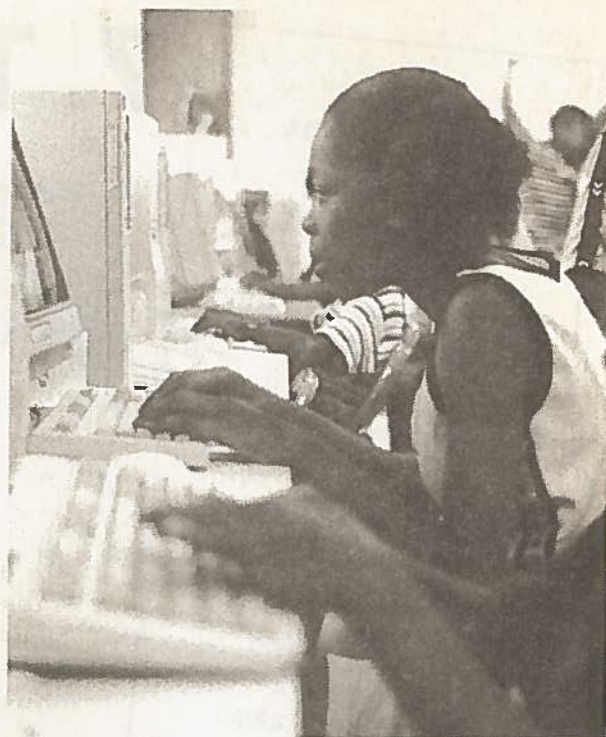
King  
Elementary...  
Robinson  
Junior High...  
Scott  
High

**Why are computers necessary for good education?**

1. A good education enables you to earn a living. All 21st century jobs require computer literacy.

2. A good education empowers you for a life of political struggle to protect your community. Cyberpower is the key to 21st century democracy.

3. A good education is a revolutionary process. The most revolutionary tools at the beginning of the 21st century are the computer and the Internet.



bridge families.

Information technology helps you handle large amounts of information. It gives you access to whole library collections just by sitting in front of a computer.

Infotech helps you think better, faster, and more efficiently.

Infotech helps prepare our children to work in the information society.

If you don't know about information technology, it can be used against you.✦

Murchison Computer  
Classes every six  
weeks, including:

Adult Basic Computing

Bookkeeping/Quicken

E-mail/Web Browsing

Resumes and Business  
Documents

And more. For kids  
and adults. Just \$5/  
year individual, \$10/  
year family.

# 7. To get serious

## BRIDGE DAILY AGENDA

7:50-8:00  
Arrive and wash up

8:00-8:15  
why are we here?  
(10 points)

8:15-9:15  
Session one

9:15-9:30  
Physical Culture

9:30-10:30  
Session two

10:30-11:00  
Teamwork  
(2-4 per team)



Two people who know what it means to get serious are CMA tutors Rashonda and Rayonday Lynch. They made a daily commitment to Bridge. Besides supporting their brother and sister, they supported the rest of us. With their help we broke students up into smaller groups to focus on each student. This was espe-

cially helpful in math.

Rashonda and Rayonday attend Scott High School. Rashonda has also taken classes at UT. The two of them show the result of following through with the ten points. Their efforts represent a coalescence of people in a community that is trying to accomplish the goal of implementing education.✱

what is on the proficiency test is not being taught effectively or understandably enough. Parents are not aware of:

1. the importance of the test
2. what the test is about
3. the future consequences of test failure.

Understand what the words mean, Yes to Math, Knowledge is Power, through the Murchison Center math-reading program set up by concerned parents, UT students, others determined to see us succeed.

*Odessa Lynch, grandmother of King students Odessa Lynch (6th) and Rohnnie Lynch (5th).*

PRATICALLY THIS WHOLE SUMMER I WAS DOWN  
HERE AT THE W.J MURCHISON CENTER. ... WHEN  
I WAS DOWN HERE I DID SOMETHING ELSE THAT I  
REALLY THINK KIDS MIGHT LIKE. IT IS CALLED  
THE TEN POINTS. I LIKED NUMBER SEVEN. IT IS  
TO GET SERIOUS. I LIKE THAT ONE BECAUSE  
WHEN WE CAME DOWN HERE TO LEARN AND NOT  
PLAY AROUND AND TO GET SERIOUS. SOME PEOPLE  
AROUND HERE ALWAYS GO TO THE CORNER STORE  
AND BUY BEER. AND AFTER THEY GET DONE THEY  
THROW THEIR THINGS ON THE SIDEWALK AND IN  
THE GRASS. DO YOU THINK THEY ARE BEING  
SERIOUS? MY OPION IS NO.

Lakesha Morehead

20 people wrote these sum-ups as part of a recent CMA  
forum discussing the concepts of **Discipline ... Quality  
time ... Making time, and Delayed gratification.**

"A failure to plan is a plan to fail." We need to translate  
these concepts into concretes. Like it might mean for one  
person, getting up at 5 instead of 7. If you don't make it  
concrete for you, you can't carry it out.

Disposition Knowledge and Motivation.

Structure and Commitment.

Mentoring a Student.

Remain and Review.

Intellectual racism.

Respect for others.

Collective Motivation.



Discipline, commitment,  
reorganization, priorities.

Instill desire to learn.

Be holding a vision and desire for  
change.

Can do attitude. Organization.

Determination to accomplish  
fulfillment.

Attitude and Enthusiasm for tasks.

Attitude, Altitude, Aptitude  
Adjustment.

Goals. Mission.

Manage time.

Devotion/Love. Unity/Family. To  
set example.

Can't do it alone.

Self-esteem frees expectation.

We must liberate ourselves!

# 8. To make friends

When you are put into new circumstances that set you apart in the world, something happens to you. This is especially true when you face challenges.

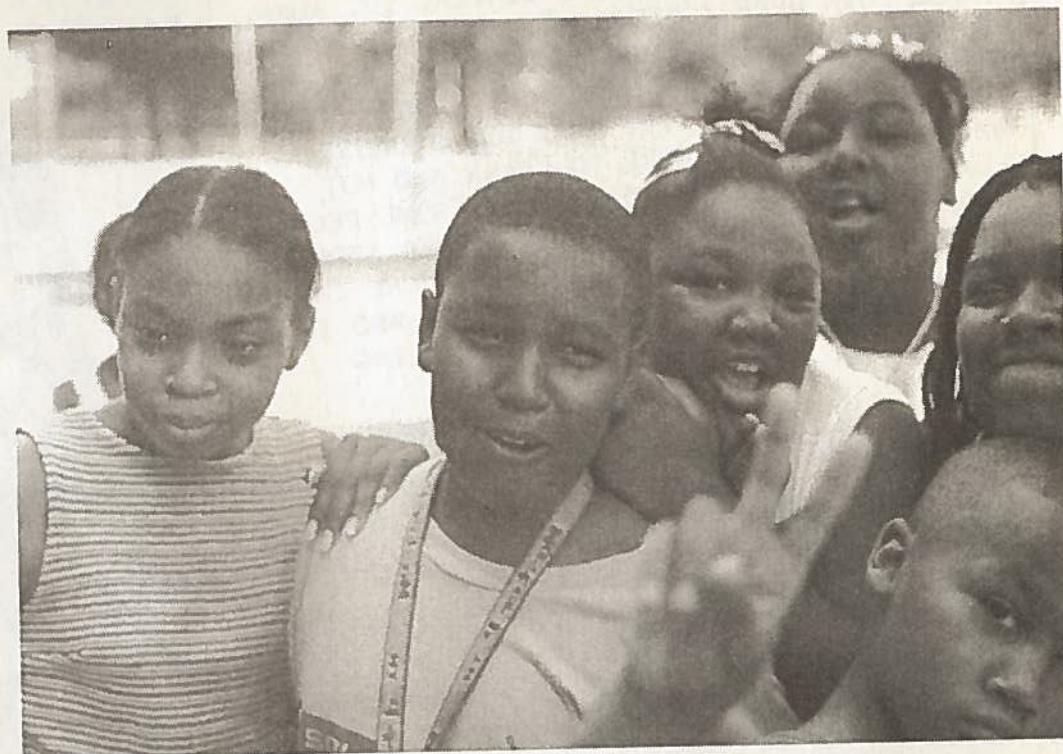
You learn about yourself. You build a bond with everyone who faces those same challenges. The students in Bridge experienced something that no one else at King School has. This is a permanent foundation for friendship.

At first, many Bridge students feigned shyness or had a withdrawn demeanor. Maybe they had not had positive experiences in groups. As time went by, confidence grew. The work, the memo-

rization, done each day were exercising everyone's self esteem as well as everyone's brains.

Accomplishing goals brings a knowledge of your strengths and abilities. As

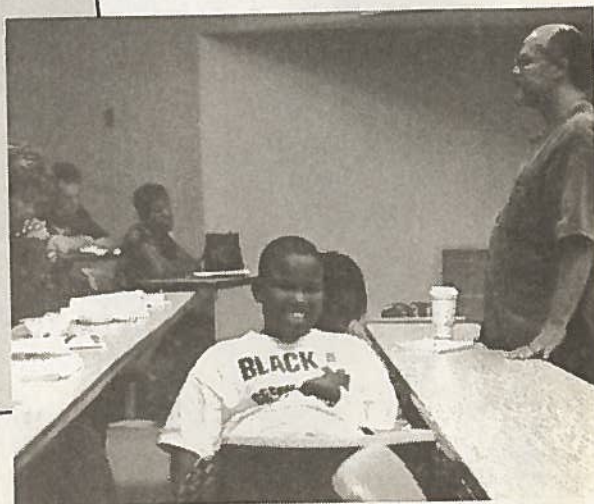
the students began to become aware of their own personal strengths they also became aware of their weaknesses. However, they soon realized that they were accepted in the larger group despite those weaknesses. The students began to accept themselves and each other.✧

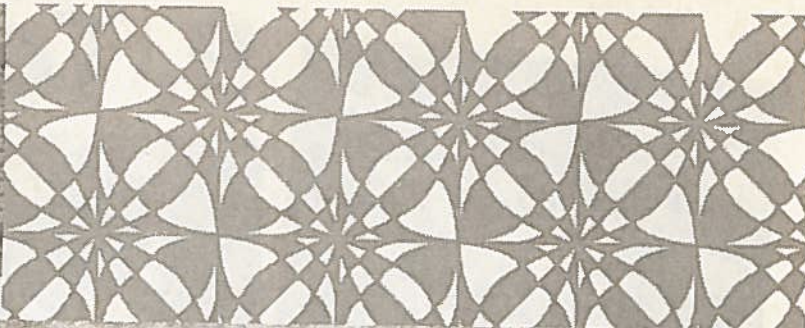


**Why are our children failing?  
What can we do about it?**

Not enough of parents support. Too many kids in a classroom. Need to get more parents involved. Talk with teachers, ask questions. Take a day and visit the classroom. Get involved with PTO, go to a meeting. Get MORE involved with our kids education. Pass flyers out and talk with parents at your school. Get more information.

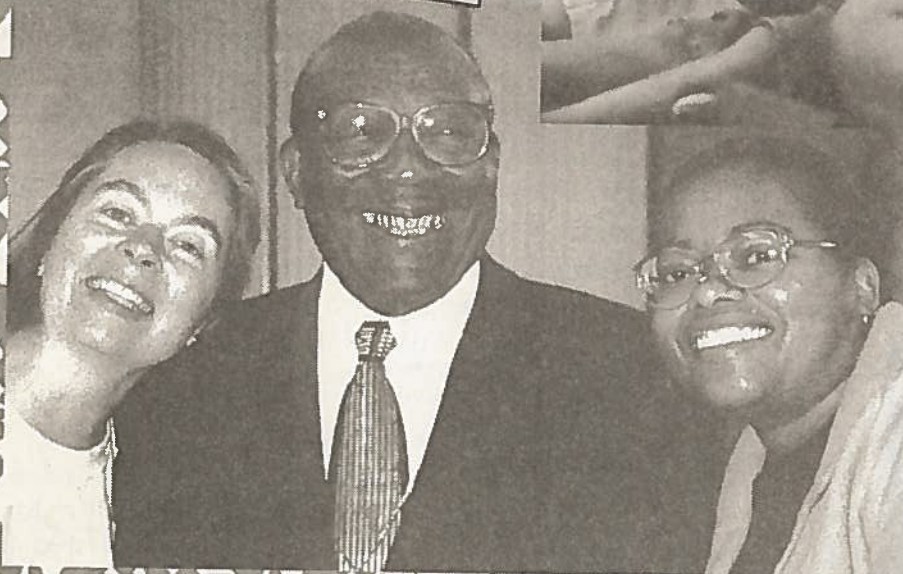
Frances Bolton, mother of  
Dymon Bolton, 4th grader  
at Grove Patterson



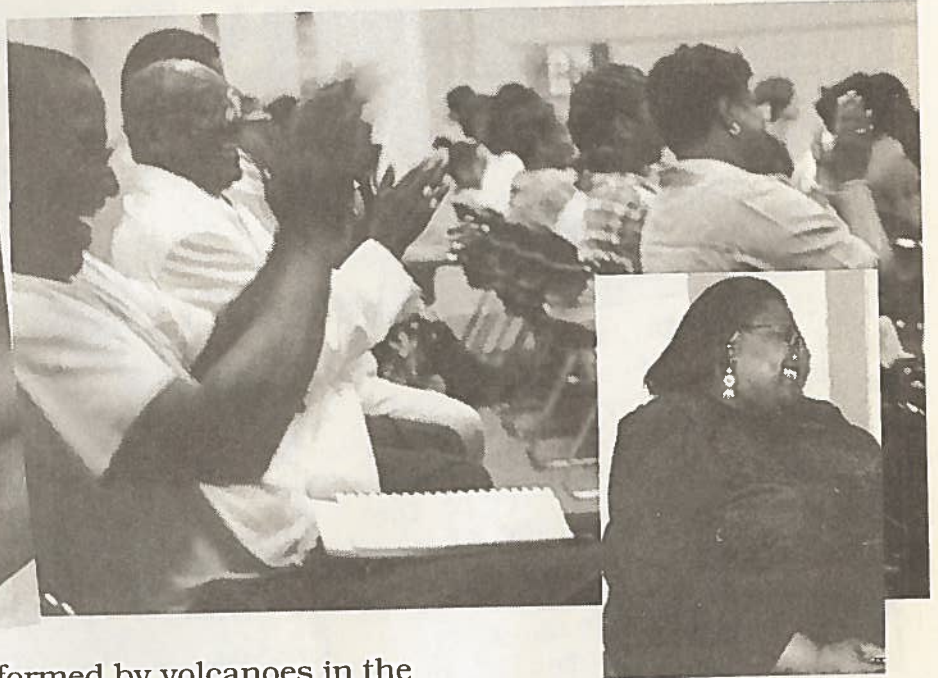


I did math at the Murchison center. We eat fruit and bagels. I have fun and I like the people there like Brian and Michelene. We go to the library. I know some of the 10 points:

To have fun  
To become leaders  
To pass the test  
Love, Turhan



# 9. To have fun



The trips we made to the library each week also provided an opportunity to hang out with each other. Everyone got to see different facets of each person's personality. On the same day Lamont found out about the Ring of Fire

formed by volcanoes in the Pacific Ocean he also showed his talent for performing back flips in Smith Park (below).

Some of the students took the assignment to look up information about the African American poet Langston Hughes. As the summer came to a close we

all began to take an in depth look at Hughes. We began with his poetry. We made up a sample book of his work and spent a large portion of a day reading and discussing it. After a few days some students had memorized some of their favorites. At this point we were able to use re-



The Toledo Community Math Academy/Bridge program helped me through the summer. It helped me to improve my math. It helped with my multiplication thanks to Brian & Michelene. They took us to the Mott Library. We went on a scavenger hunt. We looked for books. We read poems and saw a movie on Langston Hughes. We picked up trash. We just try to make the community look good and better. Some people say that we over exaggerate when we try to make the community look clean. I think that everyone should be like us and help clean up the neighborhood.

JOJUAN THOMAS



sources at Mott Branch to view a video of Langston Hughes' life. Afterwards an impromptu, yet enthusiastic, poetry recital took place.

This enthusiasm led to a plan to have an evening performance for their parents, the board of the Murchison Center and Reverend Murchison. The turnout was fantastic. Despite our imperfections that evening it was clear that having future performances would be welcomed. Our task is to provide quality material.

The library was not the only place that Bridge traveled to this summer. We also experienced a day at the Toledo Art Museum. A five-minute walk took us to the doors of the museum where we quickly split up into two groups and visited



the works of Van Gogh, Monet and Renoir. We also were able to visit the Center for Visual Arts where art students display their work. We were also able to visit the Toledo Zoo on the last day of Bridge where unfortunately missed he elephants who were touring Pittsburgh but were able to

cast our eyes on the rare white alligators.✱



# 10. To get ready for the rest of our lives

Finding and sharpening pencils is part of getting ready to do math, and it has been the beginning of almost every CMA tutoring or practice test session. A summer goal for CMA was to gather King parents and form a CMA

governing board to get ready for the coming school year and challenges ahead.

One challenge ahead of elementary school children is the Fourth Grade Guarantee. After June 2001 in Ohio, children will only get promoted to 5th grade if they pass the 4th grade reading proficiency test.

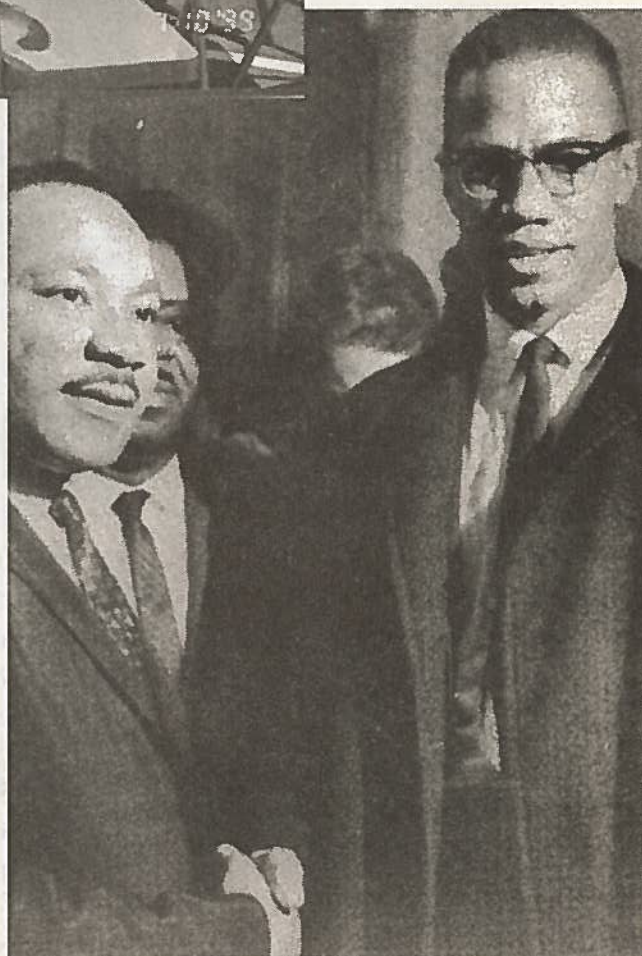
Many other states are passing similar laws. Thousands of students are being held back and parents are getting involved. What began in state legislatures as "education reform" has become a punishment used against our children.

One on going event that has kept us on task are the practice proficiency tests that the 4th, 5th and 6th graders of King School are able to take the first Saturday of each month at the University of Toledo. Parents take the test as well to show support.

In conclusion, there are many positive things that happened in Bridge. There were



Getting ready means sharpening our tools, be they pencils, plans, or the study of heroes. Below: Malcolm X, Martin Luther King Jr.



What began as 'education reform' has become a punishment against our children. But with support, they will advance!

In 1997 the state of Ohio passed Senate Bill 55. It includes this text in what is called the Fourth Grade Guarantee:

"As of July 1, 2001, the Fourth-Grade Guarantee: Prohibits any school district from promoting to fifth grade, a student who has not passed the fourth-grade reading proficiency test, unless the student 1) is a child with a disability whose IEP excused him or her from taking the test or 2) the student's principal and reading teacher agree that the student is academically prepared, as defined in the district's promotion policy for fifth grade."

## BLACK MATHEMATICIANS AND THEIR WORKS



## NEGROES IN SCIENCE: NATURAL SCIENCE DOCTORATES, 1876-1969

## BLACKS IN SCIENCE

## CLASS WARFARE IN THE INFORMATION AGE MICHAEL PERELMAN

## BLACK AMERICAN SCHOLARS

Study of Their Beginnings

times when things were not positive or happy. There were days when some students didn't come for different reasons. There are students who never returned at all. Students fought, cried and exchanged unpleasanties with each other as well as with the tutors. Bridge ran for seven weeks, four days a week for three hours a

day. There simply was not enough time. These are not complaints, but a sober look at the present situation.

The work accomplished toward improving math, reading and computer skills is not complete. In order to accomplish these things we continue to gather as parents of the community and work to improve the things

that we have merely attempted. The change is already happening with a small group of people. This coming year it will grow. More students will take the practice test and scores on the March proficiency will improve. It will take a commitment from parents and teachers to make that change happen.✧

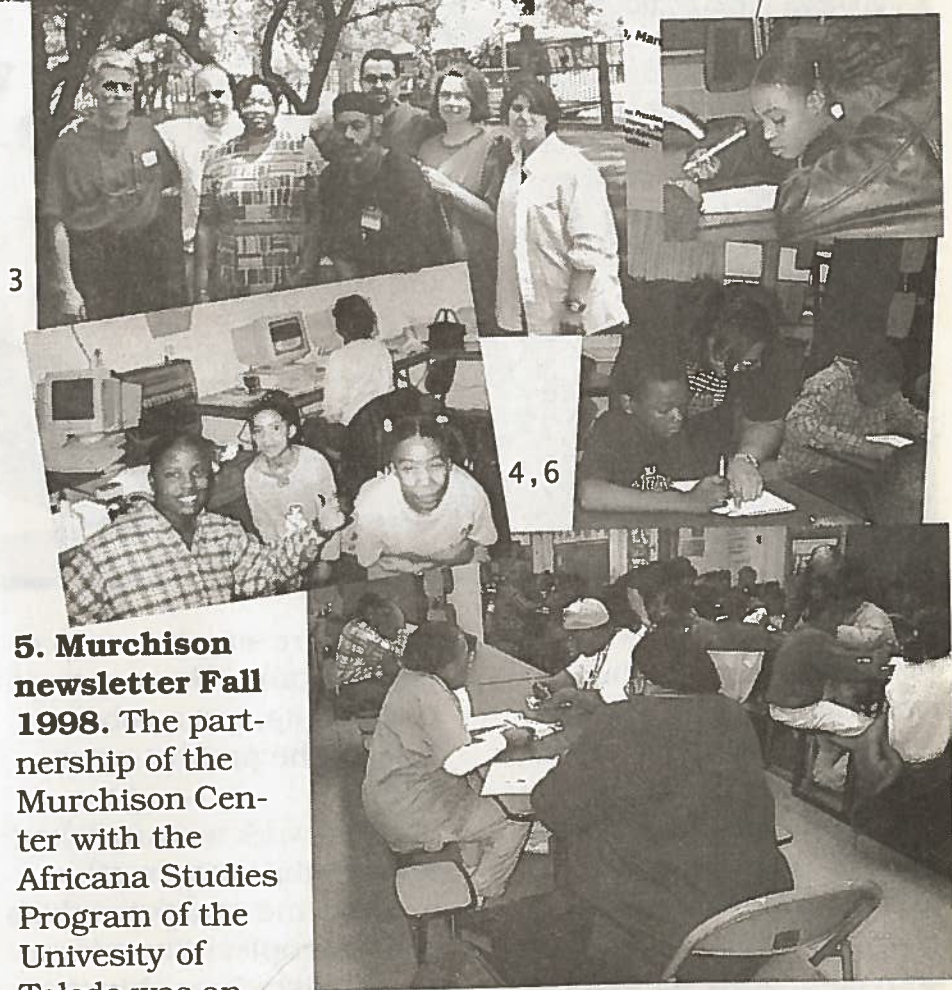
# History of the Community Math Academy

**1. Poverty Seminar Fall 1997.** The Africana Studies Program organized a seminar to study poverty. The fundamental question was "How can we end poverty once and for all?" A major emphasis was how could the tools of the information revolution (computers and the Internet) be used to serve the victims of racism and poverty?

**2. Day of Dialogue March 1998.** Ending poverty versus ending welfare was a debate organized to reach out to the community. More than 500 people were involved in discussions at the Martin Luther King Kitchen for the Poor, the Sophia Quintero Cultural Center, and the University of Toledo.

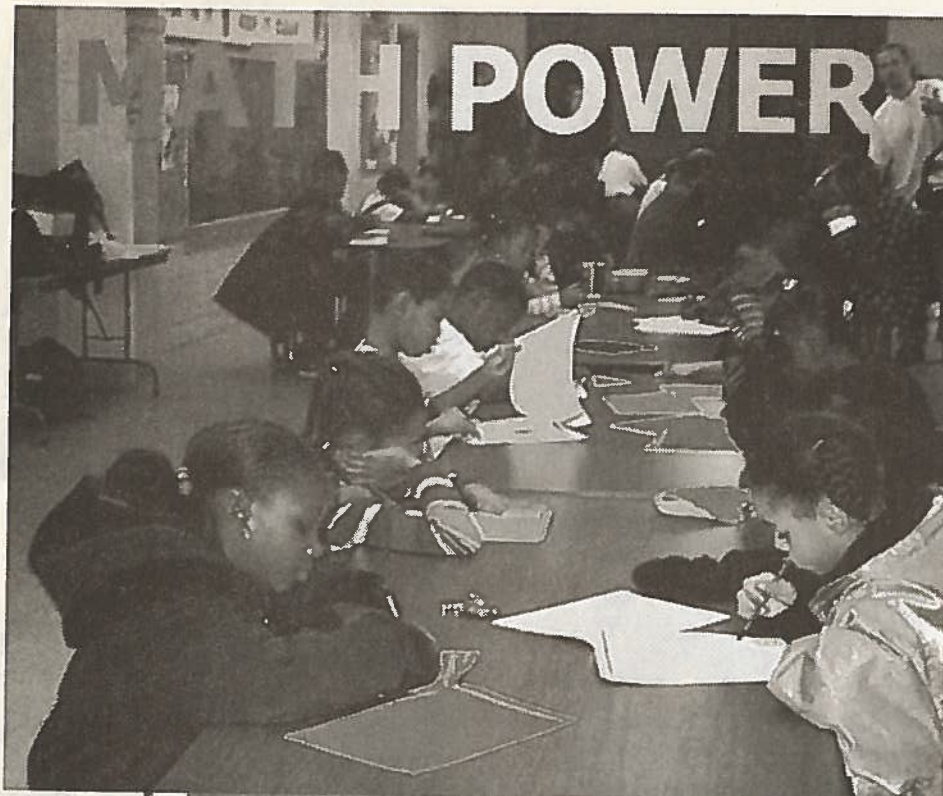
**3. Black Radical Congress June 1998.** Members of the Poverty Seminar and the Murchison Center join with 2,000 others at the first convening of the Black Radical Congress in Chicago.

**4. Tutoring at Murchison and King.** The Poverty Seminar moved off campus to partner with the W. J. Murchison Center. The Murchison Center began as a project of the St. James Church, and focused on youth and drug treatment/prevention. Their programs were also linked to the use of computers.

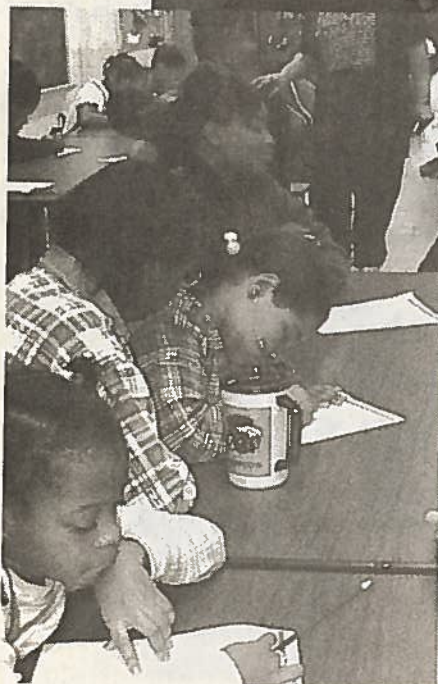


**5. Murchison newsletter Fall 1998.** The partnership of the Murchison Center with the Africana Studies Program of the University of Toledo was announced in a newsletter. This newsletter announced the program of activities

and contained a full directory of businesses and community organizations



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serving the target area of census tracts 25 and 26.

**6. Practice proficiency tests.** The State of Ohio mandated that students take proficiency tests. The vast majority of poor and Black children fail this test. We began to tutor children at the Murchison Center. We soon expanded to the King Elementary School one block away. The Community Math Academy got its name. Adults and kids both took the practice test.

**7. Proficiency tests March 1999.** The official test was scheduled in five parts during one week of school. They delivered the wrong test to the school and completely disorganized and demoralized many people. A crisis followed: the tutoring program was cancelled because another program providing extra pay for teachers to tutor ended. There are no performance measures for teachers or parents. The children have to suffer through whatever they get.

**8. Golden Rule Award March 1999.** We had nominated CMA tutor Michelene McGreevy for an award, which she won, for all of us! It was the Golden Rule Award from J. C. Penney for outstanding community service. The Murchison Center and the Community Math Academy shared the \$1,000 award.



8

**9. CMA mission statement.** We decided on a mission statement for the CMA. It defined math as an academic subject and a tool for social transformation.

The main focus was on parents. Parents were named the leaders of the CMA. CMA's slogan became, "Yes to Math, Knowledge is Power!"

**11. Summer school June 1999.** Summer school began as a three pronged effort: students who failed the proficiency test, a special computer lab program, and regular summer school. Usually teachers are assigned to summer school with little help and few resources. Volunteers from the CMA went into the classrooms to help.

**12. Awards from Allstate/NIA, Microsoft mobilize tech crew to expand computer lab.** The Murchison Center applied for and won awards from Allstate/Neighbors in Action and Microsoft. This included eight pentium computers and associated printers and scanners.

**13. New Murchison building.** The Murchison Center moved into a facility built by St. James Church under the leadership of Rev. Bishop W. J. Murchison. The opening event was very special. Dr. Abdul Alkalimat gave the keynote address. The festivity was attended by many in the community including the mayor of Toledo.

**14. Bridge Program July-August 1999.** After the regular summer school, no further organized educational activities were being planned to help children



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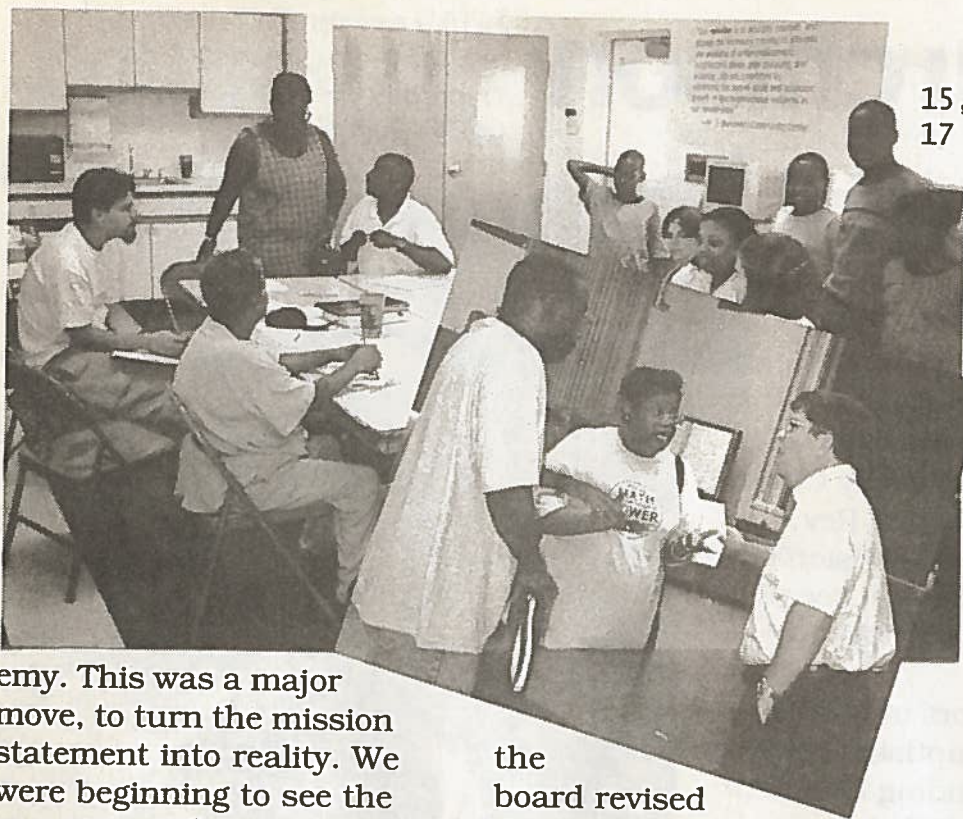
learn or pass the proficiency test. The concepts of year round education and lifelong learning were not being promoted in this poor African American neighborhood. The CMA organized the Bridge Program to educate students between

summer school and fall school opening.

**15. CMA forms governing board.** As a result of the successful Bridge Program, the most active parents and grandparents volunteered to help form the board of the Community Math Acad-



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emy. This was a major move, to turn the mission statement into reality. We were beginning to see the emergence of parent power.

**16. Revision of Murchison mission statement.** The University of Toledo provided the facilities for a board retreat for the W. J. Murchison Center. This was a historic meeting as

the board revised the center's mission statement to include an even greater commitment to computers and the Internet, adding the sentence, "Our main tool for change is community based cyberpower."

**17. CMA testimony before the Board of Ed.** At the beginning of the school year 1999-2000 board, members of the CMA testified before a hearing of the Toledo Board of Education. The issue was how to prepare the students for the proficiency tests.

It was incredible that the school system officials seemed to be depressed and without much energy or ideas. The main person could only state that the data showed that poor people were more likely to fail and had no suggestions for what to do about it. Most people came to yell at the board, but not much came from the audience either.

The CMA presented its plan to have practice tests every First Saturday of the month. We asked for exams to use, and explained that the commercial firm that sells the tests charges for each copy of the past tests and it's against the law to duplicate one after you pay for it. The school superintendent promised to assist but failed to answer phone calls. A UT math professor has joined the CMA effort and promised to assist making up exams for First Saturday practice testing.

**First Saturday is underway each month. First there were 9 students and families, now 40. Join in, get a t-shirt. Yes to Math, Knowledge is Power! ✚**



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# W. J. Murchison Community Center

1616 Lawrence Street  
Programs run Monday through  
Thursday 3-9 and Saturday 9-5  
(419) 242-3466

The W. J. Murchison Community Center started with a divine concept when Rev. Bishop W.J. Murchison received a vision from God to provide a drug and violence-free place for young people. Prevention was the basic concept.

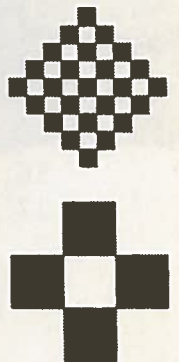
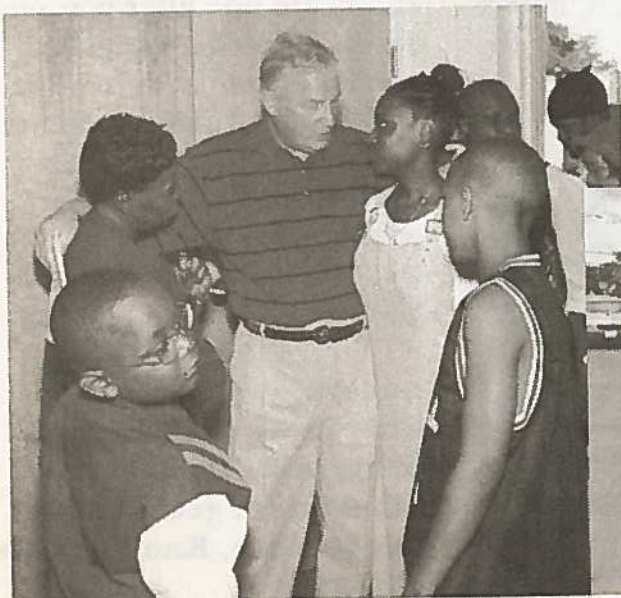
The center opened its doors in 1994 in the basement of St. James Baptist Church at 1520 Hoag Street, soon expanding to 1610 Lawrence. Programs have included counseling, tutoring, arts and crafts, computer training, and job seeking/resume writing assistance. The center was first funded by HUD/Department of Neighborhoods in 1996.

This year we greatly expanded our computer lab and moved to 1616 Lawrence, constructed by Rev. Murchison and St. James Church. More than 200 people, including Mayor Carleton Finkbeiner and the Scott High School marching band, participated in our grand opening.

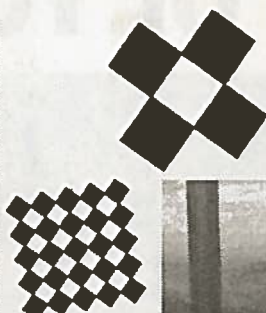
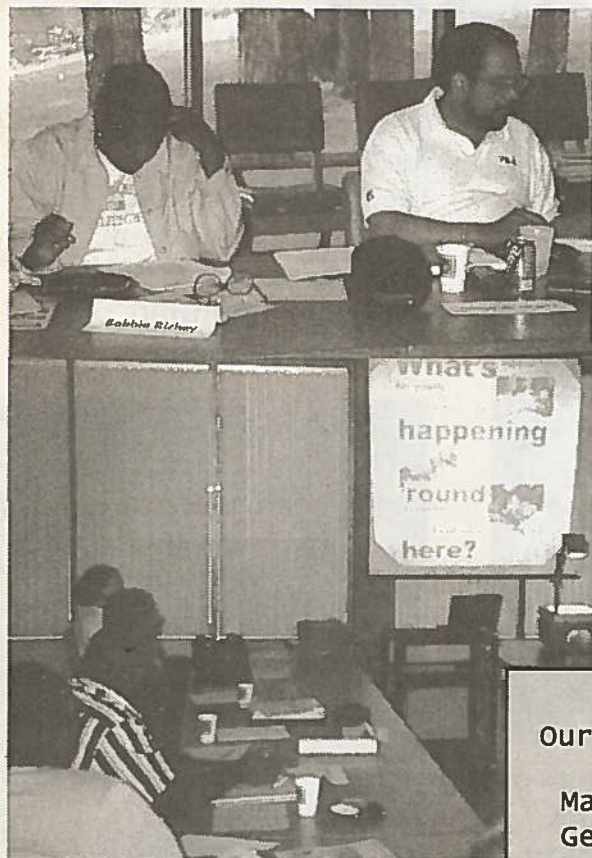


"Our mission is to educate and provide community support to alleviate the problems of underemployment, drug/alcohol abuse, peer pressure, and violence. We are committed to enhancing the overall social and economic growth of the neighborhood residents in our service area. Our main tool for change is community based cyberpower."

murchison@accesstoledo.com  
<http://www.murchisoncenter.org>



Board members (shown here at a summer retreat) include Min. Roy Allen, Judith Jones, Tracy Knighten, Bishop W. J. Murchison, Bobbie Richey, Min. Sarah Sawyer, Allen Smith, Curtis Smith, Phyllis Wallace, Kate Williams, and Min. LeRoy Williams.



Deborah Hamilton volunteers her time to serve as the Center's Executive Director. The center's budget is a very modest \$30,000 per year.

Our computer lab is the work of:

Mark Arnold	Deborah Hamilton
George Brown	Denis Logan
Latoya Butler	Lorraine Myers
Ray Gibson	Whit VanCott
Devon Gordon	Kate Williams



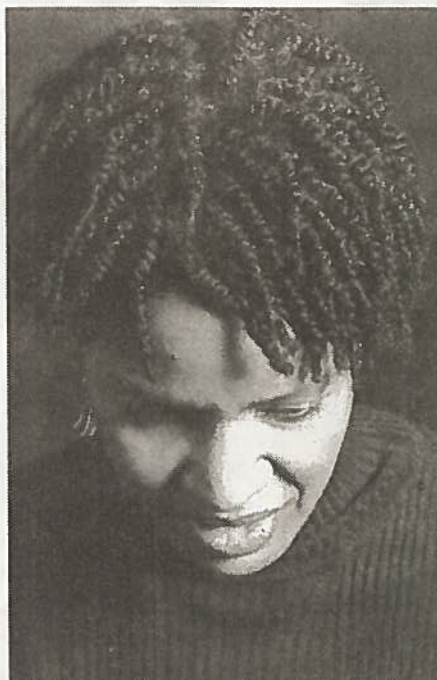
Additional volunteer teachers include Kimberly Bell, Rubin Patterson, and Tamiko Williams. The Murchison Center acknowledges the generous support of its board of directors and:

Africana Studies at the University of Toledo  
 The Allstate Foundation  
 The Buckeye Foundation  
 CATNet  
 Community Math Academy  
 Microsoft Software Donation Program  
 Neighbors in Action/TCCN  
 Owens-Corning Corporation  
 J. C. Penney Golden Rule Award  
 St. James Church  
 U. S. Department of Housing  
 Community Development Block Grants/  
 City of Toledo Department of Neighborhoods

# Africana Studies at the University of Toledo

The Africana Studies Program at the University of Toledo was started three years ago. In fall 1996 Dr. Abdul Alkalimat joined the UT faculty to build the program. The program has expanded considerably.

1. The Ohio Board of Regents approved the the BA undergraduate major in summer 1998.



2. With UT's Masters of Liberal Studies program, we are launching a graduate degree program in Africana Studies with courses on Saturdays for working adults.

3. With the University of Ghana, we are developing a global distance learning certificate program in African Studies.

4. With other UT faculty and associates across

the Midwest and Africa, we are developing the Center for Cybertechnology and the Black Experience.

5. The Community Math Academy is part of a campus-community project of research and service we



A UT conference entitled "Black People's Hair: The Political Culture of Everyday Life" resulted in a set of photos of participants.

Intro to Africana Studies students each produced books of their essays.

(419) 530-7252  
University Hall 2100  
abdul.alkalimat@utoledo.edu

Department Home Page  
Malcolm X: A Research Site  
Masters of Liberal Studies  
Community Math Academy

<http://www.africa.utoledo.edu>  
<http://www.brothermalcolm.net>  
<http://www.murchisoncenter.org/mls>  
<http://www.murchisoncenter.org/math>

call TedWeb: Toledo Education Web.

The basic orientation of UT Africana Studies is academic excellence and social responsibility. This captures the dual character of both living and study-

ing the same reality. In study we strive for excellence. We also are socially responsible, based on positive democratic values.

Theory is for understanding the world. Black Studies theory answers the

question of why the Black community is a place of pain and suffering. Strategy, which is based on theory, is for changing the world. Black Studies strategies help guide the liberation struggle.\*

## Theory

## Practice

The world

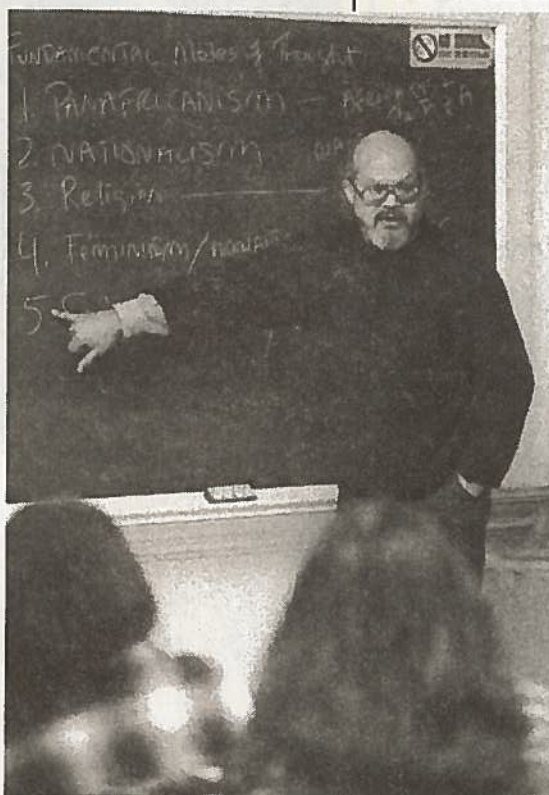
1. This is an age of globalization, a new worldwide economic system on the basis of computer-based technologies, from the Internet to robotics to genetic engineering.

2. The post World War II industrial boom that stabilized the Black northern communities is gone forever. The new economy is permanently dislocating large sectors of working people. The most intense site for this is the inner city ghetto. This location is now an isolated "forbidden zone."

The country

The schools

3. Schools reproduce existing class relations and give excuses for mass poverty and mass incarceration. The school is an arena for the power struggle over the future. This struggle involves parents, children, teachers, administrators, and the community. The revolution we need begins in the schools.



1. Africana Studies includes courses and faculty publications that analyze this new global system. Publications include *Job?Tech: The*

*Technological Revolution and Its Social Impact, and Science and Technology in Southern Africa and East and Central Asia.*

2. Teaching is closely linked with community service. We have a partnership with the Art Tatum Resource Center (Toledo Lucas County Public Library) and the UT Humanities Institute to build a web page on the great jazz pianist Art Tatum. We are building web pages for all Toledo's Black churches and mosques. We have conducted infotech workshops for over 100 community leaders.

3. Students are being trained in the battle to revolutionize education in inner city schools. We hire students as well as provide course credit to help build parent power, tutor after school, assist teachers in the classrooms, and help with practice proficiency testing. The Community Math Academy is our laboratory.

# Martin Luther King Jr. Elementary School



1415 Lawrence Avenue  
243-7163

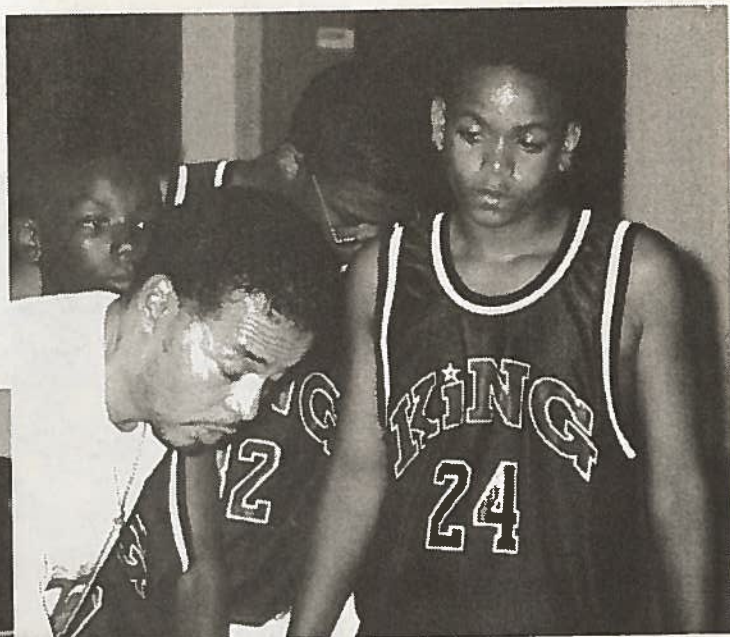
Mrs. Zoe Moore, Principal  
Mr. Tracy Knighten, Vice Principal

King Elementary graduates attend  
Robinson Junior High and then Scott  
High School.

Mr. Stan Woody, Scott Area School  
Improvement Leader, 255-6050

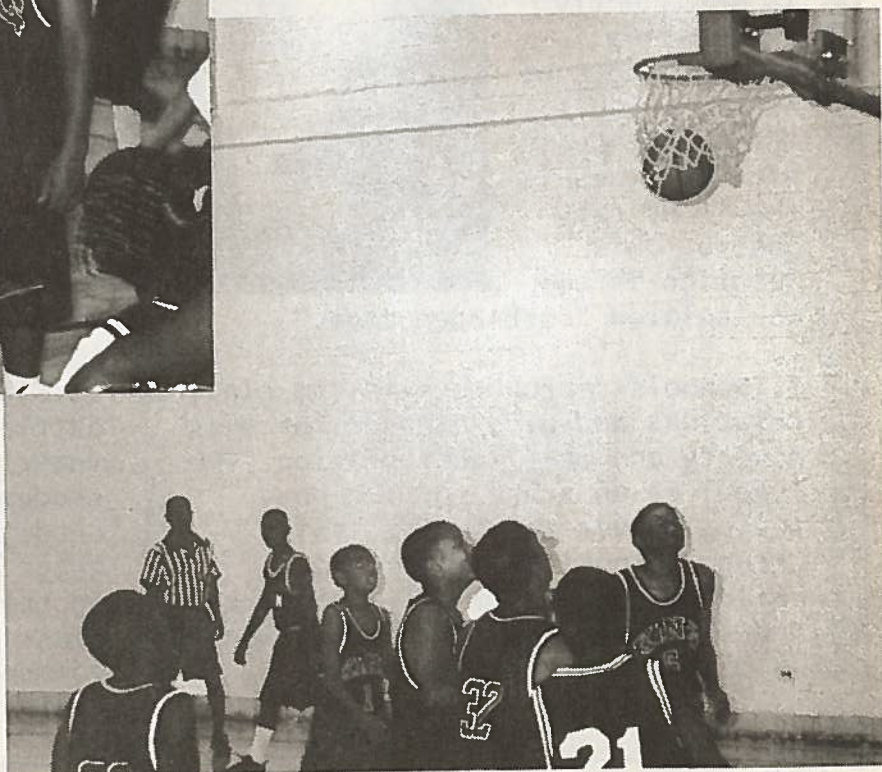
Mr. Merrill Grant,  
School Superintendent, 729-8281

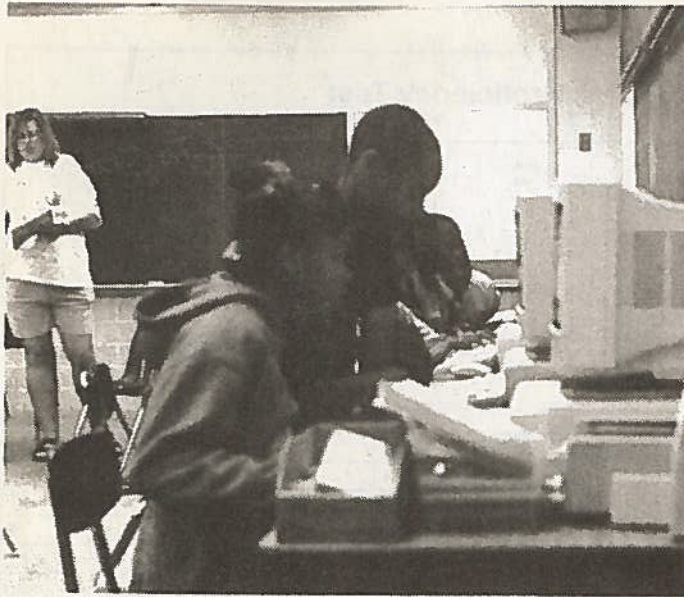
1998 Enrollment:  
653 students



Year after year, under the leadership of Mr. Talley, the King Cougars win the city basketball tournament. Last year the team was undefeated, 28-0.

Also last year, no 4th or 6th grade King student passed all five proficiency tests. Nine percent of 4th graders and 7



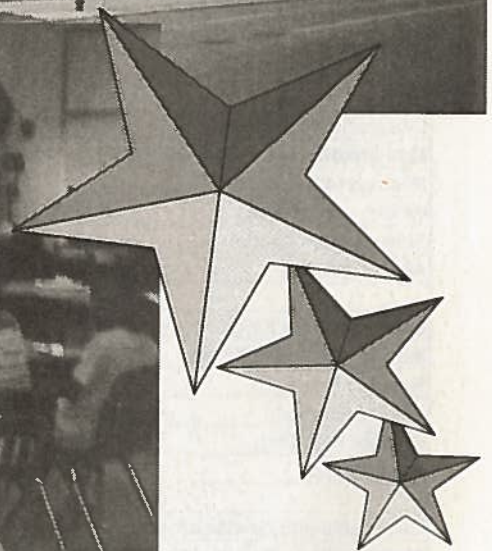
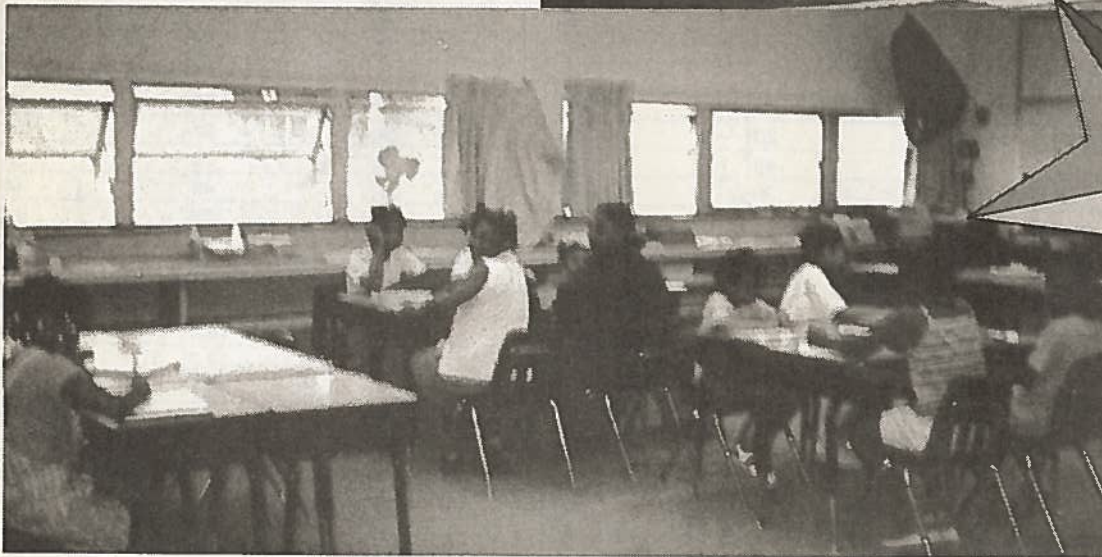


## 1999 Proficiency Test Passage Rates

King School	4th grade	6th grade
Citizenship	27%	15%
Mathematics	9%	7%
Reading	15%	9%
Writing	28%	75%
Science	6%	0%
All Five Tests	0%	0%

percent of 6th graders passed the math test.

But with support and study, King students can



excel in math just like they do in basketball. The test scores show how much the entire school (students, parents, teachers, administrators, and community) has to change to meet TPS's stated goal of 75% passing.

Fourth and 6th grade students at King take the next proficiency tests between March 20 and 24, 2000. Scores will be re-

ported by June 7, 2000.

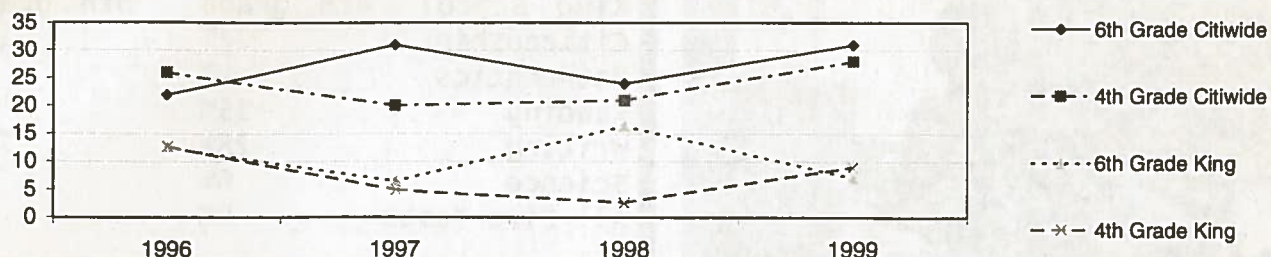
Every King classroom has computers with access to the Internet. Parents and teachers are beginning to discuss and experiment with better ways of using this technology to support math and other learning.

The Parent Teacher Organization and the Community Math Academy are uniting behind a program

to transform the culture of King into one that encourages academic as well as athletic success.

**Both King's principal and the school superintendent will be replaced this year. We need educators in both positions who are prepared to join our revolution for 21st century education for all children.✚**

### Percent of Students Passing Math Proficiency Test



Proficiency Test Passage Rates, %	1995	1996	1997	1998	1999
Citizenship (4th King)	na	23.3	7.9	10.4	27
Mathematics (4th King)	na	12.7	4.8	2.6	9
Reading (4th King)	na	8.5	9.5	9.1	15
Writing (4th King)	na	37.5	37.1	23.1	28
Science (4th King)	na	2.8	1.6	7.8	6
All (4th King)	na	1	2	1	0
Citizenship (4th citiwide afr-am)	30	26	25	20	28
Mathematics (4th citiwide afr-am)	8	13	8	8	12
Reading (4th citiwide afr-am)	35	16	23	12	24
Writing (4th citiwide afr-am)	35	28	41	32	32
Science (4th citiwide afr-am)	na	8	9	11	12
All (4th citiwide afr-am)	na	3	2	3	3
Citizenship (4th citiwide)	50	42	37	36	45
Mathematics (4th citiwide)	20	26	20	21	28
Reading (4th citiwide)	49	30	34	24	37
Writing (4th citiwide)	36	39	50	46	44
Science (4th citiwide)	na	2	22	27	27
All (4th citiwide)	na	10	9	10	13
Citizenship (6th King)	na	18.8	15.2	31.1	15
Mathematics (6th King)	na	12.5	6.4	16.4	7
Reading (6th King)	na	16.7	10.8	19.2	9
Writing (6th King)	na	46.8	57.4	66.1	75
Science (6th King)	na	6.3	2.1	3.3	0
All (6th King)	na	2	2	0	0
Citizenship (6th citiwide afr-am)	na	26	34	35	41
Mathematics (6th citiwide afr-am)	na	8	14	12	17
Reading (6th citiwide afr-am)	na	14	20	23	23
Writing (6th citiwide afr-am)	na	39	53	74	70
Science (6th citiwide afr-am)	na	9	8	14	12
All (6th citiwide afr-am)	na	3	4	5	6
Citizenship (6th citiwide)	na	43	49	47	56
Mathematics (6th citiwide)	na	22	31	24	31
Reading (6th citiwide)	na	24	31	31	36
Writing (6th citiwide)	na	49	61	80	73
Science (6th citiwide)	na	24	23	27	24
All (6th citiwide)	na	9	13	14	14

The statewide goal public school goal is for 75% of children to pass each test except science, where no goal is set.

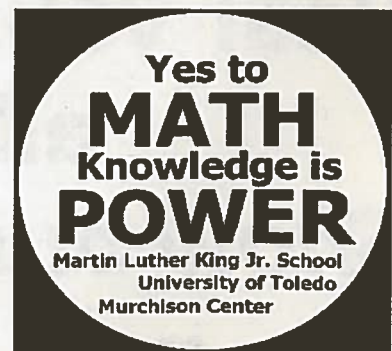
Citywide and Citywide Afr-Am data from [www.ode.ohio.edu](http://www.ode.ohio.edu) on August 22; King data from same site on August 5, or from TPS Bd of Ed.

All data is for Toledo Public Schools students.

Your Name \_\_\_\_\_

Date \_\_\_\_\_

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# First Saturdays

Every month through March, 10-Noon at UT's SWAC building (Secor and Dorr)

## Practice Proficiency Testing

4<sup>th</sup> & 6<sup>th</sup> grade math

Free and open to all students

Teachers tell your students

Parents and grandparents  
bring your children

Adults stay for parents  
meeting, or try the test  
alongside your children

Yes to  
**MATH**  
Knowledge is  
**POWER**

Martin Luther King Jr. School  
University of Toledo  
Murchison Center

# First Fridays

**Wear your Yes to Math t-shirt  
all over Toledo**

***Show our kids that you are a  
part of their victory!***