

September 11 - September 25, 2009

# The Pontiac News

A NEWS SOURCE WITH A LOCAL FLAVOR

VOL. 1 ISSUE 17



**Oakland County Executive L. Brooks Patterson Makes Presentation to New Mayor of Detroit Dave Bing at OC Board of Commissioners Meeting on September 2**

## VOTE ON SEPTEMBER 15



**The New Pontiac High School Opens 2009 – 2010 School Year in Style With Students Sporting New Uniforms**

**Arts, Beats and Eats Enjoys Another Successful Year**



***New School District Leadership Team Welcomes School District staff during conference at Oakland Schools***



## LOCAL TALENT HIGHLIGHTED DURING LABOR DAY WEEKEND



Ronnie McNeir a Pontiac native and current member of the world renowned Four Tops highlighted local talent including Melanie Rutherford, Ken E. Corr, Mavis Elaine Peters and the multi-talented Jonathan Givens during Club Lush performance on Labor Day @ Downtown Festival – promoted by Pontiac CPA Larry Jones and wife Dell Marie



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 (For specific program offerings see page 14)

**Oakland County Employment Diversity Council (OCEDC) Presents the 8th Annual Workplace Diversity Forum "Women In Leadership Summit" with Carmen Harlan as Keynote Speaker on Friday, October 30, 2009.**  
 For Sponsorship and Ticket Information (See Page 8)

**The Northern Oakland County Branch NAACP is holding its 89th Annual Freedom Fund Dinner October 2, 2009 at Centerpoint Marriott, 3600 Parkway in Pontiac, Michigan. (See Page 2 for details)**

# Food Critic, "From a Kid's Perspective"



**The Pontiac News Food Critic Jonathan Givens**

Jonathan L. Givens is a 6th grade student from Pontiac Michigan. Jonathan is the grandson of Ms. Eloise Williams, a teacher at Pontiac High School. Jonathan has had quite an experience in his young age singing and performing in various programs, such as the AP Youth Talent Search, the Phoenix Center, Pontiac School District's Christmas Recital, Cordell Music Studio Winter and Spring Recitals, as well as various church programs. Jonathan loves to

sing, bowl, read, usher at church, and his favorite subject is Social Studies. He is also a Junior Teacher in the Children Services Worship at the Wyoming Avenue Church of Christ in Detroit, Michigan.

On Friday August 21, 2009 I dined at P. F. Chang's Restaurant located in Troy, Michigan. As soon as walked in I noticed how colorful the atmosphere was. I found the inside of the restaurant cool and stylish. The waiters at PF's were very Kind and helpful throughout the whole meal. As I looked around people seemed to be very happy and comfortable. We were celebrating my Uncle's birthday and everyone was patient and helpful with making our selections. They even went so far as accommo-

dating me with the room temperature when I got cold.

I asked for an Arnold Palmer and it was perfect. They mixed it with lemonade and black tea. I never had black tea with an Arnold Palmer and it was a different but still tasty. Let's get into the appetizer. I ordered a little of everything which is like all the appetizers but set up differently. I thought it was fairly good. I say this because I am really not much of a "Veggie" guy, so I had to get used to the grape leaves and the all vegetable egg role. But I really loved the lobster meat in the crispy shell. It was firm, spicy and they weren't stingy with the lobster meat. I also loved the Pork which was wrapped in wheat dough and was lightly toasted. You just really can't resist it and for those who don't eat pork, you could get it with chicken or seafood.

Like they said in the movie Ratatouille, "Anyone can cook, even a rat", but not everyone can cook with flare, which is what P. F. Chang's had-real flare! The meal was Fantastic! I had a quesadía with brown rice and Cole slaw with a mild sauce. I could feel the melted cheese in my mouth like a slow, warm explosion. The spices were like the ones my grandma uses when she is cooking up Shrimp Creole or stir fry chicken.

I ordered a Vanilla Ice cream which was delightful. My overall success score for PF. Chang's is a 97%. I would like to give my compliments to the chef and to the staff for making my visit a great one not easily forgotten.

Jonathan Givens

## About The Pontiac News

The Pontiac News is dedicated to providing balanced news about The City of Pontiac and surrounding communities!

The Pontiac News was founded and established in February 2007 and will be published bi-weekly beginning in August 2007. As a major community and the county seat of Oakland County we believe that The City of Pontiac should have a newspaper that is dedicated to providing information and news about this great and historical city.

The Pontiac News is a community minded newspaper that will not only serve readers but also businesses and local organizations and will strive to be the paper of record for local municipal units including The City of Pontiac, and the Pontiac School District.

This bi-weekly newspaper, The Pontiac News, has been established to cover areas in our retail zone including Pontiac, Auburn Hills, Waterford, Bloomfield and other nearby communities (and other school districts).

The Pontiac News will be distributed to over 25,000 homes in The City of Pontiac and nearby communities and over 1,000 area businesses, organizations and agencies. We will eventually create a computer database for all addresses in the zip codes contained in the basic Pontiac News circulation area. A computer program will be designed to generate labels for all households and businesses in those zip codes in order to reach a total of more than 30,000 homes and businesses in our retail area by mail or by door to door delivery service.

In addition to better serving the business community with expanded circulation to cover the retail zone, The Pontiac News will have a great product for readers. We will often feature full 4 color pictures on the front page and occasionally elsewhere in the paper. We will also have the Associated Press wire for news features, local writers to augment our local news, and feature coverage. The Pontiac News web site will be launched in the near future to expand and supplement our news coverage and advertising reach.

We will continue to find better ways to serve our customers.



## NAACP ANNUAL FREEDOM FUND DINNER

*The Northern Oakland County Branch NAACP is holding its 89th Annual Freedom Fund Dinner October 2, 2009 at Centerpoint Marriott, 3600 Parkway in Pontiac, Michigan.*

*Social hour is at 6:00 P. M. with dinner following promptly at 7:00 P. M. The theme is "NAACP: 100 years-Bold Dreams, Big Victories."*

*The keynote speaker is Attorney Dennis Courtland Hayes, former interim President and CEO of the NAACP national organization.*

*Tickets are \$80.00 dollars per person with a limited number of youth and senior tickets at a reduced rate. Contact Co-Chairpersons Ms. Stephanie Spears-Boothe or Mr. Andrew Pettress for additional information or contact the office at phone 248 338-6760 or fax #248 338-9334.*



**Attorney Dennis Courtland Hayes**

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## The Pontiac News

**PUBLISHER & CONTENT EDITOR**  
R. Frank Russell

**CONTENTS & NEWS EDITOR:**  
Elaine Smith-Wright

**AFRICIAN CORRESPONDENT:**  
Kofi Annorh

**CONTRIBUTING WRITERS:**  
Attorney Earlean Baggett-Hayes,  
Dianthia Spann, Elaine Smith-Wright,  
Rev. James Keys, Quincy Stewart III,  
Michael Hohausier.

**PHOTOGRAPHER:** TBD

**ADVERTISING MANAGER:** Kashif Russell

**CIRCULATION MANAGER:** Christopher Riley

**OFFICE MANAGER:** Mary C. Russell

**DESIGNER & PRINTER:** Michigan Web Press

**CONTACT INFO:**  
TELEPHONE: (248) 758-1411  
FAX: (248) 451-1653  
PO Box 431412, Suite #1  
Pontiac, MI 48343  
[www.thepontiacnews.com](http://www.thepontiacnews.com)  
[ThePontiacNews@SBCGlobal.net](mailto:ThePontiacNews@SBCGlobal.net)



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# A Note To Parents: Impact of Parental Support

By Frank Russell - Author of *The Parent Success Kit*

Parents and the environment they create at home are crucial factors - equally as important as the school - in determining children's overall achievement. If you've ever wondered what impact your involvement and interest in your child's educational process have, consider the following:

Your attitude concerning education will dictate how your child will approach learning. Parents who participate in their child's educational process communicate a message to their child that education is important. A child who receives such a message has motivation to succeed.

Teachers cannot do the job alone. The demands of a classroom of students prevent a teacher from providing the kind of individual attention needed to stimulate each child to the fullest. Parental involvement is a must if the maximum benefits of educational experiences are to be realized.

Differences in academic achievement and cognitive development can be traced to the parents' reinforcement of school requirements at home. Children who receive help at home achieve higher standards than those who don't, regardless of the ability level of the parent. Not even additional help from the classroom teacher is as helpful as assistance from parents.

Parental praise and encouragement are recognized by educators as among the most effective tools of teaching.

The child of parents involved in the educational process receives the benefits of reinforcement from the single most important source in his life, his parents.

No one knows your child like you do -



what motivates him, his interests, his strengths, his desires, and his history. This is a wealth of information that is very useful to the classroom teacher. This information is most useful if the parent has a positive, active relationship with the school and teachers.

A child's education does not begin and end with the ringing of the school bell. Every experience for the child is a learning experience, and parents are involved in the education of their children on a daily basis.

As a parent, you play a vital role in planning and establishing the kinds of activities in your home that will stimulate and increase the intellectual skills of your child. The rewards of your interests and involvement may not be immediate, but your involvement makes a big difference in whether your child will succeed in the educational process. The information that follows will help you assist your child in becoming a winner in school, friendships, and in sports.

# 60 Ways to Help Your Child Learn

You don't have to drill your kids on multiplication tables or vocabulary to help them learn. These easy tips will help them maximize their learning potential.

## AT HOME

1. Teach your children the knowledge of themselves (origin, history, culture, etc).

2. Teach your children to love themselves (features, color, hair, heights, weight, etc).

3. Read to your children even after they've learned to read by themselves. Pick books you both enjoy.

4. Give your children books as gifts. Build a home library.

5. Subscribe to age - appropriate children's magazines.

6. Take children to the library on a regular basis; let them sign up for their own library cards.

7. With older children, use newspapers as "family" textbooks: use the world and national news pages to discuss current events.

8. Hang a map of the world on the wall so children can locate the countries where news events take place.

9. Keep a dictionary and other reference books handy - use them yourself and encourage your children to use them, too.

10. Involve children in environmental "earth saving" projects. Put them in charge of recycling.

11. Use mathematics to solve real-life problems: How much gas did we use on our car trip? What percent of weekly food money goes for ice cream? Measure the sugar in a cookie recipe.

12. Reinforce what your children are learning in school by having them teach you their newly-learned skills.

13. Review your children's textbooks so you know what they're learning in school. Then plan family activities that relate to their studies.

14. Establish a regular morning and evening routine. Set aside half-an-hour of quiet time before bed, so children can unwind. Then read, sing or talk to them before they fall asleep.

15. Create opportunities for success. Assign age-appropriate chores to help children gain confidence.

16. Use a calendar or chart to organize each child's weekly schedule: chores to be done, dates of tests, baseball practice or scout meetings. This way they'll know what to expect each week.

17. Work together: while your children complete assignments, do your "homework" - paying bills, balancing the checkbook, writing letters.

18. Look over assignments after the teacher corrects them; make sure children understand their mistakes.

19. Be a homework consultant: Set priorities, answer questions.

20. Create a special study space for each child, even if two or more share a room. To make learning fun, let them choose their own supplies.

21. Make a deal to limit TV watching - then spend some of this time watching programs with your child. Pose questions about, and discuss, the shows they choose to watch.

22. Turn everyday chores into learning

experiences by doing them with your child. When groceries shopping, for example, talk about nutrition; when picking up the yard, discuss ways to organize tools and toys.

23. Praise their efforts -not just their accomplishments.

24. Share your enthusiasm about learning a new skill like refinishing furniture - showing your children that learning is a lifelong experience.

25. Show that you are interested in your children's lives by asking about their schools, teachers and friends, and by listening to what they tell you.

26. Involve your children in your world. Talk to them about your day; tell them about projects at work.

27. Stress positive values - honesty, caring, loyalty, trust, respect and responsibility.

28. Help your children solve moral dilemmas and understand other people's actions by playing learning games: choose a problem and then have each member of the family provide a solution. (For instance, you saw a classmate cheat on a test. What do you do?)

## HEALTH

29. In addition to having regular family medical checkups, including immunizations and dental exams, talk with your children about their bodily functions and what they need to grow.

30. Teach your children about nutrition by providing well-balanced meals.

31. Be sure your children exercise every day. Activities that promote fitness include biking, skating, swimming, dancing, walking, running.

32. Engage in physical activity as a family - bike ride together, take after-dinner walks, play tennis, bowl or go swimming - several times a week.

33. Look out for extracurricular overload and/or academic pressure. Don't over schedule kids after school or on weekends.

34. Watch for signs of stress - irritability, changing sleep patterns, finger-nail biting, stomachaches, headaches, short attention spans.

## AT SCHOOL

35. Visit the school and get to know your children's teachers and principal. Clue the teacher about any big changes (new sibling, pending move) in your family that could affect schoolwork.

36. Find out from teachers what your children will be learning during the school year, so you know what to expect.

37. Find a way to volunteer your time, whether during the day, at night, or on weekends. Serve on school committees, if possible.

38. Know what is in your children's school records. Ask for clarifications; voice concerns.

39. Help organize special "school nights" - for mothers, fathers, and grandparents.

40. If you can't attend school conferences during the day, make arrangements to meet with teachers at night.

41. Press your school to base grades

**See 60 ways on page 10**

## The Parent Success Kit

How to Make Your Child a Success in School, Friendship & Athletics



### REVIEWER COMMENTS:

• This handbook is a must for the concerned parent who wants to help their child succeed in school.

### THIS HANDBOOK WILL HELP PARENTS TO IMMEDIATELY:

- Help Your Child to Develop a Sense of Responsibility.
- Help Your Child To Read Better and Get Better Grades and Test Scores In School.
- Help Your Child With His/Her Homework.

### HIGHLIGHTS OF THIS AMAZING HANDBOOK:

- Contains Tear Out Work Sheets & Charts To Help You Help Your Child.
- Sixty Ways to Help Your Child Learn.
- Ten Steps to Improved Reading.
- What The Research Says About Parental Support.
- Getting Along With Others.

### TYPICAL READER COMMENT:

• After reading and applying the material in this handbook my ability to help my child has increased 100%.

### IRON CLAD GUARANTEE:

• If you're not completely satisfied with this handbook after you have it for 10 days, return it for a full refund.

### IT WORKS!

• Hundreds of parents have already used this handbook and are now helping their children succeed in school, friendships and in sports.

Clip Coupon and mail to: The Youth Development Institute P.O. BOX 431016 - PONTIAC, MICHIGAN 48343 email: YDYouthDevelop@aol.com

Please send Me \_\_\_\_\_ Copies of **THE PARENT SUCCESS KIT** AT \$14.95 each plus \$2.00 Postage and Handling. It is my understanding that if I am not completely satisfied with the book after 10 days of receipt, I can return the book undamaged for a full refund.

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**— What's Happening In Pontiac —**

# The primary election for Mayor and City Council will be on Tuesday, September 15, 2009.

The list of Mayor/City Council Candidates for 2009 Primary scheduled for Tuesday September 15th are listed below.

Vote For the candidates of your choice!

### Mayoral Candidates

Ray D. Alexander  
Damon Ferguson  
Bradley Gibbs  
Leon B. Jukowski  
Sandy-Michael E. McDonald  
Clarence E. Phillips  
Donald L. Robinson, Sr.  
Everett L. Seay

### City Council District (3)

Mary Pietila  
Marc A. Seay  
Sherman Williams II

### City Council District (4)

Randolph Carter

### City Council District (5)

Ron Harmon

Donald Watkins

### City Council District (6)

Lee A. Jones

### City Council District (7)

Kermit Williams

### City Council District (1)

Wilbert T. Alexander  
Janiece Gage

Patrice Waterman

Wilvern Charli Yarbrow

### City Council District (2)

George Williams

Please study each of these candidates and vote based on Knowledge, Skills and Abilities!

## VOTE TUESDAY SEPTEMBER 15, 2009

The primary election for Mayor and City Council will be on Tuesday, September 15, 2009.

### Polling Place Location Changes

NOTICE IS HEREBY GIVEN THAT THE FOLLOWING VOTING PRECINCT LOCATIONS HAVE CHANGED AS FOLLOWS:

| IF YOU VOTE IN PRECINCT:  | YOU NOW VOTE HERE:                           |
|---------------------------|--|
| 3- Bowens Center          | Jefferson Jr. High School<br>600 Motor       |
| 4- Bowens Center          | Jefferson Jr. High School<br>600 Motor       |
| 5- Pontiac Central        | Bowens Center<br>52 Bagley                   |
| 6- Pontiac Central        | Bowens Center<br>52 Bagley                   |
| 7- Crofoot Elementary     | Bowens Center<br>52 Bagley                   |
| 8- Pontiac Central        | Bowens Center<br>52 Bagley                   |
| 9- Pontiac Central        | Bowens Center<br>52 Bagley                   |
| 10- Lincoln Jr. High      | Baldwin Center<br>212 Baldwin Ave.           |
| 12- Lincoln Jr. High      | Baldwin Center<br>212 Baldwin Ave.           |
| 16- Lebaron Elementary    | Ruth Peterson Community Center<br>990 Joslyn |
| 23- Pontiac Central       | Howard Dell Community Center<br>345 Edison   |
| 25- Longfellow Elementary | Woodland Heights Apartment<br>120 N. Edith   |
| 26- Longfellow Elementary | Woodland Heights Apartment<br>120 N. Edith   |

THE SEPTEMBER 15, 2009 PRIMARY ELECTION AND THE NOVEMBER 3, 2009 GENERAL ELECTION WILL BE CONDUCTED IN ALL VOTING PRECINCTS OF THE CITY OF PONTIAC, FOR THE PURPOSE OF ELECTING CANDIDATES FOR MAYOR/CITY COUNCIL.

# ELECT RAY D. ALEXANDER MAYOR

On September 15, 2009



“You know when you call, I will answer!”

Let's Get It Done Together

**Elect Ray D. Alexander, Mayor**

Paid for by Committee to Elect Ray D. Alexander Mayor

# Elect Everett L. Seay Mayor

## Seasoned, Experienced and Driven



# Vote September 15, 2009

Paid for by Committee to Elect Everett L. Seay Mayor

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## —Money Matters—

# The State of Minorities: The Recession Issue

By Amanda Logan, Christian E. Weller

The United States entered its most severe recession in decades in 2008. Even before the recession hit, minorities were in a more precarious economic situation than whites, largely because of fewer good employment opportunities. As the economy and the labor market declined, so did the fortunes of American families, hitting minorities especially hard.

The rising economic insecurity during the 2008 recession followed very weak labor market performance during the previous business cycle that lasted from March 2001 to December 2007. The economic expansion after the last recession failed to deliver rising incomes for most families.

Although this was true for all middle-class families, economic weaknesses tend to have worse effects for minority families than for whites. Minority workers have fewer employment opportunities, lower wages, or both as compared to their white counterparts. This leaves them with lower incomes and slower income growth. As a result, minorities are less well situated than white families to save and build wealth that would provide an economic cushion in bad economic times. When hard economic times hit, minorities find themselves in a precarious economic situation sooner than is the case for white families.

The data tell a clear and dire tale. The following range of key indicators highlights the economic trends for minorities during the last business cycle. We then compare those with what has happened in the recession of 2008.

### Unemployment

In December 2008, unemployment rates for minorities were substantially higher than those for whites. The unemployment rate for African Americans amounted to 11.5 percent, compared to 8.9 percent for Hispanics, and 6.3 percent for whites. That is, minorities were at least more than 40 percent more likely than whites to experience unemployment at the end of 2008.

Furthermore, although the unemployment rate rose for all groups, it increased much faster for minorities than for whites. The unemployment rate for whites rose by 2.1 percentage points, to 6.3 percent in December 2008 from 4.2 percent in December 2007, while the unemployment rate for African Americans grew by 2.9 percentage points and that of Hispanics rose by 3.1 percentage points during the same time period. In other words, the increase in the unemployment rate for minorities was at least 38.1 percent larger than that for whites.

These increases in the unemployment rate during the 2008 recession came after seven years during which minorities made no significant inroads in reducing their unemployment rates relative to whites. Minority unemployment rates in December 2007 were roughly the same as in March 2001 when the previous business cycle started.

The unemployment rate for whites was 4.2 percent in December 2007 compared to 3.7 percent in March 2001, while the respective rates for Hispanics were 5.8 percent and 6.0 percent, and for African Americans were 8.6 percent and 8.1 percent. That is, the structural differences in unemployment rates by race and ethnicity persisted for the entire decade.

### Employment growth

The flip side of rising unemployment is falling employment. Minority employment fell faster in 2008 than it did for whites. Employment for African Americans and for Hispanics declined by 1.9 percent in 2008, while it dropped by 1.6 percent for whites.

These employment losses came after meager employment gains, at least for African Americans and whites. The annualized job growth rate for whites averaged to an annualized rate of 0.6 percent and that of African Americans to 0.9 percent from March 2001 to December 2007.

In comparison, Hispanics saw substantially larger employment gains during the last business cycle as a result of strong employment gains in isolated sectors, such as construction, and hotels and restaurants. From March 2001 to December 2007, employment for Hispanics rose by an annualized rate of 3.6 percent. Yet these strong employment gains were insufficient to substantially shrink the unemployment gap between Hispanics and whites.

### Employment to population ratio

By and large, the employment gains over the last business cycle were insufficient to keep pace with population. The employed share of the population for whites stood at 62.1 percent in December 2008, compared to 61.9 percent for Hispanics, and 56.1 percent for African Americans.

For all groups, these levels were well below the respective employed shares at the beginning of the last business cycle in March 2001. Then, 64.9 percent of whites and 64.9 percent of Hispanics were employed, compared to 60.5 percent for African Americans.

The overall decline in the employed share of the respective populations came in two stages. During the last business cycle, each group experienced a slow decline, signaling that employment growth fell slightly short of population growth. Specifically, the employment to population ratio for whites declined by an annualized rate of 0.2 percentage points between March 2001 and December 2007, while the same ratio for African Americans decreased at an average rate of 0.4 percentage points and that for Hispanics stayed flat. Once the recession began, though, the employment to population ratios dropped sharply, by 1.4 percentage points for whites, 1.8 percentage points for African Americans, and 2.7 percentage points for Hispanics. The recession made a bad situation quickly worse.

### Earnings

Large earnings gaps persist among whites and minorities. Hispanics' usual median weekly earnings stood at just \$529.00 (in 2007 dollars) in the third quarter of 2008, while whites' were \$696.33.

These differences have shrunk slightly because inflation-adjusted earnings for Hispanics gained slightly in the last business cycle, from March 2001 to December 2007, while those for whites were flat in the last business cycle and dropped sharply in the current recession. Between the first quarter of 2001 and the fourth quarter of 2007, the usual median weekly earnings of Hispanics in 2007 dollars grew at an average annualized rate of 0.6 percent, while whites' earnings declined at an average annualized rate of 0.03 percent. Once the recession hit, Hispanics actually saw a bump in their earnings, which grew by



The recession has caused hardship for all Americans, but minorities have been hit particularly hard by these difficult economic times.

7.9 percent, while those for whites dropped by 2.6 percent on an annualized basis from December 2007 to September 2008.

It is important to note, though, that the recent earnings gains for Hispanics are likely short lived. Earnings typically lag behind employment, and since Hispanics saw the largest employment gains over this period, it makes sense that their earnings increases would continue longer than whites' and African Americans'. In turn, given that the rates of employment have dropped off for Hispanics along with those of other groups, it is expected that earnings growth for Hispanics will eventually slow as well.

The earnings gap between African Americans' and whites' usual median weekly earnings has grown at the same. There is still a substantial earnings gap between African Americans and whites' median weekly earnings. African Americans' earnings stood at \$554.99 in the third quarter of 2008 compared to whites' \$696.33.

African Americans' usual median weekly earnings (in 2007 dollars) have declined slightly since 2000. They first increased at an average annualized rate of negative 0.06 percent between the first quarter of 2001 and the fourth quarter of 2007, about twice as fast as the decrease in earnings for whites during the same period. During the recession of 2008, earnings for African Americans fell by an annualized 2.3 percent from December 2007 to September 2008, compared to the 2.6 percent decline for whites during those nine months.

### Family income

By 2007, the last year for which data are available, family incomes for whites were about 30 percent greater than for Hispanics and that gap has increased over time. Hispanics' median family income declined by an average of 0.5 percent per year from 2000, the last full year before the last recession started, to 2007, the last year for which data are available, falling to \$38,679 from \$39,935, or by a total of \$1,256 (in 2007 dollars). In comparison, whites' median family income fell at a much lower rate of just 0.003 percent per year, for a total decline of \$12 between 2000 and 2007, to \$54,920 from \$54,932 (in 2007 dollars).

The same story holds for the comparison by race. African Americans' median family income declined by an average of 0.7 percent per year between 2000 and 2007, to \$34,091 from \$34,720 (in 2007 dollars), much faster

than the income decrease for whites, but not as fast as that for Hispanics. In 2007, African Americans' income was \$1,629 dollars lower in 2007 than in 2000.

### Poverty

Astonishingly, poverty increased among Hispanics despite substantial employment gains, which only highlights the low wages at which Hispanics tend to work. In 2007, 8.2 percent of whites lived below the poverty line, up from 5.4 percent in 2000, but well below the 21.5 percent of Hispanics who lived below the poverty line in 2007. What's more, the percent of Hispanics living in poverty grew from 2000 to 2007 by an average of 0.3 percent per year. In comparison, the percentage of whites living below the poverty line grew by an average of 0.4 percent per year between 2000 and 2007.

The percent of African Americans living in poverty increased even more than that of both whites and Hispanics between 2000 and 2007, growing at an average rate of 0.7 percent each year. The percent of African Americans living in poverty jumped from 19.3 percent in 2001 to 24.4 percent in 2007, meaning that the share of African Americans living below the poverty line in 2007 was nearly three times as large as that of whites (8.2 percent).

### Health care

Large disparities in health insurance coverage also persist. In 2007, 10.4 percent of whites lacked health insurance coverage, while 32.1 percent of Hispanics did. The percent of Hispanics covered by health insurance increased slightly between 2000 and 2007, by an average of 0.07 percent per year, while the share of whites lacking health insurance declined by an average of 0.2 percent per year between 2000 and 2007.

The share of African Americans with health care coverage remains noticeably below that of whites. In 2007, 19.2 percent of African Americans did not have health insurance, compared to only 10.4 percent of whites. The percent of African Americans with health care coverage fell slightly between 2000 and 2007, from 81.7 percent to 80.8 percent, or by an average of 0.1 percent per year, about half the rate of whites, but substantially below the increases for Hispanics.

**See Recession on page 11**

## — Africa - &amp; World News —

## Ghana Holds Talks With Israel



**Kofi Annorh**  
*African Correspondent*

**Kofi provides TPN with news about events that are happening on the African Continent.**

The Israeli Deputy Prime Minister, Mr. Avigdor Liberman, recently held bilateral talks with President John Evans Atta Mills at the Castle, Osu, aimed at strengthening the fraternal relations between Ghana and Israel.

He was accompanied by a business delegation, which included investors, with support from the Israeli Export and International co-operation and International Institute. The visit is part of Mr. Liberman eight-day official tour of five Africa countries that include Ethiopia, Kenya, Nigeria, and Uganda.

President Mills, welcoming the delegation, said the delegation arrived in the country at the time his government has embarked on an efforts to create jobs, invest in people and productive infrastructure and to operate an open and tolerant government. "Our job is to provide an enabling atmos-

phere for investors, so long you keep to our rules and regulations, we will have no problem with any investors whatsoever," he added.

President Mills said he is aware Mr. Liberman's delegation included people with considerable expertise, especially in the field of agriculture, energy and other productive areas and promised his government's co-operation with the Israeli investors who have shown interest in investing in Ghana. He urged them to take advantage of all the opportunity offered them.

Mr. Liberman was happy that Ghana was the first country in Africa to recognise the independence of the state Israel and since 1960s, 70s and 80s, both countries have enjoyed good relations. He said Israelis are happy to be here again, this time to co-operate with the government and people of

Ghana, in what he described as "many significant issues like water management, medicine, agricultural resources."

Mr. Liberman, who is also his country's foreign minister, told the media after a closed door meeting with President Mills that the Israeli business community has show great interest in investing in Ghana and hoped their talks will lead to a very fruitful co-operation between their respective countries.

Other members of his delegation are expected to engage their Ghanaian counterpart in discussions aimed at exploring new business opportunities for a sustained economic cooperation between Ghana and Israel.

*Source: ISD (Elorm Ametep)*

## Ghana and Israel businessmen explore investment opportunities

Accra, Sept. 7, GNA - Ghanaian entrepreneurs have assured their visiting Israeli counterparts of their readiness to collaborate in investment opportunities in agro-processing, energy, tourism and water sectors.

Currently, Israeli companies operating in Ghana have invested in agriculture, manufacturing, construction and services and at an economic forum in Accra recently, they agreed to establish joint ventures. Mr. Tony Oteng-Gyasi, President of Association of Ghana Industries (AGI), said the visit was timely to seek new opportunities and improve business between the two countries.

However, he said it was time to establish manufacturing and trade relationship for their mutual benefit. Mr. William Atta

Krofah, President of Ghana Chamber of Commerce and Industry, assured the Israeli businessmen of the safety of their investments because government policies and laws were against forceful seizure of investment.

He said in addition, there were constant dialogue between government and the private sector to improve the business climate. Mr. Augustine Acheampong Otoo, Director of Global Business, Ghana Investment Promotion Centre (GIPC), said the stable political environment, abundant and well trained labour and tax incentives made Ghana a viable investment destination.

He said opportunities existed in the energy sector with government's determination to improve supply throughout the

country from the current 3,000MW to 5,000MW by 2015. There are also opportunities in the oil sector, especially the supply of gas from the Jubilee field, water treatment and distribution, agro-processing, Information and Communication Technology (ICT) and tourism.

Mr Arie Zief, Head of the 20-member Israeli business delegation, said the positive assessment of the environment in Ghana had opened a new door of business opportunities.

In another development, Mr Avigdor Liberman, Deputy Israeli Prime Minister and

Foreign Minister who led the delegation arrived in Accra on Monday for a day's official visit.

Mr. Liberman held a meeting with his Ghanaian counterpart, Alhaji Muhammad Mumuni, and signed an agreement on aquaculture. He leaves Ghana for Nigeria later in the day, where he is expected to sign an agreement on international cooperation with the Economic Community of West African States (ECOWAS).

*Source: GNA*

## Rural Enterprises Project targets 25,000 new jobs

Mampong (Ash), Sept. 7, GNA - The Rural Enterprises Projects (REP) has targeted 25, 000 people to train and support to establish new businesses. It is part of efforts to create 75,000 jobs and link 6,250 Rural Medium and Small Scale Enterprises to commercial enterprises. The Project had so far assisted in the establishment of about 10,717 new businesses and the creation of 31,872 jobs in 53 districts since its inception in 2003.

Nanabayin Brown-Addo, Communication and linkages Officer, who made this known in an interview with the Ghana News Agency in Kumasi, said 52 small-scale agro-based industries have been established between 2007 and June 2009 through collaboration with the Root and Tuber Improvement Marketing Project, the Ministry of Food and Agriculture, some rural banks and non- governmental organisations.

He told the Ghana News Agency that the REP, which is under the government's Poverty Alleviation Project, had offered training skills for small and medium scale enterprises in the beneficiary districts, which include Asante-Mampong.

"They have been offered training in soap making, grass cutter rearing, bee-keeping, ceramic production, batik tie and die printing and pomade production among other skills," he emphasized.

He said the Project had also trained a number of technical apprentices in metal machinery, woodwork, welding and fabrication for Rural Technology Centres which had been established in the beneficiary districts. He said the Project was contributing to the reduction of poverty and improved living conditions of people in the beneficiary communities, and particularly increased the incomes of women and vulnerable groups. Mr. Brown-Addo said marketing was part of the interventions, adding that the REP had trained beneficiaries in marketing related concepts and provided a platform for them to showcase their products and link them to urban manufacturers.

He advised trainees from the Small and Medium Enterprises in the districts to put what they had learnt into practice to generate income for themselves.

*Source: GNA*

## Mosaic Ghana Africa

In April 2010, Mosaic Ghana Africa will lead a business development, investment and cultural tour to Accra, Ghana in West Africa. The delegation will include various Oakland County, State of Michigan and other U.S. based executives of small, medium, and large U.S. firms representing a variety of business sectors.

The overall focus of the trip will be commercial, cultural and investment opportunities for Oakland County, State of Michigan and other U.S. companies, including joint ventures, presented by the continuing market liberalization and privatization underway in this country. In Ghana briefings and one-on-one business appointments will be arranged for members of the government, business and cultural delegation". For information regarding this trip contact 248-758-1411 or email [thepontiacnews@sbcglobal.net](mailto:thepontiacnews@sbcglobal.net)

# Elect Randy Carter Councilman District 4

P.O. BOX 430891 PONTIAC, MICHIGAN 48343 (248)-334- 8652  
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## BIOGRAPHY



Randolph "Randy" Carter is a native of Pontiac. He graduated from Central High School and attended Michigan Technical Institute for engineers. Randy recently retired as an engineer for General Motors Truck Division after 37 years.

Randy was the Director of Civil Liberties for the Michigan State Association Elks. He is currently volunteering as the Assistant Director of Education. Randy's passion for our youth inspired him to become one of the engineers involved in the 2003 international championship team Pontiac Northern Huskie Brigade Robotics Team for F.I.R.S.T. (For Inspiration and Recognition of Science and Technology).

Randy was a member of the Society of African American Police and is currently the Esteemed Loyal Knight of Sylvan Lake Lodge #723. His fraternal interest holds no bounds as he is an active member of Zulu Social Aid and Pleasure Club in New Orleans, Louisiana.



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**A Leader with Vision**

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**P**ride, Prosperity and Promise are **POSSIBLE**

**P**ontiac Needs a Leader

**State of Emergency**

Pontiac is in a unique situation. The Emergency Financial Manager is here until State required goals are achieved. The next mayor must work with the Emergency Financial Manager to balance the budget, remove the structural and accumulative deficit and make all payments timely. The objective of the next mayor, in collaboration with the City Council, is to make sure the EFM is successful in achieving these goals, sooner than later.

**Public Safety**

The fact that more police are needed is apparent. Public Safety must be our primary responsibility. Police and Firefighters are equally important and must not be used against each other at the expense of the citizens. Reorganizing how we use our existing police and firefighters will help us put more officers on the street. Our citizens and businesses deserve a safe community.

**Finances**

Pontiac can't continue to "cut" its way out of the deficit nor continue to ask the taxpayer for additional millages to provide services. Enforcement of existing laws and codes, efficiency in operations, time management, leveraging resources and accountability in all city departments are all means of revenue growth for our city.

**A Change is Gonna come...Are you?**

## — Educational Matters —

# How To Get Better Grades in School

By Frank Russell author of *The Student Success Kit*

You as a Student:

If you really want to become a better student you can. There is no doubt about it. This handbook will give you the opportunity to learn how to become a more successful student. All it takes is for you to go to class every day, do the work conscientiously, and have the confidence that you can do it. You Can Do It!! While some of you may be reading this handbook simply to brush up or improve the study skills you already have, others of you may be reading this handbook because you feel at a loss. Perhaps you don't know how to take good notes, manage your time, read and highlight assignments, study for a test and get good grades on a test, etc.

There are several reasons why you may not be the kind of student you wish to be. One reason may be that you did not take elementary or junior high school very seriously. Perhaps you sloughed off and had more interest in your social life than in your class work. Or perhaps, at some point early on, maybe even as early as the second or third grade, you began to fall behind and not only missed out on important learning experiences, but also lost confidence in yourself. Perhaps you are a restless, impatient sort of person who is not very self-disciplined. These are all problems that this kit can help you overcome.

Another kind of problem could be emotional. Sometimes it happens that a student thinks that he or she is serious and yet begins to cut classes, doesn't do assignments, and has lots of reasons (excuses) for

why this is happening. Cutting class and not doing assignments on time are danger signs. If you notice these danger signs occurring with you, talk to your teacher right away. You may be suffering from one of several problems that prevent students from succeeding. These problems can be overcome. For example, you may be so used to failure as a student that you can't break the habit. You have all the best intentions, and yet the next thing you know you are back in the same old rut. You may hate that rut and you may have tried to get out of it, but it is familiar; it is a habit. There is nothing easier than falling back into a familiar rut, no matter how much you think you want to get out of it.

You need to break the old habits of failure, of not working hard, of letting things slide. One way to break them is by making new, better habits. Do not underestimate the power of bad habits. Some people, on the other hand, because of some emotional problem, cannot accept success, as strange as that may seem. They do well and then, just as they are beginning to achieve success, start sliding. All kinds of excuses crop up, like "I'm Doing So Well Now I can Relax For Awhile." See your teacher/parent right away if you recognize this pattern in yourself. There are ways to overcome the problems that hold you back. Whatever it is that has kept you from the success you desire, you can begin to overcome it.

It depends on the amount of effort you yourself put into taking charge of your own life, which includes putting a real effort into this program. Unfortunately, your teacher or parent cannot work a miracle for you.



Whatever it is that has kept you from the success you desire, it can be overcome. Your own efforts are needed if you want to make the most of the opportunity that this manual offers you. Besides helping you to become a better student in general, this manual can help you do well in your classes right now. In other words, you should begin immediately to apply what you learn here in the classes you are presently taking.

### I. PREPARING FOR CLASSES

1. Buy the necessary school supplies
  - 3 ring notebook
  - Lined notebook paper
  - Dividers for each class
  - Pencils
  - Pens - with blue or black ink
  - Highlighter(s) - 2 or 3 different colors
  - Plastic pencil case
2. Organize your 3-ring notebook
  - Label a divider for each class
  - Put notebook paper in each class division
  - Keep assignment sheet or notebook in front of notebook or each class section
  - Keep writing tools in front of notebook (in plastic case)
3. Keep an assignment sheet or notebook (See Student Success Kit - Chart #1, 2 & 3 for assignment sheets)
  - Check it everyday before you go home - get the books you need
  - If you don't have a written assignment, review or read ahead
  - If you aren't clear on your assignment, find your teacher and ask
4. Keep a calendar - weekly and monthly (See Student Success Kit - Chart #4, & 5 for daily & weekly time schedules)
  - Write due dates of assignment and papers
  - Write dates of tests
  - Write dates of holidays and personal obligations
  - Write times for studying
  - Write due dates for partial assignments
  - Make daily lists of things you must accomplish that day
5. Keep a regular homework/study schedule

## The Student Success Kit

How to get Better Grades  
in  
**School**



### REVIEWER COMMENTS:

- This handbook is a must for the serious student who wants to get better grades in school.

### THIS HANDBOOK WILL HELP THE STUDENT TO IMMEDIATELY:

- Get Better Grades In School
- Get Better Test Scores

### HIGHLIGHTS OF THIS AMAZING HANDBOOK:

- How To Prepare For Class
- What To Do After Class
- What To Do During Classes
- Test Taking Strategies
- Contains Tear Out Worksheets and Charts To Help You Get Better Grades

### TYPICAL READER COMMENT:

- After reading and applying the material in this handbook my grades went from a (D-) to a (B+).

### IRON CLAD GUARANTEE:

- If you are not completely satisfied with this handbook after you have it for 10 days you may return it for a full refund.

### IT WORKS!

- Hundreds of students have already used this handbook and are now getting better grades in School.

## 60 Ways from page 3

on total performance - not testing alone.

42. If your children attend an after-school program, check it out to be certain it is interesting and appropriate for their age group.

43. Make sure the school provides instruction in physical fitness.

44. Support the establishment of a school health department - with nurse and doctor on call.

45. Find out how illness and accidents are handled. Let the school know how to reach you in case of emergency.

### PEER GROUP

46. Know who your children's friends are.

47. Invite your children's friends over to get to know them better.

48. Monitor how long and where your children are. Have your children check back at least every two hours, just to touch base with you.

49. Set a curfew at a reasonable hour for your children.

50. Program your children's peer group, so that this group of friends reinforces your value systems.

### IN THE COMMUNITY

51. Vote regarding your local school

board members, school budget and bond issues.

52. Attend school board meetings.

53. Press your school board to adopt a multi-cultural curriculum.

54. Encourage local businesses to take an interest in your schools - either by sponsoring events or by becoming more directly involved by allowing employees to make donations of money or time.

55. Support the involvement of older people in your schools - they may serve as teachers' aides or child advocates.

56. Help organize school fund-raising events.

57. Support the development of Rights of Passage" programs in the community. (Manhood and womanhood development programs)

58. Support community organizations that teach youth how and why they need to start their own businesses.

### AT WORK

59. Request that your company follow other forward-thinking companies by giving parents a certain amount of time off each month to work at their children's schools.

60. Encourage business or company management to have "family days", when children can come and see where you work and what you do.

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# Key Baby Boomer Retirement Issues

There are 76 million baby boomers born between 1946 and 1964. Having negotiated adolescence, raised a family, and succeeded in a career, their next life "event" is retirement. Baby boomers face high expectations and many challenges in retirement. As charter members of the "youth" generation they will have trouble accepting what they consider the boring retirements of their parents. For this generation retirement must be meaningful, interesting, and different. On the other hand many baby boomers are going to be strapped financially in their retirements. Their 401ks have been hammered, many did not save enough in their peak earning years, some took forced retirement early, and almost no one is getting what now seem like the lavish defined benefit-type pension plans of their parents.

**Baby boomers can choose from a number of different type retirements:**

- Active adult communities or 55+ communities
- Small town retirement
- College town retirement
- Retirement in a large or mid-sized city
- Cohousing (where residents share certain facilities)
- Retirement in a foreign country
- Stay where they live now
- Retire to a mixed generation retirement
- A life of volunteerism or special activities

Whatever retirement choice baby boomers might happen to make, they are sure to have a strong influence on the communities and institutions they move to. That influence will come partially from sheer numbers because there are so many of them, and partially from baby boomers' unique way of looking at the world. Use the resources on this site to find out more about baby boomer retirement options and trends.

References



- Wikipedia baby boomers entry
- 55 Plus retirements

- Baby boomer retirement advice
- Baby boomer retirement

## Recession from page 5

### Retirement plan participation

Access to employer-sponsored retirement savings is equally uneven. Less than one-third of Hispanic workers in the private sector participated in an employer-sponsored retirement plan in 2007, compared to over half of whites. Hispanics were already less likely than whites to participate in an employer-sponsored retirement plan in 2002, the earliest year for which data are available, with only 31.1 percent of Hispanics participating compared to 58.8 percent of whites. Between 2002 and 2007, the share of Hispanics who participated in an employer-sponsored retirement plan in the private sector declined by an average rate of 0.1 percentage points per year while whites' participation declined by an average rate of 0.2 percentage points per year. Importantly, in 2007, the percentage of Hispanics who participated in an employer-sponsored retirement plan remained considerably lower than that of whites, falling to 30.6 percent, well below the 57.6 percent of whites who participated.

The differences by race are not quite as stark. Only 47.1 percent of African Americans participated in an employer-sponsored retirement plan in 2007, compared to 57.6 percent of whites, a 10.5 percentage-point difference. In 2002, 47.5 percent of blacks participated in an employer-sponsored retirement plan compared to 58.8 percent of whites. Between 2002 and 2007, the percent of African Americans who participated in an employer-sponsored retirement plan in the private sector declined by an average annual rate of 0.1 percentage points.

### Homeownership rate

In 2000, the homeownership rate for whites was 73.8, and in 2007, their homeownership rate stood at 75.2 percent, as compared to only 49.7 percent for Hispanics. The African-American homeownership rate was the same in 2007 as it was in 2000, standing at 47.2 percent.

The overall gains in homeownership left African Americans behind. Hispanics' homeownership rose between 2000 and 2007, from 46.3 percent to 49.7 percent, for an annual average increase of 0.5 percentage points. In comparison, the homeownership rate for whites rose only by 0.2 percentage points on average during the same period.

And, the homeownership rate for African Americans started to fall from its last peak in 2004 to end up at the same level in 2007 as in 2000.

### High-cost mortgages

Nearly 29 percent of home-purchase loans made to Hispanics in 2007 were high cost, as opposed to only 11 percent for whites. Many more Hispanics obtained high-cost mortgages than did whites. Data collected under the Home Mortgage Disclosure Act show that 83,393 loans made to Hispanics were high cost, as opposed to 208,253 that were market rate.

Of home-purchase loans made to African Americans in 2007, more than 34 percent were high cost, as opposed to only 11 percent for whites. Many more African Americans received high-cost mortgages than whites. Data collected under the Home Mortgage Disclosure Act show that 67,480 loans made to African Americans were high cost, as opposed to only 130,985 that were market rate.

### Sources

Unemployment: U.S. Department of Labor, Bureau of Labor Statistics, "Current Population Survey." African American refers to blacks and African Americans, and Hispanic refers to Hispanics and Latinos. Quarterly data is used in order to include unemployment data available for 2008.

Employment growth: U.S. Department of Labor, Bureau of Labor Statistics, "Current Population Survey." African American refers to blacks and African Americans, and Hispanic refers to Hispanics and Latinos. Quarterly data are used to include employment data already available for 2008.

Employment to population level: U.S. Department of Labor, Bureau of Labor Statistics, "Current Population Survey." African American refers to blacks and African Americans, and Hispanic refers to Hispanics and Latinos. Quarterly data are used to include employment data already available for 2008.

Usual median weekly earnings: U.S. Department of Labor, Bureau of Labor Statistics, "Current Population Survey." African American refers to blacks and African Americans, and Hispanic refers to Hispanics and Latinos. Usual median weekly earnings refer to the median weekly earnings of a full-time, non-self-employed wage and salary earner before taxes, including over-

time pay, commissions, and tips earned from a primary job. Quarterly data are used to include earnings data already available for 2008.

Family income: U.S. Bureau of the Census, Historical Income Tables. White refers to white non-Hispanic. Beginning with 2002, data represent white non-Hispanic alone, which includes people who reported white alone or in combination. Beginning with 2005, data represent black alone or in combination. People of Hispanic origin may be of any race.

Poverty: U.S. Bureau of the Census, 2008, Income, Poverty, and Health Insurance Coverage in the United States 2007. White refers to white non-Hispanic. Beginning with 2002, data represent white non-Hispanic alone, which includes people who reported white alone or in combination. Beginning with 2005, data represent black alone or in combination. People of Hispanic origin may be of any race.

Health care: U.S. Bureau of the Census, Income, Poverty, and Health Insurance Coverage in the United States 2007. White refers to white non-Hispanic. Beginning with 2002, data represent white non-Hispanic alone, which includes people who reported white alone or in combination. Beginning with 2005, data represent black alone or in combination. People of Hispanic origin may

be of any race.

Retirement savings: Patrick Purcell, 2008. "Pension Sponsorship and Participation: Summary of Recent Trends." (Washington: Congressional Research Service). White refers to white non-Hispanic and African American refers to black non-Hispanic. 2002 was the first year the "Current Population Survey," the survey Purcell analyzed, used expanded categories of race and ethnicity, making comparisons with earlier years problematic.

Homeownership rate: Bureau of the Census, Housing Vacancies, and Homeownership. White refers to white non-Hispanic. Beginning with 2002, data represent white non-Hispanic alone, which includes people who reported white alone or in combination. African American refers to African American only. People of Hispanic origin may be of any race.

High-cost mortgages: Home Mortgage Disclosure Act data. White refers to white non-Hispanic. People of Hispanic origin may be of any race. High-cost mortgages are defined as those with a rate three points or greater than the treasury rate when the loan was enacted.

"This material [article] was created by the Center for American Progress ([www.americanprogress.org](http://www.americanprogress.org))"

## Oakland County Employment Diversity Council & OAKLAND COUNTY HUMAN RESOURCES Presents

### The Monthly Diversity Educational Forum Series

**Increase your understanding of Diversity, Earn SHRM Credits**

Enjoy lunch and the excellent Networking Opportunities!

**Thursday, September 17, 2009 - 1pm - 3pm**

**Where:** Oakland County Executive Office Building 41 West Conference Center 2100 Pontiac Lake Rd., Waterford, MI 48328

**Cost: FREE With Lunch**

### TOPIC: Sharing Success

*This month we will look at Diversity Success Stories. Attendees will have an opportunity to present positive diversity/inclusion stories that have occurred in the workplace. This fun and robust discussion will be facilitated by OCEDC Board member David Haslam!*

To Register complete the registration form on our website [www.ocado.net](http://www.ocado.net) and fax to 248-975-9742, email [russellf@ocado.net](mailto:russellf@ocado.net)

## —Women Issues

# Equal Work Without Equal Pay

Women are now half of workers on U.S. payrolls, according to USA Today. This is an important new trend in the U.S. economy and a stunning transformation from a generation ago. In 1970, women made up 43.8 percent of workers, while in July 2009 (the latest data available), women held 49.9 percent of all jobs.

The change in the composition of the U.S. labor force is both the outcome of long- and short-term trends. Women have been steadily increasing their labor force participation for decades, rising from 43.3 percent in 1970 to 60.8 percent this August (among women over age 20).

Alongside this increase in women in the labor force, we have seen great strides towards gender equality. The gender gap has narrowed, women now occupy a far wider range of jobs, and women are more likely to be in positions of power compared to only a few decades ago. The news this week that Diane Sawyer will now be the second woman to anchor the nightly news for a major U.S. network—joining Katie Couric—is yet another testament to how far women have advanced in today's workforce.

Although women are now half of all workers, they are not half of workers in all kinds of jobs. It remains the case that the jobs women most hold are those that we typically think of as "women's work"—secretaries and administrative assistants, cashiers, nurses, school teachers, salespersons, waitresses, retail floor managers, receptionists, and maids. This segregation of women into different jobs than men is one of the primary factors explaining the continuing wage gap between men and women, where women, on average, bring home just 78 cents on the male dollar.

But it has been the recession that has tilted the scale towards women actually becoming half of the workforce. Since December 2007—when the recession began in the United States—men have lost three out of every four jobs. The reason for this is because half of all job losses have been in construction or manufacturing, industries that disproportionately employ men.

Thus, while the news that women are half the workers is a marker on the long path toward equality, it is also a testimony about the current economic malaise. The share of adult men in the

United States with a job has never been lower, since we began recording employment data in 1948. In August, it hit 67.4 percent, meaning that fewer than seven in 10 adult men have a job. Prior to this recession, the share of men with a job had never fallen below 70 percent.

What this means is that there are now 2 million working wives today with an unemployed partner. These families are trying to make ends meet on her earnings alone. Given that in the typical married-couple family where both spouses work, the wife brings home just over a third—35.6 percent—of the family's income, this means that families are indeed experiencing an economic hardship. For women to support families, we need to do more to ensure pay equity.

On top of this, in the U.S., working families who have health insurance are most likely to get it from his job, not hers. As men have lost jobs, families are left not only without his typically higher earnings, but often without access to health insurance as well. De-linking access to health insurance from employment and ensuring that everyone, regardless of gender, has access to

health care would be a place to start.

It may be that women cross that line and become the majority of U.S. workers. But, it may not. Women losing their jobs could begin to catch up with men's dismal unemployment numbers if job gains stall in the sectors that disproportionately employ women. For example, as state and local budget cuts become reality and government layoffs mount, women will lose jobs, since they make up the majority of these workers. Over the past year, government has shed 69,000 workers, and there's no end in sight to budget woes for the foreseeable future.

The news that women are half of all workers is indeed a story of women's accomplishments. But, it is also a story about the fallout from the Great Recession and how the massive job losses among men have pushed women to the 50 percent threshold.

*Heather Boushey is a Senior Economist at the Center for American Progress.*

*"This material [article] was published by the Center for American Progress"*

## More Families Must Rely on Women Wage Earners

The pace of job losses over the past three months has slowed to about half as much as in the prior six months, but men are still losing three-out-of-every four jobs lost over the course of this recession, which began in December 2007. Because so many men have been laid off, the Great Recession has left millions of women nationwide as the primary breadwinner—a task made more challenging since women typically earn only 78 cents for every dollar men earn.

Neither the job losses predominantly among men nor the wage gap suffered by women is likely to change soon. Even worse, sectors of the economy where women are

most employed could experience job losses. Let's go through the numbers.

The pain of job losses in this recession continues to be concentrated in manufacturing and construction, which disproportionately employ men. In July, the share of adult men with a job hit another all-time low of 67.6 percent.

The difficulties finding a new job can be seen in the sheer number of men and women dropping out of the labor force after a spell of unemployment. In July, both men and women set records for leaving the workforce, with both genders experiencing 1.4 million labor market exits after reporting

being unemployed in June. Typically, women are more likely to exit the labor force, so these numbers indicate continued challenges for both sexes on the jobs front.

The share of adult men unemployed fell to 9.8 percent last month, from 10 percent in June. The share of adult women unemployed held at 7.5 percent, still well below the 1982 high of 9.3 percent.

Still, women losing their jobs could begin to catch up with men's dismal unemployment numbers if job gains stall in the sectors that disproportionately employ women. After months of holding up female employment, however, state and local governments are

now shedding jobs. State governments shed 5,000 jobs last month; over the past year, state governments have shed 13,000 while local governments have shed 15,000 workers.

With state and local budget cuts on the horizon around the nation, these trends do not bode well for women's employment holding up in the months to come given that women make up nearly six-out-of-every ten government workers.

*Heather Boushey is a Senior Economist at the Center for American Progress.*

*"This material [article] was published by the Center for American Progress"*

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## -Voices in the Community-

# Get Up and Get Moving

## Discover Your Dreams & Purpose in Life

### By Jerry Walker

My purpose for writing this book is to reach all those out in this world who are hurting and to meet them where they are with the message that, "Yes you can make it."

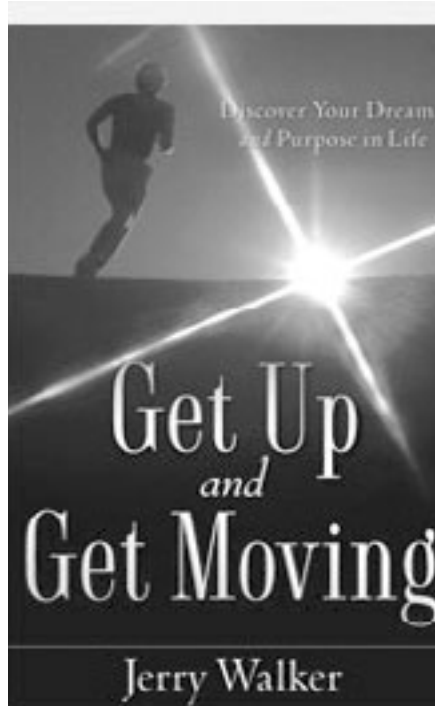
The road map to your success begins in your head." We must take control of our thoughts if we ever hope to do something different with our life because our thoughts go on to shape our attitudes, which in turn give way to our goals and how we see them through to fruition. The mind in all its intricate details will work for you or it will sabotage all your good intentions. We must be very careful what we feed into our subconscious mind.

I want this to be a book that reaches people from every socio-economic stratum and gives them the confidence and direction that is needed to sustain consistent growth. Then, I believe we as a nation will be in a better position to make this world a more desirable and safer place to raise our families.

In today's world it is obvious that we need someone we can turn to for help. Sometimes we try everything we know how to do and find that it is still not enough. In those more trying situations we need a savior; we need someone who is omniscient, omnipotent and omnipresent and knows what we're going through. We need someone with the power to orchestrate an answer to your issues and who will be there for you through thick and the thin. I believe that someone is my Jesus. He is truly the only one we can turn to for the answer to the questions we face today, tomorrow and everyday we wake up.

In this book, Jerry shares many examples of people who overcame various obstacles to become successful. You will definitely find a common thread that will get you up and get you moving!

As you journey through this life, the successes Jerry shares will help you navigate the minefields and allow you to move from where you are to where you want to be.



### Biography

Jerry J. Walker an ordained minister since 1996 has traveled to various states ministering to people. God's will for their life. He ardently believes that God has a desire for people to reach their highest potential in life.

Jerry was born and raised in Pontiac Michigan, served in the military in the United States Army in the early 70's and received an honorable discharge. He is a successful business owner, married for over 16 years, a devoted husband, father and grandfather

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## Ask Elaine.com

By Elaine Smith-Wright



Mrs. Smith-Wright started out as a Mass Communications major at Oakland University and now holds a B.A. degree in Nursing Home Administration and the Certificate of Gerontology and Sociology of the Aging from Wiley College along with a MBA Degree from East Texas Baptist University in Management. She also holds a Certificate in Filmmaking, Screenwriting and Directing from the Motion Picture Institute of Michigan.

Dear Elaine,

My best friend and I have been friends since we were in grade school. We are probably closer than any two sisters could ever be and have shared good times, bad times, death in our families, weddings, gone on road trips together, share being Godmothers to each other's children, wear each other's clothes and given or loaned each other money, just about anything you can name or imagine. She even bought me a mink jacket one time for Christmas and I gave her a nice little used car for her son's high school graduation. The problem is that even though we have shared just about everything, she has also told me in the past that she doesn't believe in the "he said; she said" mess concerning rumors and her husband. You know the "If I didn't see it for myself, it didn't happen" way of thinking? Well even though she didn't see it for herself, I saw it. I went to this new club the one night she didn't want to go with me because she wasn't feeling well and right there in the corner in a booth way in the back was her husband kissing all over a chick that my BFF and I both feel is a friend of ours. Did he see me? I don't know but I sure saw him. My dilemma is if I should tell her about what I saw or let sleeping dogs lay. I have become very standoffish about going over to her house as much as I once did because I know he's there. She has even picked up on my change and has asked what's wrong with me. I'm nervous whenever the two of them come around and it is killing me to keep this secret to myself but I'm afraid to tell anyone because it may still get back to her that I was the one who put the information out there in the first place. PLEASE! Tell me what to do.

Signed,  
I Have A Secret

Dear IHAS,

One of the hardest secrets to keep to your self is one where you know all of the parties involved and have a close relationship with the individual doomed to be crushed by the information. My mother once told me that anything done in the dark will eventually come into the light. Or perhaps you've heard that all dirt comes out in the wash. But my all time favorite is if you give someone enough rope they will eventually hang themselves. In other words if a person is given enough of a leeway, or left to their own devices, sooner or later believe me, they'll screw up. People who cheat are usually not very clever individuals. Once they establish a false sense of security in what it is they're doing, they tend to leave little clues to their infidelity or they make the mistake of letting others know their business. Taking this woman out to a club that his friends are likely to frequent is a stupid move. Maybe he wants to get caught by someone he knows since he doesn't mind being seen in such a disgraceful position.

You see if you tell her and they break up, then if they get back together, her husband is never going to look at you the same way or really want you around his woman because he will know that you will tell whatever you see. She may start to think of you differently too. Wouldn't it be heart breaking to lose your BFF?

I don't believe you have to tell her anything. Either she knows the individual she's dealing with or she doesn't and I bet you she does. Believe me sooner or later she'll find out what he's doing and when she does, she'll ask you if you knew about it. Then you can tell her what you know and remind her about her unwillingness to hear any rumor about her man. That way you can come away without having to put your long lasting relationship in jeopardy. In other words; let somebody else do it! Good luck.

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**Community Calendar**

# Post-Labor Day resurfacing of M-59 begins Sept. 8 in Pontiac and Auburn Hills

Pavement and bridge repairs will begin Tuesday, Sept. 8, on a 2-mile section of M-59 between M-1 (Woodward Avenue) and Opdyke Road according to the Michigan Department of Transportation (MDOT). Included in this \$10.5 million investment are bridge repairs, utility upgrades and intersection improvements. During the remainder of 2009, crews will be focusing on the westbound side of M-59. Westbound traffic will be reduced to a single lane around-the-clock until mid-December for resurfacing, bridge repair and intersection improvements. At one point this fall, there will be a two-week period when westbound M-59 will be closed entirely from Martin Luther King Jr. Boulevard to University Drive for intersection improvements at Paddock Street. During this closure, all traffic will be routed to northbound Martin Luther King Jr. Boulevard to westbound University Drive to reconnect with westbound M-59. This closure will be announced to the public in advance.

All lanes and ramps on the project will be open during winter shutdown. Eastbound M-59 improvements will begin in April 2010. Details of the project are available on the MDOT Web site under the "Projects & Programs" link.

For up-to-date information on this project, go to the list of statewide lane closures at: [www.michigan.gov/drive](http://www.michigan.gov/drive). Follow MDOT at [www.twitter.com/MichiganDOT](http://www.twitter.com/MichiganDOT) or visit the "Michigan Department of Transportation" page on Facebook and become a fan.

*MDOT: Working to improve our state roads and bridges*

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- 1 Reduced a 51 million dollar deficit inherited from the Jukowski/Payne administration down to 7 million dollars.
- 2 The Only Candidate With Lansing Legislative Experience and direct access to The Governor.
- 3 Worked with the Governor and Lt. Governor to Save NOMC (now Doctors' Hospital of Michigan) and 650 City Jobs.
- 4 City Income Tax backlogged, since 1998, now all caught up and over 1 million in refunds paid out to Pontiac citizens.
- 5 Received from Lansing two (2) City of Promise/Cool City designations for the City of Pontiac that brought in over 10 million in services and programs.
- 6 Over 20 years of public service to Pontiac as a Councilman, Council President, State Representative and Mayor.
- 7 Was able to get the library and senior citizens Millage passed that benefits all of Pontiac's seniors.
- 8 Worked with the County and State of Michigan to get Motown Motion Picture/TV Production Studio and 3000 jobs.
- 9 Facilitated the relocation of Electronic Data Services (EDS) and 2300 employees to Pontiac.
- 10 The demolition of the old Transpo Center and the building of a new Transportation Center in downtown Pontiac at no cost to the City.