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# OPINION

## 'Moving On Up' voter awareness

The theme song of the popular television show "The Jefferson's" is "Movin' On Up." The lyrics tell the story of a upwardly mobile move from Harlem to the fancy Eastside of Manhattan.

The theme has been adapted by Cope 83 as a way to create more vigorous voter awareness in Baltimore City, where the momentum is gathering leading toward the upcoming primary elections.

Without question, the voter awareness effort takes money—a lot of money. So, a benefit is scheduled at the Meyerhoff Symphony Hall Thursday, April 21, 1983 to promote voter awareness.

Interestingly enough, the production to be presented on that evening is the Afri Black Musical Theatre's off-Broadway production of "Movin' On Up," the black experience in song.

We applaud the efforts of COPE 83, and recognize that the task of getting black voters on the registration rolls, and getting them to the polls to vote is a monumental undertaking.

The key word is "voter awareness." There have been registration voter drives many times, and the results have been weak. Although the reasons to register have been given repeatedly, the full thrust of its import have not been fully assimilated.

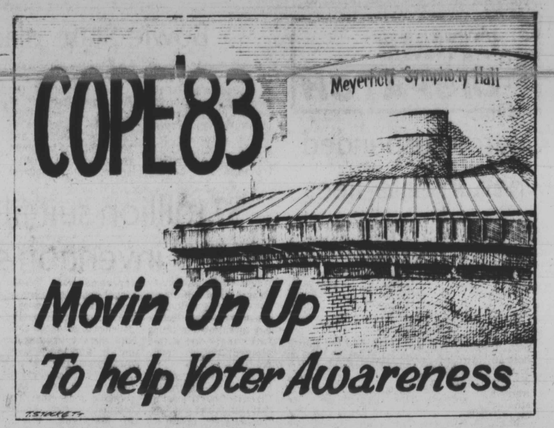
Thus a new twist, an appeal to increase "voter awareness" embodies the crux of the appeal that should be listened to, and acted upon.

There are now two sterling examples of how voter awareness can work. The first, happened right here in Baltimore City, when the current State's Attorney, Kurt Schmoke, romped to victory in the general election.

The second case is the trouncing of the incumbent mayor and sentimental favorite son in the Chicago mayor's race which saw Harold Washington emerge as the clearcut winner.

Awareness played a great part in both victories—especially in Chicago where over 200,000 black voters were put on the registration rolls in a single year.

The innovative approach of COPE 83 is worthy of mention, and hopefully black Baltimore will adopt the theme "Movin' On Up" as a symbol of the forward thrust in voter awareness.




Tony Brown's Comments

## Do academic standards harm athletes?

Recent plans by the NCAA to adopt a proposal that would tighten sports eligibility requirements for incoming college freshmen has ignited a nationwide controversy—pro and con—concerning its fairness. Simply put, Proposal 48 requires that by Aug. 1, 1986, any high school youngster with visions of playing big time, big money NCAA athletics must score at least 700 on the Scholastic Aptitude Test—that's less than half of a perfect score of 1600—and have a 2.0 or "C" grade average.

But some Black college presidents say the plan is motivated by racism.

Earlier this year when Proposal 48 was announced, Black college presidents spoke out in opposition to the ruling because they felt it was unfair to Black students who traditionally don't score that well on standardized tests.

And when White Penn State football coach Joe Paterno, at the NCAA's Annual Convention in San Diego, said that he thought Proposal 48 was fair, and that the presidents were "selling their Black students down the river," they labeled him accordingly.

Recentlyon public television (PBS), I interviewed two Black college presidents and a Black sports writer on this issue. Dr. Frederick Humphries, President of Tennessee State University, maintains that the ruling is discriminatory and that Black institutions were slighted because they were not asked to participate in the decision.

"Now if you are going to propose legislation that is going to give an athlete a fair opportunity to graduate from your institution, it seems to me that you would set something low in keeping with your relation," contends Dr. Humphries.

Dr. Humphries is joined in his opinion by Dr. Roscoe Brown, Jr., President of Bronx Community College in New York. He feels that the real issue is being avoided. "The real issue is that the institutions should be held responsible for graduating athletes in the same proportion as they graduate any other student, and if they don't the institution should be penalized."

However, opposing Dr. Humphries' views is Mr. Howie Evans, Sports Editor for the Amsterdam News in New York. "I believe it is long overdue. I believe something dramatic had to be done to impress upon our youngsters that there is more to life than basketball and football and baseball. I don't believe that a 700 score is asking too much.

What I think it is going to do is, it is going to motivate a generation of Black youngsters to become scholars, something that we haven't done in this past generation. I just find it absolutely amazing," added Evans in response to Dr. Humphries, "That you...and all the other Black college presidents would speak out and challenge anything that would have to do with motivating Black youngsters to join the frameworks to society educationally."

Dr. Norman Francis, President of Xavier and the United Negro College Fund, says too much discussion has centered around the legitimacy of the SAT. The real problem, he says, is the failure of the nation's schools to properly educate all its young.

Francis applauds the NCAA's bold step in tightening its academic requirements, the 2.0 grade point average, but called the inclusion of the SAT minimum a dangerous step in the wrong direction.

Unlike many other Black college presidents, however, he does not base the objections on racial bias, but rather contends that the NCAA's plan is, in effect, using the SAT test for a purpose it was not designed.

I'm glad that no one looked at me when I was a youngster and decided that I could not make 700 on the Scholastic Aptitude Test. Many of us in those days did a lot better than that. Of course, I must admit two distinct advantages: my generation performed better academically than our current peers and as an individual, I was the benefactor of all-Black primary schools with excellent teachers who made excellence natural and achievable.

There is nothing racist about expecting a student athlete to be a scholar first—at least to read his own name. In one study, only 1 out of every 250 Black athletes at a White college graduated. One source reported that the University of Georgia, for example, has graduated only 4 Black athletes since 1971.

Coach Joe Paterno of Penn State charges that White colleges have for years "raped" the Black athlete.

Everyone knows that although the SAT measures potential aptitude, it also measures — accurately—the achievement or lack of achievement of a student to that point. And there's the rub.

## Budget and Jobs bill

Parren J. MITCHELL

Last week, the House of Representatives was successful in passing two bills, both of which I supported. The First Concurrent Budget Resolution (House Concurrent Resolution 91) represented the Democratic budget alternative, and rejected many of the President's budget cuts.

The Emergency Supplemental Appropriations for fiscal year 1983 (Recession Relief and Jobs Bill), H.R. 1718, and bipartisan backing, and provides $4.6 billion for jobs and relief for the needy; and another $5.3 billion for necessary advances to the unemployment trust fund and state employment services.

Let's look at a few specifics of both bills.

The First Concurrent Budget Resolution includes the following major provisions:

**Taxes**—The resolution calls for a scaling-back of the massive tax cuts enacted in 1981, and mandates revenue increases of $30 BILLION in FY 1984, $40 BILLION in FY 1985, and $50 billion in FY 1986

Even after these increases, net tax cuts will still remain totaling $58.2 BILLION in FY 1984, $72.8 BILLION in FY 1985, and $96.3 BILLION in FY 1986.

**Military Budget** — After three years of defense spending increases averaging 11 percent above the rate of inflation, the resolution proposes limiting defense spending growth to an inflation-adjusted rate of 4 percent.

Over the five years from FY 1984 through FY 1988, the resolution projects defense expenditures totaling $1.6 TRILLION rather than the $1.8 TRILLION requested by the President.

**Education and Training** — The resolution provides $13.55 BILLION (53 percent) more for education, training, employment, and social services than the Administration's request.

**Jobs and Economic Recovery** — The resolution assumes enactment of the House version of the emergency jobs bill (H.R. 1718) in FY 1983 and another temporary jobs bill in FY 1984.

It also provides for a number of longer-term programs, such as an industrial development bank, infra-structure rehabilitation, and increased civilian R & D.

**Emergency Relief**— Funding is included in the resolution for several emergency programs to assist victims of the current economic crisis, including funds for foreclosure relief for farmers and homeowners, health insurance for unemployed workers, and a further extension of federal supplemental unemployment benefits.

**Energy and Environmental Programs** — The resolution provides $1.15 BILLION (35 percent) more than the President's request for energy programs in FY 1984. It funds the Enviromental Protection Agency at $1.24 BILLION, 25 percent higher than the Administration's request.

**Research and Development** — The measure includes increases of $1.5 BILLION over FY 1983 levels and $1.25 BILLION over the Administration's FY 1984 budget for support of research and development in fields such as medicine, pollution control, energy, agriculture, and basic science and for upgrading university research facilities.

The resolution also assumes a six-month delay in the COLA for federal civilian and military retirees, compared to the President's request to eliminate the 1984 COLA for federal retirees.

For the first time in six years, I was able to vote in favor of a budget resolution, since, as is evident, the measure presents a challenge to the President's continued victimization of vital human resource programs by staving off senseless spending reductions.

The Emergency Jobs Bill, H.R. 1718, appropriates $4.6 billion in FY 1983 for programs to create jobs in repair and rehabilitation of public facilities, resource conservation projects, park improvement and maintenance, and urban and rural development programs.

The bill (now, Public Law 98-8) also provides humanitarian aid in the form of emergency food and shelter services. Major funding under this part of the bill includes the following:

—$1.25 BILLION for Community Development Block Grants, $1.0 BILLION of which is to be divided on a 70 percent urban- 30 percent rural basis and $250 million of which is to be targeted to urban areas of high unemployment;

—$720 million for federal land and water projects carried out by the Army Corps of Engineers, the Bureau of Reclamation, the Soil Conservation Service, and the Tennessee Valley Authority;

—$225 million in funding to provide humanitarian aid to victims of the recession for programs such as WIC, and food and shelter distribution; and

—$207.4 million for Job Corps, Summer Youth Employment, and retraining of displaced workers under the Job Training Partnership Act.

The measure also appropriates slightly over $5 BILLION to federal unemployment compensation trust funds. Funds are provieed only for the continued payment of unemployment compensation benefits for programs already in place and no changes are made in existing unemployment compensation programs.

**Entitlements** — The resolution rejects the new cuts proposed by the Administration in entitlement programs assisting the poor and disadvantaged, and instead provides funds to repeal or modify some of the deep cuts made by the past two Republican budgets in programs such as Food Stamps, Child Nutrition, Aid to Families with Dependent Children, and Title XX Social Services.

**Federal Pay and Retirement** — The resolution assumes a 4 percent pay increase for federal civilian and military personnel in FY 1984 instead of the President's request for a pay freeze.

## Ministers deeply disturbed

Dear AFRO:

The officers and members of the Baltimore Baptist Clergy and Action are deeply disturbed by the confused and unbiblical state that a few of our churches in the State of Maryland have found themselves to be in, in recent days.

We believe this state has come about because many of our church members do not know nor practice the bible which tells us in I Corinthians:6

That a church is not suppose to go to court.

Whenever it does, it is in violation of the bible which is our guide. From time to time, we get in our ranks people who do not know or who understand how a new Testament church is operated.

Therefore, they resort to the ways of the world to settle difficulties when they arise.

If you want to destroy a good church all that you have to do is bring misdirected white media that is more concerned about getting a cheap story than preserving the Kingdom of God.

So many of us fail to realize that if you want to kill black Americans all you have to do is destroy our churches and you will destroy us.

No pastor, officer, or member of any church should ever allow themselves to resort to cheap tactics that will do harm to the work of the Kingdom of God.

Whenever difficulties arise, we must always make sure that our actions and reactions are biblical and that we never allow ourselves to do things that will forever turn lost souls away from the Kingdom of God.

Whenever a problem arises that cannot be solved successfully within the local congregation, the guidance and advice of Christian leaders should be sought because this is the instructions that the word of God gives for such matters.

We must always remember that the bible teaches from Genesis to Revelation that love is superior over law.

DR. ALFRED C.D. VAUGHN
President, Baltimore Clergy in Action

# Letters

## Homework Hotline

Dear AFRO:

While we are pleased to acknowledge Baltimore City's involvement in homework assistance, we in Baltimore County have operated our own Homework Hotline since 1980.

After reading the article about the City program in the March 15, edition of the AFRO-AMERICAN, we feel the need to acquaint you with our own successful project.

Homework Hotline was designed by the Public Relations Coordinating Team of the Teachers Association of Baltimore County (TABCO) to provide assistance to students with specific homework problems.

The most unique characteristic about TABCO's Homework Hotline is that it is strictly a volunteer program with no remuneration for any of the teachers involved.

Another significant feature is that the Hotline meets the needs of students throughout the County, covering an entire school system, not just specific, targeted areas.

Overseeing the operation of Homework Hotline on each Wednesday evening when school is in session, between the hours of 7 p.m. and 9 p.m., are Co-coordinators Judy Muskauski and Anne Spigelmire, teachers at Mars Estates Elementary and Summit Park Elementary Schools. Until this year, the program was coordinated by Ann Chaplain of Franklin Middle School.

When a student calls the Hotline number (828-6407), a certified teacher answers and records the problem and subject area. If that teacher is certified in that area, he or she will provide assistance.

If not, the teacher will take the student's phone number, contact a teacher certified in that area, and have that teacher call the student directly.

At no time are students given answers; rather the teacher guides the student through the proper sequences to reach an answer.

We at TABCO are proud of our Homework Hotline as well as our KidCare Program, which provides funds for food, clothing or supplies so that students are able to attend and function in our classrooms. To borrow from our KidCare slogan, "Kids are our Business...We Care!"

CAROLE C. JEFFRIES
UniServ Representative-Communications

## Judges and marriage

Dear AFRO:

Last week and two months ago, I turned down two very close friends who wanted me to marry them for the reason that in Maryland judges cannot perform marriage ceremonies.

Imagine my surprise, when you ran a picture in your March 19 edition of a judge performing a marriage and indicating that he joined them in matrimony, when in fact the Clerk of Court did.

I would suggest that you correct this impression so that not only will those of us who have turned down our friends will be given credibility but most of all, so that judges will not be inundated with requests to perform marriages.

This can only be done by Ms. Saundra E. Banks, Clerk, Circuit Court for Baltimore City or her Deputies.

ROBERT B. WATTS
Judge Circuit Court for Baltimore City

**Editor's Note: Maryland judges may not perform wedding ceremonies, but may conduct the ceremonial part of the service. The final pronouncement of marriage must be done, in civil services, by a clerk of the court. This was the procedure followed in the case cited by Judge Watts.**

## G. JAMES FLEMING

### Discovering Park Heights Academy

"What more can be written about the Park Heights Street Academy?" may be a good question to ask, but I had never visited there until a few days ago and I am sure many readers are in the same boat.

It was "open house" but no one had invited me personally or specially. No one expected me. I just dropped in and no one recognized me for sometime—after I had spoken to students here and there, seen and listened to teachers at lunch, and brainstormed a bit with a couple of the workhorses in any small institution, two secretaries (both degree-holders).

First and foremost, from my unescorted excursion, the Park Heights Street Academy students want the public to know that they are not a bunch of juvenile delinquents, or training-school alumni; or mentally-retarded young people.

Instead, they are as representative as the rest of the general community. One young man was right on target so far as his year of graduation is concerned, although he had taken a year off from public high school to work.

Another, formerly from out of state, has never attended a public high school, by choice of his parents, although they are by no means well-to-do.

Still another said that "After I had worked a while, although I was getting good pay, I knew I would not ever get the kind of job I really want, without completing my education."

Several young women, whom I interrupted, to listen to what they were saying or to ask them questions, joyfully told of their plans to continue on to college, either after graduation or a year later.

Three had already selected their respective colleges—to follow in the steps of the 40 per cent of other graduates who are pursuing higher education (Park Heights aims to raise this number to 60 per cent before too long).

What is it that brings these young people to PHSA, situated in the heart of Lower Park Heights, their home turf? Why Park Heights rather than idling away precious years as dropouts or merely warming the seats of more traditional high schools?

From students, teachers and advisers the answer goes along these lines:

1. Many of these young people were not temperamentally able to thrive well in the crowded classes of public high schools, whereas, at Park Heights there is a ceiling of one teacher for every 15 students. Some enrollees transferred from parochial schools because they "wanted a change."

2. Everyone appreciates the opportunity for "independent study," so that each one may proceed at his or her own speed.

3. Then, too, because of the 11-month school-year, even beginning students can expect to graduate in three years—just as other students may take more time to earn their diploma.

"The principal handicap of the PHSA students is that they come from low-income families," in the words of Mr. Noni Ford, director of development of the academy. At another point she added: that "The Park Heights young people are highly motivated, are willing to work hard, and have the ability to cope with heavy doses of math and science and just as heavy doses of grammar and writing."

How to explain why the teachers and staff ( most of them) leave the security of the public school system, and other employment, for PHSA? is still another question.

The headmaster, Dr. Irving S. Hamer:

"Teachers come here where they have the opportunity, through [illegible] to work directly with students, almost one on one; where they have the opportunity to try innovative ways of helping students to learn, and where they enjoy the different atmosphere that prevails here, both actually and in the making."

The 15 full time teachers and staff and the eight partime teachers seem to agree with Dr. Hamer who, himself, is an example of what he speaks.

A product of classical education, and holding master of arts and doctor of philosophy degrees from Harvard, he chose working the street academy movement of New York City.

How well this Baltimorean performed in the Big Apple is attested to by the fact that his home city turned to him, first as a consultant, some nine years ago and, later, to become the headmaster of what is now the Park Heights Street Academy. A parent said: "He was lured here"; others say "stolen" from New York.

In 1978 the academy was launched, sponsored by the Park Heights Community Corporation and the Baltimore City Department of Housing and Community Development.

Behind the headmaster is a seven-member board of directors, with Dr. Barbara Sizemore, professor of education at Morgan State University, as president—a board which must help raise the hundreds of thousands of dollars required annually to support this vital, lively, needed, institution.

The state, the city and several organizations make their contributions. In addition, Morgan State University shares its physical education facilities with PHSA and the Druid Hill YMCA makes it possible for academy students to become members of the branch with it many extra-curricular activities.

The Park Heights Street Academy is like an oasis in the desert; like "the little leaven (that) leaveneth the whole lump."

## An open letter to Gov. Hughes

Dear Governor Hughes:

As chairman of the Education Committee of the Maryland Legislative Black Caucus, I have been asked to advise you that the Caucus at its regular weekly meeting voted unanimously to offer to you our strongest support and endorsement for the establishment of a School of Engineering at Morgan State University. In this regard we are strongly supportive of the position taken by the Morgan State University Board of Regents at its meeting on February 21, 1983 that culminates two years of study aided by a private grant which you were instrumental in helping them to secure.

The establishment of such a professional school at Morgan seems to us compelling for a number of reasons. First, the state clearly needs an infusion of more professionals trained in engineering and related high technology disciplines in order to enhance the future economic development of the state.

Your own views on this topic are well known to us and they have our profound admiration and support. In our collective judgement, as legislators, Morgan, the state's emerging Urban University - situated in the state's largest city - with a history of 115 years of service to the people of the state and the nation, is ideally suited to launch a new engineering program.

The new program, we feel, will produce engineers at the Bachelor degree level with a variety of disciplines, especially the four basic disciplines of electrical, civil, chemical and mechanical engineering. The current and future need for more engineers provides Morgan with yet another opportunity to offer a unique and distinctive service to the people of this state and nation.

When we consider that Morgan is the state's leading historically black institution of higher education, a number of further considerations, in addition to the basic need for engineers make Morgan the logical place to train them. One is that a School of Engineering would substantially help to "enhance" the university in a most natural way.

This would be in keeping with legislative intent as expressed in the 1975 legislation creating the University and in the 1982 Joint Senate Resolution No. 32 which was actually signed by the legislative leadership on the Morgan campus on May 19, 1982. The engineering school at Morgan would also be consistent with your own leadership as reflected both in your public statements and your action on the Morgan budget in recent years.

Beyond the foregoing considerations, an engineering school at Morgan State University would also be consistent with the federal mandate for desegregation of higher education in Maryland. We are keenly aware that the Maryland Plan for desegregation has not yet been accepted by the Federal authorities, and that one obstacle to their acceptance is the level of commitment on the part of the state to the enhancement of the historically black colleges and universities with major programs funding and facilities.

We feel confident that by the establishment of an engineering school at Morgan together with strong support