

President Reagan picks "qualified black"

After much searching, President Reagan has found a "qualified black" to fill the top position on a key panel in his administration.

Reagan nominated and the Senate confirmed his nomination without debate — Clarence M. Pendleton as the first black chairman of the U.S. Civil Rights Commission.

On the surface, the appointment of a minority to head the commission looks like a giant, historic leap forward: what more could blacks want than to have one of their own in charge of directing this nation's policies on civil rights?

But Pendleton's appointment is yet another in a long line of Trojan horses being sent from the stables of the Reagan administration.

For Pendleton, a conservative Republican, opposes not only court-ordered busing for desegregation but also affirmative action

programs requiring the use of job quotas.

At a time when Reagan's commitment to civil rights has been challenged because of his decisions to grant tax-exempt status to schools that practice racial discrimination this appointment offers little hope to blacks that the administration will put their need closer to the top of its list of domestic priorities.

In fact, Pendleton got the job because Reagan fired his predecessor Arthur Fleming for openly criticizing the administration's civil rights policies.

So, once again, the president has succeeded in selecting a person whose views conflict with the principles and intent of the agencies or panel to be headed.

He has also shown that his idea of a "qualified black" poses a serious threat to those concerned about racial issues.

Black educators to organize

As a child starting in my neighborhood public schools, in Charlotte, I guess, I never considered that all-black schools may be racial mixed one day. Also as a student attending an all-black elementary school during the mid 1960's, I guess I never considered a time when I would not have a black teacher or my school would not have a black principal.

But my last year in elementary school was the first year of crosstown busing for desegregation and I had my first white instructors. Later when I entered junior high school, I had my first white principal.

As my secondary school education continued, I noticed fewer black faculty at my schools, especially in administrative roles as principals and assistant principals. Therefore, I notice with great interest the efforts of George W. Reid.

Reid is undertaking an admirable effort in the name of education — and black unity. An assistant undergraduate dean and professor of history at N.C. Central University in Durham, Reid is the president of a new group designed to cope with some problems black educators are encountering in the state now.

The group, the N.C. Association of Black Educators was founded by Reid. It is designed to address several problems including the declining numbers of black educators in the state's public schools and strengthening the ties between the black communities and the black colleges, which have weakened over recent years.

Reid explains that the close relations between the black community and the college, for instance, has eased because of the growing white student populations on the campuses. Although he adds that integration is

positive — he says the black community's ties with NCCU through the church, the civic groups and other organizations is important.

The major concern is the declining amount of black educators statewide and their sense of loss of power and responsibilities. Reid says even before the Reagan administration (with its conservative policies), blacks' roles in service, leadership and top administrative positions were decreasing.

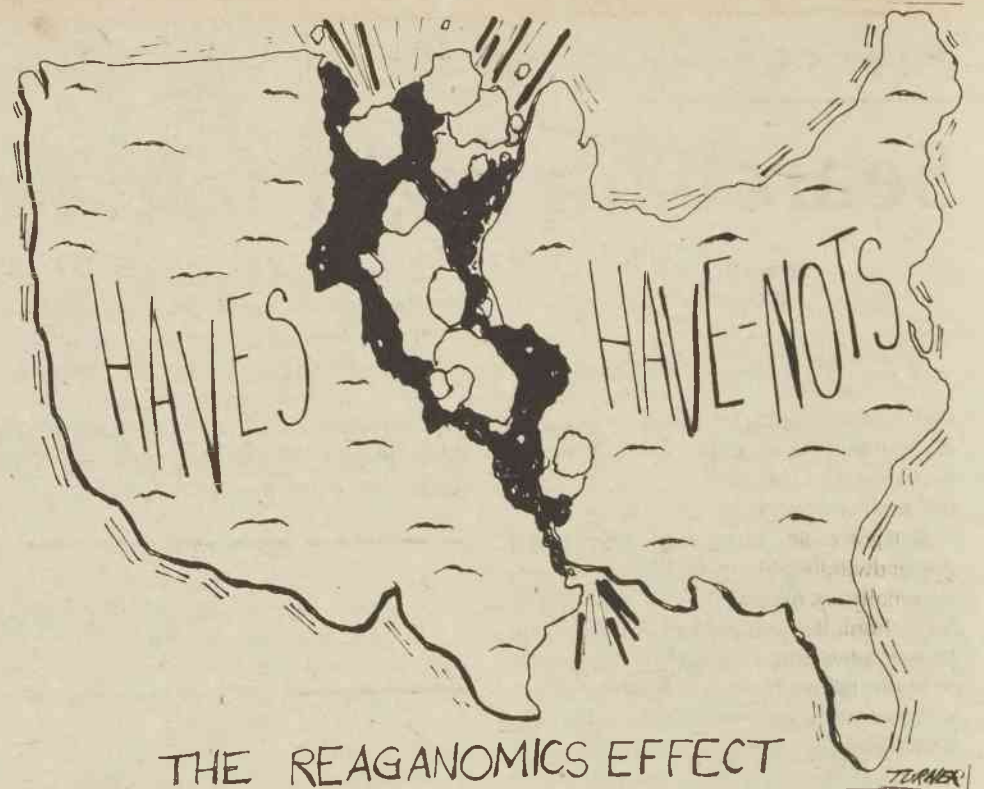
Although the number of black teachers increased in public and private schools during the school years 1964-65 and 1979-80; yet, between that period the percentage dropped to 21.1 from 28 percent according to the N.C. Association of Educators.

To reach its goals of helping black educators, the group plans to:

- work with and lobby support from state legislators
- help black students with their academic weaknesses
- inform black parents how their children are taught in schools
- deliver the group's concerns through public forums and statements.

To date, Reid says 350 people have acknowledged an interest in joining the group. In January, the group formally organized with temporary officials and regulations for the members.

The quick support of the new group is an encouraging sign it may receive the strong backing it needs for survival. The importance of education to the children is as important as those who serve as educators and thus are role models for them. Reid has demonstrated an interest in maintaining role models in the black community — and the effort is appreciated.



THE REAGANOMICS EFFECT

Catalog photos mislead

Linda Brown
Special to the Ink

The University of North Carolina system may have gone a little overboard this time.

Officials of the 16-campus system are revising college bulletins and printing special recruiting brochures to reflect the system's policy of racial integration. The only problem with the idea is that the person responsible for reviewing catalogs from the institutions, Edward W. Crowe, has exaggerated minority presence on the campuses.

Among changes that students and school officials say have been made include barring two photos and a cartoon from North Carolina Central University's summer school bulletin because they showed no mixing of blacks and whites.

Crowe, assistant secretary of the University of North Carolina system, also suggested replacement of group photos in catalogs when more than four people were pictured and none represented the racial minority on campus. Students objected to the use of file photos of whites who had graduated and of a picture of a white student sitting on a bed in a dormitory that has no white residents.

Crowe said he was not trying to misrepresent the enrollment in the school system, and that he was seeking accuracy.

Though Crowe's intentions appear to be good, the bulletins may be confusing in-

coming students. It is unlikely that one out of every four students at the schools represent the minority. Winston-Salem State University, for example, has a 15.5 percent white enrollment, not 25 percent as the pictures might suggest. The University of North Carolina at Chapel Hill as an 8 percent black enrollment — not even close to 25 percent. Such photo requirements might give a prospective student a good idea of what the school system is not.

Even without the file photos, the UNC system could still be able to accomplish its goal. Instead of focusing on the pictures that have already been taken, perhaps Crowe could focus on new pictures. It would not be dishonest to show several pictures of blacks and whites together, nor would it be dishonest to show several pictures of blacks and whites not together, because that is the way they actually are at one time or another.

Though it would be foolish to place a racial measurement on pictures that went into the book, the bulletin editors would do a much more efficient job by sticking closer to the actual racial numbers on each of the campuses. If a campus is only 2 percent white, why bend over backwards to make it appear to be 25 percent white?

Prospective students and their parents would be able to judge for themselves about the school's commitment to integration without its being over-emphasized.

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BLACK INK

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