

Michaux's bill gets lukewarm support

From Page A1

women are the big losers in second primaries, said Michaux.

"All the other candidates want to do is make it through the first primary," he said. "Second primaries are expensive and they tend to be racist."

Bills to eliminate or restrict the use of second primaries have been introduced in the legislature before, but have always lost. This time, said Michaux, lukewarm support from Gov. James G. Martin may help the bill pass.

Republicans tend to favor the elimination of second primaries because it gives them a better chance to win, said Michaux. When a black is named on the Democratic ticket, conservative white Democrats and Republicans vote for the Republican candidate, he said.

Co-sponsoring the bill with Michaux is Rep. C. B. Hauser, D-Forsyth. But the way he sees it, Hauser said, the bill has too much opposition and won't pass unless some changes are made.

Michaux said he expects changes in his original bill.

Most can accept the bill if it has a ceiling percentage of votes required to prevent a second primary, said Hauser. For exam-

ple, Hauser said, the revised bill might stipulate that, if a candidate gets 40 percent of the vote, a runoff wouldn't be necessary. But anything under 40 percent might require a runoff.

"I'm willing to accept 40 percent," said Hauser. "If you don't have a ceiling, you will nominate somebody, then the other party will elect somebody in the fall."

Rep. Annie Brown Kennedy, D-Forsyth, was not a co-sponsor of the bill, she said, because, as of yet, she hasn't decided whether she supports it.

"I see both sides," said Kennedy. "I'm not convinced second primaries are necessarily the problem some see them to be."

"It can work either way," Kennedy said. "We (blacks) have had some bad experiences, that's true, but I see the possibility of a black winning in a second primary. The rationale the opponents use is that whites will gang up together and the black candidate loses in the runoff."

If the bill is modified to have a ceiling percentage that is reasonable, Kennedy said, she will support it.

"I need to have a bill I think is

reasonable," she said. "If such a bill is introduced ... I will support it. There is certainly an area in which perhaps we can attract a fair medium to arrive at a formula or some position where a person with a strong lead could be declared the winner."

Forsyth County's two Democratic senators, Marvin Ward and Ted Kaplan, said they don't have enough information on second primaries to know if they can support Michaux's bill.

"I'm aware of the issue," said

Kaplan, "but I'm also aware of the political history of this country where the majority voters are the ones that are supposed to win."

"I'm really not decided on this issue. I'm not opposed to it and I'm not in favor of it. I'm just gonna wait to hear both sides of it."

Said Ward: "I don't have any strong feelings either way. I have not studied the issue. And, until you study any issue, you just don't know."

Rumblings at Rutledge

From Page A1

listed are:

- the use of outdated books
- insufficient and obsolete equipment in the business curriculum. For example, in a data entry class with 25 students, there is only one business machine for all of the students to use, they say.
- a double standard for hiring black and white teachers. Black teachers, says one of the students, must have master's degrees, whereas the requirements are relaxed for white instructors.
- insufficient parking for students
- no accommodations for the handicapped
- insufficient lighting around the school for night students
- only one pay telephone for the entire student body. Since many of the students who come to Rutledge are low-income and don't have cars, some of them say, they have to use the telephone to call for rides.
- no breaks between classes for night school students. Students attend classes from 6-9:30 p.m.
- no first aid facilities
- a lack of respect from the faculty and administration.

In addition, some students allege that drug trafficking occurs on campus and say they are forced to return books they say were purchased at the beginning of the quarter.

Middleton says he knows nothing of drug traffic on the campus, and that the students paint a misleading picture of the school in general.

For instance, he says Banner "was dropped from the class because she had an attitude problem. She threatened the teacher and had a poor attitude in class."

Middleton also says the school plans to create accommodations for the handicapped. In the meantime, Middleton says, the school already has a special restroom for the handicapped, as well as a lowered water fountain. Middleton says Rutledge schedules all classes on the street level of the school to accommodate the school's four handicapped students.

Lights have also been installed in the rear of the school's one building, says Middleton. As for the students who were

required to turn their books back in to the bookstore, Middleton says there was obviously a misunderstanding between the students and the bookstore.

"Those were loaner-type books," says Middleton. "They are used in the classroom and then turned back in."

"I feel some of them didn't get the word that they didn't buy the books," says Middleton, when asked if the students were aware they were paying a book rental fee instead of purchasing the books.

Rare Incident

The case of the student having several teachers is unfortunate but rare, says Middleton. The class's original teacher resigned with only three days' notice, Middleton says. A temporary replacement was hired until a permanent teacher could be hired, he says. After the permanent teacher was hired, he says, she became ill and was out for a week, and substitutes for her were hired. But the permanent teacher has returned, Middleton says.

A student in the same teacher's class also complains that, while the teacher was in the hospital, she gave a test she had designed to another student in the class, who in turn passed the test among her friends in the class.

Middleton says he drove the student to the hospital to see the teacher and to pick up some teaching material for the substitute, which included the test. And he says the student, whom he describes as a good student, denies having looked at the test or having given copies of it to friends.

"The girl was a good student and wouldn't need the test," says Middleton.

But the complaining student denies Middleton's claims and maintains that the test was given in advance to one student who in turn passed it on to others. That, she says, shows a lack of concern.

"Those white teachers don't want to stand up and teach what they consider a bunch of illiterate niggers," she says. "They think we are heathens and barbarians, but all we want is a little understanding."

In that same class, adds the student, the teacher once drew a hand on the board

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Winston-Salem Chronicle

More blacks in Southern cities

All 28 metropolitan areas with black populations of 25 percent or more are located in the South, according to the Commerce Department's Census Bureau.

This is among findings in a report on metropolitan areas as redefined in 1983 by the Office of Management and Budget (OMB). The report shows 1980 census population counts according to the new boundaries of the areas and supersedes a similar report using 1981 OMB definitions.

Metropolitan areas with 1980 black populations over 40 percent were Jackson, Miss.; Albany, Ga., and Pine Bluff, Ark. Others over one-third black were Memphis, Tenn.; Florence, S.C.; Savannah, Columbus and Macon, Ga., and Montgomery, Ala.

The five highest black population totals were in large metropolitan areas outside the South. They were New York, with 2.8 million; Chicago, with 1.6 million, and Los Angeles, Philadelphia and Detroit, with about 1 million each.

Blacks were the majority in 16 central cities, led by East St. Louis, Ill., with 96 percent. The new figures show that 28 central cities had at least 100,000 blacks, including 1.8 million in New York and 1.2 million in Chicago.

In 1980 the metropolitan areas, as redefined, had 82 percent of the nation's blacks, 92 percent of Asians and Pacific Islanders, 88 percent of Spanish-origin persons and 48 percent of American Indians, Eskimos and Aleuts. About three-fourths of whites lived in metropolitan areas.

The net effect of the 1983 redefinition slightly reduces black percentages in both central city and suburban areas; central cities as defined in 1983 were 21.8 percent black compared with 22.5 percent by the 1981 definition. The corresponding percentages for the suburban population were 5.9 and 6.1.

This report provides data for 257 free-standing areas and 23 consolidated areas with their 78 components, presenting data on housing units, households and group quarters. Data are provided separately for metropolitan areas in Puerto Rico. It includes summary data on a few changes in metropolitan definitions made by OMB in 1984.

Copies of "Metropolitan Statistical Areas," PC80-S1-18, (GPO Stock No. 003-024-06137-6), are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

and wrote the words "Red Hand" in the drawing.

"She told us whenever we see that on the board not to bother her," says student. "She said her daughter woke her last night, she had a migraine headache and her shoes were too tight."

"It's like a big playground," the student says. "There is nothing there to motivate you. You are made to feel children. There are no standards, guidelines for excellence."

Inside Efforts Fail

In order to have some of their concerns addressed, the students started a petition to present to Middleton, they say. Student Cynthia Caldwell says one member of the faculty members told her that she thought she had anything to do with the petition, he would have her kicked out of school and could take legal action against her.

"Dean (Gary) Madison said he would take legal action towards the petition if we get us put out of school," says Caldwell. "He said if people call for jobs (caldwell references), he would say we (those who signed the petition) were troublemakers."

"For \$2,100 (Rutledge's tuition for a year)," says Caldwell, "the students would know what they are getting."

The students say they have tried to get their concerns worked out within the school, but after repeated attempts still no solutions, they decided to go outside help. Many students say they have been threatened by faculty members and administrators to keep their concerns silent.

"Mrs. Wilhelemina Cheeks is the school's student services director. She said, 'Who do you think will recommend you when you try to get a job?'" says student. "And Mrs. (Belinda) Landrum (data entry teacher) told me that she would see to it that I didn't get a job when I graduated."

"We don't want to cause problems for the same student says. "We need to be treated fairly. And we need teachers to teach us. We are not going there to be the same way we came in. We are engaged in learning; that's why we are complaining."

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