

# OPINION/LETTERS

## Winston-Salem Chronicle

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### Black Developers Needed

William Brandon is to be commended for his persistence and determination in bringing the Eastway Plaza Shopping Center development to fruition.

Anyone following Mr. Brandon's travails in this project knows the difficulty he has encountered from local banks as well as prospective tenants.

He has done this without any prior experience. We know the lack of experience hampered him in his efforts. However, Mr. Brandon as a number of other African-American entrepreneurs, is an intelligent man of extreme character and integrity. He has demonstrated what can happen when given the same opportunity afforded others. He had a great concept, a little money and a lot of determination.

Several years ago, the East Winston Economic Development Task Force, which is currently chaired by Norma Smith, produced a study that indicated the need for African-Americans to become involved in developing the African-American community as developers. Heretofore, African-Americans and the African-American community have been viewed as simply consumers and laborers for others who reap huge benefits from developing. Mr. Brandon has broken the barriers of economic development.

The real significance of what Mr. Brandon has done lies in the fact that unless African-Americans take a leadership role in developing the African-American community, the community will continue to lag behind other areas in the city. It is not coincidental that there is no thoroughfare or parkway in the African-American community. There is a direct correlation between easy access and economic development.

Look at what is happening throughout the western half of the city. You will see road construction that tends to make it easy for people to get from one place to the other. The road system in the African-American community does not lend itself toward mobility and easy access.

For instance, in the African-American community, streets tend to dead-end. They simply run out. And there are a huge number of these streets that simply end. In other communities these similar streets are called cul-de-sacs because at least you are able to turn around without having to back up. A small item you might say. But, this is only the tip of the iceberg.

We want to thank Mr. Brandon for his efforts and encourage him to continue his development in the African-American community. So often when we do something of importance we are suspected of doing something illegal in order to have accomplished it. We hope others will follow Mr. Brandon's lead and look for other opportunities in our community.

Let's not let all of our money exit our community all of the time.

### SAT Under Scrutiny

If anything positive for African-Americans came out of last week's announcement about how students who took the SAT fared, it was that there are more African-Americans taking the test. That was about it.

The scores of African-Americans in the Winston-Salem/Forsyth County school system were significantly lower than last year — 18 points off 1993 — and was its lowest since 1990.

A bright spot was that scores for African-Americans statewide improved by one point, from 722 to 723. Nationally, the score for African-Americans declined one point, from 741 to 740.

However, the most eye-opening statistic can be seen when comparing the scores of African-American students to those of white students here. That the gap is 210 points in favor of white students tells us that there is a segment of the school population that is not being reached. By not being reached, that segment — African-American males and females — are not being taught the skills necessary to do well on these tests.

For the gap between African-Americans and whites to be so widespread signifies that classrooms, remain segregated.

The needs of that sub-group who continue to perform significantly lower are not being met because they are not getting the core curriculum necessary to perform well.

And although the verbal portion of these tests have proven to be racially biased, it must still be viewed as a point of concern for all African-Americans.

Although the test is not indicative of one's potential success, it can be regarded as a measuring stick. Furthermore, it can be viewed as a weeding-out tool, and essentially as it stands now since African-Americans score the lowest, they are the ones that will be weeded out.

We are glad to see the numbers increase of African-Americans taking the test, one reason school officials give for the decline. But which is better: more people taking the test or higher scores? Our suggestion is that both needs to improve. If not, a segment of the city's population will continue to be disenfranchised. If that trend continues, we all will eventually share the blame — and its effect.

## One Hundred Black Men Making A Return

One Hundred Black Men has received a \$60,000 grant for the state of North Carolina to run a mentoring program of 25 men with 25 African-American male boys and teen-agers ages 5-15. The Best Choice Center is cooperatively administering the grant's funds.

For the next several weeks, I'll be writing columns with the purpose of ensuring the recruitment of 25 strong, black men for their particular project. By "strong" I mean men who are consistent in their commitment. This project requires eight hours per month, four in a group activity and four in a one-to-one mentor relationship.

One Hundred Black Men started in Winston-Salem in 1985 when 40 brothers gathered in the Winston-Lake YMCA to ask ourselves: If white folks did not exist, what would we as black men be doing for the liberation of our people? We organized quickly and well. The late attorney Richard Archia spearheaded our getting 501 (C-3) tax-exempt, non-profit status.

Every black male elected official in Forsyth County was present as well as some candidates for office. There were doctors, lawyers, and Indian Chiefs, as well as everyday blue-collar workers. There were pastors of large churches as well as pastors of small congregations like mine.

Rapidly we designed a constitution and by laws. An ethics committee was established that said men abusing chemical substances or women and or children as their regular lifestyle or the organization thorough inactivity (three unexcused absences) could not be members. All of this was done, but we never went beyond our membership to do anything, so we died.

The record dispensation of One Hundred Black Men was between 1990 and 1993. Here I took a handful of men in and around Dellabrook Church including Charles Burns, vice principal of North Forsyth High School, Carlos Diaz, a Willie M worker, Emery Rann, Human Relations director of Winston-Salem and two Islamic

students at N.C. A&T State University, Chris Henderson and Keir Risdon to mentor black boys and male teens on a monthly basis.

Every third Saturday we met at 10 a.m. at the YMCA. After open-

ing with prayer, we'd talk for a half hour about a variety of things history, politics, education, personal financing etc. Our main objective was to expose the boys and teens to places and people who were positive for African-Americans. This included tours of Winston-Salem State University, Wake Forest, Winston-Salem Chronicle, WAAA radio, a house being built by black contractor led by plumber D. W. Andrews, Contract Office Furnishing, KPCH Management Corp. at

the Housing Authority, the Greensboro Historical Museum's Black inventors exhibit, Special Occasions Bookstore and Discount Records and Tapes to name a few.

We'll need help in this third life



### 100 BLACK MEN

By CARLTON EVERSLEY

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of One Hundred Black Men to develop a significant rite of passage as well as create a Black Big Brother system. Nobody but a black man can teach a black boy or teen what it means and how to be a black man. Interested men can call me at 725-4274 or 744-1849 or Kay Clark at the Best Choice Center at 722-0597.

(Carlton Eversley is pastor of Dellabrook Presbyterian Church in Winston-Salem.)

## To be Successful in School, Be in Charge of Yourself!

### PART II OF II

11. Are you always trying to play tricks on other children such as: hiding or taking their pencils or moving their paper, books or other belongings? (a) This gets the same answer as number nine and you can be assured that this will not help you make friends or be a good student!

12. Are you in the habit of taking things that don't belong to you? (a) This can be very serious. You need to determine if you really need whatever it is and if it's worth the trouble it can cause. (b) It is better to ask for what you want. (c) find someone, you trust and ask them, to help you find better ways of getting things you want. (d) Try as best you can to think of how you would feel if someone took something of yours.

13. Are you always blurting out the answers in class without waiting to be called upon? (a) Try always repeating to yourself the question the teacher is asking. Then and only then raise your hand! (b) Counting to a certain number may help you remember not to blurt out answers. (c) Try to make a plan with the teacher, to help you eliminate blurring out.

14. Do you have tantrums and cry in class often because things don't go your way? (a) You could keep a list of all the good things that happen when you cry and have tantrums. (b) Have a discussion,

with the teacher or any other adult, on the things or situations that make you cry. (c) From the list and discussion you and the teacher and your parents can make a good plan to help you.

16. Are you always blamed for things other do? (a) If you change a lot of your disruptive behaviors others will stop blaming you and tattling. (b) Removing yourself from around those who wish to cause you trouble will help. Just make sure moving to another space is OK with the teacher.

17. Do you constantly call on the teacher for attention especially when he or she is busy with other groups? (a) Ask the teacher to give you a special place you may go in the room when you need to talk with him/her. (b) Work out a plan with the teacher on the best times you may talk privately with her. (c) Maybe the teacher can make you a special box in which you can drop her a note. (d) Hand signals from you and the teacher might work, also. These have to be planned and learned ahead of time.

18. Do you push in line or always want to try to be first? (a) Will pushing or running to be first be worth the consequences, if the teacher thinks you are wrong and you disturb the whole class? (b) Counting to a certain number may help here, also. Count as you walk. You will probably be just as near first as anyone else. (c) Ask the

teacher if you may have a certain space occasionally in the line.

19. Are you bossy and want to have your way, especially in group work or games? (a) Count before you offer any suggestions. (b) Give wait time to others in the group. (c) Let the teacher know you tend to be



### GENEVA SAYS

By GENEVA BROWN

bossy and ask her to help you make a plan which can help you eliminate this behavior.

20. Do you daydream and often forget what you are supposed to be doing? (a) Ask the teacher for a chart to help you keep on task. (b) Ask the teacher for a buddy to keep you reminded to work. (c) keep a little pad on things should be doing. (d) Always repeat the teacher's directions to yourself on what you should be doing.

21. Do you use ugly language and curse words to express anger? (a) You must remember that there is, "School Talk," "Street Talk," and "Home Talk." You must remember those words and language to use in each place. (b) It is all right to get mad or angry. Just teach yourself some words that may be acceptable to use in anger. Some of these are,

"Go to blazes," "Bug off," "Get the Sam Hill away," "This dotton picking thing makes me mad," or "You are biscuit." These are better than some of the terrible street language, we hear. (c) Ignoring those who make you angry is one of the best methods to use.

22. Are you talking all the time when you shouldn't? (a) Say to yourself often, "Button my lip." (b) Have a friend to remind you by using hand signals. These need to be shared with the teacher. (c) Ask the teacher to have a "Limbo Chair," Where you may go, when talking to others becomes too much. (d) Again a piece of string may help to keep you so busy so that you can't talk to others so freely.

All of your behavior has meaning. You must know that we as humans act as we do because we need to satisfy, some inner need, want or desire. The ways in which we express our behaviors can make us successful or not successful.

(Geneva Brown is a member of the city-county school board.)

## Few Whites Know the World of African-Americans

While African Americans know the world of white Americans, very few white Americans know the world of African Americans. The result of our failure to be truthful with each other has been that often it is as if we are speaking two different dialects of the same language in the best of times and two distinctly different, unrelated languages in the worst of times. We have, too often, based our common life in America, on lies or half-truths.

Take, of instance, criminal justice issues. In the eight months since I have been executive director of the Commission for Racial Justice, 15-20 percent of my letters have been about the criminal justice system. They come from prisoners themselves, sometimes admitting their guilt, but still pointing to the inequities of sentencing or the racism they feel in the treatment they receive by guards and prison authorities. They tell of how the Klan is active in one prison in Florida. They tell of how they have received unequal treatment in New York, in Illinois, in states all across this country. The most difficult letters and calls come from mothers with sons on death row. I have written about one such case, the Chain of Rocks Bridge case in St. Louis, where four young African-American men sit on death row after a trial which includes questionable testimony and evidence which mysteriously had disappeared. But there are dozens of other stories. Indeed, African Americans still are disproportionately on death row. That's why the Congressional Black Caucus held up its support of the President's Crime Bill of inclusion of a Racial Justice provision which would be used as long as people of color remain disproportionately represented on this national's death rows.

Time magazine recently wrote, "The percep-

tion among blacks that the criminal justice system discriminates against them in pervasive and deep." It pointed to the fact that justice in America still seems swifter when the murder victim is white. Sixty-three African Americans have been executed for murdering whites, while one white has been executed for murdering a black in the past 17 years.

The letters I receive don't just come from prisoners or their family members, either. They come from ordinary citizens like the woman in southern Illinois who wrote that in her entire lifetime her town never has had an African American on a jury. Or the case in Virginia where an ill

African American man was taken off a bus, and even after his relative informed the bus driver and the sheriff that he was ill and not intoxicated, the man was forced to leave the bus and the relative forced to stay on. The man was then left by the sheriff at a local truck stop, known to be a KKK stronghold, rather than taken to a hospital. That man has not been seen since. These are just a few of the stories I have heard. The fact is that if there is a perception that the laws of our land, and the system which enforces them does not treat all citizens equally, then the perceived injustice is a reality. It was the judicial system which ruled that blacks were only two-third human, through the Supreme Court's Dred Scott decision. Not since the days of lynchings in the South, when black men were routinely hung from trees for supposedly looking at a white woman or for not stepping off the curb when a white person passed them on the street, have African Americans felt that they

could receive equal treatment by the judicial system of our country.

Even as the African American leaders and groups who fought for integration of schools and public accommodations in the 1940's, 50's, and 60's turned to the judicial system for these changes, they were experiencing the water hoses and dogs of the local sheriffs all across the South. The scales of justice have not always been balanced when it comes to people of color.

### CIVIL RIGHTS JOURNAL

BY BERNICE POWELL JACKSON

For many African Americans, of all education and income levels, the moment of truth was the Rodney King verdict. For all of America, both white and those of color, had watched over and over the tapes of Rodney King being beaten nearly to death. And, for the most part, white America accepted the explanation of the jurors who said that Rodney King was in control of what was happening that night. For most people of color it was proof that even when white America could see with its own eyes, it denies what it sees and that there is not justice for all.

America, we've got to talk about the differences in our experiences. We've got to some how, some way, speak the truth. We've got to ensure justice for all. For without justice, there will be no peace.

(Bernice Powell Jackson is the executive director of the United Church of Christ Commission for Racial Justice.)