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# The Black Perspective April 1981

University of Dayton. Black Action Through Unity

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# THE BLACK PERSPECTIVE

INFORMING YOU

AN AFRO-AMERICAN CENTER PUBLICATION, UNIVERSITY OF DAYTON.

VOLUME 3, ISSUE NO. 8

APRIL 1981



## New Magazine Hits Dayton -- PIZAAZ!

by Faith Johnson

Pizaaz! Do you have it? You should. It's the newest publication that serves to "embrace the whole working woman", according to Pizaaz publisher, Crystal Dunson.

The thrust of the magazine is to harmonize the individual mentally, socially, physically and professionally through "the implementation of positive thinking", according to Deborah J. Dunson, assistant publisher of Pizaaz and sister to the publisher.

Pizaaz strives to create a better understanding between men and women. Because of this philosophy, Pizaaz caters to the working woman whether she be a homemaker or employed outside of the home. And, contrary to women's liberation magazines that are often anti-male, Pizaaz caters to a male audience.

Men find Pizaaz intriguing also, especially the article in the premier issue titled "The Professional Man and his Mistress," said Deborah.

Articles in Pizaaz focus primarily upon women in Dayton. This allows the reader to readily identify with the magazine as it creates an intimacy between the reader and the subject. "The intimate approach instills pride in the city of Dayton itself," said Deborah. She added, "There are a lot of talented women in Dayton. Pizaaz is

merely an instrument through which this talent can be projected."

Pizaaz was conceived in December 1978. It was nurtured through a survey conducted by the University of Dayton Small Business Development Center at the request of the Dunson's. Out of that survey came conclusive evidence that Dayton was definitely a market for Pizaaz.

In February 1981 Pizaaz was born to enhance the lives of Daytonian women who account for half the city's population and work force.

Issue two of Pizaaz will focus upon the transitions of women. The articles will reflect the choices that have to be made in the process of becoming a mature woman. Featured in that issue are Pat Roach, addressing her divorce and political career; Dorothy Frost's rise to the challenges presented by her husband's death; and an excerpt titled "Domestic Atrocity" from **Women who Kill** by Ann Jones. Pizaaz! Do you have it? If not, then, why not?

## Education Cuts

by Jacqueline Mitchell

The proposed cuts in federal aid to black colleges is a major concern of black-college administrators across the country.

Charles A. Lyons, Chancellor of Fayetteville State University and President of the Equal Opportunity Association, said, the reductions in student aid programs could lead to "a tremendous loss" in enrollment at black colleges. In essence, the cuts would mean that families of poor students, who presently receive Basic Grants, would have to increase their contribution toward educational costs. Lyons considers this a virtual impossibility, since these families often do not have the means to finance even a small portion of their children's higher education.

U.S. Senator John Glenn, D-Ohio said the President's proposed cuts could affect black colleges adversely, since federal aid to black students is one of the primary forms of aid to such institutions.

However, Education Secretary Terrel H. Bell said that while most federal pro-

grams are slated for budget reductions the Reagan Administration is committed to helping historically black colleges and disadvantaged students, a commitment Reagan has adhered to since his campaign days.

At that time, in an interview with journalist and commentator Tony Brown, Reagan denounced former President Carter's desegregation plans for black colleges saying that Carter was "forcing them to become schools for training everybody but blacks."

In affirming his support Reagan added, "Blacks today are deeply concerned about the insensitivity, the diminishing share of financial support, the red tape and the over-regulation of the Black institutions of higher learning. . . I am convinced that their concern is justified."

According to Brown's research, the share of the total federal education budget allocated to black colleges has been on the decline since the Ford Administration, where it stood at 5.2 percent. During the first year of the Carter Administration the share was reduced to 4.8 percent, then to 4.1 percent.

Brown's research indicates that black colleges traditionally received 75 percent of institutional support from Title III, but since Carter that support was reduced to 53 percent his first year, later to 36 percent, and then to 18 percent.

Under Reagan, the Education Department plans to increase direct grants to black colleges and other developing institutions from \$120 million awarded this year to \$129.6 million in fiscal year 1982. (The "Trio" programs for tutoring and counseling disadvantaged students will be maintained at the present \$159.5 million level.)

Although the Reagan Administration is tailoring cuts so they won't hurt the poor as much as those in upper income levels, black college administrators are fearful that their institutions will be among those hardest hit by the President's proposals.

In addition to these cuts, black-college administrators are concerned about the delayed processing of applications for (continued on page 3)



## EDITORIAL

### The True Concepts Involving Becoming A Greek

by John Kendall

As a freshman in a predominantly white university on an academic scholarship, I perceived myself to be a very intelligent person whose only purpose in college was to rekindle previously learned concepts and to gather new ones. I later began to look into the various Greek organizations on campus and their desire to excel amongst themselves and through others. This influenced me tremendously. Consequently, I studied the history of each fraternity, and the valuable experiences and concepts that could possibly be exchanged between them and myself. After finding a fraternity that met this criteria, I requested an interview, was found qualified to pledge, pledged and thereby became a member of the Greek family.

I absorbed many experiences while pledging that did not correspond with my expectations. Contrary to my expectations, I absorbed many things - some unpleasant - that taught valuable lessons. For example, three major "principles of life" are: how to make rational decisions; the importance of physical well-being; and the ability to face the unexpected in life.

Many people think "short term" and its effects on the present while neglecting the drawbacks that may occur in the future. While pledging I gained the ability to consider both the present and future, and to weigh the two so that I may apply the best method - regardless of my subjective opinion - to a given problem.

The ability to judge the unexpected out of life is essential. To remedy my inability to cope with these encounters, a special program within my pledge format was provided which required that I give two impromptu speeches per week. This program not only prepared me for life's follies, but it also improved my articulation skills and my ability to express ideas.

My pledge period was long, hard and educational. Within its format were the necessary concepts to condition the structure of man: impromptu's which stimulated my mind; exercises which strengthened my body; church which nourished my soul; and experience which educated my conscious, gave me the ability to make rational decisions and made me realize the significance of sacrificing.

### Minority Student Unions: The Need for University Support

by James Stocks  
Director of Minority Affairs

On the predominantly white campus there is a pressing need for the minority student to have a student organization actively representing his or her interests to the academic and student service policy-making sectors of the university. A strong minority student organization, or minority student union is often overlooked as a source of assistance available to a minority student. There are in existence a large number of black student groups populating predominantly white campuses which could be effective forces in reducing the high attrition rates of minority students.

With the small number of professional minority affairs staff and faculty members working in predominantly white colleges and universities, a strong minority student union is a source of assistance minority students can have. Many of the necessary student services for minorities such as advising and counseling are missing from the university. The services can be implemented by a properly organized minority student union. For example, the important services of academic advising and tutorial assistance can be handled effectively by the university, in cooperation with the minority union. Recruiting and training minority students as peer counselors. The difficult problem of minority student adjustment to the campus environment could be handled by the university's authorizing the minority student union to plan and implement an effective minority student activities program. Finally, minority student recruitment is an area ideally suited for the participation of an active minority student union. Minority students are by far the university's best minority admissions representatives. A minority student can speak on the academic and social atmosphere of the campus much better than most staff people.

By working with the minority student union, the university insures its minority student the opportunity to function more effectively in the campus society. Such activities can be valuable to the development of healthy self images for minority students on predominantly white campuses.

### Senior Farewell: Memories

by Keith Ware

My four years at UD finally come to an end.

I am now a senior at this illustrious college. It's really amazing to know that after being here for three years I can finally say that I am a college senior. It feels so different from being a high school senior. You see, in high school, it was as though you were set free and were finally getting away to do your own thing. What we failed to realize then, is that our lives were just beginning. Thus, I, along with thousands of other students decided to continue our lives in college.

My first year here at the University of Dayton was a year of total reconstruction of my life. Going away from home to school was probably one of the best things I could ever have done. I felt that I had to accomplish quite a few things, first of all gaining my independence. I found that since I was an individual who had not been on my own, the change of lifestyle could either make me or break me. After being away from home for almost an entire semester, I learned quite a lot about myself. I had attended a catholic high school, therefore I was able to get along with others - whites - very well. I say this because the blacks here on campus are very much in the minority and in order for them to get ahead, they must realize the importance of getting along with everyone.

My first couple of years went by very quickly and the usual things happened. I met quite a few people and became involved with several student organizations. Believe it or not, these organizations are really what kept me motivated to continue in school. I have found that if an individual is going to stay in school for four or more years, he or she should be willing to invest a little time and patience in developing a better school. What people fail to realize is that even though they may be helping the school in the long run they are also helping themselves and others. I personally feel that I have achieved more outside of the classroom than inside.

I would just like to say to all future UD prospects and current undergrads that the most important things you can take with you are your memories. Without them, life would be dull. Therefore, have a little fun along with all the trials and tribulations and remember first and foremost, to put God first in everything you do, because with God, all things are possible.

Goodbye UD, hope to see you soon.



## Senior Reflections

**Teri Hill:** Cincinnati, Ohio  
Major: Social Work

"It's (graduating from college) the end of one part of your life and yet the beginning of another. It was a unique experience that could have only happened by my coming to U.D.

**Veronica (Ronnie) Brooks:**  
Morristown, New Jersey  
Major: Criminal Justice

"It was an experience - one that was positive and negative at the same time. I'm glad I decided to stay because it prepared me for the world. If you can make it at UD, then you can make it anywhere."

**Brian Coleman:** South Bend, Indiana  
Major: Pre-Medicine

"I've only been here two years but I found it both academically and socially satisfying." As a transfer student Brian says he appreciates most the broad course load UD has to offer.

**Gradlin Pruitt:** Fort Wayne, Indiana  
Major: Physical Education

"The people here made it (attending UD) really special for me. I get off on the thought of making people happy and making people laugh. In leaving, that will be part of my motivation knowing that I can make that kind of contribution to the lives of others." Gradlin also expressed his gratitude to the student body for supporting the football team.

**To all the seniors of 1981, Congratulations and Good Luck, THE BLACK PERSPECTIVE.**

## Blacks in Engineering

Renee Gilliard

The hottest new major on United States campuses is a mundane old trade, engineering. Throughout the country undergraduate engineering enrollment has almost doubled in seven years. Job prospects are so lucrative and appealing that some June 1980 graduates had starting salaries of \$24,000, the highest salary offered any major in the class of 1980.

According to the director of Individual and Adult Oriented programs in U.D.'s School of Engineering, Nancy Cook Cherry, five years ago blacks made up less than one percent of the nation's undergraduate engineering students. That figure is now six percent, a significant increase, although the actual number is still quite small. Black individuals with degrees in engineering will find themselves very much in demand and commanding tremendous salaries.

Only 45 of the 953 students enrolled in U.D.'s School of Engineering are black. This is not an accurate figure since data relative to the race of each engineering student is not available. It also does not include the School of Engineering Technology.

U.D. has acquired a national reputation for its programs encouraging women and minorities to seek careers in engineering. None of these programs would be possible if it were not for the commitment of Dean Carol Shaw. Below is a list and a description of several of the programs:

**PREFACE/INSTEP:** A government and/or industry funded scholarship which includes alternating terms between work and school.

**Student Science Training Program (SST):** A summer program for high school juniors and seniors that helps them explore engineering, technology and the sciences as possible careers. It also incorporates a hands-on experience in industry.

**Research Apprenticeship Program:** This program, just recently established, is specifically designed for minority students who participated in SST. A mentor/student relationship is established with a teacher or an industry representative to work on a year long project.

**Women in Engineering:** This seven day program brings young black women from all over the United States to UD. Here they receive hands-on exposure to engineering, technology, government and industry. They also have an opportunity to meet professional women in engineering.

**Dual Degree with Wilberforce University and the University of Dayton:** This program includes three years of intensive studies in math and science at Wilberforce and two years of engineering courses at U.D. An individual in this program will graduate with a Bachelor of Science degree from Wilberforce and a Bachelor of Engineering degree from U.D.

**SURGE:** This program is designed for high risk students who now can receive help from peer counselors. These students are deemed high risk as a result of their inability to compete effectively in their particular discipline as determined through guidance testing, ACT and SAT scores and/or high school records.

**Minority Engineering Fund:** This fund is sponsored by several industries throughout the nation for universities (such as U.D.) that try to encourage minorities to pursue careers in engineering.

## Education Cuts

(continued from page 1)

student-aid programs. The Administration, in its efforts to revise the eligibility requirements for financial awards for 82, has caused delay in the processing phase. In turn, this affected award notification dates for some 5 million needy students. The move is a contradiction of an earlier Administration statement and is considered a "massive disruption" in the program and a possible disaster for the black college.

## THE BLACK PERSPECTIVE

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## IT'S HAPPENED . . .

## Soap Addicts

by Tracy Howard

"How can anyone waste time watching soaps everyday?" exclaimed a University of Dayton professor as he observed a scattered mob of students glued to Kennedy Union's televisions. For that group of students, watching soap operas may be a daily habit. Likewise, on college campuses across the country thousands of students tune into soap operas each day. Just peek in almost any dormitory room, and you will see a TV, most likely tuned to soaps. Many start out watching with no intention of continuing, but find the plots so absorbing that sooner or later they're addicted.

During the afternoon students flock to a television eager to watch hours of sex and suffering. Students have been known to schedule their classes around their favorite program, skip classes or lunch or reschedule interviews or appointments for an exciting episode. One student confessed, "I'm a soap opera maniac. I have skipped lunch, class, missed work and even broke dates to catch the latest scoops on the soaps. I watch them three and a half hours each day to spell relief (S-O-A-P-S) after classes."

Soaps may be taken more seriously today, but all students, like everyone else still enjoy a good way to relax. Denise Dorville, a junior at the University of Wisconsin, speaks for many a weary student everywhere when she says, "Soaps are popular with students because they're conducive to college life. You can forget about studying, forget about your boyfriend or a bad grade on an exam. Once you take a look at the characters in a soap you can rest assured that maybe you don't have it so bad."

Besides the relaxation value, most students enjoy soaps because of the characters who provide them with a topic of conversation.

Students identify with soap opera characters and actually care about their thwarted destinies, no matter how ridiculous.

After conducting a survey on UD's campus most students agreed they watched soap operas for the following reasons: one, to learn about human behavior; two, to see that other people have greater problems and to feel a little better about their own lives; three, to identify with them and learn something about their own lives through the lives of others; four, to escape from reality; and five, to make their lives exciting.

Daytime material for the past five to ten years has been successfully educational. Many psychiatrists use soap operas as a

therapeutic tool to help real life mental patients. Psychiatrists, who were unsuccessful at communicating with extremely withdrawn patients noticed that the patients could talk about conflicts on a soap opera more easily than their own personal problems. Many therapists found that after patients discussed soap opera situations, even for only a short time, they were able to talk about their own personal problems with greater ease.

Soaps can also help home viewers who are experiencing difficulties. For example, women who are victims of wife abuse, by watching women in the same situation on daytime serials, will be able to recognize their dilemma and seek help. **All My Children** is currently dealing with such a problem.

Soaps also deal with other relevant issues such as acquiring cancer, having a mastectomy, and being raped. They provide the viewer with information needed to handle his or her problem.

Soaps also show women in favorable situations, for instance, having rewarding careers outside of the home. Housewives, who may be afraid to seek employment see their favorite heroine handling success and recognition in a career and find that it serves as an example of their own goals.

Many viewers find a chain of tragedy and unhappiness somewhat encouraging. When they compare the serials to their lives they can always see someone who is worse off than they are. The real encouragement comes when viewers see that, through it all, their heroes and heroines manage to hold together and look for the light at the end of the tunnel. This leads to a more optimistic outlook on life.

How a show handles an opportunity to inform is up to the writers. Some are winners, some losers. One negative aspect of soaps that can be an enlightening experience for viewers occurs when the characters teach how not to relate to another person. Not only do people not express what's on their minds, they constantly keep secrets, hoping the problem - if not the person - will go away on its own. Many situations present unhealthy and unrealistic ways of life. For example, a businessman fears losing his job for one minor mistake; a lawyer claims to be on the brink of ruin when he loses one client. Money is a threatening topic to the general public but soap characters never seem to have real financial problems.

While soap operas are not perfect in their portrayal of the American Dream, they do bring out pertinent information in a realistic way. They serve as a therapeutic tool for psychologists, set examples for viewers and provide hours of enjoyment for all.

## Vernon Jordan versus President Reagan's Proposed Cuts

by Jacqueline Mitchell

National Urban League President Vernon Jordan summed up his feelings about President Reagan's proposed cuts in social programs saying, "Those that have little will get less and those that have much will get more."

In Dayton for the 34th annual dinner meeting of the Dayton Urban League he said, "I do not question the President's sincerity when he says the cuts will be made fairly and equitably, but I do question the President's understanding of what those cuts mean for black and poor people."

The budget cuts will affect not only blacks but poor whites as well who account for the majority of welfare recipients.

According to Jordan, the cuts would mean that 3 million people, half of them black, would lose food stamp benefits.

Reagan's proposal to eliminate the Comprehensive Employment Training Act (CETA) would mean that 2.5 million people, half of them minorities, would lose their jobs. This would, in turn, force many of these people on welfare, said the League president.

He also pointed out that cuts in Medicaid and Medicare would mean loss of access to health care for millions of black and poor people.

Since realizing how their cities and businesses will be affected by these cuts, mayors have begun to think about protective action.

In summing up, Jordan urged those to be affected to wake up and stop fooling themselves in thinking that "there is a safety net for the poor."

"It is important for people to understand the implications of the Reagan budget -- 'balance and equity are not present,' he said.

Jordan, League president for nine years, directs 116 affiliates, four regional offices and the Washington bureau from the League's headquarters in New York.

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Set your goals high  
But make sure  
They are attainable goals.

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## DIETARY CORNER

### Vegetarianism

by Patricia Brown

The early 1970s saw a surge of interest in vegetarianism as an alternative food pattern.

There are four basic types of vegetarians. The general type eliminates all red meats, but do eat some fish and poultry. The lacta-ovo vegetarian incorporates fish, eggs and dairy products, along with vegetables into his diet. The lacto-vegetarian will eliminate red meats or all flesh along with eggs, but will use dairy products along with vegetables in his diet. The vegan, sometimes called the "true vegetarian", on the other hand, will exclude all animal products. The vegan is more susceptible to nutritional inadequacies particularly vitamin B12, riboflavin (B2), protein, calcium and iron. Since there is no reliable plant source of vitamin B12 for the person who practices vegetarianism for prolonged periods, the symptoms of B12 deficiency, such as anemia, soreness of the tongue, back pain, and menstrual irregularity are to be anticipated. Persons who consume no animal foods are also more prone to develop rickets due to a lack of vitamin D - especially children who are not exposed to sunlight, since vitamin D can be synthesized in the body by the sun. Since vegetarian diets are high in bulk or cellulose, the absorption of certain minerals, such as calcium, iron, and zinc could be affected. So if you're one of those people who thinks peanut butter beats eating meat, think again. True, peanut butter can replace meat as a source of protein, but eating only plant foods can cause deficiencies in those vitamins supplied only by animal foods.

There are other vitamins essential to the body for normal body functions. Thiamin (B1), is essential in the body to release energy from carbohydrates. Some sources of B1 are legumes, wheat germ, oysters, and whole grains. Riboflavin (B2) is necessary to release energy from the carbohydrates, proteins and fats that are consumed. Some sources include liver, milk, green leafy vegetables and mushrooms. Surprisingly, some enriched cereals contain twice as much riboflavin as whole grains. But generally, whole grains are a good source of the B-vitamins, along with liver, legumes, and green vegetables. Niacin (B3) works with thiamin and riboflavin in the release of energy from food. Another of the B vitamins necessary for the absorption and metabolism of protein is pyridoxine (B6). This vitamin is also essential for the formation of red blood cells. Cobalamin (B12), as stated before, presents a problem for some vegetarians since its

only source is animal products. Vitamin B12 is necessary for the foundation of genetic materials and normal functioning of the nervous system. Pantothenic Acid is another B vitamin which is essential for the metabolism of carbohydrates, proteins and fats. It is also helpful in the formation of certain hormones. The formation of body proteins and genetic material are the main functions of folic acid or folacin, which is another member of the B-complex vitamins. Biotin is also essential to the body for the formation of fatty acids, which are used as energy sources. This B vitamin is found in egg yolks, and liver and is also made in the gastro-intestinal tract. Ascorbic Acid, commonly referred to as vitamin C, is necessary for the maintenance of bones and the formation of collagen. Some sources are citrus fruits, tomatoes, strawberries, broccoli, dark greens and potatoes. Collectively, the B complex vitamins and vitamin C are called the water-soluble vitamins.

The fat-soluble vitamins are A, D, E, K. Vitamin A is necessary for vision and the maintenance of skin. Some sources are liver, eggs, milk and cheese. Vitamin D, which is necessary for bone growth, can be found in milk, egg yolks, liver and synthesized by the body from sunlight. Vitamin E has been claimed to increase sexual vigor. This is just a theory, but some proven functions include red blood cell formation and an antioxidant of fats. Vitamin E can be found in vegetable oils, margarine, green leafy vegetables and whole grains. The last of the fat soluble vitamins is vitamin K. Vitamin K is essential for normal blood clotting. Some sources are green vegetables, especially

of the cabbage family, and milk. It is also made in the gastro-intestinal tract.

NOTE: Oral contraceptive users are more likely to need B-complex supplements than non-users.

### Recipe of the Month

#### BROCCOLI QUICHE

Pastry for single-crust 9-inch pie

1/4 cup grated Parmesan cheese, divided  
2 cups chopped fresh broccoli  
1 cup shredded Swiss cheese  
1/4 cup sliced scallions  
3 eggs  
2/3 cup chicken broth  
1/2 cup heavy cream  
1/2 teaspoon salt  
1/4 teaspoon Tabasco

With pastry, line 10-inch quiche dish or 9-inch pie plate. Prick bottom and corners of pastry with fork. Bake in 450 degree oven for 5 minutes. Remove from oven and sprinkle with 2 tbs. Parmesan cheese. Layer half the broccoli over the Parmesan cheese. Continue with layers of half Swiss cheese and scallions; repeat with remaining broccoli, Swiss cheese and scallions. Beat eggs; add chicken broth, cream, salt, and Tabasco; mix well. Pour over broccoli mixture in pastry shell. Sprinkle with remaining Parmesan. Bake 10 minutes at 450 degrees. Reduce heat to 325 degrees and bake 20 to 25 minutes longer or until knife inserted in center of pie comes out clean. Let stand 5 to 10 minutes before cutting. Yield 4 to 6 main dish servings or 10 to 12 appetizer servings.

## YOU AND YOUR BODY

### "An Anti-Gonorrhea Shot"

by Deborah Whitehurst

According to doctors at Army Reed Medical Center, located in Washington, D.C., an anti-gonorrhea vaccine will soon be on the market. Before we go any further, let's briefly explain what gonorrhea is.

Gonorrhea is a type of venereal disease that is contagious in nature. What is meant by venereal is that the disease is transmitted through sexual intercourse. This disease is characterized by inflammation of the genital mucous membrane. A discharge that accompanies the inflammation is marked by pain, ardor urinae (a scalding sensation during the passage of urine) and a mucopurulent discharge (containing pus and mucus). If not treated, complications may arise affecting many organs and systems of the body.

Gonorrhea's gone-today, back-tomorrow nature suggests that people who are affected don't develop an immunity to

gonococci, the germs that cause the disease. The antibiotics used, usually penicillin or others if the gonorrhea is of the increasingly prevalent penicillin-resistant type must be given in strong concentrations to keep the recurrence rate down. According to the U.S. Army researchers, the highest doses that people can tolerate are already being used; any higher and the medication becomes toxic. So the news of a vaccine that will artificially induce an immune response as a means of controlling gonorrhea is heartening indeed.

Stressing that the vaccine is still in the research phase, Lt. Col. Edmund Tramont, M.D. described the results of a study of 98 U.S. Army volunteers (included both men and women) who received two or three doses of the vaccine and who subsequently developed the desired immune response. Antibodies to gonorrhea were produced in both the blood serum of the subjects and, more important, in their genital secretions. These local antibodies may provide the first defense against gonococcal infection. Amazing?



## A NEW TREND: NEW WAVE

by Angela Hawthorne

With the exception of the musical group Parliament, black audiences generally avoided music with unrhythmic, driving beats and unrelated words. However, it is rapidly becoming a favorite of blacks, particularly young adults. This punk rock or "New Wave", as it is commonly called, is now appreciated as an important contribution to music.

What caused this new popularity is not exactly known. Originally deriving from England, it was introduced to the white music world in the mid to late 1970s. Groups such as the Flying Lizzards, Split Endz and the Lovers made tremendous effects on their listeners and they began idolizing punk singers and going to the Rocky Horror Shows. Soon after it assim-

lated into the black music world and blacks began patronizing these new "artists", bouncing and singing along to the wild tunes from the B-52 s, Gary Newman and the apparent favorite, Devo.

Punk Rock is characterized by absurdity. Weird glasses, loud clothes, uncombed hair and safety pin jewelry are associated with it. Although punk dress is not as common among blacks as whites, the future may bring even more surprises.

Many black recording artists have also adapted to this new trend. For instance, Bootsy Collins and Rick James now call their music "punk funk". Despite their seemingly futile attempts to adjust to this new fad, their record sales are not as rewarding as white punk stars.

Have the blacks been brainwashed and lost their senses of reality? Will our respected soul artists lose their fans to white nonsense music? Will the floorboards in black houses eventually collapse from punk dancers? I think not. Still, with the steadily increasing popularity of punk rock, anti-punk blacks might do well to try to accommodate and heed the words of Devo in their song "Whip it", when they instruct to GO FOR IT!

Inspiration for My People:

### Black in a White World

Black in a white world, brave and strong  
Together and doing it, we can do no  
wrong

Hand in hand, both feet in stride, mixed  
with dignity and both inner and outer  
pride

There will be no need to worry and no  
reason to hide

Do unto others as you would have them  
do unto you

Get yourself together and start anew  
Take these words and heed

Be positive that you will succeed  
Black in a White world, Fearless and free  
If you don't do it for yourself, do it for me.

Dana Mitchell, Senior  
MISS BATU - 1980-81



## Just a Little Behind Time, Again

Today I thought that this would be the day  
for all men — black, brown, red, and white  
— to be free.

To do as we wish, so that it does not in-  
fringe on others.

To be able to laugh with and enjoy my sis-  
ters and brothers.

Today, I thought, but that thought was in  
vain.

I guess I was born a little behind time,  
Again.

Today I thought that this would be the  
day.

Four hundred years of struggling has  
brought us a long way.

"Made us stronger and wiser" was the way  
our leaders said.

But I only saw weakness and apathy in the  
eyes of the people instead.

Our ancestors were better off because  
there was unity and caring.

Love for one another made them very  
daring.

They knew where we came from and  
where we were going.

They paved the way for us to be instead of  
not knowing.

Today, I thought, but that thought was in  
vain.

I guess I was born a little behind time,  
Again.

by A. B. Dennis

## SMILES

Smile----Why frown?

Smiles show happiness...kindness...peace  
We should all be at peace at all times  
but can't time change smiles to frowns?

The world we live in wears a smile  
but what's behind it?

The life we live is full of smiles  
but are they for real?

Be careful and find sincerity in your own  
smile, for it will surprise you and  
astonish others;

Your TRUE happiness.

by Torry L. Armfield



## PUZZLE

N K U D W A T T I U S Q N H P C H I Q U U A Y N T Q F  
 G I C B A R I X N O F C R M P V W E L C N E P A W F D  
 U Q E L N H A O G X T F S F D B Q W L U L I O X V N H  
 N Z A F Z M H T M G Q S U P D V C K D B I P A I X Z O  
 O X T P N O T N U H O A P K D J L O A E Z L E U A W O  
 N J W E S V V E N V S N R T M K I M B E P U N S N O D  
 S J C K P H S I L T O K N O R Q Z C M M U R O R P O S  
 T G O F A T D J U S K O O R B A T A P B A P P Z O S J  
 T J F R T C G H T Q R N N Q B R S C B S C I A U E N V  
 A C Z H T Y I J N R C A K R P H M P A S F F G N I B M  
 W R S U O D I W N T O Z O C T M A F M R O U G T T R G  
 O B I G R Y O D P F U N I M E O V L D R O N R O U A V  
 O H C E O R R V A Z Y A D M B G O W R O E Z E Y M T C  
 D B V J B D R O R X G E E B S N A V Y N Y M Y R F N H  
 S G S Y R L J Y W Q M W H G V N O H B N N P R O H U U  
 O L Z E O Y Q F Y P M L U V P E P G F W N H Y W P V Y  
 N A X A K X R D W S T I O V D U I Y K V U O N T Q P N  
 Q J X F W Y U N S S V Q M H T H H R Q M J N O N A Z Z  
 V E F O O N W D V I V O P Y S K T O T Q P O U L O N Z  
 M T Z T T E R E Y U N P M J J I N E N I B T L U O O Y  
 T R U S Z M W N Z S O N A T A B H Q P L M E V R D E J  
 O P W M D X Z O W S N Z I X W V P C O C H R H I S F Y  
 T G T R H K K C B P T G N P Y H A H Z C A N J R O H Y  
 T U M U U Z H C A O M A O X H Q O D T G U O K P Y T O  
 P H Q H C I Y F L N Y M W S L W J I D W Z N L U J N Q  
 T V Q P C Y L O P O N A O W E X M S R N T P M H K O F  
 Q W V H H F I E L D S I R I R T E H B Y C P O N L P B  
 M W M X I N X M J H U V F F G Z E M I C A Z S V N P Z  
 P N X A M L P L A K S K J F X Y G H Z I O H A S S Y M  
 Z Y B Z T M L N J K I F J V T A V D X W V A F W T C G  
 N A D R O J E U K V T G B W O N D E R W X R U Y V U H

Find the last names of **prominent blacks**. Listed backwards, forward, horizontally and vertically.

Chisholm	Jordan
Cone	Innis
Fields	Hunton
Mabley	Mitchell
Wonder	Woodson
Aggrey	Brooks

- Shirley A. **Chisholm**, democrat. . . congresswoman. . . a representative from New York's 12th district. . . first elected in 1969. In 1972, she conducted a rigorous national campaign for the presidential national nomination. . . Born in Brooklyn, N.Y., . . . graduated from Brooklyn College (B.A. cum laude) and Columbia University (M.A.). She has honorary degrees from Talladega College, Hampton Institute, North Carolina Central College, and Wilmington College.
- James H. **Cone**, theologian, . . . a professor of theology at Union Theological Seminary . . . lecturer in systematic theology at Woodstock College. His 1969

book **Black Theology and Black Power** introduced the phrase "Black Theology" and started a new theological movement in academic and church circles. . . has degrees from Philander Smith College (B.A. 1958), Garrett Theological Seminary, (B.D., 1961) and Northwestern University (M.A., 1963; Ph.D., 1964).

- Charles L. **Fields**, business consultant, is founder and president of Fields, Freeman Associates (formerly Recruiting Management Consultants, Inc., a business consulting firm). In 1962 was appointed by new York Mayor Robert Wagner as deputy commissioner and labor adjuster, and later served as director of the Mayor's Commission on Exploitation of Minority Workers and as a labor-management arbitrator . . . created and totally funded the first black-owned consulting organization . . . received B.S. degree from Florida A & M University in 1957 and masters degree from Columbia University Business School in New York City in 1972.
- O. Rudolf **Aggrey**, diplomat, director of the office of West African Affairs at the

Department of State in Washington, D.C. He has supervisory responsibility for United States relations with 13 West African nations. Mr. Aggrey became the first black American Foreign Service officer to be named a fellow in the center for International Affairs at Harvard University. . . is a member of Sigma Delta Chi, a professional journalism society, the Federal City Club of Washington, D.C. and the Foreign Service Associates. . . received degrees from Hampton Institute (B.A., sociology) and Syracuse University (M.A., journalism).

- Gwendolyn **Brooks**, poet, is a Pulitzer Prize winner and poet laureate of Illinois. She became first black Pulitzer Prize winner when she received the award for poetry in 1950 for Annie Allen, her second volume of verse . . . Graduated from Wilson Junior College, Chicago, Ill. . . Received an honorary degree from Columbia College.
- Juanita **Brown**, organization executive, president of the National Association of Colored Women's Clubs, Inc., headquartered in Washington, D.C. . . is a former music teacher at Wilberforce University and Arkansas A. M. & N. College . . . member of the Order of the Eastern Star and Delta Sigma Theta Sorority . . . B.A. in music from Simpson College.
- Donald **Byrd**, musician and educator, is chairman of the Department of Jazz Studies at Howard University in Washington, D.C. . . is a popular Jazz musician and one of the leading authorities on black music . . . has appeared with many top musicians . . . wrote the score for the 1970 movie Montgomery to Memphis, about Dr. Martin Luther King Jr.'s civil rights crusade . . . has degrees from Manhattan School of Music (B.A., M.A.).
- Jackie ("Moms") **Mabley**, entertainer, was one of America's best known comediennees . . . Her gift for mothering disconsolate friends won her the nickname "Moms" . . . By 1923, she was appearing in New York City, often sharing the stage with Louis Armstrong, Duke Ellington, Count Basie and Cab Calloway . . . In 1960, her first record album of jokes sold over a million copies. Her popularity landed her a role in the film Boarding House Blues.
- Barbara **Jordan**, congresswoman, U.S. representative from the 18th District of Texas (Houston) . . . first black to serve in the Texas senate since 1883 . . . the first black woman ever elected to preside over a legislative body in the United States . . . was instrumental in: defeating a restrictive voter registration act, in giving Texas its first minimum wage law, in bringing the first raise in workman's compensation in 12 years and in setting up the state's de-

(continued on page 8)



**(Puzzle Highlights, cont'd)**

partment of community affairs . . . graduate of Texas Southern (B.A. magna cum laude, political science and history) and Boston University School of Law.

- Roy **Innis**, civil rights activist . . . national director of the congress of Racial Equality headquartered in New York City . . . non-profit organization with a network of chapters across the United States . . . concerned with the social, political and economic institutions of the black community. Under his leadership, CORE drafted and presented to congress in 1968 the Community Self-Determination bill calling for control of schools, businesses and social service agencies in the black community . . . graduate of the City College of New York (B.S., chemistry, 1959).
- Brig. Gen. (USAR) Benjamin L. **Hunton**, educator and administrator . . . is assistant director of education and training for the Bureau of Mines, U.S. Department of Interior, Washington, D.C. . . . promoted to brigadier general June 1971 and assumed duties as commander of the 97th Army Reserve command in Fort George G. Meade, Md. in November, 1972 . . . member of the White House Committee on Civil Rights and Minority Affairs and the D.C. commission on academic facilities . . . Graduated from Howard University (B.A. 1940; M.A., history, 1942) and American University (Ph.D., public administration, 1954).
- L. Pearl **Mitchell**, humanitarian and civil rights leader, . . . known as "Miss NAACP" and "Miss AKA" for her long years of service to the NAACP and her sorority, Alpha Kappa Alpha . . . honored in a poem "I Dream", dedicated to her by Langston Hughes . . . received citations honoring her from the Ohio House of Representatives and the Cleveland City Council . . . In 1965, Miss Mitchell chosen as coordinator of an AKA drive which raised \$440,000 in life memberships for the NAACP . . . Received a B.A. from Wilberforce College.
- Stevie **Wonder**, entertainer, singer, musician and composer with Motown Records, Inc. in Hollywood, California . . . professional entertainer since the age of twelve . . . the first Motown artist to perform overseas . . . the first to appear in motion pictures . . . and the first to perform on network television . . . recorded more than twelve gold records . . . received numerous honors, including the show business inspiration and the Distinguished Services Awards . . . graduated from the Michigan School for the Blind in 1968.
- The Reverend S. Howard **Woodson, Jr.**, state legislator and clergyman . . . a member of the general assembly of the state of New Jersey . . . pastor of the Shiloh Baptist Church in Trenton, N.J. . . . 1962,

nominated a candidate for the city council by an interracial organization . . . 1964, elected to the New Jersey general assembly; the only black serving in the lower house . . . nominated in 1967 by the governor for the position of minority leader in the lower house where he served two consecutive terms . . . studied at Philadelphia State College and Morehouse College.

All background information by Pete Madden

## Human Relations In The Classroom

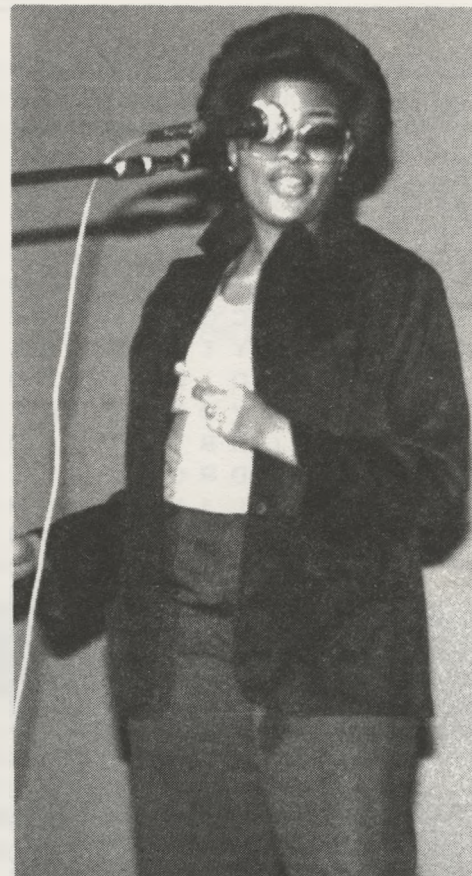
Aristotle (384-322 B.C.) Greek philosopher; pupil of Plato and teacher of Alexander the Great, expressed human relations as the ability "to behave toward other people as we would wish them to behave toward us."

We are often reminded of the importance of practicing human relations at home, socially and on the job, but human relations should be practiced in the classroom as well. No one enjoys sitting through a class period when the teacher acts bored or has a "don't care" attitude. Teachers are expected to be courteous, enthusiastic and prepared to motivate students to do their best. In turn, students should remember that teachers are also more highly motivated to do their best when students are interested, responsive and want to learn.

It is discouraging to a teacher to work hard to prepare and present a lesson in an interesting and entertaining manner, only to be met by bored unattentive faces in the classroom. With a bit of effort on the part of everyone involved in the teaching-learning situation, the classroom can be a happier and more stimulating place to spend your time.

The following checklist applies to both teachers and students and provides some guidelines for determining how you might improve human relations in your classroom.

1. It takes 72 muscles in your face to frown and only 14 to smile. A smile is about the nicest thing anyone can wear to class and it sets the stage for a more relaxed atmosphere. When you enter the classroom, do you wear a pleasant expression and a smile on your face?
2. It takes time to get to know people, especially in large classes, but when you address people by name it makes them feel more comfortable. Do you try to remember names and make an effort to become acquainted with the people in your class?
3. It is human nature to respond when someone shows interest in us and appreciation for contributions we may make. Do you show genuine interest in the ideas and activities of others?



**BATU Extravaganza - "An Unknown Singer"**

4. During class discussions are you respectful of the opinions expressed by others even though you may disagree?
  5. Do you make an honest effort to be on time for class and come prepared?
  6. Do you look for ways to be helpful? Sometimes it is the student who needs special help, but there are also times when the teacher can use some assistance. For example, when setting up audio-visual equipment or passing out materials.
  7. Do you have a sense of humor when someone asks or answers a question that seems a bit foolish? Remember, no one is perfect all the time.
  8. Do you make an effort to contribute extra research, resource materials or articles of interest when possible?
- If you answered "yes" to all questions you have a great teacher-student relationship going and your classroom should serve as a model for human relations.

Any other answers should serve as an indication of ways you might improve your practice of human relations in the classroom.

BOBBI RAY MADRY  
SPECIALIST IN  
PERSONAL DEVELOPMENT, MOTIVATION  
AND HUMAN RELATIONS  
PROGRAMS FOR  
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## Human Relations Checklist for Students

You expect your teacher to teach and motivate you and in turn you should realize that he or she will do a better job when you help to make each lesson a rewarding experience for all.

Use the following checklist to see if you are doing your part to encourage the practice of human relations in your classroom.

1. Do you appear interested and try to get the most from a lesson even if it gets boring at times?
2. If you don't understand what the teacher is trying to get across, do you ask intelligent questions rather than make excuses for not learning?
3. Do you avoid distracting others by gum chewing, smoking or eating in class?
4. Do you make it a point to be organized with notebook, textbook, pen and other needs ready when class begins?
5. If you know you must be absent at a future date, do you explain this to your teacher in advance?
6. If you are especially bright and can answer all questions, do you allow others to respond rather than show off your

superior knowledge?

7. If you have difficulty understanding subject matter, do you ask the teacher for help rather than complain to others?
8. Do you follow instructions for homework, assignments and projects so that you contribute to the progress of the entire class?
9. Do you make a sincere effort to learn all you can and to prepare for exams so that both you and the teacher will be proud of your grades?
10. Following the completion of a course of study, do you thank the teacher and have something good to say about the experience?

If you can answer "yes" to all questions, you are the kind of student who makes teaching worthwhile. Any other answers should give you some indication of ways you might improve your attitudes and the practice of human relations in the classroom.

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Harold Pope - Turnabout King Skit '81  
by Glenn Phillips



"The Love Brothers" - Seniors doing their thing





ABA Intramural Team - "The Magicians"  
 Congratulations for taking second place  
 in Intramural Basketball.  
 Photo by Suzanne L. Anderson



Gospel Extravaganza - February, '81

## Attention: All UD Students

If you like to write or need the experience of writing for a publication, we want you! The present staff of THE BLACK PERSPECTIVE needs your assistance. We are in search of reporters (special events, sports and the like) artists, and typists. Journalism, Communication Arts and Public Relations majors here is the opportune time to gain practical experience writing for a campus publication. Remember, most companies want to see samples of your published articles.

If interested, fill out the information blank below and turn it in at the Center for Afro-American Affairs located in O'Reilly Hall. If you have any questions, contact Torry Armfield, editor, at 222-8780.

### THE BLACK PERSPECTIVE

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ADDRESS \_\_\_\_\_

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JOURNALISTIC INTEREST \_\_\_\_\_

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## Peer Counseling

The Center for Afro-American Affairs is seeking volunteers for it's 1981-82 Peer Counseling Program to work with incoming minority freshmen.

If you are interested, please fill in the black below and return it to 109 O'Reilly Hall no later than April 30, 1981.

NAME \_\_\_\_\_

CAMPUS ADDRESS \_\_\_\_\_

CAMPUS PHONE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_