Baltimore Afro-American

OPINION

founded August 1892 by John H. Murphy Sr., 1840-1922. Published every Tuesday and Saturday by the AFRO-AMERICAN CO. of Baltimore City Inc. Carl Murphy (1889-1967) Editor-publisher (1922-1967).

The AFRO is black history

When you are a part of something you can seldom see it whole.

Those of us who record issues, events, happenings for the AFRO are usually so busy doing this, we tend to forget that we not only are reporting what will be history, but are an organization which itself is history.

The great thing about our history month, for black journalists, is that it requires those of us who toil in the present to take a long look at the past.

And no matter that we know it, we are constantly amazed at what we find when we look into our archives and see the past come alive.

A young writer preparing a piece on Langston Hughes, this week, came across a manuscript by the marvelous writer himself, typed by him presumably in the early thirties, with our late Editor-Chairman Carl Murphy's unique scrawl on some of the margins. This is tangible, touchable history.

We read of AFRO Editor William N. Jones, touring Russia when most people (the Thirties again), working people, felt the Russian Revolution would benefit the common man.

We read dispatches from the Deep South, again in the Thirties, with Ralph Matthews Senior's byline. He and the first NAACP Executive Secretary, Walter White eluding racist lynch mobs as they explored the savagery of the South.

In the Forties, World War II, and AFRO correspondents such as Art Carter, Vincent Tubbs, Bettye Murphy, telling black families about how black men were faring in foreign battle zones.

In the Fifties, Rufus Wells, Herb Mangrum, Jimmy Williams from explosive places like Little Rock, Topeka.

The Brown desegregation of schools decision. Congress, government agencies with Al Sweeney, Dan Day and other Washington AFRO correspondents looking at the nation's capitol from a black perspective.

For the high life at African and other Third World embassies, there was the society reportage of Pearlie Cox in D.C.

As black soldiers fought in Korea, Jimmy Hicks reported this strange war to the folks back home.

In the Sixties, Frank Hunt, George Collins, Moses Newson ducked bullets in Cambridge, braved racist mobs in Alabama, Tennessee, and all other points in the southern violent zone as the Freedom Movement gained momentum.

So much of what we take for granted now were, a scant 20 years ago, risk of life situations for any black American and doubly so for the black men and women journalists who witnessed the convolutions of history that have brought us to this point.

We will recall the recent past in a series of special personal remembrances by black journalists who were privileged to bear witness to our struggle, our cultural expression, our triumphs and disasters.

In this way, we hope to show both our younger readers and seniors alike, that black history is the AFRO and the AFRO is black history.

Miss Cooke

Janet Cooke's interview recently on the Donahue segment of the nationally televised "Today" show awas a shocking display of the "me first" generation's mentality.

She admitted that in writing her "Jimmie" story, she knew she was doing wrong and she knew she would be found out, especially after she won the Pultizer Prize.

Fortunately, most school-age children were on their way to school by the time the Janet Cooke interview was aired.

Most mothers send their sons and daughters out in the world everyday, urging them to do the best they can with whatever skills they have.

Everybody has a fear of failrue. And, it has been passed down from generation to generation that lying and stealing is wrong and if you make your bed, you'll have to lie in it.

Janet Cooke's excuse that she falsified her facts because "she was afraid of failure" is not good enough.

TV stations who are exploiting her, are harming and undermining parents who are trying to give their youngsters good moral guidance and a sense of right and wrong.

Janet Cooke says she was afraid of failure

NEW YORK — Janet Cooke, the former Washington Post reporter who won a Pulitzer prize for a bogus story on an 8-year-old junkie, says she fabricated the article because she feared the failure of not producing a story.

In a taped interview with Phil Donahue broadcast on NBC news "Today" program Feb. 1 - 2, Ms. Cooke said ambition was not her motive but instead she wanted to justify the time she spent trying to track down an unconfirmed report of the purported young junkie.

"I spent two months looking for it and if I did not produce a story than how was I to justify my time," said Ms. Cooke, who resigned at the Post's request last April.

"I simply wanted to write a story that I had been working on so that I would not have to go back and say I cannot do it. I did not want to fail."

She said she is now unemployed and admitted it was unlikely she would be hired again in journalism. But she said she felt that at age 27 her life was not finished.

I love to write and in some way or another I would like to continue with that," she said. "And I would also just like to resume a normal life . . . I would like to be left in peace now."

Ms. Cooke, who also has admitted to lying on the resume she submitted to the Post, was contrite about the scandal and said she had "terrible conscience problems" about the story.

"I think one thing that I really should say right up front is I don't excuse what happened," she said. "I think it was wrong; I should not have done it. And at the time I wrote the story I just felt terrible about it.

Janet Cooke

"When the paper came out on Sunday I didn't read it. I didn't want to see it. I didn't want to think about what I'd done."

The Pulitzer was withdrawn after she admitted the story was faked and Ms. Cooke's article evoked a whirlwind of national criticism, especially in the press. But she said that the resulting publicity had been too harsh.

"They got into all kinds of things," she said, "where I shopped, what kind of car I drove, who I dated.

"My contention simply is that they went too far and that they then unleashed an entire torrent of this kind of writing about it."

Ms. Cooke said there had been interest in a book and movie about her experience, but no agreements had been made.

MADELINE MURPHY

FDR's reign

On his 100th birthday, all manner of pro and con analyses are being made about the "reign" of Franklin Delano Roosevelt, as four-term President of the USA.

Most notably as the cold war begins to freeze up and the Yalta Conference provides a scapegoat for the present Polish crisis.

But "reign," to me is the only apt description for a president who changed the course of history, especially in the lives of one third of the population who were desperately poor and unemployed. His "reign" was all most of us knew from 1933 to 1945, in our formative years.

Twelve years of radical change and social revolution, as if by a benevolent ruler who took on the reins of change both within the law and by executive order, the boldest, closest expression of royalty. And indeed the moneyed and influential caricatured FDR as king.

Although he did not seem concerned about civil rights, with pressure from A. Philip Randolph with the first march on Washington, a Fair Employment Practices Commission (FEPC) was formed to fight job bias.

FDR's wife, Eleanor, had the will and determination, for she was not a passive, preening first lady, to call attention to that darker racist side of American history and served at least as a conduit to the Oval Office that pricked the consciences of FDR and the nation.

The seed was planted from which civil liberties grew haltingly through ensuing administrations.

But more personally, in the Hoover days when there were "rich" school teachers and "poor" doctors; when hoboes on their innumerable hunger marches marked the houses where food and drink were readily available — signaling easier haven for others who followed; when friends and neighbors out of work, sought "jobs" writing numbers; college graduates portered, bussed dishes, waited tables, the New Deal opened up new vistas of cooperative and creative achievement.

Our next door neighbor, under the WPA, supervised a sewing project. Heretofore, she had been a poorly paid domestic, averaging $10 a week. With seven children, this afforded little sustenance, for there was no public welfare.

In the days when working conditions always were hazardous, her husband, a laborer in a paper mill had suffered a blow to the head, had inhaled for years the noxious fumes and had become such an extremely violent man, she had thrown him out.

The sewing project not only allowed her to make a decent living with this hidden talent she had previously used only to make clothes for herself and her two girls, but — also had provided her with a dignity, and increased belief in her self-worth, a development of managerial skills grounded in rearing a family alone.

This indeed was an expression of the aims of the present women's movement long before its time had come.

Also, when we remember the Harlem Renaissance: writers, actors, painters, dancers, singers, musicians, whose talents reached their zenith, in an explosion of unheard of state sponsorship, in an explosion of creative works, whose legacy has bequeathed a derring-do among talented, gifted blacks to this day.

Here, we might say, a different trickle down syndrome of the New Deal nurtured our zeal for civil rights. Certainly there would be no going back; times would never be the same.

My grandfather (a Lincolnian Republican—had not he been freed from slavery at 15), swore he would never live to see FDR President.

Despite the Hoover attitude so close to the Neanderthal Reagan philosophy, that federal government could not solve problems of unemployment, hunger and poverty or low productivity; that taxation should favor the wealthy; that the wealthy were rightly in control of monopolies banks, businesses, natural resources, my grandfather believed Republicanism would still put a chicken in every pot.

There were heated arguments in our house during FDR's campaign, with Grandpa shouting epithets at the radio when he had exhausted his other adversaries. He usually renewed the threat of not living if FDR became President and indeed he did die in May of 1933.

Being a young child then, however, the fear of change voiced by such a beloved relative as my grandfather, made me anxious and more aware of politics than I had been before.

I also was torn between blind loyalty to Grandpa and the guarded counterpoint of my father and mother. Especially so, in a Republican state where state jobs depended upon party loyalty, the discussions had to be wary and quite private.

But as I grew older, I saw young men friends join the Conservation Corps, witnessed the marked upward mobility of my neighbors, whose children began enrolling in college; and heard of friends of the family administering programs like the FEPC, and the Office of Price Administration (OPA).

I recall my brother hitchhiking from a National Youth Administration job training program to attend my wedding, all the way from Reading, Pennsylvania, at age 16. The impact of "Happy Days are Here Again" was a welcome change from "Brother can You Spare a Dime?".

In addition, the impact was more personal. We had seen FDR in person as he travelled on his first campaign through our town, standing painfully on the rear platform of the Silver Meteor!

Later in the winter of 1945, I remember writing a letter to him because he sounded exhausted, begging him to slow down, a very naive entreaty as I look back, but the first letter I had ever written a President.

Such was his magnetism, the personal impact upon our hearts and minds of those Fireside Chats. Everyone on those evenings was glued to the radio.

And that spring when FDR died, as if by some spontaneous mourning, our neighbors walked out of their houses, grief stricken; stood silently at their front doors, fearful of the future now, with a nation at war.

The impact of his death, in our neighborhood was devastating, for each one had been touched by his caring presidency. The promise to many of happier days had become reality.

The legacy of FDR has been reaped by millions of Americans. The imprint of his "reign" has given us a social consciousness on the part of government, where the role of the federal government became centered around concern for the common good.

This condition, incidentally, should be counted as the true barometer of the State of the Union.

Yet, now we see a reversal of these roles by the present Reagan Administration—reduced social programs, a blushing sword, cutting others, turning some over to the states—encapsulated in the slogan: "Get government off our backs."

We see a return to Herbert Hoover philosophy—trickle down theories—a rejection of fairness, with an obvious return to the Great Depression.

It seems as if the spirit of FDR has been merely a dream in some far distant fantasy.

To remember FDR is really not enough.

To strive for the dignity, health and welfare of the common man, the spirit of FDR's "reign" of an all - encompassing nation that cares for all of its citizens fairly and evenhandedly should be our goal.

Shall we make it so again?

PARREN J. MITCHELL

Plenty of work ahead

The 97th Congress has reconvened for the second session, and the President's State of the Union address has been heard.

We should not be surprised so many of the concerted efforts launched in response to the proposals of the last Congressional session, must be even stronger and even more persistent as we face additional budget cuts and policy changes.

Let me emphasize I am pleased most members of our community responded to the insensitive Administration's proposals in a very astute manner during the first session.

Most have been lobbying through: letters, on-site visits to state, local, and federal officials, and telephone calls. Such methods have added to my firm belief we are a strong, positive people, and even in the face of adversity, we will survive.

The legislative and policy agenda for the coming months dictate we must be ready, once again, to demonstrate our strength through unity, and our willingness to guarantee blacks, the poor, and other minorities will not suffer needlessly at the hands of mercyless budget-cutters, and hasty program changers.

Let us take a look at some of the issues with which Congress and others must deal during the second session of the 97th Congress.

Extension of the Voting Rights Act: This Act was passed by the House last session. The House-passed version is acceptable to civil rights groups, and ensures the protection of blacks and other minorities against discrimination as we participate in the electoral proccess.

While 61 Senators are cosponsoring this version, we must ensure the measure is passed in the Senate without provisions which would weaken its intent or effect.

Please keep those cards and letters to the Senators coming; stress strongly you support the House-passed version of the Voting Rights Act!

Tax Exempt Status for Institutions that Discriminate: As you know, the President recently called for the reversal of a 12-year-old Treasury Department policy which denies tax-exempt status to racially segregated schools.

This action was followed by the announcement the President is submitting a bill to Congress which will give the Secretary of the Treasury and the Internal Revenue Service (IRS) express authority to deny tax-exempt status to private, non-profit educational organizations with racially discriminatory policies.

All I can say is these actions are just typical of the trickery, ambiguity, and deceit which have characterized the current Administration from day one.

We must continue to stress the Administration's proposed legislation is not needed; there are sufficient laws and practices in place. Specifically, the consideration of such legislation is an admission existing laws and policies have been shelved.

Such actions should be frowned upon, and we must say existing statutes and policies must be strengthened, enforced, and adhered to.

Additionally, we must realize the enactment of legislation such as that proposed by the Administration, would threaten existing practices and programs designed to comply with viable affirmative action standards.

Finally, since we are all too familiar with the President's record in the areas of equity, civil and human rights, and spending for human services programs, we can safely assume the recent actions actually represent a retreat from this country's purported commitment to combat discrimination.

The House Ways and Means Committee will be conducting hearings on this issue early this month. It is imperative you write to Congresspersons and Senators, and stress the Administration's

(Continued on Page 7)

Letters

Federalism and food stamps

Dear AFRO:

I am not an admirer of President Ronald Reagan by any means.

I do not condone the various job cuts, cuts of benefits of the NEEDY, severely hurting blacks, whites, children and elderly, as well as creating an unemployment situation Americans will long remember.

However, I just cannot believe even Reagan can be wrong every time. Somewhere along the line while at Camp David, I believe Reagan had a brainstorm and recalled Franklin D. Roosevelt's struggle to effect the governmental change which pulled America through a traumatic depression.

Even now, the elderly are enjoying the Social Security F.D.R. implemented for our care after retirement, if we survive Reagan.

I was on Iwo Jima during World War II when word came over the radio, Roosevelt had died. We were loading ammunition at the time.

We were barraged with SILENCE, all soldiers white and black were in a state of SHOCK.

Although it is not popularly known, blacks were on Jima, we definitely were there and we were black. This information is for the very young.

Being the showman he is, Reagan did not miss a trick. Dramatizing President Roosevelt's move for a drastic change in government, using perfect timing, Reagan blasted us with "Federalism."

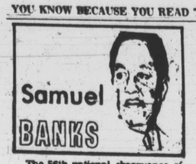
The applause and reaction of the audience was terrific. The audience ate it up, and I do believe Congress will buy it.

If so, may be someone in the powers that be may get the State or States to push to get FOOD STAMPS MONEY added to the monthly check of welfare, social security insurance and all eligible recipients.

The monies saved by eliminating the cost of printing, distributing and fraud, not to discount robbery and unlawful sales, etc., may find its way to some of the benefits cut by Reagan.

JOSEPH W. GRIFFITHS

Samuel BANKS



National Black History Month

The 56th national observance of what is now regarded as national Black History Month in February comes at a time of profound and deepening crisis for a disproportionate number of 31 million black Americans.

Dr. Carter Godwin Woodson, the highly esteemed, proud and perspicacious founder of the National Association for the Study of Afro-American Life and History in 1915 and originator of Negro History Week, later expanded to Black History Month in 1976, would have, I believe, a bittersweet reaction to current developments in our nation:

Enormous pride in the long-overdue national recognition of the accomplishments of black Americans and grief over the nation's steady retreat on civil and human rights.

Dr. Woodson (1875-1950) universally accepted as the "Father of Black History," was an extraordinary educator, historian, philosopher and humanitarian.

His phenomenal achievements during a very repressive and clearly, racist and hostile period in our national life and amazing ability to soar above and surmount racial adversities have earned him a most deserved niche in our nation's and world's pantheon of scholars.

Dr. Woodson was educated at Berea College, the University of Chicago, the Sorbonne and Harvard, where he earned his Ph.D. in history.

Dr. Woodson's painstaking historical research, flawless scholarship, tenacious self-discipline and implacable commitment to demonstrable excellence gave impetus and encouragement to serious study to to black life and history.

No substantive and lasting understanding of black life and history without a study of his life and voluminous writings is possible. I strongly recommend "The Negro in our History," "The Story of the Negro Retold" (Charles H. Wesley and Woodson), and "The Mis-Education of the Negro" as beginners.

A comment made by Dr. Woodson in his "The Mis-Education" is extremely cogent and instructive for today:

"History shows, then, that as a result of these unusual forces in the education of the Negro he easily learns to follow the line of least resistance rather than battle against odds for what real history has shown to be the right course.

"A mind that remains in the present atmosphere never undergoes sufficient development to experience what is commonly known as thinking. No Negro thus submerged in the ghetto, then, will have a clear conception of the present status of the race or sufficient foresight to plan for the future; and he drifts so far toward compromise that he loses moral courage.

"The education of the Negro, then becomes a perfect device for control from without. Those who purposely promote it have every reason to rejoice, and Negroes themselves exultingly champion the cause of the oppressor (p. 96).

"...But can you expect teachers to revolutionize the social order for the good of the community? Indeed we must expect this very thing. The educational system of a country is worthless unless it accomplishes this task.

"Men of scholarship and consequently of prophetic insight must show us the right way and lead us into the light which shines brighter and brighter (p. 145)."

As we celebrate the 56th observance of National Black History Month using the national theme, "Afro-American History: Blueprint for Survival," attention should be focused on the remarkable contributions of black Americans, past and present, in the face of towering and flagrant opposition and the great distance we still must travel as a collective people for genuine freedom and social justice.

The courageous, sacrificial and intrepid examples of our forbears, even in the midst of the crunching, harsh and mean-spirited programs of Reaganomics has resulted in a transmogrification or burlesk of the cherished ideals of our nation.

The nation observes the dreadful cutbacks in programs to provide assistance to blacks, Hispanics and the poor, the rewarding of rank and callous opponents of school desegregation by providing tax-exemptions to segregated private schools and the systematic gutting of a affirmative action programs.

The "Meanness Mania" Gerald Gill of Howard University's Institute for the Study of Educational Policy describes in a recent monograph has now come full circle.

Just as the collective will of more than 4 million of our forbears could not be broken during the iniquitous and barbarous period of slavery, we must not, amidst the crushing socio-economic storms of Reaganomics, permit our collective will and spirit to be broken.

We must, in the grand tradition of our forbears, dare to insist on the indivisibility of freedom, the enforcement of constitutional guarantees and, above all, in this time and place, demand President Ronald Wilson Reagan act in behalf of all 231 million Americans.

We have come too far and suffered too much to permit anybody to strip us of our civil and human rights. We expect the Civil Rights Act of 1957, 1960, 1964, 1965 and 1968 to be enforced fully and equitably.

We, too, during this period of National Black History can justly celebrate "how we got over" and what we need to do to energize and accelerate the forward momentum. I urge you to undertake the following during Black History Month:

1. Visit your child's school to ascertain what, in fact, is being taught about the problems and contributions of Black Americans to American and world history. Remember the study of black Americans as well as other ethnic, racial and religious groups should be an integral, systemic and ongoing part of the school's curriculum.

2. Read and discuss at least two books on black life and history. Moreover, encourage your children and friends to read at least two books relative to black life and history. Books can be borrowed from your local branch library. Be sure to include John Hope Franklin's "From Slavery to Freedom" and Benjamin Quarle's "The Negro in the Making of America," in your MUST reading.

3. Arrange to visit special exhibits or programs highlighting black history and culture.

4. Make plans to have knowledgeable educators and historians to address your church group, civic or social club, sororities and fraternities on the national theme or related topic.

5. Make contact with the media, print and electronic, and urge them to provide wider and indepth coverage on black life and history during Black History Month.

6. Arrange to visit the Lillie Carroll Jackson Museum on Eutaw Street. Please call in advance to make reservations for a tour.

7. Contact the Walters Art Gallery, the Maryland Historical Society, the Baltimore City Public Schools, local institutions of higher education and other municipal agencies to ascertain what is planned for Black History Month.

8. Arrange to visit the Museum for African Art in Washington (A Street, N.E.) and the Smithsonian Neighborhood Museum (Martin Luther King Avenue, S.E.).

9. Contact Dr. J. Rupert Picott, Executive Director, Association for the Study of Afro-American Life and History, for materials at cost germane to black life and history.

10. Write letters to the editor in regard to past or contemporary aspects of black life and history.

11. Take an active lead in establishing oral history projects in your neighborhood, church, fraternal or civic groups. The assistance of the Association for the Study of Afro-American Life and History and local history department should be sought in the endeavor.

12. Support the NAACP, Urban League, PUSH and other organizations actively working to rid our nation of racism, religious bigotry, sexism and intolerance.

13. Insist on demonstrable educational excellence, at all levels, for all children and youths.

14. Praise your children for their achievements and work constantly to engender and maintain within them a sense of worth and pride.

15. Speak out in terms of wrong perpetrated on any group or individual.

Black History Month, in reality, is going to be what you make it. You can make the observance significant and enduring if you think seriously and act now to spread the word of a glorious and proud history.

Tony Brown's Comments

Recapturing African civilization

Africa, the second largest continent, is an area of 12 million square miles in size. It is comprised of 53 independent countries, and populated by more than 350 million inhabitants who speak more than 3,000 languages and dialects.

Although concentrated primarily on the African continent itself, African sons and daughters and their descendants are dispersed over the planet — a scattering commonly referred to as the African Diaspora.

For centuries, and wherever the journey led, blacks have found themselves almost without exception at the bottom of the economic and social order, struggling at odds against man and nature for survival.

Africans were the first builders of civilization in Africa, the cradle of world civilization. They discovered mathematics, invented writing, developed sciences, engineering, medicine, religion, fine arts, and built the great pyramids, an architectural achievement still baffling modern science.

If life truly began in Africa, and the best evidence indicates it did, then blacks by the very nature of that fact, share kinship with every human being that ever lived. How, did they become so exploited, oppressed, hated and despised?

Moreover, if Africans built the first civilization, discovered science, mathematics and developed writing, how did they fall from grace and end up on the bottom?

For the answer to this question you must read the phenomenal book, "The Destruction of Black Civilization: Great Issues of a Race from 4500 B.C. to 2000 A.D. 73" published by Third World Press, written by historian, Dr. Chancellor Williams.

If most white scholarship on Africa is to be believed, early Africans were primitive savages with no notable past. Being inately inferior, they slept through the millenia, built no monuments and developed no worthwhile civilizations.

The facts, however, tell quite a different story.

Williams explains early Africans excelled in many areas. They were builders in every sense of an advanced civilization: scientists, mathematicians, astronomers, engineers, architects, inventors and so on.

Their greatness flowed from their superior ability to produce — out-produce the competition with enough surplus beyond their needs to be able to engage in international commerce and structure a sound economy.

For eons the resources of Africa have been a magnet attracting the entire world. And since man's greed always has taken precedence over all human considerations, Africa has been plundered by the world for her human wealth in the form of slaves, and for her art and artifacts which Western artists have attempted to copy.

The fatal flaw of many Afro-Americans, ironically, has been the fact that, believing so strongly in brotherhood, they were willing to place more trust and confidence in others than themselves. That also may have been the fatal flaw of ancient African civilizations, according to Dr. Williams.

"We have always been, the race of brotherhood seekers," he said.

"We have been the ones who forever have come with the drive for brotherhood with other people who have never sought brotherhood with us; never, except for expedience where they saw an opportunity to play the role of big brother for a while, while they are gaining effective control."

And, while it is noble to be forgiving and understanding, the best understandings are learned from the lessons of history. History defines a people.

It tells you who you are and what you can aspire to become. Some blacks today believe busing, for example, will bring brotherhood and brotherhood will bring prosperity.

History, however, has negatively judged that logic while suggesting self-help and self-love would have done a lot more for brotherhood and prosperity.

Just as the African Constitution governing the entire continent is a beacon inspiring hope, Dr. Williams suggests a new beginning offering promise for the future...a future that hopefully would uplift the entire race in a studied, systematic manner that would match the permanence of the Pyramids.

The challenging question is whether blacks can recover enough of their vision and strength to understand that pro-blackness is not anti-white-ness.

For all we know

Pauline A. Young is living history

By Elizabeth M. Oliver
City Editor

OUR PAULINE

Pauline A. Young of Wilmington is related to the Judge William H. Murphy family of Baltimore through her brother Lawrence Young of Chicago who is married to Rebecca Murphy, William's sister.

YOU SHOULD KNOW PAULINE. She is living history, lives with history and is an historian who wrote family history long before Alex Haley and his ROOTS.

THE MOST interesting person you could ever hope to meet, she is also related to the famed poet, Paul Lawrence Dunbar.

PAULINE'S picturesque home in Ardencroft, Wilmington holds Dunbar's original poems by the hundreds, some written in his own handwriting. The priceless collection is in file boxes which also hold more and more jewels of literature no one else could possibly assemble.

THE WALLS of her unique residence have framed pictures with vast historic meaning and there is a signed portrait of the great Paul Robeson whom she counted among her friends.

PAULINE can keep you spellbound as she talks of literature, writing, history and her colorful life.

HER CHILDHOOD was surrounded by the famed black Americans of the day like Dr. W. E. B. DuBois, James Weldon Johnson who wrote "Lift Every Voice and Sing." You see, Pauline's family of writers and teachers opened their home to visitors who felt a kinship in the world of books and essays and music.

PAULINE has a cat and a dog with whom you will also make an extra ordinary friendship as they lounge about the warm, cozy house with no "mistakes."

PAULINE is the retired librarian at Howard High School, a lecturer and historian who ranks as an authority on roots of many famous black Americans.

Her chapter on black history in Delaware continues to be the cornerstone of research in Delaware history. Published in 1947, it was the first of its kind in the state.

Helen Thomas writes:

Pauline and her brother and two older sisters were, on the whole, protected, and certainly more rambunctious than melancholy.

They attended Howard School where their mother and aunt taught, so, "of course, we had to behave."

In Delaware, all black children in those years, regardless of county, went to Howard — from kindergarten through high school. "That was busing but nobody objected, nobody minded except the blacks." When Pauline Young graduated there were just nine in her class.

HER FAMILY

Miss Young had three "parents" — all three of them widows.

There was her mother, M. Leila Young, who became a teacher at Howard School when she could find no job in Massachusetts after the death of her husband.

There was her aunt, Alice Dunbar Nelson, well — known teacher, writer and lecturer, and there was her grandmother, too.

The warmth in Pauline Young's voice expresses the depth of her feeling for these three strong, interesting and loving women.

OUTSPOKEN

After high school, Pauline went to the University of Pennsylvania, because the University of Delaware would not admit Negroes.

She said, "Delaware is a sort of a feudal state that has never made up its mind about race."

She feels that we have made almost no progress in this state. Here, as elsewhere, the "gentle people of prejudice" help maintain segregation and encourage it. She cited the Gander Hill prison, "a university of crime," and the Omega Plan as two present examples.

She shook her head over the awful waste of money.

AN IDEAL SCHOOL BY EMO

I VISITED an ideal elementary school (Baltimore) this week at the corner of 26th Street and St. Paul where in a glance I saw black, white, Oriental and children of other nationalities studying and living and learning together with no thought of discrimination.

THE MODERN, air - conditioned school is the kind that will forever live in the memory of the kids.

HISTORIC

Margaret Brent Elementary No. 53 is located in an urban community in Baltimore that dates back to pre - Revolutionary days. The school was named for Margaret Brent, a practicing lawyer in colonial Maryland.

The original section of the school on the Northeast corner of St. Paul and 26th Streets was constructed in 1897 and housed grades Kindergarten through eighth.

In 1919 it was an "all girl" school and departmentalized in the upper grades.

In 1931 the school housed grades kindergarten through sixth and accommodated both boys and girls.

In January, 1979 the present building was opened. It features an open areas and self contained instructional areas.

Today 495 youngsters reflect the varied racial, ethnic, social economic groups in the communities of Harwood, Remington and Charles Village. In those communities is a wide range of housing including both single and multi - family dwellings.

Among recreational and cultural [illegible] the Baltimore Museum of Art, the Walters Art Gallery, the Maryland Historical Society, the Maryland Science Center, the Maryland Zoo, the Maryland Ballet, the Baltimore Symphony, the Maryland Theatre, the Center Stage, the Lyric, the Hippodrome, the Baltimore Civic Center, the Baltimore Arena, the Baltimore Colosseum, the Baltimore Convention Center, the Inner Harbor, the Harborplace, the Festival at the Inner Harbor, the Baltimore Aquarium, the Baltimore Zoo, the Baltimore Museum of Industry,