

James E. Carey Black History Award to be presented at The Black History Kickoff Saturday, February 3rd @ The Minnetrista Cultural Center starting at 10:00AM

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FEBRUARY 1, 2007

'Colored Museum' play brings many firsts to Ball State theatre audiences

By Fred A. Woodress

When the Ball State University Theatre Department opens with "The Colored Museum," at 7:30 p.m. Feb. 15, for eight performances, it will feature many firsts.

This satire will be directed by the theatre department's first African American drama professor, Dwandra Nickole Lampkin, 34. "Museum" will be her first directing assignment, since joining the BSU faculty 2 1/2 years ago.

Another first is the introduction of black playwright George C. Wolfe to the Muncie audience.

"Museum" will beat University Theatre with



Dwandra Nickole Lampkin as "Annie Sullivan" in "The Miracle Worker"

performances Feb. 15-17, Sunday Feb. 18 at 2:30 p.m. and evenings Feb. 21-24.

Tickets are \$6 for students, \$12 general public and seniors (over 55) \$9. The ticket office at 285-8749 is open 12-5 p.m. for reservations, Monday through Friday.

The Kentucky-born playwright-director-composer-lyricist won the attention of New York critics and audiences in 1986 with the introduction of "Museum". He continued on Broadway, becoming the first man of color to win a Tony for direction of his first all-white play, "Angels in America." He followed

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The historical significance of Black History Month



Dr. Carter Woodson

The Association for the Study of Afro-American Life and History has designated the entire month

of February for the 52nd annual national observance of Black History Month. As activities are organized and initiated on our campus and throughout the country, it seems only proper to reflect upon the historical legacy and significance of Black History Month.

Black History Month was a product of the effort and dedication of Black scholars and Freedom

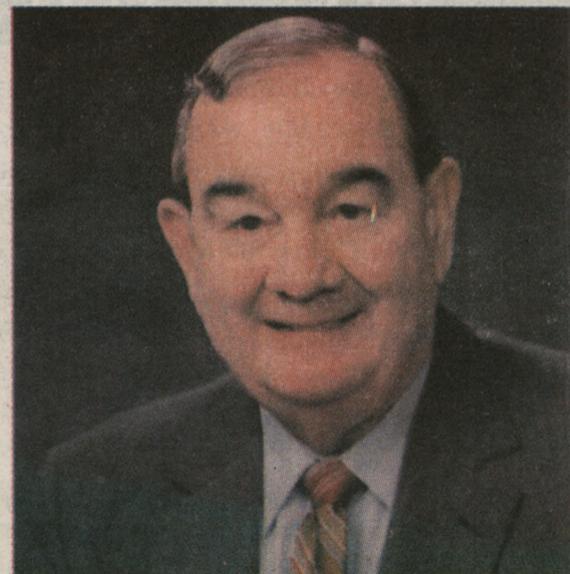
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City-wide Black History Month began in 1988

For over 80 years now, this country has been publicly acknowledging the important accomplishments and contributions of talented African-Americans like famed heart surgeons Charles Drew and Ben Carson and politician Shirley Chisolm.

And while those names are becoming more familiar to people of all races, there are still many peo-

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James "Big Jim" Carey

EDITORIAL

Black History Month: A time to celebrate victories won, a time to ponder challenges still ahead

February is the shortest month. It also happens to be that time when we celebrate African American History Month, beginning today. It is an exciting time because the many achievements by people of African heritage are often ignored or omitted from many American history books.

It started out as Negro History Week, before it was extended to a month. We have much to celebrate. This year, we reached a milestone when a portion of Broadway in Muncie was renamed Martin Luther King Jr. Boulevard.

Washington, D.C., there was a groundbreaking ceremony for the projected Dr. King Memorial.

Last month, after much media hype, U.S. Sen. Barack H. Obama, a freshman legislator from Illinois, announced that he was establishing an exploratory committee to examine his chances of running for president next year. To many, that's just a formality. They think he will run. Polls show that he could mount a serious challenge.

Up to now, no African American coach had ever taken a team to the Super Bowl. That will change

Sunday with Super Bowl XLI. The winning coach is guaranteed to be an African American. That's because this year's teams feature two, count them two, black coaches: Tony Dungy of the Indianapolis Colts and Lovie Smith of the Chicago Bears. Too bad one of them has to lose. But it will be a historic encounter.

First, some used to claim that no black quarterback had ever won the Super Bowl. Doug Williams and the Washington Redskins demolished that myth. Then the claim shifted to that no African American

coach had ever been to the Super Bowl or won that championship. That myth will be buried Sunday. Good luck to both coaches, who will make history, appropriately enough, during African American History Month.

There was another first this year, when Patrick Deval became the first African American governor of Massachusetts. In fact he is the only sitting black governor in the United States. We are making progress, but it is slow, painfully slow on the political and economic fields.

Despite an infusion of white European-born players, blacks still dominate among National Basketball Association players. It's hard to think what the NBA would look like without its black players. There also significant numbers of NFL and MLB players who are of African descent. When one looks at today's pro sports ranks, it's hard to believe that there was a time when efforts were made to keep blacks out of football, baseball and basketball. Today it is hard to think of what these teams and leagues would look like without their black players.

So, as we celebrate February as African American History Month it is easy to forget the civil rights struggles that preceded our arrival at where we are today. While it is important to cele-

brate our victories and successes, we should never rest on our laurels. There is still much that needs to be done. There are still battles to be fought, wars to be won, achievements to be savored, before we can feel we have finally arrived.

It is pathetic that only one state, out of 50, has an African American governor and that only one of 100 U.S. senators is also African American. We deserve more than that. African American students still achieve below their white counterparts. In high school and college, their graduation rates are lower than those of whites.

African Americans earn less than their white counterparts. Their household incomes and home ownership rates are lower than those of whites. They do not always get the best jobs or opportunities. Discrimination is still widespread. Affirmative action methods, an effort to try and consider evidence of past discrimination and race in education and employment decisions, have been hampered by state referenda and the federal government.

There is much to celebrate this month. But there is also much to be concerned because the cancer called racism has not been successfully excised.

LETTER POLICY

The Muncie Times accepts and publishes "Letters to the Editor" under the following conditions:

•The letter must indicate the writer's name, address and phone number where the writer can be reached during the day. Addresses and phone numbers will not be published.

•If the writer wishes the letter to be published under a pseudo-

nym, that wish will be honored. However, the writer's full particulars must be included in the letter along with the suggested pseudonym.

•Letters must be brief, preferably no more than 300 words long and should, if possible, be typed and double-spaced. Hand-written letters will also be accepted.

•The editor reserves the right to

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•Unsolicited manuscripts will only be returned if the writer includes a self-addressed, stamped envelope with correct package.

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it with "Bring in Da Noise, Bring in Da Funk," which also won him a Tony.

Lampkin, whose stage and screen name is Dwandra Nickole, wanted her BSU directing debut to be a play "that would shake things up. It's a raw piece, but it's our story," she said in an interview in her small attractive office, with water bubbling in the background and her cell phone resting on her neat desk.

"Museum," a play with some music, consists of 11 vignettes. Wolfe is a master at satire. To students who didn't know Wolfe, Lampkin explained, "you know comedian Dave Chappelle. I view his work as an updated version of "The Colored Museum," with a new generational twist."

One critic said Wolfe's satire was "so brutal it seems to suck all the air out of the room."

New York Times critic Frank Rich observed, "Wolfe says the unthinkable, says it with uncompromising wit and leaves the audience, as well as the sacred target in ruins. The devastated audience, includes blacks and whites."

In the opening vignette Miss Pat, stewardess for Celebrity Slave Lines, tells the passengers to fasten their shackles.

Heather Zimmerman, San Jose critic, explained, "As her "passengers" are deplaning, Miss Pat promises that all baggage left on board will be

trashed and she isn't kidding: it's a mandate that informs the play's remaining (playlets) is all about baggage: the burdens of pain, anger and struggles that the legacy of slavery has brought to bear on African American identity."

Last April Humana and Actors Theatre of Louisville honored Wolfe with a \$5,000 check and its Impact Award for his accomplishments. He told the audience he "once fled Kentucky" to complete college at Pomona, Calif. He grew up in segregated Frankfort, the Kentucky capital, where his mother was principal of his school, and he attended Kentucky State University for a year.

Wolfe told this writer his relatives had left Kentucky for Muncie and one had attended Ball State. There are 60 Wolfes in the Muncie telephone directory. None contacted by this writer knew George Wolfe.

An e-mail to Wolfe through his New York attorney about the Muncie Wolfe relatives was not immediately (un)answered.

Wolfe's attorney said he is considering four film deals, had directed a play in London that won the Daily Standard Award and another play in New York City. Wolfe formerly headed the Public Theatre in New York City.

Dee Dee Batteast, a senior from South Bend,

with three roles in "Museum," told the writer "this was the first time in my college career that I was directed by a woman of color."

She appeared the same year in "Twilight Los Angeles," directed



Dwandra Nickole

by a male

African American. She said Lampkin knows the play "and I don't question her directions."

Lampkin played two roles in "Museum" at Kay College in Michigan shortly after her graduation from Western Michigan University. She has an impressive acting resume from WMU, where her professor cast her as one of five actors in a traveling Rosa Parks play.

In Denver, Lampkin acted in 10 plays at The National Theatre Conservatory, where she earned her master's in fine arts degree. Using the name Nickole, she appeared in "The Lost

Soul" for the National Black Theatre in New York and "Breath Boom" at The Huntington Theatre in Boston.

When Lampkin left grad school for New York City, she found a "day" job as night manager of the theater at the 92nd Street Y, where many talks, poetry readings and seminars are held. Days she attended auditions. She had earned enough credits previously to qualify for membership in Actors Equity, union for actors. She later joined S A G , Screen Actors Guild.

Lampkin said, "I attended more than 100 stage auditions until I quit counting." Then, the actress who had studied acting for the camera in college, went to her first TV audition and landed a role.

"I tell my students to take creative risks, to think outside the box and be open to any opportunities," she said smiling..

Lampkin appeared twice in TV's "Law and Order" "Third Watch," many TV commercials and independent films.

In her director's notes about "Museum," she wrote:

"George C. Wolfe has taken what some would consider sensitive, dark, disturbing and perhaps even harsh images and stereotypes in the black

experience and brought them to light for all to see". I disagree that they have been "brought to light" (that would imply that the images have been "hidden".)

Unfortunately, some of these very images bombard our society everyday in the form of talk shows, reality shows, music videos, even primetime television (although less than in the past)."

She continued: "For me the story of "The Colored Museum" is about the harsh and sometimes sobering reality of the stereotypical images, preconceived notions, and brutal truths of the black experience".it is important that the audience in University Theatre feel immersed while on the "tour" of the museum.. I want them to be participants, not merely spectators."

She added "one of my goals is to get young audience members (in the Ball State community)to (experience) this theatrical piece with the same enthusiasm they have when watching a show like Dave Chappell on television.

"I want audience members from the community to be open enough to think outside the box, and be willing, even for a moment, to challenge their preexisting ideas and perceptions, giving them a bit more insight and understanding."

Dr. Woodress is a playwright, free lance writer and retired Ball State University journalism professor.

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 ple in the United States – and certainly Muncie – who deserve and need to know more about this nation’s black history. Began initially as “Negro History Week” by Carter G. Woodson in 1926, the celebration allowed the Harvard Ph.D to teach blacks and whites about the true history of blacks – a portrayal that did not focus on the inferior, negative images previously accepted by the public.

Born to parents who were former slaves, Woodson established the Association for the Study of Negro Life and History, now called the Study of Afro-American Life and History, which detailed the history of blacks in America. He chose February to celebrate Black History Week because it marked the birthdays of two men who influenced black America – Frederick Douglass and Abraham Lincoln. Locally, Black History Month has been celebrated since 1988, when Muncie Times editor Bea Moten-Foster approached then-Muncie Mayor Jim Carey about honoring black history in Muncie. Carey, who died in October 2006, allowed Foster, Geraldine Burns, Phyllis Bartleson and others to plan the celebrations, held at Northside High School (now Northside Middle School) and the Roberts Hotel.

The event included a visit from an African ambassador from the United Nations, an elegant banquet celebrating contributions of local blacks,

as well as a convocation with Northside students.

“Jim Carey told me that we could have whatever we needed to help out, and I told him there were 12 things we needed to have to be able to do this,” Foster said. “He gave us a location, he gave us funding, and he had (city employees) Geraldine Burns and Raushanna Shabazz help us pull everything together.”

Bartleson, director of the Muncie Human Rights Commission, reiterated Foster’s comments regarding Carey’s support. She said the “early days” of Muncie’s black history month were somewhat off-the-cuff, particularly since the city hadn’t done anything similar before.

“It’s been so long ago, those early days, but yes, it was something that we did to bring black history to the forefront,” she said. “We had a lot of different things going on in the community – we did things with the city, then we did things with Ball State, then we incorporated Taylor University into some of the events that were being held here, too.”

“It kind of helped people be more aware of the contributions that Black people had made throughout the history, and not only those who are from the past like Harriet Tubman and Frederick Douglass, but also those who are the ones from today who have made tremendous contribution in the sciences and the medical field. Sometimes we hear those names on television, but there is seldom any indi-

cation that the individual is black.”

Last year’s event focused on the recently-passed Rosa Parks, and included a vivid portrayal by Veeda Hampton, who performed a wonderful monologue of the late civil rights activists. This year’s focus will be on famed boxer

Muhammad Ali, President John F. Kennedy, Hurley Goodall, Madam C.J. Walker, and Frederick Douglass. Bartleson said those figures each had ties to Indiana and sometimes Muncie, a fact that many people were unaware of. “During a speech over in Albany they egged

Frederick Douglass, and they nearly killed him in Pendleton,” she said. “East Central Indiana is rich in African-American history. What we’re going to do is try to highlight those things that aren’t really talked about. There are so many things that we still need to know.”

Words about Jim Carey

James Patrick (Big Jim) Carey: The Quintessential Man

By Geraldine Dollison Burns

I first met Jim Carey at McKinley Jr. High School, but I did not get to know him real well at that early time in my life. I remember him mostly wearing clod-hoppers and blue jeans, which many of the young men wore back in those days. He always seemed to get along well with everybody. Later, at Muncie Central, he was always bumming cigarettes, none of us needed them, but it made us feel grown up to smoke. I quit the habit in 1987. I really did not get to know “Big Jim,” as he was called, until I got involved in politics at the local level in Precinct 19 which voted at Garfield Elementary School in Heekin Park. It was one of five predominantly black precincts that leaned heavily toward the Democratic Party and its candidates. That made them extremely important to the Party and to the candidates running on the Democratic ticket.

In the early years, blacks were pretty much taken for granted, but in the 1960s we started combining our voting strength and became a power the Party leadership and its candidates had to deal with straight up. I was first hired by the City of Muncie under Mayor Paul Cooley’s administration and I was eventually promoted to the position of purchasing agent for the City of Muncie.

Henry Collins was my boss, and Mary Alice Cherry became the city controller. To the best of my memory, it was a time when women held positions of power than at any time in the city’s history. Jim Carey was always supportive and any time you doubted yourself he would say “you can do it.” Jim Carey had faith in me and that gave me confidence in myself. He also had James Ford as his director of the sanitation department, and Patricia Bragg worked at City Hall.

When my mother became ill, he told the folks in my office to take me anywhere I needed to go to help my mother or take her to the doc-

tor because I didn’t drive. When some of us would accompany him to out of town meetings, like cities and towns, he treated me as well as any of them.

I also remember my grandson was badly in need of employment and Big Jim helped him get a job at Warner Gear. He paid me back some though – whenever people would get after him too strong, he would say “call Gerry, call Gerry.” I wanted to bop him sometimes.

I remember after he left City Hall and the Mayor’s office, he worked for Norm’s Paint Company, and he would always give a thumbs-up when he drove past my home. In closing, I would sum up my impression of Jim Carey’s impact on the city of Muncie and its citizens as being “the right person at the right time in our city’s history.”

Jim Carey promoted blacks while mayor

By Hurley C. Goodall

As Police Chief, Jim Carey promoted Melvin Miller as the first black officer above the rank of patrolman in Muncie’s history. And when he became mayor of the city of Muncie, I personally think we had the best and most productive years of race relations in our city’s history because Jim Carey truly cared, and he did not neglect the needs of Muncie’s citizens of color. To me and others, the door to his office was always open.

Finally, when Big Jim decided to build a new City Hall, I was asked to serve on the committee to build a new City Hall. Van Smith, whom I know and respect, was designated as chair of the committee. The building was built on time, at the stated cost, with no over-runs. The only irony of it all was that he only got to spend about two or three months in the new facility before being defeated by David Dominick.

James Patrick was a “man for the times” in Muncie’s history and we are a better community for his passing our way. Big Jim may you rest in the peace you so greatly earned and deserve.”

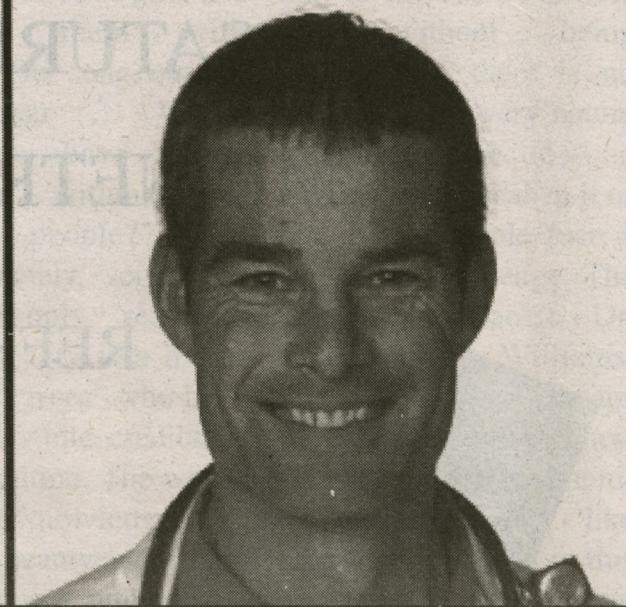
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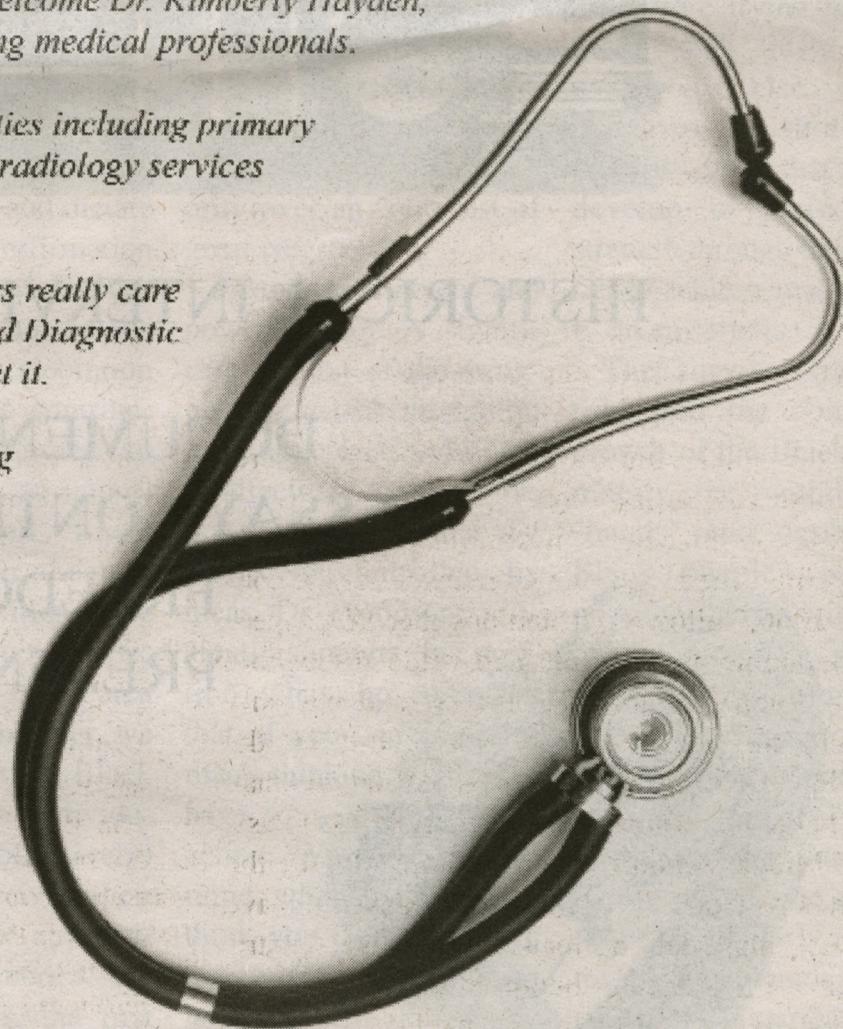
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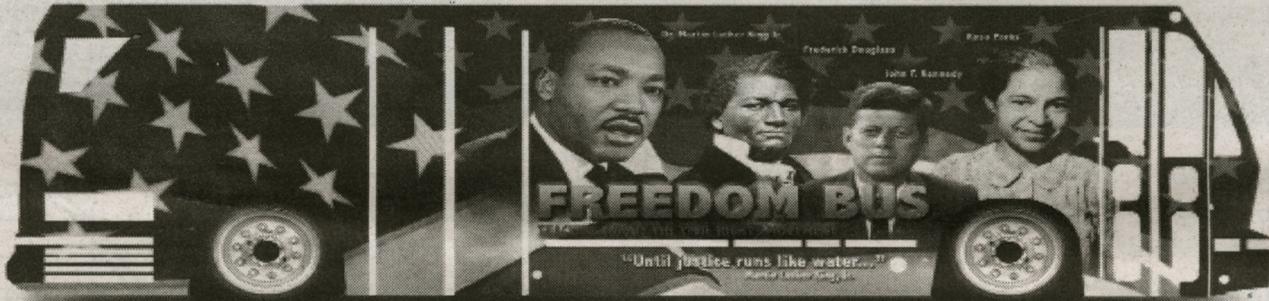
BLACK HISTORY MONTH KICKOFF

SATURDAY, FEBRUARY 3, 2007

MINNETRISTA CULTURAL CENTER

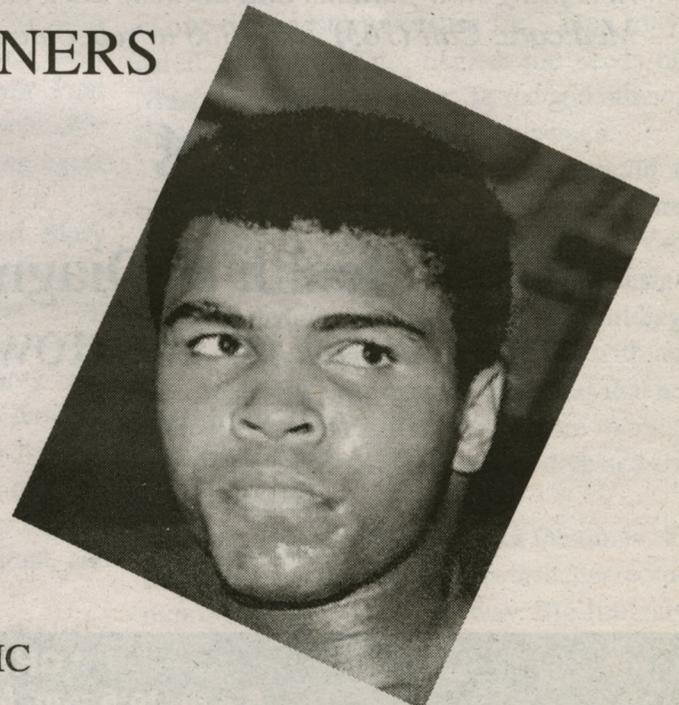
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Fighters who sought to confront the contradiction of being Black in "Democratic America." In 1926, Negro History Week was established as a reaction to American racism and as an attempt to defend Black humanity. It is difficult to recapture the climate and trauma of this era. However, it is important to recall that from 1890 through 1925 a Black American was lynched every 2 1/2 days. Within the public and private sector, Black folk were continually dehumanized and relegated to the position of non-citizens and often defined as unwanted aliens!

The white academic and intellectual community was no different than the bulk of mainstream America. Peoples of African descent and especially "American Negroes" were classed as "a race unable to subordinate emotion to reason" and "negligible factors within the development of world civilization." Professor John W. Burgess, the founder of Columbia University's graduate school of political science and an important figure in American scholarship, amply advocated the "working definition" of Afro-Americans and people of African descent throughout the world: "The claim that there is nothing in the color of the skin... is a great sophism. A black skin means membership in a race of men which has never ... created any civilization of any kind." (1) A response to this climate

and situation was generated by the talented Black scholar, Dr. Carter Godwin Woodson. In 1933, Dr. Woodson characterized the American educational community by indicating that "the philosophy and ethics resulting from our educational system has justified slavery, peonage, segregation and lynching. (2)

As the Director of the Association for the Study of Negro Life and History, Dr. Woodson led the struggle to institutionalize Negro History Week and what was then called Negro history. As a Harvard-trained Ph.D. and a former Dean of Howard University, Woodson "dropped out" of mainstream academia to devote his life to the scientific study of the Black community in America, Africa and throughout the world. According to the noted Black historian John Henrick Clarke, "Woodson believed that there was no such thing as 'Negro History,' in Woodson's view, that what was called 'Negro History' was only a missing segment of world history." (3) The bulk of Dr. Woodson's life was committed to restoring this "missing segment."

Carter Woodson founded the Association for the Study of Negro Life and History in 1915, the Journal of Negro History in 1916 and the Negro History Bulletin in 1937. Largely through his efforts, Negro History Week was established in 1926. With Woodson's direction and the many contributions of other

Black thinkers, scholars and Freedom Fighters, Negro History Week was initiated on a serious platform. Meetings, exhibitions, or lectures were geared toward analyzing or exposing contradictions confronting the Black community. The intention was not to initiate one week's study of Afro-American history. Instead, the observance portrayed the climax of a scientific study of Black people throughout the year. Over the years, Negro History Week has undergone a redefinition of terminology. Today this national observance has been expanded to encompass the entire month of February, referred to as Black History Month. This redefinition of terminology is a positive exercise in self-definition and possibly a reflection of political growth.

The toil, spirit, and creative beauty of the masses must dominate and dictate any historical affirmation of a people. Black History Month should not be the unconditional celebration of "great Negro contributions" to the American mainstream. It is important to record Black achievement in the sciences, humanities, the business world, athletic arenas, or any other area of endeavor. However, we must realize that Black folk in America (individually and/or collectively) have never received their just rewards for any contribution to America. Dr. W.E.B. DuBois, the first formally trained Black historian, realized this contention when he ele-

gantly stated in 1903, "Your country? How come it's yours? Before the pilgrims landed, we were here. Here we have brought our three gifts and mingled them with yours.... Our song, our toil our cheer ... Would America have been America without her Negro people?" (4) Unfortunately, some feel that the only "relevant" Black History is a list of "great Negroes" who have received white credibility or recognition. The would must acknowledge the creative beauty and genius of those vast numbers of Black folk who have fought the day-to-day struggle of survival. A serious look must be directed toward the substance of the collective cultural and political experience of Black people. Survival skills and the collective ingenuity of the masses of Black Americans must take priority over an "elite list of great Negroes."

History is a potent and powerful tool. A significant portion of the struggle for Black liberation must take place within the intellectual arena. We must understand that the world is controlled by ideas. Dr. Woodson sufficiently supports this position when he indicated that, if you can control a man's thinking you do not have to worry about his action. When you determine what a man shall think you do not have to concern yourself with what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an

inferior status, for he will seek it himself. If you can make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told: and if there is no back door, his very nature will demand one. (5)

Whether we realize it or not, Black people face a significant challenge. The eminent Africanist, Dr. Chancellor Williams, warns us that, Africans in America cannot generally understand themselves better until, like other ethnic groups in this country, we develop an almost passionate desire for a knowledge of our history with its triumphs and failures. This move toward self-redemption will demand integration within the race, first of all, before trying to integrate with just about everybody else except ourselves. In short, any minority group that fails to develop a position of strength through unity will fail to achieve real equality on any fronts.(6)

The survival, restoration, and the continued growth of the Black community is within the "hands" and destiny of Black people. This is nothing surprising nor revolutionary; the protection and advancement of any ethnic and/or racial group is the primary responsibility of the respective constituents of each group. White ethnics (and particularly Jews) realize this fundamental reality of America; it is only Blacks who are programmed to look continu-

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The Judge's Chambers

Democrats must deliver more

Before the November elections, the U.S. House of Representatives Democratic Leader Nancy Pelosi pledged that, if Democrats won control of the House they would, in the first 100 hours of business in the new session, make dramatic changes that would set a new direction for the country. Well, the Democrats won.

And they've been working frantically to keep Pelosi's promise: the House has pushed forward legislation that, if passed, would increase minimum wage and written a bill that would cut the interest rates on student loans. It's all been very dramatic. But the Democrats can't stop working when these now infamous 100 hours are up. They need to set an agenda that looks at the next 100 hours and beyond.

If the House Democrats get their way, the federal minimum wage will increase to \$7.25 an hour over the next two years. This increase is enough to keep a family of three just above the federal poverty line.

Cutting student loan interest rates will ensure that

Americans finishing college won't be buried under a mountain of debt. According to a recent report, the aver-

age student loan debt rose to \$14,379 and the number of individuals who owe more than \$20,000 in student loans is rapidly increasing. These pieces of legislation, along with a proposed bill that would require companies to negotiate for lower prescription drug companies, show that, at least on the surface, the House cares about the needs of the average American. To move beyond the surface however, the House has to think - and act - big.

Healthcare coverage is getting more expensive and so are employer-provided insurance premiums. The number of Americans - employed and unemployed - without healthcare coverage is growing. Too many Americans, children and the elderly among them, simply can't afford the medical help they need. If the House really wants to show this country that it is concerned about the needs of the American people, enacting a much needed universal health-care plan is the way to go.

It's this kind of "big" thinking that would push America in the direction it needs to go. Federal legislation that keeps the President's earlier promise to rebuild the Gulf Coast would also demonstrate just how sincere the members of

the House are. In New Orleans, for example, bureaucracy and ineptness are keeping many from returning home and rebuilding.

Families that survived Hurricane Katrina should not have to suffer at the hands of the federal government.

This new, motivated House of Representatives can play a role in alleviating that suffering.

As concerned citizens, we cannot let our elected officials rest once the curtain has closed on the current drama. Write



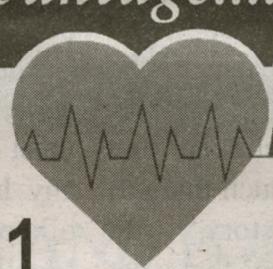
Judge Greg Mathis
Chairman of the Rainbow PUSH-Excel Board and a national member of the Southern Christian Leadership Conference

your legislator and voice can get them to act request that they push on behalf of those in need.

for a universal health-care and fight for the rights of the Gulf Coast residents displaced by Hurricane Katrina. Your vote got them into office and gave them control of the House and your

Judge Greg Mathis is national vice president of Rainbow PUSH and a national board member of the Southern Christian Leadership Conference.

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Indianapolis high school football ranked No. 7 in the nation in 2006

INDIANAPOLIS, Ind.-- The Warren Central High School football team has finished seventh nationally for the 2006 season according to MaxPreps, a national high school sports media company.

The Warriors were ranked No. 5 for the 2005 season.

Warren Central completed a 15-0 season by beating Carmel, 35-14, on Nov. 25 to become the first school in Indiana history to win four straight state titles as the Warriors captured the Class 5A crown. The Warriors have won 21 consecutive games and are 43-2 over the past three seasons.

Warren Central is one of 25 high schools nationwide being honored on the

MaxPreps Tour of Champions presented by the Army National Guard.

"MaxPreps would like to congratulate Warren Central High School and coach Steve Tutsie on the fine season they enjoyed this year," said Andy Beal, MaxPrep's president. "The MaxPreps Tour of Champions presented by the Army National Guard is about recognizing leadership, success and teamwork as exemplified by Warren Central. The coaching staff, the players, the school administration and the community should be proud of these young men, who are our future leaders."

"Any time you are honored as one of the best, it's a rewarding experience.

Being recognized by MaxPreps is great exposure for our entire program" said Tutsie, who completed his first season as head coach after spending 5 years as the team's defensive coordinator.

Warren Central high-powered offense scored 60 or more points five times and averaged more than 48 points per game for the season. The Warriors dominated their opponents winning by an average of nearly 40 points per game. They beat four opponents twice in the same season.

Senior running back Darren Evans (6-foot 1, 212 pounds), who's headed for Virginia Tech in the fall, rushed for 2,800 yards and 62 touchdowns

to lead the nation in scoring. His 372 points are the fourth highest single-season total in scholastic history. His 3-year career totals at Warren Central are 7,100 yards and 118 TDs.

Senior Brad Ellington was a versatile performer for the Warriors, rushing for 710 yards while scoring nine TDs on the ground, was on the receiving end of another and returned a kickoff for a TD. Sherman Brooks, the 6-foot 3, 310-pound offensive lineman, paved the way for Warren Central's vaunted running game. He is headed for Western Kentucky.

The Warriors had experienced senior playmakers on defense. Lineman

Jeff Boyd (6-foot 3, 280) had 32 solo tackles, 18 tackles for loss and nine sacks. Middle linebacker Jamie Arnold was the big hitter and had 55 solo tackles. Free safety Jerimy Finch had two pass interceptions and returned four punts for TDs while cornerback Chris Adkins had two interceptions and broke up eight passes.

Tutsie was presented with the MaxPreps Tour of Champions National Ranking Trophy, an 18-inch all bronze statue on a wood block base, by ISG Scott Bassett of the Indiana Army National Guard.

"The Army National Guard is honored to present the MaxPreps Tour of Champions," said CPT Greg Galligan, National Guard Bureau. "We've partnered with MaxPreps because we believe in recognizing determination and teamwork. The guard serves the communities in which we live and work, while always maintaining readiness to serve should our nation issue the call to serve."

MaxPreps uses a sophisticated computer program to determine team rank. The system utilizes the huge number of game results stored in the MaxPreps database. Generally, the more a team wins the higher the ranking, but the system takes into account quality wins (against other highly ranked opponents), margin of victory, and strength of schedule.

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S O C I A L S E C U R I T Y

Never too late to begin retirement planning

Is a financially comfortable retirement something that you are hoping to receive as a gift this holiday season?

Too many Americans are finding themselves in that "wish list" category for having the retirement they want. According to the most recent Retirement Confidence Survey from the Employment Benefit Research Institute, less than half of workers 45 and older have even tried to calculate how much money they will need to save for retirement. That could leave them at some holiday season in the near future hoping that a com-

fortable retirement is given to them in a nicely wrapped package.

For most American workers, Social Security forms the largest part of their financial foundation in retirement. If you have a average earnings, your Social Security retirement benefits will replace about 40 percent of your income. Most financial advisors say you will need 70 to 80 percent of your work income to maintain your pre-retirement standard of living comfortably. So, you will need to make up the difference with pensions, savings or investments.

You can find a personal-

ized estimate of your Social Security benefit by checking your Social Security Statement, which is mailed each year to every worker 25 and older approximately 3 months before their birthday. Read it carefully because it contains information vital to your personal financial future. It shows not only how much you and your family might expect to receive from Social Security when you retire, but also what Social Security would provide if you become disabled or die.

To learn more, visit www.socialsecurity.gov/mystatenebt.

You also may want to visit Social Security's financial planning website www.socialsecurity.gov/planners. You cause the calculators there to test different retirement ages or different scenarios for future earnings amounts.

The holidays are here, and that means millions of Americans will take on seasonal jobs to bring in a little extra spending money, from snow plowing to gift wrapping. These days it's not just college students returning home and looking to earn a little extra cash. Many of today's holiday workers are retirees.

When people who get Social Security retirement benefits consider taking on seasonal work, questions arise. And we at Social Security have a sack full of answers.

The most frequent question is whether new earning will stop current Social Security payments, and the answer is no. If you have reached your full retirement age (currently between 65 and 66, depending on when you were born), you can make all the money you want, and it will have no effect on your Social Security benefits. If you are younger than your full retirement age all year, there will still be no effect on your Social Security benefits. If you are younger than your full retirement age all year,

there will still be no effect to your monthly Social Security payment, unless you earn more than \$12,480 for the year in 2006.

That amount goes up to \$12,960 for 2007.) If, in fact, you do have such a generous seasonal job, your social Security payment is only reduced \$1 for every \$2 you earn above the threshold amount.

Another question we get often: Do I have to pay Social Security Taxes on earning if I am already getting Social Security? Yes, you, do. Whether you're 16 or 96, your employer is required by law to withhold payroll taxes.

Finally, will those extra Social Security taxes equate to higher benefits? Maybe, but probably not.

Your Social Security benefit is figured based on your average monthly wage during the highest earnings years on your record. If your average monthly wage for an entire year is more than what it was before you retired, we'll refigure your benefit and give you an increase. Most seasonal workers don't get such an increase, because holiday earnings usually are not enough to raise your monthly average for the whole year.

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continued from page 7

ally beyond their community for direction, ideology, recognition, support, philosophy, and organization. The examples of this phenomena are too numerous to mention. Essentially, Black people have tried to plead, beg, or intimidate various white groups better to rule or serve their community. This foolishness must stop if we are to survive as a race.

The historian and journalist, Lerone Bennett, has characterized this confrontation as the "Challenge of Blackness." Bennett suggests that "it is necessary" for the Black world "to develop a new flame of reference which transcends the limits of white concepts ... and maintain a total intellectual offensive against the false universality of white concepts." (7) The scholarship and conceptualization of reality has been dominated by a "small minority of white men who live in Europe and North America." (8) This intellectual paradigm has been "Europe-centered, white-centered, property- and place-centered." (9) Bennett and other Black thinkers believe that there can be "no more desperate and dangerous task than ... trying to see with our own eyes." (10)

History is not an abstraction or an "old coat" to be hung away in some closet. Regrettably, some of us fail to realize the necessity of employing history to formulate political strategies and social ideologies, or to understand the substance

of a people. John Henrick Clarke captures this reality when he states, History is a clock that people use to tell their time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, and what they are. Most important, an understanding of history tells a people where they still must go, and what they still must be. (11)

Black history must be used as a tool of analysis and a vital reservoir of spiritual and intellectual power; anything less will hinder the survival of Black people.

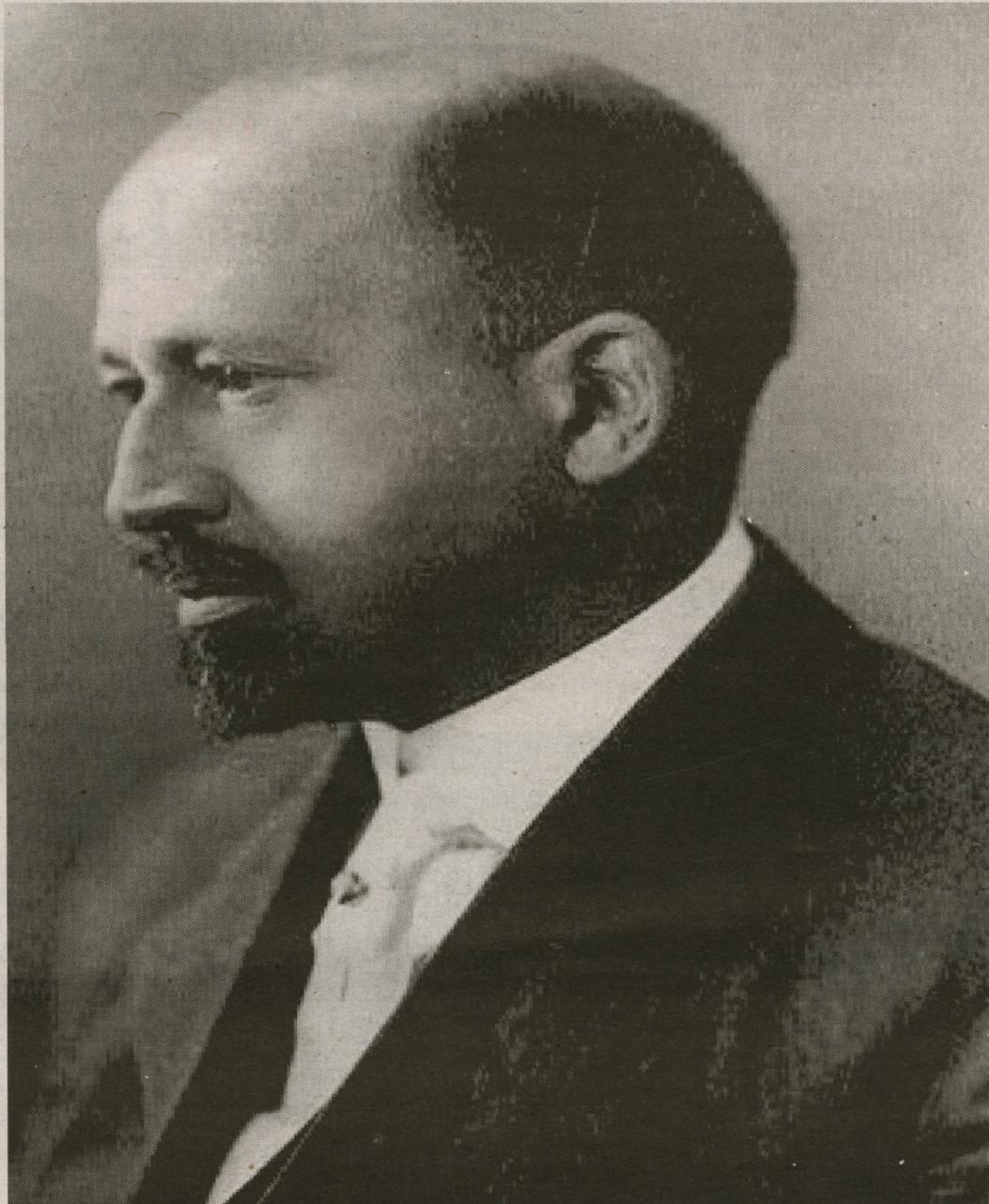
Black History Month takes on a paramount significance as we approach the 21st century. Propaganda and an all-out assault upon Black minds have and will continue to dominate the post-Bicentennial era. A collection of "Black relics" (e.g., Booker T. Washington, George Washington Carve, Phyllis [sic] Wheatley, etc.) will be periodically rescued from the "closet chambers" of American history, "dusted off," and paraded about to project the image of "Negro loyalty," "Negro progress," and "Negro commitment" to the promised land of American democracy! The genuine essence of Black History Month challenges the mammoth gap between the rhetoric of American institutions and the reality of Black oppression. Black History Month should be the reaffirmation of struggle, determination, and creativity. This observance

must be a testimony to those Black pioneers who struggled to affirm the

done when he understands that history requires him to answer not only for his

February 2, 1976, p. 48.

(4) W.E.B. DuBois, *The Souls of Black Folk* (Greenwich, CT.: Fawcett Premier Books, Inc.,



W.E.B. Dubois founder of the N.A.A.C.P

humanity of African people and a challenge to the present generation to protect and preserve Black humanity.

A man understands history when he understands that history does not permit men the luxury of escaping their inheritance, when he understands that he is not only responsible for his own acts but also for the meaning those acts take on in a certain social context, when he understands that he is not only what he has done but what his parents have

own life but also for the lives of the men and women and children who share his situation and his destiny. (12)

Let us strive to recapture the original legacy of Black History Month.

NOTES

- (1) Quoted in W.E.B. DuBois, *Black Reconstruction*, reprint (New York: Atheneum, 1969), 718-719.
- (2) Carter G. Woodson, *The Mis-Education of the Negro* (Washington, D.C.: Associated Publishers, Inc., 1933), xxxii.
- (3) John Henrick Clarke, "Why Black History," *Encore*,

1967), 189-190.

(5) Woodson, *The Mis-Education of the Negro*, 84.

(6) Interview, Chancellor Williams, *Black Books Bulletin*, Vol 1, No. 4, 1973, 28.

(7) Lerone Bennett, *The Challenge of Blackness* (Johnson Publishing, Inc., 1972), 35.

(8) *Ibid.*, 36.

(9) *Ibid.*, 36.

(10) *Ibid.*, 36.

(11) Clarke, "Why Black History," 48.

(12) Bennett, *The Challenge of Blackness*, 203.

Ralph L. Crowder, Augsbury College (Minneapolis, Minnesota) reprinted from *The Western Journal of Black Studies* (vol.1, no.4)

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T O B E E Q U A L

From presidential race to Super Bowl, January made history for blacks

By Marc H. Morial

January marked at least one major first for African Americans. For the first time in history, not one but two African Americans--the Chicago Bears' Lovie Smith and the Indianapolis Colts' Tony Dungy--led their teams to football's premier contest, "the Super Bowl.

And another black man, Illinois Sen. Barack Obama, took the first step toward throwing his hat in the ring in the ultimate political contest--the battle for the nation's highest office. He's hardly the first African American to vie for the presidency: He stands upon the broad shoulders of the Rev. Jesse Jackson, Shirley Chisholm, the Rev. Al Sharpton, Carol Moseley Braun and others.

But not since Jackson in 1988 has a black been considered a serious con-

tender for the Oval Office. However, unlike his predecessors, Obama probably stands the best chance of becoming the first African American to win his party's presidential nomination in 2008 or beyond. In a recent Zogby poll, the Illinois Democrat led the field in New Hampshire, a historic testing ground for presidential candidates, with 23 percent of voters favoring him compared to 19 percent for Sen. Hillary Rodham Clinton and John Edwards.

Up until 1992, the candidate who won the primary usually made his way to the White House even though Bill Clinton and George W. Bush have defied that trend in recent elections. What a delightful coincidence that these historic developments would occur in the month that celebrates the birthday of Dr. Martin Luther King Jr., and that Obama would represent Chicago in the hallowed halls of the U.S. Congress.

That Smith beat out his mentor Dungy by a few hours to be the first black coach to guide his team into the National Football League's crown jewel game makes up for the fact that his Bears handily defeated my beloved New Orleans Saints to get there. I'll forgive Lovie this year because it is truly a great day in history when two black coaches meet in the Super Bowl, the pinnacle event of pro-

fessional football.

I cannot make promises for next year, though. If Lovie robs my Saints of their Super Bowl dreams next year, I'll have to take it personally.

Roughly 66 percent of National Football League players are African Americans, but blacks have long faced formidable obstacles to their populating the coaching ranks. In 1989, Art Shell became the first African American head coach in the NFL's modern era. In his own way, Dungy, a former Pittsburgh Steeler who got his coaching start in 1981, played his own role in diversifying the profession by recruiting Smith to be linebacker coach for the Tampa Bay Buccaneers in 1996.

The institution of the so-called "Rooney Rule" broke down barriers in the NFL's "old boy" network by requiring teams to consider at least one minority candidate in their hiring processes. By the start of this year's season, there were a record seven black head coaches. "For years and years, the coaching decisions and many other decisions in professional football really followed the old way of doing things," Darrell Millner, professor of black studies at Portland State University, told the Portland Oregonian newspaper recently.

"These two black coaches today are reflection that



Marc H. Morial
president and
CEO of the
National Urban
League.

that is changing. Their success gives an additional impetus of the continuation of that kind of change."

In a recent television interview, Bears fan Obama made a great point about these two men that speaks less to the color of their skin and more to the content of their character, to invoke Dr. King. "What makes it even better is that they're both men of humility. They're both men of God. They never trash talk.

They're not yellers or screamers on the sidelines. They're a couple of class individuals" he said.

In a Letter to the Editor of his local paper, Hal Nelson, executive director of secondary education for the Sarasota County School District, wondered if divine intervention played some role in bringing two black coaches together in the Super Bowl to "illuminate the potential of the American experience" and underscore the importance of three key qualities exhibited by Dungy and Smith: competence, character and tenacity.

Competence is evident when one is able to

achieve the goals of the organization, despite times when others will inevitably say that one has been granted the opportunity because of being a minority, female, etc.

"Character is evident when, in the face of such adversity, faith and spirituality allow us to first recognize our own flaws and then forgive the actions of others. Tenacity is evident when one decides to perform well despite unfair treatment, such as being dismissed unprofessionally or compensated unjustly. When we act as a land of opportunity, greatness grows," he wrote.

I cannot agree more and have to extend that same observation to Obama. All three men provide positive role models for future generations to aspire to. They give our children hope that the American Dream is possible for all members of society to attain.

Marc H. Morial is president and CEO National Urban League. You may contact him at 120 Wall St., New York City, NY 10005 or www.NUL.ORG



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More blacks returning to Africa to start various businesses, find their roots

Television talk show host and entertainment mogul Oprah Winfrey has traveled frequently to Africa where she recently opened a \$40 million self-named leadership academy for girls.

Actor Wesley Snipes has recently been filming a movie in Namibia. Sidney Poitier, Harry Belafonte, Tina Turner, Whitney Houston, Tyra Banks, Andrew Young, Jesse Jackson, are among a few of the many prominent African Americans who have been making forays to Africa. Some go to try and connect with their ancestral African roots. Others go out of curiosity, as tourists or to try and own property in a black-ruled country.

Not so well known are those who are quietly, sometimes under the radar, opening businesses and engaging in other entrepreneurial activities that promote economic development or tap into Africa's numerous natural resources.

According to a recent BBC report, there are more and more people of African descent who are returning to the continent in such roles, such as Marie Claire Rimpel and her family, now living in Accra, Ghana. Marie Claire's daughter wanted to bring the family back to Africa.

Haitian cook Marie Claire Rimpel is tired after a long day at her new restaurant, The Caribbean.

Serving the best of Caribbean food, the light and modern restaurant, in the heart of Ghana's capi-



Tyra Banks

tal, is a long way from her native Haiti. Almost 50 years ago, Ghana (then known as the Gold Coast) became the first sub-Saharan black Africa country to win freedom from colonial rule. Ghana had been a British colony.

Kwame Nkrumah, who spearheaded the Ghanaian struggle for independence, became an inspiration to other Africans trying to free themselves from the yoke of British, French, Belgian, Italian and Portuguese colonial rule. A free Ghana also became a Mecca and inspiration for seasoned and budding African nationalists and Pan-Africanists.

The Rimpel family has returned to Africa. After nearly 13 years in Accra, the Ghanaian capital, she is one of several people of African origin who have returned to the continent of their ancestors.

The stress of opening a restaurant may be taking its toll on Marie Claire, 68, but the move has clearly been worth it.

"It is a wonderful place to live, I feel at home here," she says.

Marie Claire's journey to Africa has its roots in her daughter Jennifer Pierre's decision to study and work in the continent, first in Senegal and then in Ghana.



Tina Turner

As her consultancy work grew, Jennifer, 28, decided to move her son, Tamsir, and her mother there in late 2004, while she completed her studies at Harvard.

"I always knew I was going to move to Africa, it was just a matter of when," says Jennifer, who was born in the United States of America and spent most of her childhood in Miami.

"The link with Africa is very deep and almost astounding. Although I was born in America, I feel more at home in Ghana than in America. I truly feel I am an African."

According to the BBC story, there are no figures on how many African Americans live in Ghana or the size of their investments.

As Ghana prepares for its jubilee celebration this year, the government hopes many people of will come to the country to mark its 50th birthday and the 200th anniversary of the abolition of the slave trade in the United Kingdom.

As part of a tourism push, members of the Diaspora will be encouraged to buy land and invest in Ghana.

Implicit in the gesture is an apology for the role played by many living in what is now Ghana in sell-



Wesley Snipes

ing their fellow Africans into the slave trade.

Millions of West Africans were shipped from whitewashed slave forts on the Ghanaian coastline to a life of slavery in Brazil, the Americas and the Caribbean.

"We are saying we should forgive and forget and move forward," says Victoria Sarpong, from the Ministry of Tourism and Diasporan Relations.

"Once we get to know each other, investment is next."

The color of Jennifer's skin makes Ghana an easier place to live and to do business in, she says.

"My mother has done the best to expose me to the best education, but I have never ever felt totally accepted or comfortable [in the US] despite the fact I was born in America," she says.

Facing no judgments made about the colour of her skin, doing business in Ghana can be much more straightforward than in America.

"Being black is like breathing in Ghana. In the business deal, it is not about the glass ceiling. There are other factors," she says.

"It reduces a lot of tension and stress. You can really begin to do business."

But Jennifer's move to

Ghana also served to accentuate the differences between the country of her birth and the continent she now lives in.

Marie Claire Rimpel's restaurant, The Caribbean. Marie Claire believes opening her restaurant was worth the hard work.

Chief among these, she says, is the approach to work.

"Americans are very time oriented and your work defines you," says Jennifer.

"Here work is something you do to get paid."

But for her mother, it isn't always easy to do business, especially when you are juggling customers and suppliers.

"It is very difficult, you cannot trust everybody," she says. "They offer but they don't always deliver."

The extremes of racism experienced in the United States make it easy to romanticize a return to Africa, says Renee Neblett, a returned African American who now runs a cultural exchange centre in the seaside town of Kokrobitey.

"We had such a miserable time in America. Nobody can imagine what it was like to be black in America. It is easy to romanticise a past you don't know" the 59-year-old says.

Many bear different hopes and expectations of the visit to the continent of their ancestors.

For Jennifer, it is clear that Ghana is and will remain her home.

"Ghana can be my base for my family and generations to come," she says.

Black History Month

2007



Muncie Community Schools

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YOUTH OPPORTUNITY CENTER

The teachers will complete the following activities during Black History Month:

Elementary:

Read "More than Anything Else" by Maria Bradby

Discuss the biography of Booker T. Washington

Read "John Henry" by Julius Lester

Discuss the influences of Black folktales and their impact on African-American culture

Read "Coming Home" by Floyd Cooper

Read and discuss poetry by Langston Hughes

Write poetry corresponding to Black History Month

Read "Eloise Greenfield" by Eloise Greenfield

Compare and contrast the lives of the characters studied during Black History Month

Write a compare and contrast essay

History Teachers:

- Unit on the Negro baseball leagues

- Unit on Tuskegee Airmen

- Unit on the Buffalo Soldiers during the

Native American Wars

- Black History videos (Fredrick Douglas, Jackie Robinson)

- Research of student's favorite African-American figure from past history

- Martin Luther King and his impact on the civil rights movement in the 60's

MUNCIE AREA CAREER CENTER

MACC office will recognize African-American inventors, during announcements, to promote Vocational Education Week and Black History Month.

Health Occupations class will invite local African-Americans health care workers to the Muncie Area Career Center. Students will be involved in writing assignments about African-Americans who have contributed to the medical field.

Fire Safety will invite current (Muncie Fire Department) firefighters to the Muncie Area Career Center to speak to

second semester classes.

Building Trades will research and present information on African-Americans that have contributed to the field of construction. The information will be used in the February writing assignment.

Cosmetology will present lessons on hairstyling for African-Americans. They will also have three guests (African-Americans) speakers. There will be a writing assignment that is researched based on Madame C.J. Walker.

Information Technology will research and present a PowerPoint on African-Americans who have contributed to the field of technology.

Electricity class will research and write about African-Americans who have contributed to the field of Electricity/Electronics.

Machine Technology class will discuss African-Americans who have contributed to the field of Machine Trades.

Auto Mechanics class will explore and write about important African-Americans who have contributed to the auto industry.

Law Enforcement class will study the Civil Rights Movement as related to law enforcement and how it changed police policy.

Dental Health students will write about African-Americans who have contributed to the dental health field.

Early Childhood will have a display case on Dr. Martin Luther King. Students will create a learning center assignment on MLK for preschool students.

Welding students will research and write about African-Americans who have contributed to the field of welding and manufacturing.

CENTRAL HIGH SCHOOL

An Original Black History quiz over local and national contributors to our history.
(prizes for winners)

Black History trivia during our daily announcements.

Muriel Weeden will be available to speak to classes, by teacher request, about local Black History.

Community resource people will be doing in-class presentations.

Videos and teaching kits will be available on America's Civil Rights Movement:

A Place At the Table, struggles for EQUALITY in America

The Children's March

The Legacy of Rosa Parks

LEARNING From A Legacy of Hate CD

The Shadow of Hate, A History of Intolerance in America.

Hall of Fame poster display.

Mrs. White put up a bulletin board in the math hallway

Jane Miller's probability and statistics class has done a graph that makes picture of MLK

Shana Hochstetler's classes are reading an essay about MLK's life, answering comp questions about it/discussing. They also have a civil rights/MLK crossword puzzle to complete.

Linda Smith is offering the presentation "Follow the Drinking Gourd" during February for Black History Month in the planetarium.

Andy Warner has tried to emphasize Black History (and Women's History and the various ethnic group's history) all the school year in the class notes, reading assignments, group competitions, reading assignments and worksheets. He has been this since the fall of 1969, well before any organized interest in Black history was around. He recalls having to special order some books for his personal use (the textbooks included only a few of the high spots of Black history) so he could do this.

During a time of special emphasis, like Black History Month, he tries to take that extra step to make sure that he has included famous individuals and events from Black history in their class notes and worksheets. In the Advanced Placement classes, he tries to include several extra credit group competitions that center around Black history (example: a puzzle that includes names of famous Black Americans). In the Honors class, they read selected chapters (as we do throughout the entire year from "Before the Mayflower" - a history of the African-Americans in our nation). In government class, he makes an extra effort to include some stories of African-American leaders in the class notes.

SOUTHSIDE HIGH SCHOOL

Southside High School will celebrate our diversity - past, present, and future, during the month of February 2007. We will focus on the history of African-Americans to understand our shared cultural past as we celebrate excellence in all areas.

We have much to celebrate! During the past months, we have been busy preparing for this special month of meaningful activities. The daily announcements will feature quotes from important African-American leaders which are appropriate for each day in February. We are hoping to schedule historically black colleges in College Corner throughout the month.

Southside High School is proud of its African-American Wall of Fame, which is an integral part of our Black History Month celebrations. The Wall of Fame includes African-American men and women of note who have graduated from Southside. We are particularly proud of alumni Ermalene Faulkner, W.C. Edwards, Julius Anderson, Mike Gorin, Brandon Gorin, and many more African-Americans who began their successful careers at Southside.

Sondra Seibold and Tim Sheffield, language arts teachers, plan to introduce their students to "A Woman Called Moses," a short story in their textbook. Students will then participate in activities inspired by this moving piece of literature.

French teacher, Kim Kowalski, will lead her students to

explore the French literary movement called Negritude which chronicles the contributions French-Africans have made to France.

Khelli Leitch, social studies teacher, will preview his civil rights unit with student projects featuring the contributions to our country's history by great African-Americans. The Civil Rights Movement of the 1960's will be his focus in late February and early March.

Drama teacher, Kim Ruse-Roberts, and her students will study and do scenes from the play, *The Colored Museum*, by George C. Wolfe. They will then attend a production of the play at The Ball State Theatre.

Media specialist, Elaine McDonald, will distribute a list of appropriate books and websites to our faculty and staff. She plans a bulletin board of notable African-Americans, as well as a display of available biographies of famous and important African-Americans. Mrs. McDonald has also ordered a supply of Black History Month bookmarks for students and staff during the month of February.

Britt Husman's art students will create collages based on student selected portraits of influential African-Americans.

Art teacher, Christine Royster, will conduct a unit on African printmaking with her art students and display the best of the projects.

Lauren Pease, business education teacher, has developed an internet search unit to access original letters, notes, and photographs tracing the history of African-Americans during the 19th and 20th centuries. Her students will view a living history, exploring real documents produced by people who helped to change our world.

Anita Hoopingarner's language arts students will write essays for Martin Luther King, Jr. essay contests. They will also study poetry from the Harlem Renaissance.

English teacher, Joyce Parkison, has a number of activities planned for Black History Month. In addition to entering essay contests, her students will also study the poets of the Harlem Renaissance and work on projects

related to Lorraine Hansberry's *A Raisin in the Sun*.

Jack Bimber, language arts teacher, will have his students research and write personal narratives about their family histories. He wrote, "I want the diversity to be as authentic as possible."

Vicki Marcus, Sophomore English teacher, will present a unit on Malcolm X, reading an excerpt from his autobiography. Students will read several poems by Langston Hughes and write a poem of their own, imitating his style. In addition, they will study African artist, Romare Bearden, and make a collage which incorporates his techniques.

Many have expressed their desire to install bulletin boards, sponsor essay contests, conduct discussion groups, plan units, and/or assign art projects to celebrate Black History Month at Southside.

Daily announcements will include important quotes from African-Americans.

NORTHSIDE MIDDLE SCHOOL

Black History books on display in the library.

Daily announcements include short biographies on individuals of color contributing to the development of the United States.

8th grade

Social Studies: Complete African-American reports, brochures in conjunction with computer classes and video presentations.

Science: Complete a two-day unit which explores the contributions of individuals of color in science. Students write a page paper, after research, explaining the contributions and how they relate to their lives.

Language Arts:

1. Essays/research for MLK Day, will do in teams in January, 2007.

2. Quotations by/about famous African-Americans will be displayed throughout the room and in our team area—prepared by Mrs. Shobe

3. Students will read or have read to them:

- a. *The African-American Century: How Black Americans Have Shaped Our Country*
- b. *The Last Safe House*
- c. *Many Thousand Gone: African-Americans from Slavery to Freedom*
- d. *Almost to Freedom*

- e. Remember
- f. To Kill a Mockingbird
- g. selections from Free At Last, publication by Perfection Form
- h. publication in memory of Zora Neal Hurston

4. Students will view and discuss the following videos:

- “For Us the Living,” the story of Medgar Evers
- “Ruby Bridges”
- “Selma, Lord, Selma”
- “Our Friend, Martin”

5. Student writing:

Responses to Martin Luther King’s “I Have A Dream” speech and Paul Laurence Dunbar “We Wear The Mask”

7th Grade

Social Studies: In-depth study of all areas of Africa

Language Arts: Imitation Poem centered around Langston Hughes' "Theme for English B" also later in the year – Harlem Renaissance. General Classes: Study of Jackie Robinson.

Complete a web quest that allows students to research famous black mathematicians.

6th grade

From the literature text:

“Matthew Henson at the Top of the World” (biography)

“Abd al-Rahman Ibrahima,” From Now Is Your Time (biography)

“Why Monkeys Live In Trees” (African folk tale)

“The Legend of the Hummingbird” (Puerto Rican Legend)

“The Frog Who Wanted To Be A Singer” (African-American modern folk tale)

Additional folk tales from media sources, originating in Africa (Internet and library)

**As we begin researching folk tales, we read from many diversified cultures/countries.

Social Studies: View documentary video (A&E) Dr. Martin Luther King, Jr. Samples and readings from African-American author Shel Silverstein and other famous African-American authors. Famous historical African-American reports, activity/informative booklets - read and discuss.

WILSON MIDDLE SCHOOL

* Research famous people/events in Black History and break the biographies and events down into specific information related to dates in history. Students will then follow directions for inputting information into the database and use the database to search for important information/dates.

* Research project on a Civil Rights leader. Students have the option of writing a paper, giving a presentation, or creating a poster board. This will be done through Social Studies class.

* Read and report on key individuals in the Abolition movement. Discussions will take place on what apartheid means in South Africa.

* View the movie “The Shadow of Hate.” The movie is a history of intolerance in America. Students will also view “Malcolm X”? and interview, reviewing the Civil Rights Movement in America and designing Maasi beadwork bracelets, and practicing an American healing dance.

* In Language Arts, students will be choosing African-American authors, researching their lives, writing a report, and creating a poster highlighting the major events in that author’s life.

* Some students will be reading "Freedom Train" and have applied for a field trip to Emens to watch the theatrical production.

* Students will research the lives of African-Americans who have made special contributions to American life and society. The students will write a short biography highlighting the person's contribution. In addition, the students will create a monument in honor of the individual. The culminating activity of the lesson will be a monument walk.

* A study will be conducted on how peaceful resistance has changed history (i.e. Rosa Parks, Nelson Mandela, Kwami Nkrumah?)

* Read African folktales and listen to African music.

* Student will share with classmates their submitted Martin Luther King Jr. Dream Team essays on renaming Broadway Boulevard.

* Essays – research and write about the life of Martin Luther King

* Sixth grade students will view the following videos: Roll of Thunder Hear My Cry, Our Friend Martin, The Scribe, Ruby Bridges, and Brother Future. They will also participate in a play titled, "Elizabeth Blackwell."

* Art students will create a paper weaving inspired by African textiles, watch the video, "The Last Story Quilt," and then create their own personal quilt out of burlap and fabric straps. Students will create a ceramic mask inspired by the African Tribal Mask. Introduction to Dr. Martin Luther King, Jr., then listen to "I Have a Dream." The use of visual language will then be discussed and students will break the speech into sections and create a sketch to depict each section of the speech.

GARFIELD ELEMENTARY SCHOOL

We plan to host the February Family Night for our school community on February 22 at the Cornerstone Center for the Arts. The evening program will incorporate the talents of all grade levels. We will have students performing African-American dances, reciting speeches on famous African-Americans, as well as singing great spirituals of the past. We are also encouraging our community members to share their talents that night as well. An example would be the Ball State Greek Society performing a step show.

We plan to have students in grades 1-5 recite an African-American fact on the intercom during the month of February. We plan to develop bulletin boards around the school highlighting African-Americans and their past.

We plan to have an African-American movie night where our families come to enjoy a very inspiring movie while enjoying popcorn and soda. We envision a true social occasion.

We plan to host a Black History Jeopardy game show. The fourth and fifth grade students will be given categories on famous African-American people, their culture and their inventions. They will be given the opportunity to test their knowledge in a Jeopardy game show. The winner will receive a plaque and an African-American book.

Every day in physical education class, the students will be introduced to a different African-American athlete. Students will hear an oral biography of the athlete as well as see a picture of them (they will be posted on the wall daily). Students may also volunteer to read the biography to the class. We will discuss the sport as well as the struggles the athlete may have had to overcome being an African-American.

We will incorporate African music in our music classes.

The art of Africa will be studied in February in the Garfield art classes.

GRISSOM ELEMENTARY SCHOOL

Black History bookmarks for every student

Two bulletin board displays of prominent African-Americans

Trivia contest every other day which involves students' guessing a prominent African-American from clues given during morning announcements

Twice a week – students read facts about Black History and prominent African-Americans during morning announce-

ments

Black History inspirational display in front hall display case

Literature at Lunch – Black History poems on lunch tables for reading and discussion

Make a Difference Lunches – students sitting with new groups of students by random selection to help teach diversity within the school

Pencils and booklets about Black History to every student

Books and games available to teachers and students from the librarian and physical education teacher

Front Hall Display – concerning Martin Luther King, Jr.

Each teacher to be given a list of African-American writers and inventors for student writing activities

Interactive Sort – display in the main hall concerning African-Americans

PowerPoint of Black History Month

Gift from the Heart – Five (5) day culminating activity with monies collected from students to be given to a local charity.

LONGFELLOW ELEMENTARY SCHOOL

Kindergarten

* Listening to a story about Dr. King and completing a writing activity

* Listening to a variety of Black History literature

* Making peanut butter to remember George Washington Carver

First Grade:

Will read and answer questions in a booklet about famous African-Americans. Also, first grade field trip to Planetarium for "Follow the Drinking Gourd" program.

Second Grade:

Mrs. Hartzell

A study of Ruby Bridges and school segregation

Mrs. McKinney

Will research famous Americans in our "computer lab" and writing facts about them. They will dress the part of each character for our presentation day.

Will read about Harriet Tubman and culminate the activity with an appropriate song, "The Drinking Gourd."

Third Grade :

Will study the Harlem Renaissance for black history month

What is the Harlem Renaissance?

Music and dance of the Harlem Renaissance

Literature of the Harlem Renaissance

Art and artists of the Harlem Renaissance

Fourth Grade :

Unit on "Famous Black Americans"

Unit on "Historic Black Firsts"

Unit on "Freedom Fighters"

Video: "Race to Freedom"

Research paper on a famous Black American in the following areas:

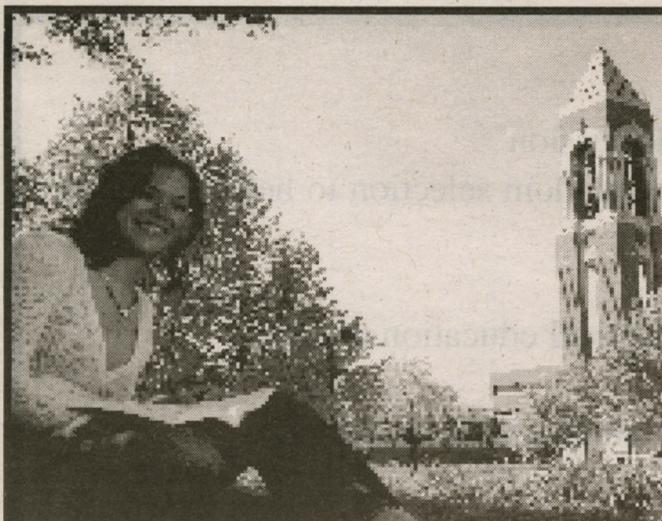
Leaders, Scientists, Educators, and Writers

Fifth Grade:

Will write an "I have a Dream?" ending to Martin Luther King Jr.'s famous speech.

Will research and write about Rosa Parks and her experience that led to the Montgomery bus boycott.

Living biographies of famous Black Americans - students will portray famous Black Americans chosen in Social



Ball State University's tradition of innovation in teaching and learning is bringing together people, ideas, and extraordinary resources to redefine academic excellence.

We start with bright, curious students who are drawn to an intellectually energetic environment that challenges, yet supports—large enough to be rich in first-rate academic programs, facilities, and equipment, yet small enough to provide even first-year students access to those resources.

Our active, expert faculty encourage students to take creative risks, while collaborating on relevant, hands-on projects that extend the educational experience—providing real-world knowledge and opportunities.

Students emerge from Ball State exhilarated, self-assured, and well-prepared to meet the shifting needs of a dynamic future.

CHALLENGE+OPPORTUNITY

Ball State students say the course work is demanding, but well worth it, and others agree. In fact, *The Princeton Review* named Ball State one of the nation's "Best Value Colleges" for 2007.

With nearly 19,000 undergraduate and graduate students, we offer more than 160 majors and 12 pre-professional undergraduate programs as well as 86 master's and 14 doctoral programs in seven academic colleges—including many nationally ranked and recognized programs such as telecommunications, entrepreneurship, landscape

architecture, and educational leadership—plus our respected Honors College.

Ball State students appreciate opportunities to work hard and to be challenged in ways they may never have dreamed possible—collaborating and creating with faculty and other students, traveling, performing, and interning. The results are impressive—from Emmy and Student Academy Award-winning productions and meaningful research findings to technologically savvy and life-changing adventures.

EXPECT+INTERACT

Energized professors nurture a dynamic learning environment, setting high standards for themselves and students. They make the most of small class sizes and offer support to students daily—leaving doors open, answering e-mails, and posting blogs.

Ball State professors also use powerful technology to transform teaching and learning on the nation's number-one wireless campus, as named by Intel in 2006. Students may be asked to contribute to a class discussion blog, build an electronic portfolio, or produce a multimedia documentary.

In addition students enjoy access to exceptional equipment and specialized facilities and centers—from a state-of-art confocal microscope to high-definition cameras, and from the Digital Simulation Laboratory in architecture to three new Digital Exchange centers, funded by a \$20 million grant from Lilly Endowment Inc, which offer students the chance to immerse themselves in research, learning, and practice on technology-based initiatives.

CREATE+COLLABORATE

Along with high expectations come exploration, experimentation, and creative risk-taking. In every department and every college,

students find courses that take them beyond the classroom and often across disciplines—just as they will in the workplace—to intensive, hands-on experiences that extend learning and make a difference.

More opportunities for outreach are available in highly specialized courses and projects offered through university initiatives and research centers, including: Business Fellows, which pairs teams of students with faculty mentors to work directly with Indiana businesses; the Virginia B. Ball Center for Creative Inquiry, in which students, faculty, and community sponsors collaborate on semester-long interdisciplinary projects; and more than 60 study abroad programs.

LEARNING+LIVING

Right from the start, Ball State students enjoy life while learning outside the classroom. Freshman Connections, the centerpiece of Ball State's first-year program—cited as a "program to look for" by *U.S. News & World Report* two years in a row—helps new students feel comfortable quickly by grouping them in living-learning communities.

Students may choose from an array of activities and more than 300 student organizations that allow them to cross between work and play and back again. From NCAA Division I athletics, to outdoor recreation, to great fun for a good cause, Ball State offers just the right mix of activities for students to stay energized, follow their passion, and show Cardinal spirit.

For more information or to schedule a visit, go to www.bs.edu/admissions or call the Admissions' Visitor's Desk at (888) 770-8188 (toll-free) or (765) 265-5988. TDD users may call (765) 265-2905.

Ball State University provides equal opportunity in education and employment and is strongly and actively committed to diversity within its community.



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Studies class. Students will research and write narratives to present to 3rd and 4th grade students as well as parents. Classroom play for possible presentation to younger students about Martin Luther King, Jr.

School Wide:

Convocation

Door decorating contest

Possibly activity books and quilt(s)

MITCHELL ELEMENTARY SCHOOL

Read and discuss Martin Luther King, Jr. dream

Hallway displays regarding Black History

Learn about famous Black Americans, i.e. Rosa Parks and Harriet Tubman

Read and discuss African folklore stories

Posters and displays of "Rainbow of Dreams" and other inventors, astronauts, scientists, etc.

Activities in Black History booklets

Story and lesson on Ruby Bridges

Write a story on the theme of "I Have a Dream"

Student reports on selected Black Americans

News current filmstrips and videos on Black musicians, artists, MLK, etc.

Daily biography of famous and not-so-famous Black Americans

Biographical PowerPoint presentations and displays by students – research projects of influential African-Americans

Play by fifth grade on Rosa Parks bus boycott

Civil rights murders media reports

Abraham, Martin, and John song and discussion

School trivia questions regarding Black leaders, history and other famous Black Americans over announcements for students to answer

Pencils and bookmarks will be given to trivia winners throughout the month

Teachers will incorporate different Social Studies Standards with the Black History activities and events.

NORTH VIEW ELEMENTARY.

School-wide Culminating Activity: Underground Railroad Experience – February 28, 2007

Kindergarten:

General Understanding of Black History and famous African-Americans with the use of books, posters, and discussions.

1st Grade:

Study famous African-Americans, read "The Drinking Gourd," and go to the Muncie Central Planetarium to see a presentation of "The Drinking Gourd."

2nd Grade:

Classes will be reading different books on influential African-Americans

Author study on Faith Ringgold

Read If You Lived When There was Slavery in America & If You Traveled on the Underground Railroad

Read Talkin' About Bessie and learn about Bessie Coleman

Classes will be doing activities that go along with these books.

Classes will be making mini-books for Martin Luther King, Jr. of what has been learned.

Classes will be doing many Underground Railroad activities –quilts, songs.

3rd Grade:

Wall of Fame (classroom display): both recognizable and new African-Americans who have contributed to our history and future

Quote of the Day (Language Arts/journal writing). Each morning, teachers will read and discuss a quote with the children.

Inventor of the Week (Science): Teachers will highlight some of the common, everyday inventions that we use on a daily basis (ex: Garrett Morgan - traffic light)

Notable Authors (Reading)

Segments of videos: “Our Friend, Martin” and “Harriet Tubman, Road to Freedom”

4th Grade:

Read stories: Two Tickets to Freedom, Escape from Slavery, (a collection of short stories) The Cay, Maniac McGee

Segments of videos, The Mighty Pawns and Words by Heart

Students will also research and do reports on famous African-Americans.

Students will read about famous African-Americans over the P.A. during morning announcements.

5th Grade:

Students will be researching and participating in a living wax museum portraying famous and influential African-Americans.

Students will be writing a Civil Rights Movement essay.

“Jingo” (form of bingo) will be played throughout the month.

Black History Calendar of Events will be kept by each student.

Activities will be performed daily from the “Portraits in Black” Activity Book.

SOUTH VIEW ELEMENTARY SCHOOL

Black History Month 2007 activities at South View will focus on Standards and curriculum materials. Activities will be drawn from below.

Each teacher will receive a list of Indiana Standards that relate to Black History.

Each teacher will receive a list of websites with lesson plans for Black History Month and student information websites appropriate for elementary students.

There will be Black History fact contests during morning announcements throughout February. Mr. Christopher will read the questions with written copies provided to each classroom so that students can utilize the library or use Internet to research. There will be small prizes for this event.

Mary Dollison will be asked to talk to our third grade students.

Advertisements about Black History will be presented in multiple school settings throughout the school day. (A student council suggestions)

Black History related school bulletin board.

Teachers will be encouraged to utilize topics and biographies as topics and sources for writing prompts.

Students will sing spiritual songs and learn more about them, discuss the underground railroad and the use of code words. Students will play African-American music games.

Music classes will learn about Black artists and composers and listen to recordings.

There will be a display of African artifacts in the library.

Many Black History resources are located in the library. Two items are Martin’s Big Words (primary), and Journals from the Past (intermediate).

African-American music and musicians will be featured in the music room.

Kindergarten will make Martin Luther King Booklets. Students will study the role of slavery in America and the textile industry.

Fifth grade students will watch "Brother Future" and "The Children Shall Lead."

If teachers have other materials they are willing to share, Sue Metzcar will compile a list of the resources.

Second grade will study African-Americans, read Biographies of African Americans and learn to access information on African-Americans utilizing the Internet.

Fourth grade will study Levi Coffin, make displays, read about Freedom Fighters, and write "I have a Dream Essays."

Color pictures of Great African-Americans

Read packets on African-American Innovations.

Read stories of slavery and slave escapes.

Create dioramas of Southern Plantations – Pre Civil War Read Weekly Readers on Martin Luther King, Jr.

Make a time line about Martin Luther King, Jr.

Write a story about how each student shows respect for others who are different.

STORER ELEMENTARY

Kristi Nacrelli's kindergarten class will make a classroom book of people that have made a difference in our lives and in America. Each child will take home their own book and will be able to share information with their families. We will do a Rosa Parks song and play for any classroom that would like to watch. We will learn about Martin Luther King, Jr.

Fran Nelson's kindergarten class will be sharing stories featuring Black children and stories, Mufaro's Beautiful Daughter, Amazing Grace, and My Little Island, Galimoto.

Felicia Gray's first grade ELP class will be focusing on literature that conveys the history through quality children's books and focusing on a different person each week of the month.

Melissa Hook's first grade will be reading several African-American books. We will also be doing a reader's theater of the Rosa Parks play.

Debbie Brown's second grade ELP class will be learning about the Underground Railroad and reading many books

about it. They will learn how quilts were used to reveal safe routes leading north.

Barb Kvam's second grade class will have a reader from the Children's Library from the Kennedy Library read African-American stories to the first and second grade. The students will also read about famous African-Americans with their fourth grade reading buddies.

Mary Bedel's class will be reading about Dr. Martin Luther King, Jr, and Jackie Robinson. They will make a book about Dr. King's life and talk about the values they showed us.

Charlie Osborne's third grade will be studying African-Americans who have made significant contributions to society.

Karen Pierce's third grade class will make a mural time line for their room showing different individuals and their contributions. They will have a class play about Benjamin Banneker. Appropriate trade books for Black culture will be read aloud to the students, i.e. Tar Beach, and the Famous Black American Harriet Tubman video will be shown.

Judy Eden's third grade class will be working with the booklet, "Famous Black Americans," featuring one famous personality each day of the month.

Beth Gillentine's fourth grade class will read Through My Eyes by Ruby Bridges; read and discuss a Scholastic News article about Ruby Bridges and her teacher; view and discuss the video "Ruby Bridges: Freedom Fighter" from Disney; view and discuss the video of The Children's March in Birmingham, AL; do age-appropriate follow-up activities from the teacher's resources purchased from "Teaching Tolerance" publication; and present a Reader's Theater about the North Carolina lunch counter sit-in.

Brown V. the Board of Education of Topeka, Employ Literature Circles to read and discuss the book The Dream and the Struggle: Separate but not Equal.

Guest Speaker Mr. Hurley Goodall - date(s) are pending his choice and convenience. View

Tuskegee Airmen videos from History Channel about the Tuskegee Airmen and other military groups throughout the history of the military. Read and discuss The Tuskegee Airmen: The Red Tail Angels by Steven Jones. Literature Circles read from Black Aviators by Jim Haskins.

View a PowerPoint presentation from the February 2006 presentation of the Tuskegee Airmen of Indiana.

Cathy Baker's intermediate mild disabilities class will have activities such as: Freedom Fighters: A Tribute to African-American People, Martin Luther King: Investigation, African-American: Folk Tales/Story and African-American: Bulletin Board; Student generated.

Samara Newnam's class has been working on their Martin Luther King, Jr. essays. They use United Streaming to highlight leaders in the African-American community.

Kim White's fifth grade will read biographies of some lesser-known Black Americans. They will also read poetry and do choral readings that relate to Black History.

SUTTON ELEMENTARY SCHOOL

The following activities will be implemented during Black History Month for students to gain knowledge and recognize the contributions made by African-Americans:

Primary Grades:

Study famous Black Americans, including Dr. Martin Luther King, Jr., Harriet Tubman, Rosa Parks, George Washington-Carver

Provide a collection of books about African-Americans available for students to read

Read biography of Thurgood Marshall

Discuss previous reading about Rosa Parks

Write about Dr. Martin Luther King, Jr.

Read story in class entitled "A Child Named Martin"

Complete questions/answer activities about different African-Americans

Discuss the different African-Americans who made contributions to our country

Thematic centers that focus on the like of Dr. Martin Luther King, Jr. will be established for students exploration

Shared Reading, Theme, Language, and Predictability Chart lessons will be centered around famous African-Americans

Learning center activities pertaining to famous African-Americans

Create a time line using African-American stamps

Video: African-American Heritage

Handwriting - match and write stories about African-

Americans

Teacher read aloud – stories about African-Americans

Book baskets containing materials about African-Americans for self-selected reading.

Intermediate Grades:

* Watch and discuss the film Our Friend Martin

* Use wireless computer labs to research famous Black Americans

* Students will write reports about influential African-Americans.

* Study African-American spirituals in music class

* Use famous African-American activity cards. Students will read 32 different stories about the accomplishments of African-Americans

* Introduce daily an African-American, including Frederick Douglass, Harriet Tubman, Booker T. Washington, George Washington-Carver, Madame C.J. Walker, Mary McLeod Bethune, Louis Armstrong, Langston Hughes, Thurgood Marshall, Jackie Robinson, Malcolm X, Oprah Winfrey, Colin Powell, and Bill Cosby

* Students will create a book on the information they have learned about the different African-Americans and their contributions

* Students will research individual African-Americans and create a class mural

* Thematic centers that focus on the like of Dr. Martin Luther King, Jr. will be established for students exploration

* Students will create a bulletin board in which groups color a portrait and write a short essay about a famous African-American. The bulletin board will be mixed up so that students may try to match the portrait with the contributions of that person.

WASHINGTON-CARVER ELEMENTARY SCHOOL

Kindergarten

We will show and discuss the Dr. Martin Luther King, Jr. and Ruby Bridges' videos.

Will read and do many Language Arts activities with the West African folktale/book, Why Mosquitoes Buzz in People's Ears, such as:

Teach the reading strategies and/or skills: inferring, picture walk, predicting, understanding vocabulary, cause

and effect, and/or sequencing.

Write a chart story and new story with the characters.

2nd grade – 5th grade:

Do a Reader's Theater with our new story and puppets made in Art or class.

I will read and discuss some other books, such as, Young Martin Luther King, Jr., "I Have a Dream," etc.

Read a variety of books about famous black Americans, books about the underground railroad, and will show the movies, Martin Luther King and also Ruby Bridges.

Read and discuss the picture book, Freedom Summer, about two boys in the South in 1964. This is a story about a friendship that defies the segregation that was a part of the South just prior to the Civil Rights Act.

Read the short biography, Nobody Owns the Sky, the Story of "Brave Bessie" Coleman, about the first African-American aviator.

1st Grade

* Read and discuss books on Martin Luther King and Rosa Parks.

Help students obtain information for the character they are going to portray in the living history museum.

2nd Grade

* Students will research African-American individuals who have made contributions to America.

* Students will be encouraged to participate in the Living Museum.

* Students will complete a booklet called "Let's Learn About Black History" Believe? Achieve? Succeed

WEST VIEW ELEMENTARY SCHOOL

Staff Soul Food Carry-In to kick off Black History Month

Mrs. Short's second grade class will perform a special presentation for the school that describes the Civil Rights Movement.

3rd Grade

Read aloud My Brother Martin

Students partner and read The Picture Book of Martin Luther King, Jr.

Students complete writing activity - My dream is Black History includes research of famous African-Americans for the Living Museum.

Ms. Ward's first grade class will perform a mini Black History Program for several classes.

Teachers will do classroom activities and projects that focus on the contributions of famous African Americans during the month of February.

4th Grade

* Martin Luther King essays and Living History Museum.

Black History Trivia Contest where students will be given a question and respond by putting their answers in writing. The winners will receive Black History literature.

5th Grade

* Participate in reading announcements in the am spotlighting African Americans who have made life-changing contributions to society.

* Compile a notebook on African Americans whom we read about and discuss in our classroom daily.

* Research and encourage all 5th graders to participate in our "Annual Living Museum" which occurs in February.

* Research, write, and present oral reports on outstanding African Americans who have made great contributions and strides in America.

Possible convocation (speaker, African drum presentation)

Black History Month Club - The students will meet after school and learn more about famous African Americans. They will do fun activities and projects such as arts and crafts as they relate to Black History. They will also learn songs, dances, and music to celebrate the African-American Heritage. They will watch a movie relating to Black History and students will research information and facts to participate in a Living Museum during the school day.

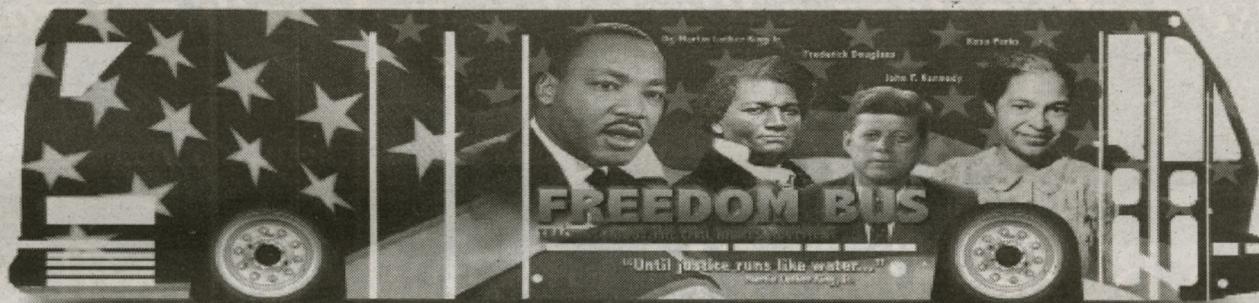
BLACK HISTORY MONTH KICKOFF

SATURDAY, FEBRUARY 3, 2007

MINNETRISTA CULTURAL CENTER

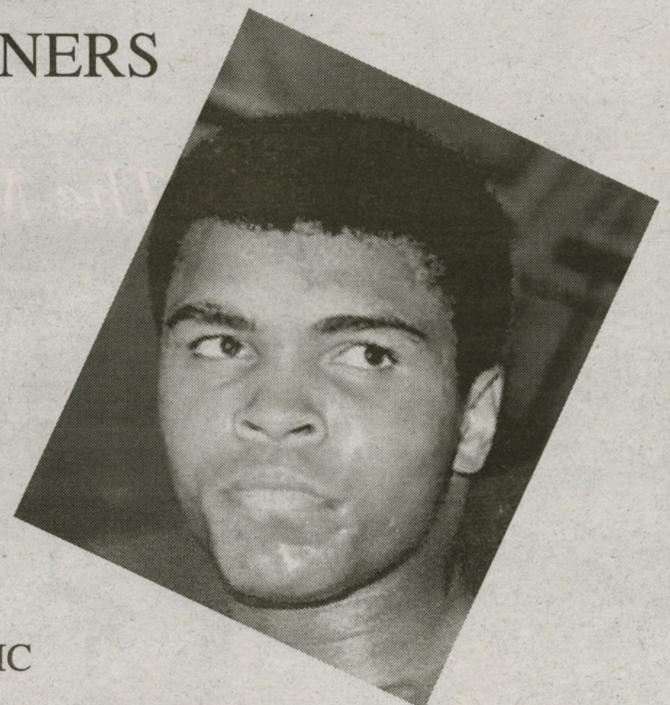
10:00AM - 12:00PM

REFRESHMENTS AT 9:30AM



HISTORICAL INTERVIEWS AND PORTRAYALS

DOCUMENTARY FILM
ESSAY CONTEST WINNERS
FREEDOM BUS
PRESENTATION



FREE AND OPEN TO THE PUBLIC

The information provided in this pull - out was
COMPILED AND PREPARED BY *JO ELLEN
MOORE* for Muncie Community Schools

Please participate in a Black History Month program.

Special Black History Month pull - out will be
included in the next issue of The Muncie Times.

Thank You,

The Muncie Times Family

CELEBRATE
**BLACK
 HISTORY**

At the 1988
 winter Olympic Games,
 Debi Thomas became
 the first African American
 figure skater to win
 a bronze medal.

HOOSIER  LOTTERY

Tim Herd's

Watchable Wildlife Guide

wildlife observation in the right place at the right time

Week of Feb. 4-10, 2007

Exuberance in fur



Toboggan-
 ing down a
 snowy slope,
 the river otter
 lopes away,
 wrestles and
 chases another,
 bounds a few
 strides, then
 slides on its
 belly. Launch-
 ing into the
 water, the furry
 torpedo twists

and turns with more muscular grace and energetic athleticism than anything else imaginable. In a flash, it's gone, then – just as quickly – is back for more mischief.

Otters spend most of their time cavorting in activity centers with plenty of food and shelter: pools behind beaver dams or in spillways, logjams, oxbows and springs. Yet even winter doesn't chill their waterborne Olympics; they simply continue under the ice (where the water is warmer than the air), hunting, eating, romping and frolicking.

Late winter's social activities include an annual fling at reproduction. A fertilized otter egg, however, is at the most restful stage of its entire life. Remaining dormant for up to a year before developing rapidly *in utero* for about two months, a helpless pup is born with one to three littermates between January and May. Just 14 weeks later, the rollicking pups are introduced to the water, and join the exuberant, freewheeling fraternity of wild, free otters.

WHERE TO OBSERVE

Kenai National Wildlife Refuge, Alaska
 Banff National Park, Alberta
 White River NWR, Ark.
 Gray Lodge Wildlife Area, Calif.
 Crystal River NWR, Fla.
 Okefenokee NWR, Ga.
 Selway-Bitterroot Wilderness, Idaho
 Muskratatchuck NWR, Ind.
 Allagash Wilderness Waterway, Maine
 Isle Royale National Park, Mich.
 Pascagoula River Wildlife Mgt. Area, Miss.
 Great Smokey Mountains NP, Tenn.

LOOK FOR

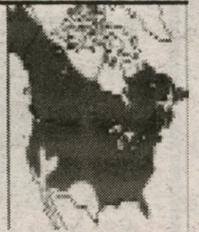
large, weasel-like mammal
 rich dark brown fur
 small rounded ears
 long, bristly whiskers
 thick tail tapering toward tip
 abandoned beaver, muskrat
 or groundhog dens
 spraints – small mounds of
 leaves or grass marked
 with droppings
 tracks in snow show unique
 "bound-slide" motion

Northern river otter

Lontra canadensis

Head and body: 2-3 feet; tail: 12-17 inches

Habitat: rivers, lakes and wetlands



Upcoming Black History Month exhibit in Ball State University Libraries' Archives and Special Collections Research Center

Bringing the Dream to Middletown: Muncie's Civil Rights Movement, 1955-1975

February 5 through March 14, 2007 2nd Floor of Bracken Library

The Archives and Special Collections Research Center will celebrate Black History Month with an exhibit of photographs, documents, and other materials that tell the story of the Civil Rights Movement in Muncie. Bringing the Dream to Middletown: Muncie's Civil Rights Movement, 1955-1975 will focus on the leaders and events of the struggle to make Dr. Martin Luther

King's dream of a just society a reality in Middletown USA.

The exhibit will highlight the contributions of key individuals in the movement. Those leaders include Roy Buley, Executive Director of the Madison Street YMCA and NAACP board member; Vivian Conley, community activist and officer of the Muncie Black Coalition; the Rev. J.C. Williams, pastor of Trinity Methodist Church and Poor People's Party 1971 mayoral candidate; and Hurley Goodall, Muncie's first African-American school board member and state repre-

sentative.

The exhibit will also chart major local events, including the desegregation of the public swimming pool in Tuhey Park, the racial tensions at Southside High School, the struggles against discrimination in employment and housing, and the integration of the Muncie fire department and local government.

For more information, contact John Straw (jstraw@bsu.edu) or Jane Gastineau (jegastineau@bsu.edu) at Archives and Special Collections, 765-285-5078.



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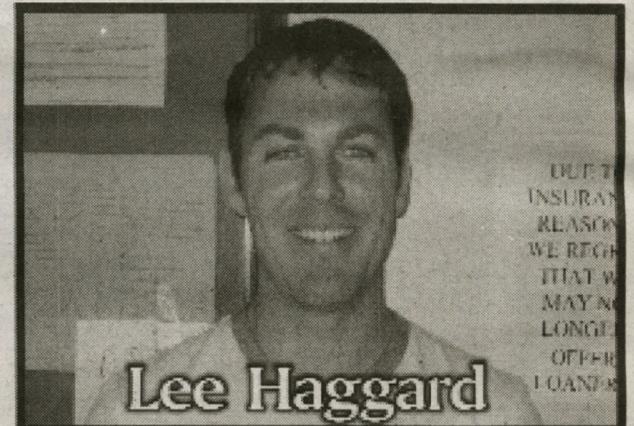
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00 Ford Ranger XLT
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65K, V6, Leather, Moonroof



01 Jeep Wrangler Sport
5 Spd, 4x4, 4.0, PS, PB, AC



00 Chevy Silverado Z-71
Ext Cab, 4 Dr, Full Pwr, SHARPI



01 Chevy 5-10 Extreme
V6, AT, Loaded



04 Dodge Ram SLT
4x4, 4 Dr, 35K Miles, Loaded



03 Saturn ION
AT, AC, CC, 4 Cyl

C O R R E C T I O N S



The name of this young woman was incorrectly spelled in the last issue of the newspaper. The correct spelling of her name is Siwe Mlungwana. We at The Muncie Times apologize for this oversight.



This young man's name was incorrectly identified in the last issue of the paper. His correct name is Tyrone Evans. We at The Muncie Times apologize for this oversight.

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NEWS BRIEFS

Compiled By Andre` Scott

Poor, minorities battle to stop U.S. urban school closings

DETROIT, Mich.--From Detroit to San Francisco, Chicago to Baltimore, a tidal wave of school closings, usually in large, poor urban districts, has washed over the country.

In many cases, the closings have wreaked havoc and met with little resistance, but other communities are fighting back, in some cases calling for complete moratoriums on school closings and demanding additional "equivalent" funding for poor districts.

*Chicago: Mayor Richard Daley's "Renaissance 2010" campaign has called for closing 100 schools by 2010. A 2006 article in the Chicago Sun Times said closings, which have taken place so far, have resulted in an increase in violent incidents at the schools which are left as those from the closed schools flood in.

A 1996 study showed that students who have been moved from other schools also have lower student achievement scores than their stable counterparts.

The Chicago teachers' union and community organizations have slowed the closings through persistent mass protests. Additionally, black and Latino state legislators there have drafted legisla-

tion providing a way for voters to keep their schools open and additionally threatened to withhold construction funding for the district.

Chicago Alderman Michael Chandler has campaigned for a city ordinance that would halt school closings entirely, until a study is conducted on how children displaced by closings are doing in their new schools.

Daley has responded by calling for a change in the way Illinois funds education and he is asking for annual guaranteed increases in public education funding.

Michigan Proposal 5, which would have done that, was defeated in November by a well-funded conservative campaign. *New York City: In 2001, a New York court ruled that the state was violating its own Constitution which guarantees every child the right to a "sound basic education," by failing to provide "equivalent funding" for New York City's children, 62 percent of whom live in poverty. In 2002, a higher court ordered the state to come up with \$5.6 billion in additional funding for New York City schools.

Then Republican Gov. George Pataki appealed, a hearing was held in November and results are still pending. Pataki left office in January.

Activists with the Campaign for Fiscal Equity and the Alliance for Quality Education are

calling for funding the increase by increasing income taxes for the wealthiest in the state and closing corporate tax loopholes. Additionally, New Yorkers for Smaller Class Size have petitioned for a ballot referendum requiring immediate reductions in class size. New York City Mayor Michael Bloomberg blocked the referendum in court. An appeal is also pending.

*Baltimore: The Baltimore Education Advocates, a coalition of various groups, is campaigning for a moratorium on school closings. It is demanding that the Maryland governor and General Assembly comply with 2003 court orders from a fiscal equity campaign similar to New York City's, by sending an additional \$1.1 billion to Baltimore schools and guaranteeing \$200 million annually for 5 years to repair and renovate school buildings, among other demands.

Baltimore City students have also established their own Maryland Freedom Board of Education, modeled on the Mississippi Freedom Democratic Party of the 1960's. Their Freedom Board has voted on a program for the effective use of the \$1.1 billion due to Baltimore schools.

*Seattle: Strong public opposition forced Seattle Supt. Raj Manhas to drop plans to close schools in 2004, but he came back with a proposal to close 10 schools in 2006, aided by

a 14-member advisory committee of executives from the business, finance, communication and education arena. He talked the board into supporting the closures. However, two members of the board then defected, to support a community group which announced that it was suing the school district for discriminating against minority and poor students.

*San Francisco: A school board decision to close or merge 14 schools in 2006 resulted in rallies in front of the central office, petitions by families to start their own district, and a 1-day attendance boycott at one of the marked schools, which cost the district \$8,000 in attendance revenue.

NY City Council member seeks moratorium on use of 'N' word

The use of the "N" word by comedian Michael Richards at a comedy club in California last November has caused many in the black community to revisit use of the word. Now, New York City Council member Leroy Comrie is calling for a moratorium on the word during Black History Month in February.

The resolution encourages New Yorkers of all races and ages to cut the word from their vocabulary and implore others to follow.

"Given the recent

events surrounding the Michael Richards incident and the current campaign in many quarters to abolish the use of this hateful term, I thought it would be appropriate to encourage my fellow New Yorkers to join this movement," said Comrie. "It is my hope that this resolution will spark a dialogue in all communities and begin to move our society, especially in our entertainment culture, toward a place where the use of the "N" word is simply unacceptable in any context."

Congresswoman Maxine Waters (D-Calif.) and the Rev. Jesse Jackson have also called for a moratorium on the word.

The use of the word by Richards shocked many who saw the tape a couple of days after the incident.

"Michael Richards was merely the symptom of a much larger issue--that of race and racism in our nation in our society, where we can, hopefully, have an honest discussion about this country's terrible, racist history and how it still reverberates in our culture today," he said.

"Some members of our society, especially the MTV/BET generation, have no historical or contextual understanding of this term. And that has led to the casual use of the word or different variations of it by people who see it as part of the lexicon of hip-hop culture"

Hip-hop culture has been much maligned for

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R E L I G I O N

Questions that traditional Religious denominations must answer

By N.A. Urshan

Traditions play a big part in the experience of American people. If we go back to the beginning of the founding of our nation, we discover that what happened in the long ago with our forefathers has developed a nation of freedom and strength in the world. It is this American tradition that provides inspiration and guidance for this nation in the role of leadership in the world.

Tradition is also a very serious matter when it relates to the Word of God. While it can be a powerful force for good, it can be detrimental and destructive when people rely more on traditional, historical religion than upon the truth of God's Word.

In Colossians 2:8, the Apostle Paul wrote to us: "Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ." It is clear that the apostle was teaching us that our traditions should be rooted in the truth of Jesus Christ as revealed in the New Testament.

In the II Thessalonians 2:15, the apostle wrote again: "Therefore, brethren, stand fast, and hold the traditions which ye have been taught, whether by word, or by epistle."

In traditional religion

we can be deceived by the rudiments of the world and by the tradition of men which is after vain deceit and philosophical utterance; on the other hand, we can root ourselves in the solid foundation of the Word of God. If you root yourself in the solid foundation of the Word of God, you are anchored in a sure foundation.

Why do they ignore the book of Acts?

Bible scholars agree with us that the church was born on the Day of Pentecost. Why, then do they ignore the Book of Acts in their study of the Word of God? They will preach from the Gospels, and they will preach from the New Testament epistles, but they skip over the Book of Acts. Why miss the most exciting book in the Bible? Why pass over the example and instructions of the Early Church?

Why do they fail to baptize in the Name of Jesus Christ?

Why do traditional religionists fail to note that water baptism was performed in the name of Jesus Christ for the remission of sins? If they would study the Book of Acts, they would find that baptism was administered in the name of Jesus Christ for the remission of sins on the Day of Pentecost (Acts 2:38).

They would also note that in the great revival in Samaria which Philip preached, when Peter and John came from Jerusalem to assist, the apostles found that the believers had been baptized correctly in the name of the Lord Jesus (Acts 8:16). In Acts 10 is the record of the coming in of the Gentiles. As Peter preached to the people gathered in Cornelius' house, he declared that they must be baptized in the name of the Lord (Acts 10:48).

In Acts 19, Paul asked a pertinent question, "Have ye received the Holy Ghost since ye believed?" When they answered no, he asked them, "Unto John's baptism." After Paul preached Christ to them, telling them to believe on the One that was to come after John, that is on Jesus Christ Paul baptized them in the name of the Lord Jesus (Acts 19:5).

In Romans Paul wrote that we are buried with him in baptism to rise to walk in the newness of life (Romans 6:1-4).

Look at it any way you want; baptism in the name and person of Jesus Christ is the only formula taught and practiced in the New Testament church. Consider this if Jesus died for you, shed His blood for you, give His life on Calvary for you, why do you resist baptism in His precious name?

Why do people go to the dark ages for their bap-

tismal ideas rather than to the Book of Acts? Should we not go back to the beginning where the church was born, where the name of the Lord was glorified, and the power of the Holy Ghost was manifested?

People have asked the question, "Why do preachers and people of traditional religions simply repeat Matthew 28:19 in the act of baptism when those who were eyewitnesses baptized in the name as He directed?" Since the apostles heard the commission of the Lord, "Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost," and they baptized in the name of Jesus Christ, is it not reasonable to conclude that they understood the commission to mean that the name is Jesus Christ?

What are you going to answer when someone asks you, "How must I be baptized?" Will you continue to repeat "in the name of the Father, and the Son, and of the Holy Ghost" when the disciples baptized in the name of the Lord Jesus Christ? How are you going to answer these questions?

Why do they resist the baptism of the Holy Ghost?

The experience of the Holy Ghost, the power of God in His people that occurred in the Book of

Acts is still happening today. Please note how the last chapter of the Book of Acts ends. This book, which begins with the account of the outpouring of the Holy Ghost, ends as though the Spirit is to continue to be poured out, that the salvation message is to continue to be preached throughout the world. Note Acts 28:28: "Be it known therefore unto you, that the salvation of God is sent unto the Gentiles, that they will hear it." The last verse states that Paul continued "preaching the kingdom of God, and teaching those things which concern the Lord Jesus Christ, with all confidence, no man forbidding him."

There is no statement or hint that the end of the book is the end of the action. On the contrary, it states that preaching the kingdom of God continued after the writer's pen was laid aside. The Book of Acts has a message that has not ended.

People will read everything in the Bible and then pass by the directions by which we are to be saved but God's plan is the only way a person can reach the eternal city.

We do not need a dead religion today. We need a living Christ; we need life giving power; we need the endowment of the presence of the Holy Ghost coming down from on

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NEWS BRIEFS

continued from page 37

its use of derogatory language and images. It has been criticized for the use of the "N" word more than anything.

The word "Nigger," which was used as a slur against blacks for centuries and still is, has now become a term of endearment among some. Instead of "Nigger", the friendly term ends is "Nigga," some users insist.

Residents of Harlem and Washington Heights feel this call to action on the word is a great idea, but feel it is too late to turn back.

"If Comrie could get people who consistently use the word in an endearing way to end their use of it, it's a success. He will be able to accomplish that, but the word is [still] here to stay," said Jesus Capino of Washington Heights. "There seems to be no turning back. I've gone to schools out in the suburbs and white kids use it in an endearing way, too." Roger Comney, a senior citizen who has heard the "N" word used throughout his younger years in a derogatory manner, feels kids today don't respect what their forefathers had to go through.

"Whether it's kids that don't vote or those who use the "N" word, our children of today have no sense of history or respect for it," said Comney. "I hear the word everyday on my way to work and have failed to get on a ride

where I haven't. These kids never endured the racial fight we did, so they take it as no thing."

Many in the community echoed Comney's comments.

The word is rooted in hate and ridicule. Slave masters used it to address their African slaves. The definition of the "N" word became defined as "a lazy person with no self respect, no regard for family, ignorant, stupid, slow moving, did not speak proper English and had childlike qualities."

"Isn't brother and sister enough" asked Steven Barbot of East Harlem. "There are so many simple words out there we can use. Why do we have to use a word so vile? We've given people outside of our race the chance to say the word. Just look at Nicholas Minucci," Barbot said.

Minucci is the Howard Beach teen who was convicted and sentenced to 20 years in prison last year for attacking a black male in Howard Beach. He is said to have showered the victim with repeated usage of the "N" word during the attack. However, Minucci came up with the defense that the word was used in an endearing term and not in a derogatory way.

Recently, a small group of New Yorkers, led by Brooklyn residents Jill Merritt and Kovon Flowers, founded the organization Abolish the "N" Word Project Inc.

They began a public relations campaign to abolish the use of the word by all people through the establishment of a Web site, educational materials and community events.

"We, as adults, must begin to take a stand and say this is utterly wrong. I can't imagine a place where people simply went around casually spewing derogatory names about Jews, Asians, Latinos, Irish, Italians or any other ethnic group, without being challenged or shamed," said Comrie. "This moratorium simply represents my line in the sand. I'm not prepared to go any further and not speak out about this issue."

N.C. meeting seeks to curb growing gang activity, among kings, teens

HIGH POINT, N.C.-- When many people think about street gang activity, it's usually thought to be in the larger cities, such as Los Angeles.

But local community leaders and law enforcement recently revealed that Guilford County, N.Y., is among the areas in the United States with well-established gang activity.

"Someone needs to focus on this issue," said Pastor Rufus Newlin of First Fruits Ministries and co-founder of Greater High Point's Community Care Relief Team.

The Community Care

Relief Team organized the Community Summit on Jan. 13 at the Salvation Army Boys & Girls Club to inform parents and other members of the community about the growing gang influence in the area.

The gathering is part of the Community Care Relief Team's Operation Smart Choices, whose mission is to impact and empower youth in order to make smart life choices through education, awareness and parental involvement. Approximately 50 people were on hand to listen to the keynote speaker, Dr. NKrumah Lewis, a sociology professor at the University of North Carolina, Greensboro, about gang activity in the area and receive tips on how to help prevent it.

Lewis is also an advocate for ex-offenders and at-risk youth and a former gang member.

During his presentation, Lewis provided a slideshow about different types of graffiti that signifies gang activity. He explained that the drawings are used to mark territory or to give threats to rival gangs.

Lewis also illustrated popular rappers who have alleged gang affiliations and who commemorate gang culture in their music, whom he believes are a major influence to youth. He showed slides of rappers Snoop Dogg, Lil Wayne, Jim Jones and Marian "Suge" Knight,

CEO of Death Row Records.

"And I want to applaud the authorities for getting this guy off the streets, for keeping this guy off the streets," Lewis said about Knight, who reportedly has an affiliation with the M.O.B. Piru Bloods street gang.

In Greensboro, Lewis said that a great majority of youths who join gangs are identifying themselves as Bloods.

The Bloods are street gangs that originated in Los Angeles. They are generally identified by the red color worn by their members. Since their formation in the 1970s, the Bloods have branched in numerous "sets" throughout the United States.

And street gangs aren't relative to just males. During a past Greensboro City Council meeting, City Council Member Yvonne Johnson, said that female gangs in Greensboro are an important issue.

Lewis said street gangs across the nation number in the tens of thousands, but added that the county's 300 million population is a more than overwhelming number to help prevent growing gang numbers, if the masses work together.

"The thing that bothers me is that there are more of them (gang members) than there are concerned parents and citizens that are standing up in our communities," he said.

"This is ridiculous that

continued on page 43

LOCAL CHURCHES

Ambassadors of Christ
 700 S. Madison St.
 Sunday School • 9:30 a.m.
 Sunday Morning • 10:30 a.m.
 Sunday Evening • 6:00 p.m.
 Wednesday Bible Study • 6:00 p.m.
 Prayer • Tuesday & Thursday
 9:00 a.m.
 Church: 288-7214 • Home: 289-3663



Pastor John Slaughter

Antioch Baptist Church
 1700 E. Butler
 Sunday School • 9:00 a.m.
 Sunday Morning Worship • 10:40 a.m.
 Wednesday Bible Study • 7:00 p.m.
 Wednesday Prayer • 11:00 a.m. & 6:00 p.m.
 Church: 288-4992 • Home: 289-8572



Pastor Eddie Long

Berea Apostolic Church
 1615 E. Williard
 Sunday School • 10:00 a.m.
 Sunday Morning Worship • 11:30 a.m.
 Wednesday Bible Study • 6:30 p.m.
 Phone: 289-3418



Pastor Renize Abram



Bethel AME Church
 1020 E. Jackson
 Sunday School • 10:00 a.m.
 Morning Worship • 11:00 a.m.
 Tuesday Bible Study • 11:00 a.m.
 "Oldest African-American Church in Muncie"
 Church: 288-5473

Rev. James R. Daniel



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 1431 EAST WILLARD
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 PASTOR REV. LARRY McCOY
 Sunday Morning 9:30 a.m. and 11:00 a.m.
 CHURCH (765) 287-1655
 HOME (765) 289-9355

Calvary Baptist Church
 1117 E. Jackson
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 10:45 a.m.
 Wednesday Bible Study • 11:30 a.m. & 6:00 p.m.
 Phone: 288-7511



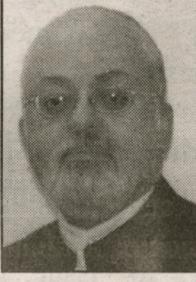
Pastor J.E. Moorehead

Cathedral of Praise Church
 601 E. 13th Street
 Muncie, IN 47302
 (765) 287-9789
 Sun. Morning Prayer: 10:00 am
 Sun. Morning Worship: 11:00am
 Every 1st Sun. Dinner served after service
 Every 1st Sun. Evening Service: 5:00pm
 Tues. Bible Study 12:00pm and 6:00pm
 "The Church Where Jesus is the center of attraction"
 Church: 288-5473



Pastor Adrian Leavell

Christ Temple Church
 654 N. Jefferson
 Sunday School • 10:00 a.m.
 Sunday Morning Worship • 11:30 a.m.
 Wednesday Bible Study • 7:00 p.m.
 Friday 7:00 p.m.
 Fax: 284-4041
 Phone: 284-1783
 christtemplumuncie.org



Pastor S. Michael Millben

Church of The Living God
 1120 E. Washington St.
 Sunday Morning Worship • 9:00 a.m.
 Wednesday Prayer • 6:00 p.m.
 Bible Study • 7:00 p.m.
 "The Church with a total worship experience"
 Phone: 286-4322



Pastor Kevin Woodgett

Deliverance Temple
 903 S. Pershing
 Sunday Service & Class Free Indeed
 11:00 a.m. and 6:00 p.m.
 Tuesday Bible Study 11:00 and 6:00 p.m.
 Wednesday Mens Group 12:00 and 6:00 p.m.
 Thursday Rising Above 7:00 p.m.
 Friday Worship Service 7:00 p.m.
 Phone: 282-7852
 288-2671



Bishop H. Royce Mitchell

Faith Center For All Nations
 600 S. Blaine St.
 Morning Prayer • 8:15 a.m.
 Sunday School • 9:00 a.m.
 Sunday Morning Worship • 10:30 a.m.
 Wednesday Bible Study • 5:30 p.m.
 Sunday Youth Night • 6:00 p.m.
 Phone: 282-1915
 Fax: 282-0341



Pastor Larry Carther

Greater Grace Church
 319 W. Howard
 Sunday School • 10:00 a.m.
 Sunday Morning Worship • 11:30 a.m.
 Sunday Evening Service • 6:00 p.m.
 Wednesday Bible Class • 7:00 p.m.
 Phone: 284-2399



Pastor Kendrick Winburn

Place your church AD here!!

Philadelphia SDA Church
 200 E. Ninth Street
 Muncie, Indiana 47302
 765-288-8598
Services
 Sabbath School, 9:30 AM
 Sabbath Worship, 11:00 AM
 Prayer Meeting
 Wednesday, 7:00 PM



Pastor Charles M. Willis II

Prayer House of Deliverance
 1805 Wall Ave.
Sunday
 Sunday School • 9:30 a.m.
 Deliverance Service • 11:00 a.m.
 Evening Worship • 6:00 p.m.
Thursday
 Victory of Praise Service • 6:00 p.m.
 Church: 288-8990



Pastor John L. Smith

House of Prayer for All People
 2725 S. Hackley St.
 Sunday Morning Worship • 11:00 a.m.
 Tuesday Bible Study • 11:00 a.m.
 Church: 287-9883
 Home: 284-9687



Pastor Edith Hutchinson

Kirby Avenue Church of God
 701 Kirby Ave.
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 10:45 a.m.
 Wednesday Bible Study • 7:00 p.m.
 Phone: 284-8676



Pastor Thomas Stanton

Place Your Church AD Here!

L O C A L C H U R C H E S

Greater Mt. Calvary Church of God in Christ

1524 E. Butler
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Y.P.W.W. • 6:00 p.m.
 Tuesday Prayer & Bible Band • 6:00 p.m.
 Friday Night Pastorial Teaching 6:00 p.m.

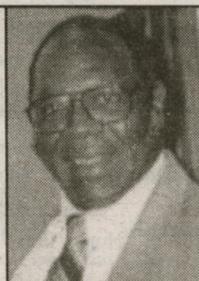


Pastor Charles Coatie

Phone: 289-6262

New Liberty Baptist

1615 N. Elgin
 Sunday School • 10:00 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Wednesday Bible Study • 6:00 p.m. - 7:30 p.m.



Pastor L.D. Clay, Jr.

Church: 284-8231 • Home: 642-4012

Mt. Zion Baptist Church

820 S. Penn St.
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Wednesday Bible Study • 7:00 p.m.
 Wednesday Prayer • 12 Noon & 6:00 p.m.



Pastor Aston R. Chambers

Phone: 284-0138

New Hope Baptist

524 E. Willard
 Sunday School • 9:00 a.m.
 Sunday Morning Worship • 10:00 a.m.
 Wednesday Bible Study • 5:30 p.m.
 Womens Ministry 5:30 p.m.
 Youth Church 5:30
 Single Ministry 6:30 p.m.



Pastor W.C. Edwards

Phone: 288-7023 or 284-4459

Place your church AD here!!

Morning Star Ministry

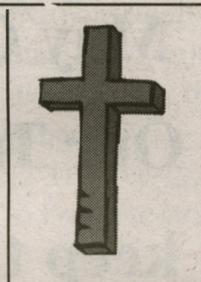
2000 S. Hoyt
 287 - 0021
 289 - 5436
 Services
 Sunday School, 9:30 a.m.
 Sunday Worship, 10:30 a.m.
 Wednesday Bible Study, 7 p.m.
 Friday Worship, 7 p.m.



Pastors Gladys M. Maina
 Simon Maina Mungai

Paramount Community

1405 E. Willard
 Broadcast • 9:30 a.m.
 Sunday School • 10:30 a.m.
 Sunday Morning Worship • 11:45 a.m.
 Wednesday Prayer & Bible Study 10:30 a.m.
 Phone: 282-3748
 284-7169



Destiny Christian Center International



Pastor Keith O'Neal

YWCA Community Room
 310 E. Charles Street
 765-288-8459

Services
 Sunday Worship, 11:30 AM
 Thursday Prayer, 6:45 PM
 Thursday Bible Study, 7:00 PM
 Downtown YMCA
 500 S. Mulberry



It's more than you think!!!!

Shaffer Chapel AME

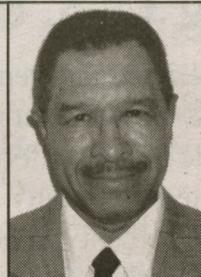
1501 E. Highland Ave.
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Bible Study & Prayer Meeting
 Wednesday Bible Study • 12:00 Noon
 Wednesday Evening Study • 7:00 p.m.
 Phone: 284-6890



Pastor Dorothea Norwood

Shiloh Church of God in Christ

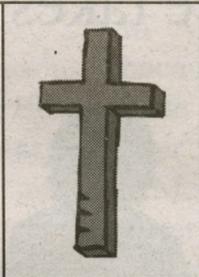
820 N. Blaine
 Sunday School • 10:15 a.m.
 Sunday Morning Worship • 12:00 Noon
 Evening Y.P.W.W. • 6:30 p.m.
 Tuesday Bible Study • 7:00 p.m.
 Friday Worship • 7:00 p.m.
 Phone: 282-1869



Pastor Buddy Kirtz

Spiritual Baptist

1201 E. Jackson
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Wednesday Bible Study • 7:00 p.m.

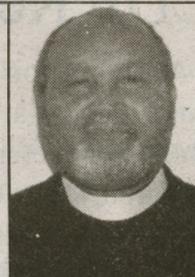


Pastor Mack Moses

Phone: 282-1034

Terrestrial Temple Church of God in Christ

2112 N. Turner
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Tuesday Bible Study • 6:00 p.m.
 Thursday Worship • 7:00 p.m.
 Phone: 288-8181



Pastor James Lawson

Trinity United Methodist Church

1210 S. Hackley St.
 Sunday School • 9:30 a.m.
 Sunday Morning Worship • 11:00 a.m.

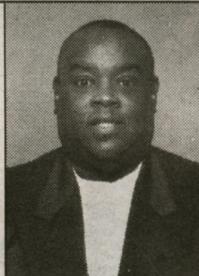


Pastor James M. Nave

Phone: 284-4515

REPAIRING THE BREACH INC.

2902 N. Granville Ave.
 Muncie, IN 47304
 Sunday Morning worship 11:30 A.M.
 Prayer Mon. Wed. Fri. 6:00 A.M.
 Thursday Prayer and Bible study 6:00 P.M.
 We believe that no man is beyond repair
 If it is broke God can fix it.

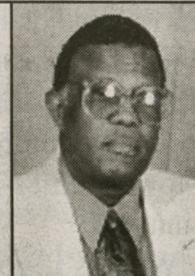


Pastor Kevin Ivy Sr.

289-3921

True Vine Holiness Tabernacle

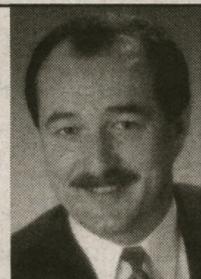
1205 E. Willard
 Sunday School • 9:00 a.m.
 Sunday Morning Worship • 11:00 a.m.
 Tuesday Bible Study • 7:00 p.m. & Thursday 7:30 p.m.
 Tuesday - Friday Prayer • 8:00 - 9:00 a.m.
 Phone: 286-3031



Pastor Wade Sloss

Union Chapel Ministries

4622 N. Broadway
 Saturday Services
 Evening Worship • 5:30 p.m.
 JC Junction Children's Church 5:30 p.m.
 Commonway Worship 7:00 p.m. (180 Bldg.)
 Sunday Services
 Sunday School • 9:00 a.m.
 Sunday Morning Services • 9:00 a.m. & 10:45 a.m.
 180 Youth Event • Sunday 6:00 p.m.

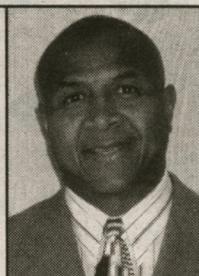


Pastor Gregg Parris

Phone: 288-8383 Office / 213-3977 180 Office

Union Missionary Baptist Church

1103 N. Macedonia St.
 Sunday School • 9:00 a.m.
 Sunday Morning Worship • 7:00 a.m./10:00 a.m.
 Wed. Bible Study & Prayer • 10:0 a.m./6:00 p.m.
 Wed. Children's Bible Study • 6:00 p.m. (annex)
 Children's Church (1st Sun. 9-13; 3rd Sun. 3-8)
 Phone: 284-7274

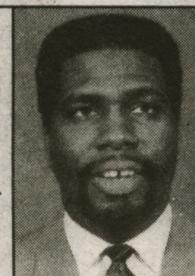


Pastor Willie J. Jackson, Sr.

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Word Of Life Christian Church

1401 E. Kirby Ave.
 Sunday Prayer • 9:30 a.m.
 Sunday Morning Worship • 10:30 a.m.
 The Zone (Youth Service) 6:00 p.m.
 Wednesday Prayer • 6:00 p.m.
 Wednesday Service • 7:00 p.m.
 Phone: 284-6269



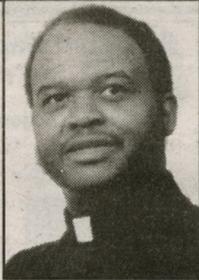
Pastor Bryant R. Crumes

LOCAL CHURCHES

**Holy Ghost Temple
Church of God in Christ**
1518 E. 17th St.

Sunday School • 10:00 a.m.
Sunday Morning Worship • 11:30 a.m.
Tuesday Bible Study • 7:00 p.m.
Wednesday Prayer • 6:00 p.m.
Friday Worship • 7:30 p.m.

Phone: 282-9158



Pastor Jerry D. Bumpus

**The Spiritual Israel
Church And It's Army**
915 E. Memorial Dr.
Muncie, IN

Sunday School • 9:30 a.m.
Sunday Morning Worship • 11:00 a.m.
Tuesday Bible Study • 7:00 p.m.

Church: 288-3264
Home: 260-745-5353
Ex. 4:22 Israel is my son even my first born



Rev. JR Carswell

Fig Tree Ministries
219 W. Main
Muncie, IN

Sunday Morning Worship • 10:00 a.m.
Monday • 7:00 p.m.
Wednesday Prayer • 7:00 p.m.

Phone: 281-1636
Home: 759-7872
pastor kaymorehouse@hotmail



Pastor Kay Morehouse

**The New Testament
Christian Ministries**
6207 W. Taylor Rd. at Hoffer

Sunday Bible Study • 10:00 a.m.
Sunday Morning Worship • 10:30 a.m.
Tuesday Bible Study • 7:00 p.m.

"Ambassadors for Christ Radio Broadcast 1340
AM ESPN Every Sunday at 10:00 a.m.

Phone: 282-7666
ntcm1@netzero.com



Overseer Ardelia Johnson

**My Father's House
Apostolic Church**
1208 E. Centennial Ave.

Sunday School • 10:00 a.m.
Sunday Morning Service • 11:30 a.m.
Tuesday Prayer • 7:00 p.m.
Thursday Bible Study • 7:00 p.m.

Phone: 287-9221 • Home: 282-3224



Pastor Michael W. Boyd

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Reconciliation**
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Commissioned to go beyond the
Veil

Services Held
Sunday 10:00 a.m.
Sunday Evening 6:00 p.m.
Phone: 214-1065

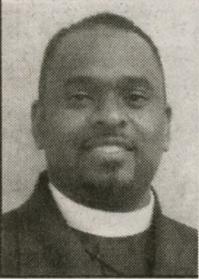


*Pastor's Joseph and
Tiffany Donald*

New Kingdom Builders
2120 E. 26th Street

Sunday School • 10:00 a.m.
Sunday Morning Worship • 11:30 a.m.
Tuesday Bible Study • 6:30 p.m.
Friday Praise and Worship • 6:30 p.m.

Phone: 286-4168
Home: 288-5205



Pastor Iry Hogan

Unitarian Universalist Church
4800 W. Bradford Dr. (off Morrison Rd.)

Sunday Services • 10:45 a.m.
Adult discussion • 9:30
Monthly Sunday young adult lunches

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Phone us at 765-288-9561
Look us up at <http://uuchurch.uwcti.org/>

**May God Bless
Our Troops and
keep them safe!**

CDF Report: Gun violence takes deadly toll among U.S. children, teens

As the nation's mayors discuss solutions to gun violence at their annual conference, the Children's Defense Fund has released Protect Children, Not Guns 2007, its new annual report that details how every day the United States continues to lose children and teens to gun violence.

"Gun violence affects everyone in America and is a major health problem," said Marian Wright Edelman, CDF president. "Each and every day in America we continue to lose far too many children and teens to gun violence in towns, cities and rural areas all across the country.

"What is it going to take for us to stop the killing of our youth and the proliferation of guns, which leave every single American at risk?"

According to the CDF report, which uses the latest data from the Centers for Disease Control and Prevention, in 2004 alone the gun death toll for children and teens in the United States was 2,825, more than the total number of American service men and women who



died in combat in Iraq and Afghanistan since those wars began though December 2006. Gun violence exacted a high toll on

America's children and teens in 2004:

- * 58 preschoolers were killed by firearms, while 57 law enforcement officers were killed in the line of duty.
- * 60 percent of the children and teens killed were white; 37 percent were black.
- * Girls are not immune to gun violence. The number of girls killed by firearms rose from 325 in 2003 to 387 in 2004, a 19 percent increase.
- * Firearm deaths of children and teens went up more than 10 percent in seven states: Michigan, Colorado, Tennessee, Arizona, New Jersey, Massachusetts and the District of Columbia.

"There must be a movement to end gun violence in our country and stop the proliferation of guns," said Edelman. "Let us build on the current initiative of more than 120 U.S. mayors who have called for national leadership to wage war on the gun violence that snuffs out so many lives in America."

A full copy of the report can be found at: www.childrensdefense.org/gunreport.

NEWS BRIEFS

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we can't feel safe in our own communities."

Detective Evelyn Williams, of the High Point Police Department's Violent Task Force Unit, said that gang activity is not just a police problem, but the entire community's problem. Just recently, she said that High Point had its first gang-related shooting. She also revealed that it's common to see gang graffiti on streets, buildings and mailboxes in High Point.

"Don't just think it's a law enforcement problem, because it's not," she said.

"We need to work together."

Newlin said, "And it's not something that a handful of professionals meeting a couple times every 6 to 10 weeks will change. We need citizens, we need people, we need everybody we can get to sit down and help us plan this out."

Newlin affirms that if the issue is not tackled directly, the area's gang activity will eventually be akin to Charlotte and Durham.

"I know in Durham they're recruiting in the elementary schools," Lewis said.

As a native of Durham, he said that a gang tried to recruit his son while he was a student in elementary school.

Lewis and others present agreed that parents and loved ones must play a vital role in keeping kids away from gangs.

"My personal opinion is

that the foundation starts at home," Williams said.

During the program's question and answer period, High Point Mayor Pro-tem Bernita Sims said, "The ones that I worry about are the parents that are not here, the children who are left alone and don't have that kind of supervision at home." Guilford County School Board Member Dot Kearns said that research reveals that kids who are involved in sports or other extracurricular activities that they enjoy are less inclined to be active in gangs.

"One of the answers is to keep the child(ren) busy to the point where they don't have time to get involved with anything else," Lewis said.

Lewis also advised parents to pay close attention to what their child is doing, by monitoring what their child watches on television and examining their child's friends.

"When was the last time you checked on your child?" he said.

At the end of the program, guests were handed a guide to better understand gang culture. The brochure also provides signs to help to tell if a child is involved in gang activity.

Sims suggested another meeting to be held as a follow-up to Saturday afternoon's gathering.

"We have to do something and we have to do something now," Lewis said.

This year's Super Bowl will be a historic all-black coaches' affair

Who would have thought that when former Minnesota Vikings head coach Dennis Green made Tony Dungy his defensive coordinator, four other coaches would benefit.

That's exactly what's happened. Last month, Tony Dungy punched his ticket for Miami, where he will take his Indianapolis Colts there to face the Chicago Bears in Super Bowl 41.

When Dungy looks across the field, he will see a man he hired as his linebackers coach when he was head coach of the Tampa Bay Buccaneers, Lovie Smith.

In just three seasons, Smith has lifted the Bears into the championship game, their first since 1985.

Some area sports enthusiasts were asked how they felt about the Super Bowl match up.

Middleton High School head coach Harry Hubbard said: "I watched both games and I'm very proud to be a black coach. I felt this is as it should be, because of the athletes. I didn't think New England was ready for the Super Bowl. I thought the Colts were the better team.

"This makes history with two black coaches, because they have to work harder to prove themselves. This validates the

need for more black coaches on the professional and Division I level."

Hubbard said he'll be cheering for Dungy to win.

Former high school coach Charles "Chuck" McDonald said: "I love it when we have a teacher and pupil in the Super Bowl. This proves Dungy knows personnel and the staff (Jon) Gruden took to the Super Bowl were all picked by Dungy.

"This was a coach's game. Both Dungy and Smith had to make critical decisions, and both were successful.

This is history and it shouldn't have taken this long. Some Black coaches who've retired should have been given this opportunity. People need to open their minds because Black coaches have proven themselves over and over."

McDonald said he'll cheer for Dungy to win the Super Bowl.

The Rev. Abe Brown: "I think this is a battle that has finally been won. They both need to be congratulated, especially Dungy because he deserves this.

"I'm reminded of two black high schools (Blake and Middleton) when they were put into the Western Conference. In 3 years, both schools excelled, finishing undefeated seasons, and one winning a state championship. This proves not only can we play, but we can coach."

The Brown said he'll

be cheering for Dungy.

Sports columnist Randy Kinsey: "This is a first. We've never had one, now we have two. This proves they can perform with the best. They always said Tony couldn't win the big one. And now he has.

"Now, all we need is to have a team go that has a black owner. Every position will be covered once we achieve that. We've been there as a quarterback and assistant coach."

Kinsey said he'll cheer for Dungy.

Bobby Wilds: "This is a great day in history, and it doesn't matter who wins, because a black coach will win.

Both men have a connection to Tampa and I plan on traveling to Miami even if I can't get into the stadium.

"I want to congratulate both men. I recall a trip I was on with Tony and Derrick Brooks to South Africa.

We talked about this day.

"As far as whom I'll be cheering for, I'm closer to Tony, but Lovie has accomplished a lot in just 3 years."

Cullen Jones ready to swim away

Although in awe of Cullen Jones, the first black American to hold a world swimming record, the kids at the Carver Ranches Boys and Girls Club were ready to race him. Get set, ready, go.

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NEWS BRIEFS

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They swam while the others cheered. Of course Jones won. He admits he's highly competitive and loves winning.

"I started swimming because it was fun. There's a social aspect to it, parents push their children to swim, but all the kids want to do is have fun. I haven't lost that aspect of it being fun, even now that I'm in college and it's a business," Jones said.

A three-time All American swimmer, Jones was ranked first in the world in the 50-meter freestyle and holds the world record for the 4 X 100 freestyle relay. Recently, Jones was able to realize another one of his goals, to get black and Hispanic kids interested in swimming.

He's signed a multi-year, multi-million dollar contract with Nike that will allow him to train for the Olympics and speak with black and Hispanic children on the importance of water safety and learning to swim.

"I began speaking in August and my public speaking skills are getting better. I feel more comfortable and can make jokes now. Bruce Wigo, CEO of the International Swimming Hall of Fame set it up.

"He helped us set up a swim team in New Jersey and when he asked, I took the opportunity to give back. Especially when I found out it would be to a group of minority children who want to get together and celebrate swimming," Jones said.

Jones has been swim-

ming since he was 8, although he says he was one of the ones not paying attention. About 6-foot 5 and 200 pounds, he admits he's not as big as a traditional swimmer.

"I worked harder than some but my technique is my saving grace. A shorter, stockier swimmer is able to pull more water when they're swimming. Because I'm long and lean, I cut through or slide through the water."

Florida Rep. Joseph Gibbons said it's important for kids to see that you can become successful in non-traditional sports. "This is great because they can see another role model besides a football or basketball player who has excelled and were able to obtain a scholarship to college," Gibbons said.

Cullen agreed. "I also want to help kids get from high school to college and let them know there is a future. You never know where it might lead. If somebody had told me I would sign with Nike, I would have laughed. Keep training and you might get to go to the Olympics and sign a deal.

"People who do this will never have a problem getting a job. Swimming is strict, organized. You have to get up at 6:30 a.m. to practice. After all that work a 9 o'clock to 5 o'clock is no problem," Jones said.

Jones is presently training for the World Games to be held in Australia in March.

By USA Swimming records, less than 1 percent of the 232,000 competitive swimmers in the

United States are Black. In the Olympics, the U.S. has had just four Blacks participate in aquatic sports in the Olympic Games-- Anthony Ervin in 2000, Maritza Correia in 2004 represented the USA in swimming and in 2004, Genai Kerr and Omar Amr represented the USA in water polo.

Impressed and excited about Cullen's visit, Parkway Middle School student, Charles Williams, who swims with the Fort Lauderdale Aquatic Swim Team, said now he understands why the coach pushes them to work hard.

"I have fun with the coaches but you have to work real hard to get faster. A lot of times I want to stay home and not practice but Cullen's inspired me to keep swimming," Williams said.

Ask Shiip: Local help for people with Medicare

Mary Phillips

Q: My mother received a letter stating that "starting January 1, 2007, you will no longer automatically qualify for extra help." She is living on a fixed income, what should she do?

A: Many Medicare beneficiaries receive the same letter. A person automatically qualified for extra help if they fell into specific categories. These categories are as follows:

* They have both Medicare and Medicaid (dual eligible).

* They are part of the

Medicare Savings Program (they get help paying for their Medicare premiums and/or co-pays from Medicaid), or * They have Medicare and receive Supplemental Security Income (SSI)

Those beneficiaries who are no longer in one of these categories will not automatically qualify for extra help in 2007. However, that is not the end of the story. Your mother may still qualify for extra help, even if she does not qualify automatically. She just needs to complete an application for extra help. Applications were includ-

ed in the letters informing beneficiaries they no longer automatically qualify. To speed up the determination process she could apply online at the Social Security website www.ssa.gov.

To qualify a person must meet income and resources (assets) limits. Your mother should qualify if her annual income is less than \$14,700 (single, \$19,800 married) and her resources are less than \$11,710 (single, \$23,410 married).

Q: How is the Part D penalty for late enrollment calculated?

A: The Part D penalty is calculated when you first join a Part D plan. Your penalty will be 1% of the national average premium, for the year you join, multiplied by the number of months you were eligible to join a plan but did not. The national average premium for 2007 is \$27.35.

If you were first eligible to join a Part D plan December 2005, but did not enroll until December 2006. Your coverage will begin January 1, 2007 and your monthly premium will increase by \$1.89 (\$0.27 x 7 months - June through December 2006)

this penalty will be added to the monthly premium as long as you are enrolled in a drug plan.

Let's say you wait until December 2008 to enroll. Your late enrollment penalty will be the national average premium for 2009 multiplied by 31 months (June 2006 through December 2008). The longer you delay enrollment the more you will pay in late enrollment penalties.

SHIP - at High Street UMC, Thursday 9 to 12, Counselors are available to answer any questions you may have concerning your Medicare.

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high.

Now let us look at another question. What do traditional churches do with the Old Testament prophecies concerning the coming of the Holy Ghost? I know they say they believe in the Messiah. Isaiah 7:14 declares: "Therefore the Lord himself shall give you a sign; Behold a virgin shall conceive, and bear a son, and shall call his name Immanuel." They agree with that. They also agree with Isaiah 53:7: "He is brought as a lamb to the slaughter, and is dumb, so he opened not his mouth." They accept the prophetic description of his crucifixion in Isaiah 53, but they reject the prophecies in the Old Testament that tell of the outpouring of the Holy Ghost.

Why do they reject Isaiah 28:11 "For with stammering lips and another tongue will he speak to this people. To whom he said, this is the rest wherewith ye may cause the weary to rest; and this is the refreshing."

How could Isaiah know about speaking with other tongues and with stammering lips? He had never seen such an experience, but prophetically by the inspiration of the holy Ghost he looked down through time and saw what God was going to do, and he brought to the world a message that spiritual rest would be an experience in the inside of a man's soul.

Jeremiah declared, "But this shall be the covenant that I will make with the

house of Israel; After those days, saith the Lord, I will put my law in their inward parts and write it in their hearts; and will be their God, and they shall be my people: (Jeremiah 31:33). What about the New Covenant written in the heart?

What will they do with Joel's prophecy: And it shall come to pass afterward, that I will pour out my spirit upon all flesh; and your sons and your daughters shall prophesy: "And it shall come to pass afterward that I will pour out my spirit upon all flesh; and your sons and your daughters shall prophesy, your old men shall dream dreams, your young men shall see visions. And also upon my servants and upon my handmaidens in those days will I pour out my spirit" (Joel 2:28-29). Did not the Apostle Peter use this prophecy on the Day of Pentecost? Why didn't he use Isaiah 28:11-12? That was also to the Jews. Or why didn't he use the promise in Jeremiah 21:33? He used Joel 2:28 because the Holy Ghost was to be poured on all flesh. All mankind was to receive the Holy Ghost. The Spirit was not to be given to a selective, exclusive few, but all mankind was to know the outpouring of the power and the presence of the Holy Ghost.

What are you going to do with these Old Testament prophecies that relate to the coming of the Holy Spirit of God? Some traditionalists live on the right side of Calvary and on the right side of the Resurrection, but they live

on the wrong side of Pentecost. They are in between the resurrection and the outpouring of the Holy Ghost.

If the world ever needed the Holy Ghost, it needs the Spirit in these wicked days. Our youth are crying for something to deliver them from alcoholism and from drug addiction. They need more than a preacher shaking their hands; their souls are asking for an investment of the power of God. They are asking for transformation. They are asking for hope, for a spiritual change. But the traditionalists give them only watered down, milk fed substitute of a gospel. What they offer has no strength for their spirits no substance for their souls, and no foundation for their lives.

What are you going to do with Acts 2:38? What are you going to do with Acts 8? Romans 6? Isaiah 28? Jeremiah 31? Joel 2? You may say that you have had an experience with God. But even unsaved people have unusual experiences with god. Sinners have testified, "God saved me from death." He spared the sinner so that he could serve Him. Others have stated, "Why, I've seen a vision of the Lord." That is fine, but a vision of the Lord." Many will say He healed them, and that is great; He is a healer. You may have experienced the presence of the Lord around you, but you need the spirit in you for you to be saved.

When Thomas came to the Lord, he said, "Except I shall see in his hands the print of the nails, and put

my fingers into the print of the nails, and thrust my hand into his side, I will not believe: (John 20:25). When the Lord appeared again, He said to Thomas, "Reach hither thy finger, and behold my hands; reach hither thy hand, and thrust it into my side" (John 20:27).

The record does not say whether he touched the Lord's hands oar side, but Thomas cried out, "My Lord and my God" (John 20:28). Now, if you have had an amazing experience like that of Thomas, you are blessed indeed! But like Thomas, you would still need the baptism of the Holy Ghost.

Let us look at Mary's experience. The Holy Ghost overshadowed Mary, telling her that her Son to be born would be of the Holy Ghost. Now Mary could have argued that she did not need the Holy Ghost; she could have said, I don't need the infilling of the Spirit for I have had an experienc4 with God. He overshadowed me." But Mary, with the apostles including Thomas, went in the upper room and received the Holy Ghost baptism, speaking with other tongues as the Spirit of God gave the utterance.

Do not try to hide behind your experiences that are in a man's traditional mold, but rather seek the experience that is in the tradition found in the Scriptures. If you ignore the baptism of the Spirit, you will not only live below your privilege, but you will have to answer before god for your neglect.

About one hundred and

twenty were in the upper room when the Holy Spirit was poured out. Mary, the earthly mother of the Lord, was there and Thomas was there. Where does that put anyone who has not received the Holy Ghost? Can anyone be just8ified who will not preach and practice the pattern set for us in the Book of Acts? These questions deserve honest, scriptural answers.

Your eternity is at stake. The Bible, including the Book of Acts, will stand when the world is on fire, and only those who have obeyed it and have found the experience of the Holy Ghost will escape condemnation.

The true church today believes the Holy Ghost comes with the evidence of speaking with other tongues. When the Holy Ghost comes into a person's life, the Spirit speaks to identify Himself as the power and the presence of God.

Take another look at the Bible and especially the Book of Acts, for you will find in the scriptures the real issues of life itself. It will tell you that God will give you the Holy Ghost.

If you are under the power of dope or alcohol, there is an answer Jesus Christ, His power, His name, His Spirit.

Move out of the dead tradition into the true tradition of God's Word. When you receive the truth, you will receive the Holy Ghost, and He will be not only a vibrant flame in your soul, but also joy unspeakable and full of glory in your heart.

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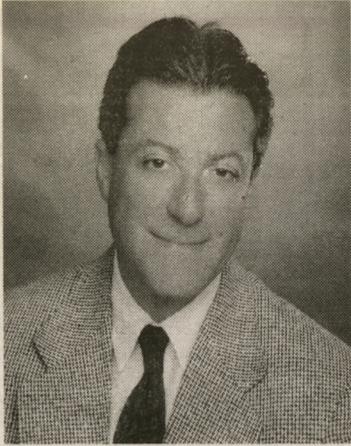
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Dr. Makris Answers Your Questions



I am in my mid-forties. Do I need to be concerned about age-related cataracts?



The term "age-related cataracts" can be a little misleading. You don't have to be a senior citizen to get this type of cataract. However, people in their 40's and 50's that have cataracts generally have small ones that do not affect their vision. It is usually after age 60 that vision is stolen by this type of cataract. Age is only one risk factor for the development of cataracts, though. Others include certain diseases (such as diabetes), personal behaviors (like smoking or alcohol abuse) and environmental issues (such as prolonged exposure to sunlight). Some ideas to help delay the development of cataracts include: wearing sunglasses and a hat with a brim, eating nutritiously and stopping smoking. Researchers believe that eating green leafy vegetables, fruit and other foods with antioxidants can help reduce the risk of cataracts.

For information on various eye conditions, as well as information on the latest advancements in surgical techniques, tune in Dr. Makris' weekly television show, "You and Your Eyes", on Muncie Public Access Channel 42, Sundays at 6:00 PM and Wednesdays at 4:00 PM.

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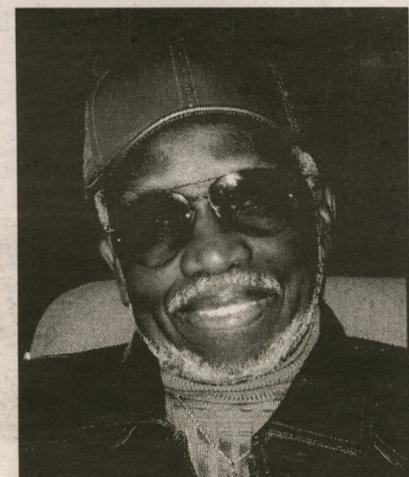
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Frank Scott President



Carol Barnes Vice-President



Odell (Scotty) Scott (CEO)

COMMUNITY CALENDAR



Monthly Community Meetings

MUNCIE BLACK EXPO; 309 N. High Street	3rd Thursday, 6:00 P.M.	Demetrius Harris, President; 282-1997
Muncie Community School Board; Anthony Administration Building	2nd & 4th Tuesday, 6:30 P.M.	Robert Kellems; 286-0212
Muncie City Council; City Hall Auditorium	1st Monday, 7:30 P.M.	Bill Shroyer; 741-9625
Muncie NAACP; Maring- Hunt Library 205 S. High St.	2nd Thursday, 5:15 P.M.	Dr. Jayne Beilke, President
Muncie Commission On The Social Status of Black Males; Human Rights Office - City Hall	1st Tuesday, 5:00 P.M.	John Young-El; 747-9008
Widow's Son Lodge #22 Masonic Lodge, 1514 E. Willard Street	2nd & 4th Tuesday, 7:00 P.M.	Eddie J. Chappell, Worshipful Master; 759-5290
Naomi Chapter Number 11 The Order of Eastern Star Masonic Lodge, 1514 E. Willard Street	1st and 3rd Monday, 7:00 P.M.	Joanne McCain Johnson, Worthy Matron; 286-2960
Coalition of 100 Women; Kennedy Branch of Public Library	3rd Saturday, 10:30 A.M.	Linda Branson, President; 282-0492
Millie P. Hoffman Federated Club Lynd House 2410 E. McGalliard	2nd & 4th Wednesday, 3:00 P.M.	Ruth Ann Blair, President; 289-2118
Lucille Lucas Williams Federated Club	2nd Thursday, Rotating Home Meetings	Lula Mann, President; 747-5125
Whitely Neighborhood Council; 1306 N. Broadway	1st Monday, 6:00 P.M.	Yvonne Doyle, President; 282-3478
Unity in DiverCity Gethsemane Church United Methodist Church 1201 W. McGalliard Rd.	3rd Sat. 11:00 a.m.	Dr. Pierre Atchade, 289 - 3955
Household of Ruth #4618 Industry Neighborhood Center; 1407 S. Wolfe Street	1st Friday, 4:00 P.M.	Loretta Miller, MNG; 288-6987