



Local and National News

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# The Sojourner's Truth

Volume 18, No.19

"And Ye Shall Know The Truth..."

September 08, 2010

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## This Strikes Us ...

### *A Sojourner's Truth Editorial*

Two weeks ago, a number of local organizations called for the Toledo Board of Education to put together an independent committee to examine the issues confronting the school district.

We whole-heartedly agree with that suggestion.

Certainly there are a host of issues the committee needs to take a hard look at: fiscal management being one such important matter. Above all, however, there is the lack of educational attainment on the part of so many TPS students.

And speaking of academic achievement, the question that bewilders us is: how can a school district that is continually in the "continuous improvement" category be continually improving?

Well, that's a semantic issue, we realize. It's just a "C" on the State of Ohio Report Card for the Toledo Public Schools. But when a district has carried that label for what seems like an eternity, the words "continuous improvement" carry with them all the false hope and empty cheer that administrators and board members can muster.

Nine schools in the inner city, two more than in the previous academic year, fell in the "academic emergency" category and black and disabled students, as groups, did not meet expectations in math and reading.

New Superintendent Jerome Pecko finds "good evidence that things are continuing to improve in the district," (there's that curious phrase again) and Toledo Board of Education President Bob Vasquez mentioned how "proud" he was he was of the students and of the district and, presumably, of everyone who had a hand in this not-so-spectacular achievement.

The problem with low expectations is that you almost always get exactly what you expect.

For the record, while Toledo's continuous stay in continuous improvement continues to keep the blinders on, let it be noted that of 610 school districts, only 74 of them are in "continuous improvement" or lower. That places TPS's academic performance in the bottom 13 percent of Ohio school districts.

We don't see any good evidence of improvement in these marks or any reason to celebrate our pride in such substandard performance.

Therefore, we applaud the call that went out two weeks ago to form an independent committee to take a look at all aspects of TPS's operations.

Recently Vasquez has called on the community and appealed to community leaders and experts to reach out and offer the board and administration their assistance. We don't see much value in this scheme. We have to presume that the TPS administration and the board itself have plenty of experts in place. If they are not experts, why are they working for the district or why are they running for such seats? Our board members all assured us when they were running that they were experts in at least some aspect of education, management or finance.

Adding another level of experts doesn't seem to be a recipe for achieving any meaningful goal – especially on the academic front.

Right now, what we see in the district is a total lack of coordination with respect to academic efforts in the community. There are so many groups and organizations willing and able to pitch in and lend a hand but the help that the community can extend is applied in a scattershot, hit-or-miss approach.

We have after-school programs, summer reading programs, tutoring and mentoring organizations galore. What we don't have is any systematic way of ensuring that students who need such services are getting them or that they are getting them more than once or twice during their stay with TPS.

On another page in this issue, Rev. D.L. Perryman will discuss the problems that he sees on the teaching end of the equation. What we also need to address, what an independent committee needs to address, is how TPS can put to use community resources to improve academic performance.

We cannot stress enough the importance of the independence of such a committee. Too often in the past, as one member of the group that called for the committee noted, reports from committees have been shelved along with their recommendations. An independent committee would have more than one way of bringing such issues and recommendations to light.

If this community is ever going to move forward and improve its academic performance, particularly in the inner city, we are going to have to be brutally honest about what exactly is holding us back and what we need to do to overcome the obstacles. We can't get such honesty from a president's kitchen cabinet of so-called experts.

## Community Calendar

### September 1-18

"Coat Off My Back Project:" Collecting new or gently used coats for families in need; City of Zion and Friendship Baptist; Sponsored by Daughters of Promise Ministry: 567-277-0494

### September 8

UT Eberly Center for Women's "Doing Business in the 21<sup>st</sup> Century:" Resources every woman needs to grow her business; 5:30 to 7:30 pm; Eberly Eager Conference Room: 419-530-8570

### September 11

West Toledo Bereavement Monthly Meeting: Bethlehem Baptist Church: 567-249-7470

All Saints Episcopal Church Annual Luncheon: 11:30 am – social; 11:45 – luncheon; Program starts at 12:45 pm; Guest speaker Charma Jones Quarles, former Toledoan; All Saints Praise Dancers and Drummers: 419-343-4292

Body of Christ Fellowship Church "Back to School, Kids' Fun Fair:" 10 am to 2 pm; Health screenings, immunizations, certificates for free hair cuts, school supplies: 419-464-8586

### September 12

Local 14 Women's Committee Annual Flea Market: UAW Local 14 Hall; 9 am to 5 pm; Vendor space available: 419-297-0609 or 419-344-4791

United Effort Day: Payne Memorial AME; Featuring the Glass City Church of Christ and a cappella choir; 4 pm: 419-867-3759

### September 14

CASA Information Meeting: Reynolds Corner Branch Library; 7 to 8 pm

### September 15

Friendly Center Health Fair: 11 am to 1 pm; Free blood glucose and cholesterol screenings; child care and door prizes

### September 15-29

UT Eberly Center for Women Entrepreneurship Class: "Where to Start When You Want to Start a Business;" Wednesdays 6 to 8 pm; checklist for a business, business plans, developing community resources: 419-530-8570

### September 16

City of Zion Men's Empowerment Explosion 2010: Special guests Bishop Larry Trotter and psalmists T'mara Spears and Chris Rowell; 7 pm

Planned Parenthood of Northwest Ohio "Art of the Prevention:" Art show and fundraiser; 6 to 8:30 pm: 419-255-1115 ext 303 or email [giving@ppnw.wo](mailto:giving@ppnw.wo)

### September 18

St. Mark's MBC Pre-Women's Day Shoe and Fashion show: 11:30 am to 2:30 pm; "Walking in Unison with God;" Speaker Sis Karen Waddles of Chicago's Zion Hill Church: 419-266-1291

GLADettes Youth Club fundraiser: Bus trip to Detroit for the Universoul Circus; noon: 419-535-5960

Universal New Beginnings C.O.G.I.C. 10<sup>th</sup> Pastoral Anniversary: For Pastor Robert Witty and First Lady Rhonda Witty; "Holy Ghost Knockout;" 7 pm: 419-508-1210

Fairview's "Choir Idol:" 1 to 4 pm; Pig roast and BBQ chicken; Games and prizes: 419-531-4201

Citywide Christian Trustee Association Meeting: United MBC; 10 am

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# Whom Shall We Blame?

By Rev. Donald L. Perryman, D.Min.  
The Truth Contributor



A little learning is a dangerous thing in its application to Negroes. The educated among them are the most dangerous class in the community, as they exercise a malign and blighting influence over the future prospects of their race. — 1875 Congressional committee report; quoted by Nicolas Lemann in *Redemption: The Last Battle of the Civil War*

Bob Vasquez, TPS' own "Flava Flav," served as hype man last week to pump up the

district at a news conference on its "Destiny" tax levy tour and to discuss TPS' latest report card findings.

The district's results were portrayed as "Victory" in this "fake-it-til-you-make-it" celebration performed primarily for the media. Yet for many, Toledo Public Schools is more "Bad," "Dangerous" or "Thriller" than triumphant as it continues to systemically deprive African-American children of the opportunity to learn.

Despite the 'great cry and little wool' of this poorly-disguised promo plan, the harsh reality is that nearly all of the inner-city schools (nine) are in academic emergency and that wide racial achievement gaps exist in a school district that satisfactorily met a mere four of 26 performance indicators.

The comments made by TPS board president Bob Vasquez concerning the district's performance are an affront to the black community's historical "holy cause of education" and un-masks the district's unwill-

ingness or even hostility towards providing equal quality education for people of color.

"You should all be proud and remain proud. We're a very proud district, we're very proud of you. We're very proud of our students," Vasquez reportedly blustered.

In a contemporary educational culture fixated on teaching to tests and thus conditioned to focus on answers at the expense of questions, and predisposed to the ingestion of data rather than being equipped with the ability to analyze and reflect information, Vasquez's cheers were an attempt to misdirect attention away from the gutter educational experiences of the inner-city.

Several questions beg to be answered.

Why is there a lack of commitment to educate black children and an absent urgency resulting from the failure to reach all children?

Why does the fair opportunity to learn depend upon the race or zip code one lives

or attends school?

Why does the school rating increase when the percentage of black students decrease?

Why are inner-city schools failing miserably when there are extremely successful schools within the same district? Or why are some educators able to be successful with black children while others who work with the same children fail?

Elucidate the profound district tolerance for low expectations for black achievement and that of black children within TPS.

What explains the disproportion of teachers in predominantly African-American schools who have been trained in one discipline but who teach in an area for which they have had little exposure? The result ensuring that experienced, competent, respected and caring teachers are assigned to high-achieving schools while vacancies in low-achieving schools are filled with inexperienced, less culturally-aware, incompetent and often frightened

teachers.

Why are graduation rates, reading and math scores for black males so far behind that of white students? And why is segregation, evidenced by a disproportionate number of black students in special education classes, allowed to exist within an "integrated" school system?

Yet the most enduring and relevant question is where should blame be assigned or how to identify responsibility for the disparities and dysfunction concerning African-American students.

We have been told over and over that it is our fault because there is a connection between "our assumption of moral responsibility and academic achievement." Our children are more interested in gangs and drugs and we do not value education in our families, we are told. Too many irresponsible fathers and welfare moms are having babies out of wedlock. Or it's the peer pressure that portrays learning as a "white thing" and a host of other socioeconomic challenges to

educational achievement including poverty, family dysfunction or community impotence that have all been used as excuses for poor student performance.

But the truth is that racism, while "extra-legal, cloaked and covert," still exists and undoubtedly comes out in the policies of school districts and in the attitudes of its employees as evidenced in the obvious disparities and one-sided educational outcomes.

We have for too long sat back and relied on the failed strategy of benevolent others to "do right by us" instead of using what the late educator Barbara Sizemore, Ph.D. called, "levers of power."

We do have recourse that includes not merely blaming others, but also assuming the responsibility for change, ourselves.

How?  
"Our money should never support businesses or orga-

(Continued on Page 5)

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# Ashford's First "Free Dump Day" Brings in Tons of Garbage

Special To The Truth

Toledo's Council District 4, represented by Councilman Michael Ashford has realized a substantial increase in "illegal dumping" mostly into alleys and onto vacant lots. The increase is seen as a reaction of those most affected by the City of Toledo's new automated refuse and recycling collection methods that were put into effect earlier this year.

Due to the City's budgetary restraints, as of August 24, additional policies have been put into place that will allow only one unlimited "Bulky Pick-Up" per quarter per household. Additional bulky pick-ups may be scheduled with the Department of Refuse Collection at a cost of \$50.

"Since April 1 of this year, of the 140 alley-cleaning requests of the Division of Streets Bridges and Harbor, 34 percent have been for 'illegal



dumping.' My office alone has incurred a 23 percent increase, over the same period last year, for illegal dumping complaints," stated Ashford at a press conference he held to announce a series of "Free Dump Days" coordinated with the Department of

**"This is refuse that could have potentially ended up in neighborhood alleys and vacant lots,"**

Neighborhoods and Public Services.

The first Free Dump Day, held Saturday, Au-

gust 28, at the Wayman D. Palmer YMCA, was considered a success. During a four-hour period, the tractor-trailer-sized dumpster was emptied eight times equating to approximately 96 tons of debris.

"This is refuse that could have potentially ended up in neighborhood alleys and vacant lots," said Ashford.

The next and final "Free Dump Day" sponsored by Ashford will be held Saturday, September 18, 2010 at the Frederick Dou-

glas Community Center (1001 Indiana Ave. at Hawley St.) from 10:00 a.m. - 2:00 p.m. Ashford encouraged not only the residents of Council District 4 but all City of Toledo residents to participate.

For more information about the Free Dump Day contact the office of Councilman Michael Ashford at Toledo City Council 419-245-1050 or the Department of Neighborhoods at 419-245-1800.



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## United Way African American Initiative

Special to The Truth

Do you know what the United Way African American Initiative (AAI) is up to these days?

Led by a diverse group of community leaders who commit their time, energy and financial resources to building a stronger community, *AAI* has existed for more than four years. With a focus on leadership, philanthropy and advancing the common good through education, income and health, *AAI* identifies and addresses the causes of community problems. Recently, *AAI* has made a considerable impact in the community by creating key partnerships that help meet United Way's mission to mobilize the caring power of community.

For the past year, *AAI* chairwoman and community leader Jacqueline Rivers, an account executive for Adams Street Publishing, has led the group's renewed efforts. She spent a year creating a strategic leadership plan and has been tremendously successful in recruiting top African-American leaders to lead the group toward a more effective agenda.

"I chose to be a part of the African American Initiative



Jacqueline Rivers

because of the positive, progressive and focused effort that is visible within the group and its overall mission," Rivers said of her willingness to go from an active member of *AAI* to serving as its chairwoman. "I truly can see us gaining momentum and increasing our impact within education, income, and health."

When asked why she feels *AAI* has been so successful in their efforts recently, she credited those who helped found the *Initiative*. "We would be remiss not to men-

tion the community-minded individuals who began *AAI*. Without their vision, we would not be able to have this discussion about our progress and success."

Some of those founding members include a wealth of African-American leaders and community advocates such as Charles Rice, Melvin Womack, Deborah Barnett, Edna Robertson, Jimmy Gaines and others.

When the group began, it was members of the faith community who really helped get

the *Initiative* going, not only with volunteers but also financially. Those institutions include Reverend John. E. Roberts of Indiana Baptist Church, the late Reverend Robert P. Wormely of Southern Missionary Baptist Church and Bishop Duane C. Tisdale of Friendship Baptist Church.

Each of these groups gave to the *Initiative* at the leadership giving level of \$1,000 each for a period of time. Other supporters include Lucas County Common Pleas Judge Charles Doneghy and his wife Lera, Rodney Eason of Fifth Third Bank, Tamara Williams of Owens Community College and longtime supporter and retired Toledo Public Schools administrator Beverly A. Tucker.

As the United Way gets ready for its annual campaign kickoff, Rivers wants everyone in the community, regardless of their race or ethnicity, to designate a portion or their entire gift to the United Way African American Initiative.

"The most important reason you should give to the *Initiative* through the annual United Way Campaign is to

be a part of the solution. You have the opportunity to join with others who are playing a part in solving problems that are facing African-Americans in our community and all kids as it pertains to childhood obesity. Together, we can make a big difference and

impact the lives of our family, friends, and neighbors. Now, who wouldn't want to do that?" said Rivers.

*This is the first in a series of four articles highlighting the United Way African American Initiative.*

### Blame

(Continued from Page 3)

nizations that support white privilege in hiring, issuing contracts, or in the failure to provide educational equity. We should always vote in large numbers in order to make a difference and support our own politicians," wrote Sizemore, because "power concedes nothing without a demand. It never did and never will."

We should demand implementation of culturally responsive pedagogies that create a sense of family and caring, honor and respect of the children's culture and fosters a sense of community and connection to something greater in the children than themselves (Delpit, 2010).

Rather than teaching "less content to poor, urban children; more should be taught. Critical thinking should be a priority and racist societal views of the competence and worthiness of children and their families should be challenged."

If we fail to use the power that we already hold in our hands and available to address the inequalities and inequities in the educational system then we have no one to blame but ourselves.

Contact Rev. Donald Perryman, D.Min., at [drdperryman@centerofhopebaptist.org](mailto:drdperryman@centerofhopebaptist.org)

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# WGTE Concludes Five-Year Early Education Program

Sojourner's Truth Staff

Five years ago, WGTE Public Media was one of the first five public television stations, among a group of 20 finalists nationwide, to be chosen by the Corporation for Public Broadcasting to initiate an early learning educational project called Raising Readers.

The project was funded by the U.S. Department of Education through the Ready to Learn Act and WGTE was the only Ohio public TV station chosen to participate.

The purpose of the program was two-fold: to teach literacy skills to low-income children ages two to eight and to educate and encourage parents about the need to take an active part in the process of helping their children to read.

The project was designed, according to Kathy Smith, director of Early Learning and Outreach at WGTE, to promote the concept that "Anytime Is Learning Time."

"You can go to the grocery store with your children and say to them 'there is the letter 'B,' can you find things that start with the letter 'B?'" says Smith. "We are trying to say 'look how simple this is.'"

The components of Raising Readers, according to the executive summary of the report to the community, "included using literacy-based PBS Kids television programming, interstitial literacy and reading messages aimed at

parents and caregivers, online professional development for those in the early care and education fields, substantial Web-based content, social marketing approaches to engagement, on-air and print promotion, substantial evaluative research and community outreach that focused on hosting and/or participating in a wide variety of events."

Over the course of the five-year grant, WGTE reached nearly 50,000 children through workshops, the distribution of free books (almost 15,000) and DVD's, holding reading camps, Library Corner events and other community engagement activities.

"We did things in the neighborhood," says Smith of the WGTE effort to get into schools and libraries, among other places, to reach out to parents and children.

WGTE's "Raising Readers" program was honored with the East Toledo Family Center Service Award in 2009 and the Boys and Girls Club's Friend of Youth Award in 2010. And Smith herself was honored with the 2010 Irene Bandy-Hedden Early Childhood Leadership Award from the Ohio Department of Education, the highest and most prestigious award given in Ohio for early childhood educational efforts.

WGTE concentrated its efforts at building community relationships in two Toledo zip codes - 43605 and 43609. Both zip codes have relatively high poverty levels and poor educational attainment.

WGTE established partnerships with agencies such as the East Toledo Family Center, Adelante Latino Resource Center, the Boys and Girls Club, the YMCA



branches and the Toledo Lucas County Public Library.

In addition to working with parents in "Getting Ready to Read Workshops," the program also worked with family home care providers and trained them in educational techniques. Seventeen such

providers were honored over the last three years in "A Place of Our Own Caregiver Recognition" events.

The culmination of this five-year long program will be a community summit this week at the Dana Conference Center that will bring na-

tional, state and local education leaders together to discuss the state of school readiness among children.

For more information on the Raising Readers program including the report to the community, go to the web site at [www.wgte.org](http://www.wgte.org).

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## Educational Choices for Back to School

By Ann Riddle, Outreach and Mobilization Associate, School Choice Ohio  
Special to The Truth

As parents and children get ready to head back to school, they will be returning to all types of schools. Some will learn in a classroom in a public school, a private school or a charter school, or they can learn at home with home schooling or an online school. The options can be overwhelming as parents search for the best educational choice for their child, but it's great for families to know they have choices.

The website [www.GreatSchools.org](http://www.GreatSchools.org) offers four steps for choosing the right school. They include:

- defining the ideal school for your child
- starting the search
- prepping for a school visit
- applying and enrolling in the right school.

Many students are going back to a traditional public school this year. There are eight city, village and local school districts in Lucas County educating 55,000 students. If a traditional public school is what you think is best for your child, be sure to take note on how the school is rated with a look at the state's annual report cards, just released last month, for every public school in the state. These report cards are based on standardized test scores, attendance, and other factors. Schools can receive a score from "Excellent" down to "Academic Emergency." See how your child's local school is performing by visiting the Ohio Department of Education's Local Report Card web site (<http://ilrc.ode.state.oh.us/>).

If a student is looking for a non-traditional school within the public school system, Toledo Technology Academy High School may fit the bill. It is a magnet school that offers a four-year manufacturing engineering technology curriculum that includes academics as well as technical classes. The school received an Excellent rating on its 2009-2010 School Year Report Card.

Other kids are heading to a private school this year. There are 34 private schools that educate 12,762 students in Lucas County. Generally, private schools have smaller class sizes and lower student-to-teacher ratios. Michelle Roundtree is the mother of two students at Rosary Cathedral School. She appreciates the family feel at the school: "The teachers do a great job communicating with the parents and show interest in her children."

Unlike public schools, private schools have a cost attached and some parents are not able to afford the tuition. Need-based scholarships may be available through the Northwest Ohio Scholarship Fund. Parents can apply for the scholarship lottery by visiting [www.nosf.org](http://www.nosf.org). Another scholarship that may be available for your child is the EdChoice Scholarship program.

These scholarships are limited to children who attend low-rated public schools (or who will be starting at a low-rated school next year). These scholarships are awarded through the Ohio Department of Education and the application period is generally February through April before the school year begins. If parents want to see if their child is eligible for an EdChoice Scholarship they can visit <http://edchoice.ohio.gov> later this month, when the new school eligibility list is released.

Another option for families is charter schools. There are 33 charter or community schools in Lucas County with 8,236 students. Charter schools are public schools created and organized by teachers, parents, businesses, nonprofit organizations, or community leaders. Charter schools, like all public schools, receive a rating from the state that can be found online (<http://ilrc.ode.state.oh.us/>). Keith Polin, a parent of three children who have attended Toledo School for the Arts said this of his children's school: "We chose not just a 'charter school' but an arts-based education for our children. Toledo School for the Arts was our choice for that reason. My wife and I believed an arts-based education would unlock our children's creativity."

Other educational options include home schooling and online schools. Many parents feel that children learning at home may be the best fit for their child. There are more than 24,000 students in the state of Ohio learning at home with their parents. Parents must provide Home Education notification to their public school district superintendent. Christine Scarlett has home schooled her children for 20 years and said that some of the reasons she loves home schooling is "customizing each child's learning style as well as the added benefit of great sibling relationships between her children." Families can have their children learn at home with free public online schools such as Ohio Virtual Academy. Ohio Virtual Academy has 500 students learning at home in Lucas County utilizing the K12 curriculum, technology, and administrative services.

A child's education is something that lasts for a lifetime. Parents who want to learn more about their school options can visit [www.GreatSchools.org/Ohio](http://www.GreatSchools.org/Ohio) and type in their address to find the schools closest to them. You can also leave reviews about your child's school to help other parents make the decision that is right for their child. Ohio is one of the states in the nation that has the most school options - it's up to parents to make use of those options so that kids can be in the right school for them.

Contact Ann Riddle at School Choice Ohio 419-351-4852 or by email at [ariddle@scOhio.org](mailto:ariddle@scOhio.org)



## FREE Job Search assistance at Your Library!

**One-on-One Assistance for the following topics related to job searching:**

- **Basic Computer Skills**
- **Word Processing Skills**
- **Basic Internet Skills**

- Learn how to use the computer
- Learn how to send e-mail
- Learn how to search for a job on the Internet
- Learn how to apply for a job online
- Learn how to update your resume

- Two sessions Mondays & Tuesdays  
6 - 6:45 p.m., 6:45 - 7:30 p.m.
- Two sessions Wednesdays & Thursdays  
2 - 2:45 p.m., 2:45 - 3:30 p.m.

**Business-Technology Department,  
Main Library, 325 Michigan St.**



[toledolibrary.org](http://toledolibrary.org)

**Registration required. For more information or to register, please call 419.259.5209**

# St. Francis de Sales Knight Life: A Chronicle, part 1

By Keon Pearson  
Sojourner's Truth Reporter



Hello Readers! This is the first installment of a 10-part chronicle of the life and times, trials and triumphs, tribulations and tomfooleries of a senior at St. Francis de Sales high school. I am Keon Pearson, raconteur extraordinaire, and this set of articles will chronicle my progression through a most eventful senior year.

Every month you will be updated on the goings-on of the previous month, or on my thoughts about a particular subject of interest. For the younger readers, this may serve as a harbinger of your experiences in high school; for more seasoned readers, this will hopefully initiate a few pleasant strolls through memory lane.

For me, this is a chance to chart my own growth as I enter adulthood. Above all, I hope this chronicle will be universally enjoyable.

Summer Break: What a misnomer! Almost as soon as school ended, I began my summer job at a biochemistry

research lab at UT. This was my second year in the lab, and I finally achieved my goal of expressing a protein called CIPC in bacteria.

My summer was not spent completely in a windowless laboratory though. My beloved little brother came up from Mississippi to visit me and we stayed overnight at Kalahari with my father and cousin and spent an entire day in the water-park. On the road back from Sandusky, my 10-year-old brother had a blast learning how to calculate percentages mentally. We're a lot alike.

During my last week of work, marching band season kicked off with a band picnic at school. I'm always excited when the band gets together. We all probably know the feeling we get when we are about to see our favorite cousin. That's the way I feel about the band.

We are such a close-knit group, it's nearly familial. At the picnic, the seniors got together to plan for the pranks to be performed during the following week at band camp.

Every year, the band spends a week at a campground, where we practice eight hours a day on our marching, posture and playing. And every year at band camp, the upperclassmen prank the underclassmen (Of course, it's all clean fun. No one was hurt in these pranks this year).

My senior class was most prudent in its execution of this year's pranks on the underclassmen cabin.

On the first night, we initiated a small psychological attack. We built up the underclassmen's expectation of a prank, so that they would stay awake all night and exhaust themselves, while in reality we rested up for a long week.

The next morning, when we saw the distraught underclassmen in the mess hall, we asked them if they had found our prank. You should've seen the looks on their faces! They were completely befuddled. "You pranked us last night?!! We didn't hear anything!" they exclaimed.

One mischievous senior even convinced a freshman that we had hidden a flesh-devouring, venomous, cat-like creature in his bag of clothes, and that if it wasn't fed, well; let's just not go there...

On the second night, a group of about 10 upperclassmen crept up to the underclassmen cabin at around two o'clock in the morning and, in an astonishingly quiet and cooperative manner, taped a carpet of garbage bags onto the cabin floor and doused it with vegetable oil, creating a slip-and-slide in the main walk way of the cabin. It took us nearly an hour, but we finished it without waking anyone.

I'm sure it was at least a minor inconvenience for them to wake up and step into a big puddle of oil on the floor!

On the third night, we wrapped Saran Wrap around the beams of a sophomore's bunk while he slept, leaving gaps at the top of the Saran Wrap cage for air flow. It was a sublime piece!

Unfortunately for us, my band director did checkups on the cabins, saw our handi-

work, and cut it down before the student awoke. I guess it was a "fire hazard" (whatever those are) to keep such a piece of art intact.

On the fourth day, two of us woke up two hours before everyone else, and visited the underclassmen cabin with an air horn. That requires no further explanation.

During lunch, we performed our most outstanding prank. Seven upperclassmen quickly ate their lunches

and left the mess hall 20 minutes before everyone else. We locked ourselves in the underclassmen cabin, tied a skein of yarn to one bedpost, and lobbied the skein back and forth, looping the yarn around the bedposts until the central walkway was completely impenetrable. They had more fun with this prank than we!

I hope you enjoyed these accounts. You'll be hearing from me next month!

## Local Dancer to Be a Fixture at North Dakota Arts Roundup

Special to The Truth

Keypathwa Gibson, a 10-year-old dancer with the Positive Force Christian School of Dance, returned this summer to Dickinson, North Dakota for the third straight year to dance in the summer Arts Roundup of Southwestern North Dakota at Dickinson State University.

Gibson, the daughter of Dickinson native Cindy Gibson, dances ballet and jazz with Positive Force and has been with the company since the age of three.

This year's annual roundup on July 3 featured a variety of dancers, choirs, poetry readings, crafts and classic car shows.

Gibson, the granddaughter of Dickinson residents Robert and Irene Galster and Martha and James Lambert, has a standing invitation to participate in the event annually.



Hate working out? Bored of the gym? Like to have fun and dance?  
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Book Review

**Animal House by Candace Ryan, illustrated by Nathan Hale**

c.2010, Walker & Company

\$16.99 / \$21.00 Canada

40 pages

By Terri Schlichenmeyer  
The Truth Contributor

All day long, while you're sitting in school, you're thinking about the fun things you'll do as soon as you get home.

It's not that you don't like school, because you do. It's just that when you get home, you can run around and yell and play with your own toys. You can do all the things you aren't allowed to do at school. You can go a little wild.

In the new book *Animal House* by Candace Ryan, illustrated by Nathan Hale, a boy shows his teacher that being wild at home isn't all just in his head. It's the way he really lives.

Jeremy's teacher, Mrs.

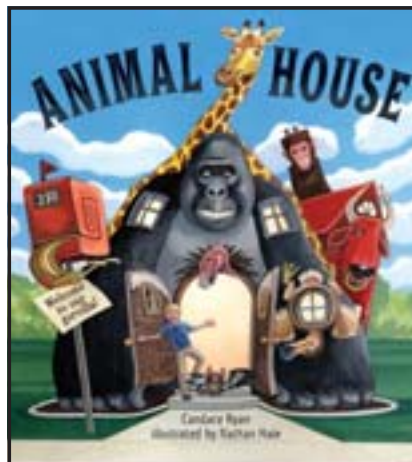
Nuddles, said that Jeremy had a very active imagination. She said his thinking was so wild that he belonged in a zoo, and she didn't like his stories. One morning, when Jeremy told Mrs. Nuddles that his vulchair ate his homework, she decided that it was high time for a home visit. If Jeremy was just making things up, he wasn't going on the class field trip.

On the day of the visit, Jeremy told Mrs. Nuddles that she couldn't possibly miss his gorvilla. It had the biggest condoor in the neighborhood. There was a tall chimpanzee off to one side and

a nice back perch, too.

As Mrs. Nuddles walked up the sidewalk, Jeremy could see her through the windodo. He opened the condoor and warned Mrs. Nuddles to be careful. The pink flooring goes hated getting dirt between their feathers.

But that wasn't the only danger. Jeremy's little sister left the skink running and it bumped smack into Mrs. Nuddles, which sent her flying toward the sealing. Fortunately, she didn't fall hard, since there was an arm pillow to cushion her fall. Then, on the way up the harecase, a



to love this. They'll be dragging this book over to your lap several times a week. But be warned: reading it aloud is going to take a dress-rehearsal first. Before you give your kids *Animal House*, be sure to lock yourself in a room, and practice, practice, practice.

With more than just a few twists of the tongue and more puns than you ever thought possible, author Candace Ryan will tweak kids' funny bones and poke their creativity with what amounts to a very cute and kid-friendly play-on-words game. Add in the colorful, imaginative illustrations by Nathan Hale, and your kids will want re-name everything in your gorvilla.

AnteLope carefully down the sidewhelk, get in your automob-eel, and gopher *Animal House*. For your four-to-seven year-old, this book is a hippopotamust.

**The Library's Reading Selection of the Month – SEPTEMBER, 2010**

Special to The Truth

Today's job market is the toughest in recent history, and the challenges are here to stay. Even so, you CAN get the job you want – If you discard conventional approaches to the search. That's why *Get the Job You Want, Even When No One's Hiring* by Ford R. Myers is the Library's career book selection of the month.



The Library recommends that you visit our **Job Search Center**, which offers patrons FREE one-on-one career and computer assistance at Main Library, and read numerous books like *Get the Job You Want*.

Here's why we enjoyed this book:

- Explains the special strategies necessary to land a job during an economic crisis
- Integrates comprehensive, practical guidance on both job search and career management
- Provides an extensive online "Job Search Survival Toolkit" to augment the book
- Addresses the realities of this job market with real-world, actionable steps
- Positions this downturn in the economy as a positive opportunity to develop a much better career

In *Get the Job You Want, Even When No One's Hiring*, career expert Myers maps the new world of job search and reveals essential strategies for your success. You'll learn how to seize opportunities that aren't posted yet ... how to make yourself an instant asset to potential employers ... how to clearly stand-out as the best candidate ... and how to leverage social media, blogs, and other Web tools.

Best of all, you'll learn how to "recession-proof" your career for the long term.

lamprey grabbed her dress and he might have ripped it, if it wasn't for the fast action by the refrigerator, who then offered them a toucan of soda.

When they finally got to Jeremy's kangarooom, Mrs. Nuddles looked around. She

saw the computer monitor lizard on his desk, and the mouse. She didn't notice the vulchair, but the vulchair (who loves to eat old things like teachers, for instance) surely saw Mrs. Nuddles...  
Wow, your kids are going

ECONOMIC OPPORTUNITY PLANNING ASSOCIATION OF GREATER TOLEDO, INC. PRESENTS

Wednesday, September 15, 2010 • 10 a.m. - 2 p.m.

**EMPLOYER SPOTLIGHT**

REVERSE JOB FAIR

SeaGate Convention Centre • 401 Jefferson Ave. • Toledo, Ohio 43604

Registration Cost: \$30 • Space is Limited - Register Now!  
Deadline: Friday, September 10, 2010

**FAQ:**

1. What is a reverse job fair? A reverse job fair is an event where job seekers are the exhibitors. They construct displays and receive feedback from business members of the community who serve as interviewers.
2. How do I register? There are two methods to register with: 1) visit our website [www.eopa.org](http://www.eopa.org) and download, complete and fax the form back to 419 242 8263, Attention: Annual Employer Spotlight - Reverse Job Fair or 2) visit 308 Hamilton and pick-up a registration form at the front desk and return to the receptionist.
3. How do I learn more about the event? Details about the event is available via email recording please dial 419 255 1082, Ext. 2233 for information.
4. Will I be able to register at the desk? At this time there is no registration at the desk.
5. Who do I address my check to? The address to which you should mail your check is:
 

E.O.P.A.  
Employer Spotlight - Reverse Job Fair  
308 Hamilton St.  
Toledo, Ohio 43604

Learn how to market yourself for the reverse job fair -  
Monday, September 13 - 9:30 am to 12:30 pm. Call for more information 419-255-1082 ext 2233 or visit - [www.eopa.org](http://www.eopa.org) or stop at 505 Hamilton and pick up form.

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The Truth

## FREE Job Search assistance at Your Library!

By Rhonda B. Sewell, Library Media Relations Coordinator

With many people out of work and looking for jobs, the Toledo-Lucas County Public Library's Business Technology Department would like to inform you of its latest **Job Search Center**, which offers one-on-one career and computer assistance at no cost to patrons!

Stop by Main Library, 325 Michigan St., in downtown Toledo and visit the Business Technology Department to learn basic computer skills, word processing skills, and basic Internet skills. Patrons can learn how to send e-mail, how to search for a job on the Internet, how to apply for a job online, and how to update your resume.

Peaked your interest? Then call **419.259.5209** now and register for the Library's FREE

Job Search Center. Registration is required.

Two sessions on Mondays & Tuesdays – 6-6:45 p.m., 6:45-7:30 p.m.

Two sessions on Wednesdays & Thursdays – 2-2:45 p.m., 2:45-3:30 p.m.

Take advantage of the wealth of resources that the Toledo-Lucas County Public Library's Business Technology Department and community offers.

### Brochures and Handouts

Free print copies of information materials for **Ohio Means Jobs** are available for at the Ohio Job & Family Services Publications Central Web page: <http://www.odjfs.state.oh.us/>

forms/ordercom.asp. You may also be interested in some of the other programs' information materials while you are at the site including Occupational Trends Ohio's Hot jobs pamphlets and Worker's Guide to Unemployment Compensation brochures.

### On the Web Junction Ohio website:

<http://oh.webjunction.org/ohlibservjobs> you will find printable step-by-step instructions for filing for unemployment benefits online and a Power Point presentation that shows how to post a resume on the Ohio Means

Jobs Web site.

### Job Searching Web sites

A list of local, state and national Web sites for job seekers and career aptitude tests can be found by utilizing the Library's Web site.

### Online Database

If you haven't checked out **Learning Express Library** lately, one of the Toledo-Lucas County Public Library's databases, their site has been revamped and added more tests and tutorials. In addition to GED practice tests, there are resume and interview tutorials, certification and aptitude practice tests, as well as job

searching e-courses that can be saved and finished at the users own pace.

**Learning Express Library – Job & Career Accelerator™** What is Job & Career Accelerator™ It's an online system found on Learning Express Library that combines everything you need for a successful job search into one easy-to-use online application. The system can be accessed 24/7 from your home computer!

You can find this innovative job-hunting system by logging on to [toledolibrary.org](http://toledolibrary.org). Once you're on the Home page,

follow these simple steps:

- Click on the Books & Information scroll-down menu
  - Select Find Books & Information
  - Click on Research A-Z
  - Go to K-L and click on **Learning Express Library**
  - Enter your library card number and four-digit pin
  - Begin a new user registration by creating a Learning Express Library user id and password
  - Then, click on the Job & Accelerator™ box at the top left side of the page
- Once on the Job & Accelerator™ page, view the Getting

Started Tutorial and log in to get started! Here are the system's many offerings: • Explore detailed information on over 1,000 different occupations • Match your interests and skills with the career that's best for you • Search over five million up-to-the-minute local and national job postings • Create professional resumes and cover letters • Practice and master interviewing skills • Get invaluable tips and advice every step of the way—from your initial search to accepting an offer

• Conveniently organize and track your job-search progress all in one place

## Owens Center for Fine and Performing Arts Welcomes Internationally-Known Muslim Speaker Zohra Sarwari, Sept. 13

Special to The Truth

Owens Community College will raise the curtain on its 2010-11 presenting arts season as the Center for Fine and Performing Arts welcomes internationally-known Muslim speaker and author Zohra Sarwari on Monday, Sept. 13.

Sarwari will provide attendees within an insightful talk about the stereotypes that Muslims face on a daily basis in a lecture presentation titled "No, I Am Not a Terrorist!" Her performance will take place in the College's Mainstage Theatre at 7:30 p.m. The Owens Toledo-area Campus is located on Oregon Road in Perysburg Township.

"Owens Community College is proud to kick off the 2010-11 presenting arts season by welcoming the highly acclaimed Zohra Sarwari to Northwest Ohio," said Barbara Barkan, Owens Director for the Center for Fine and Performing Arts. "Ms. Sarwari is an extremely talented individual and is known internationally for her speaking and literary work. Her engaging discussion will mix enthusiasm, humor and passion into several inspirational stories that encourage individuals to enhance their understanding of terrorism, Islam and Muslims for the betterment of humanity."

Sarwari came to America from Afghanistan at the age of six. Her varied background includes being raised in New York City, then



moving to the suburbs of Virginia, finishing high school in California and currently residing in Indiana. She went on to obtain a bachelor's degree in psychology, a master's degree

in business administration and is currently working toward a second bachelor's degree in Islamic studies.

She has faced many challenges as a result of her Orthodox Muslim background and is committed to advocating for tolerance toward people of all races, religions and backgrounds. Sarwari is the author of nine books that focus on helping people achieve their goals and resolving specific challenges facing them in their lives. Among the literary works to her credit include "9 Steps To Achieve Your Destiny," "Become a Professional Speaker Today," "Time Management For Success," "Are Muslim Women Oppressed?" "Imagine that Today is Your Last Day" and "No! I Am Not a Terrorist!"

Additionally, Sarwari has provided her inspirational message to colleges and universities, as well as to Muslim and non-Muslim community groups around the globe. She has appeared in such international publications as "Azizah Maga-

zine" and on several international television networks that include Payme Afghan TV and Noor TV.

In addition to the evening performance, Sarwari will be providing a lecture presentation for Owens students on Monday (Sept. 13) from 11 a.m. to 1 p.m. in the College's Audio/Visual Classroom Center Room 125. The lecture presentation is being presented by the College's Student Government, the Office of Student Activities, the International Student Union, the Department of Social and Behavioral Sciences, the Muslim Student Association and the Center for Fine and Performing Arts.

Tickets for the performance are \$10 and all seats are general admission. To purchase tickets, visit [www.owens.edu](http://www.owens.edu) or contact the College's Box Office. For more information about this event, contact the Center for Fine and Performing Arts at (567) 661-2787 or 1-800-GO-OWENS, Ext. 2787.

**VOLUNTEER TO HELP AN ABUSED CHILD**

FREE INFORMATIONAL MEETING  
Tuesday, September 14, 2010  
7 pm - 8 pm

Reynolds Corners Branch Library  
4833 Dorr Street  
Toledo, Ohio 43615

RSVP appreciated  
[casainfo@co.lucas.oh.us](mailto:casainfo@co.lucas.oh.us)  
or  
Call 419.213.6753

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Court Appointed Special Advocates  
FOR CHILDREN

**SNOW PLOW OPERATORS WITH VEHICLES**

The City of Toledo, Streets, Bridges, and Harbor Division is interested in contracting with owners/operators of snow plow vehicles for plowing on residential streets during heavy snow conditions. Those interested in bidding should contact the following city official. All bids must be received by 2:00 PM, October 1, 2010, for a copy of the bid proposals and specifications:

STREETS, BRIDGES, AND HARBOR  
1189 W. Central Ave, Toledo, Ohio 43610  
PHONE: 419-936-2508

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## Polly Fox: Creating Second Chances for Pregnant and Parenting Teens

By Brittany Jones  
Sojourner's Truth Reporter



In life, there are second chances, no matter the circumstance.

In Toledo, pregnant and parenting teenaged mothers can get that second chance at the Polly Fox Academy, a Toledo Public Schools-sponsored charter school, which is nestled on Jefferson Avenue between 15th and 16th Street.

At 1505 Jefferson Avenue, the Polly Fox staff understand the growing problems young mothers face when they do not finish high school due to early childbearing. They also realize the difficult future in store for mother and child when the mother drops out of school.

In 10 of the last 12 years, Lucas County has had the highest teen birth rate of all Ohio counties.

Joan Durgin, the executive director of Polly Fox, is determined to ease the burden of those girls and ensure that their lives can be comfortable and pro-

ductive. "Sixty percent or more have dropped out at some point," she said. "They need a way back and they need a lot of support to stay in school and understand the value of an education."

The mission of the Academy is to "provide enrolled pregnant and parenting teenage girls with a full seventh through 12<sup>th</sup> grade academic program and comprehensive social service support, including subsidized childcare."

In 2003, Polly Fox Academy made its debut as a charter school sponsored by TPS, but the idea of this type of school began in the early 1990's as the Early Adolescent Pregnancy Program. It was located in the Whitney Building and operated for nine years.

The program originated as a result of two sixth-grade girls' pregnancies. For those nine years, it has

served over 270 girls (about 30 a year). It was not until the addition of a ninth-grade set of courses that led to the opening of Polly Fox.

Due to its nature of being a school for pregnant teens, the Academy takes the standard state school curriculum and blends it with parenting education as well as providing social services for basic life necessities like food and shelter.

In a way, the school can be compared to the Harlem Children's Zone, but on a small scale and in the early stages because of what it offers.

Besides the schooling, Polly Fox provides the girls and their babies with social services. The school has a health center manned by a full-time nurse, a full-time counselor and an outreach worker who helps with managing relationships in the home or even helps find homes—some girls are

homeless so the worker tries to locate shelters.

If a girl wants or in some cases needs food, breakfast – if they come in at 8 a.m. –

and lunch are offered.

Just as in regular schools, the day starts at 8:30 a.m. and ends at 3 p.m. Classes are either taught in a classroom setting or can be taken via computer if not offered lo-

cally.

Apart from the classes, every girl is encouraged to take parenting courses where she can learn about her baby's development, discipline techniques and how to manage this new stage in her life. The girls also have the opportunity to obtain certification in adult and infant CPR.

For the graduating seniors, there is a career edu-

cation teacher, who in conjunction with the parent education teacher, manages to help girls map out their lives whether they want to find a career, job or attend college. They also assist with applying for scholarships and developing a work portfolio.

Through many partnerships, services are easily accessible such as Shots 4  
*(Continued on Page 12)*

Yearly Stats '04-'10	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	
<b>Enrollment</b>	191	242	300	268	237	211	
<b>Promotions</b>	28	37	50	79	87	103	
<b>Graduates</b>	20	24	20	21	37	53	
<b>Scholarships</b>	4	7	6	11	9	18	
<b>Honor Roll</b>		36	43	85	86	92	
<b>No. of Repeat Pregnancies</b>		11	14	15	5	7	5
<b>% of Repeat Pregnancies</b>		6	6	5	2	3	2

### "Time Flies When You're Having Fun"

That quotation has proven true for Cynthia and Jack Ford during the last 90 days!



Photo by Steve Lohoff

The couple got on board with a pro-health company, Visalus Sciences, and took the Body By Vi Challenge on May 1, 2010. They took the challenge with 12 friends to make health a larger priority in their busy lives.

Jack set a goal of losing 80 pounds to become eligible for placement on the kidney transplant list. Cynthia took the Body By Vi 90 Day Challenge to get fit, increase energy level and show support for Jack.

They are thrilled with the results! Jack has lost 54 pounds in 90 days! Cynthia has changed two dress sizes and no longer munches granola bars and diet soda to get through the day. Now that they have achieved success without stress, they want to invite YOU to join them on the Body By Vi Challenge, too!

Jack Has Just 26 pounds to Go!

If you, or someone you care about, are interested in a weight loss transformation before the holidays begin or if you are interested in joining their team of positive and dedicated professionals, Jack and Cynthia invite you to join them beginning in August 2010.



Photo by Sandra Schroeder

Website – <http://teamprosperity.myvi.net>

Email – [prosperouslivingbiz@gmail.com](mailto:prosperouslivingbiz@gmail.com)

Phone - 1-888-887-4429

**William Lucas**  
also known as KING KEYSER  
[www.kingschampions.com](http://www.kingschampions.com)

# United Way Celebrates with TPS

*Special to The Truth*

United Way of Greater Toledo is proud to congratulate Toledo Public Schools (TPS) on the advancement of two of its elementary schools on the Ohio Department of Education's report card rating scale for schools.

East Side Central Elementary School (ESC) improved two levels from "Academic Watch" to "Effective." Sherman Elementary School improved one level from "Academic Emergency" to "Academic Watch." The scale ratings (from top to bottom) are Excellent, Effective, Continuous Improvement, Academic Watch, and Academic Emergency.

The advancements are due, in part, to United Way's *Social & Emotional Learning* (SEL) program instituted at both schools.

"These improvements are a huge testament to the hard work of teachers at both schools as they're helping students learn social and emotional skills along with traditional academic skills," said Janice

Richardson, East Side Central principal.

"Suspension and discipline rates dropped at both schools, math and reading scores are improving, teachers report overall improved respect and caring from students, and parents increased involvement from 15 hours to 1,500 hours at ESC alone," said Bill Kitson, United Way of Greater Toledo president & CEO. "Also, SEL is vital to United Way's education work and helping kids graduate from high school, as outlined in our *Agenda for Change*."

SEL is proven - through solid research - to improve academic performance, reduce risky behaviors, and increase pro-social behaviors. It was originally brought to TPS as a pilot program by the *Women's Initiative of United Way* in partnership with the Toledo Federation of Teachers and the Toledo Association of Administrative Professionals in an effort to battle low graduation rates and high numbers of

suspensions and teen pregnancies. It is now mostly funded through United Way's *Agenda for Change*.

"*Social & Emotional Learning* was both schools' top improvement goal in plans filed with the Ohio Department of Education," said Jennifer Miller, United Way's SEL consultant. "Obviously it's working and we're thrilled."

Schools can put social and emotional learning into practice in four ways:

**1. Modeling:** Teachers model constructive social and emotional behaviors every day, creating a powerful natural example for students to learn from.

**2. Direct Instruction:** Teachers provide focused instruction on particular social and emotional skills (i.e. 30-minute lessons on creatively responding to conflict).

**3. Practice:** Teachers provide opportunities such as cooperative learning, class meetings, cross-age learning, goal setting, and reflection to practice learned skills.

**4. Creating a Supportive Learning Environment:** Adequate/organized materials, space to display student work (promotes class-

room ownership), and clear behavioral expectations are ways teachers create supportive, caring, and safe environments.

To learn more about SEL, please visit [www.unitedwaytoledo.org/education](http://www.unitedwaytoledo.org/education).

## Polly Fox

*(Continued from Page 11)*

Tots, dental checkups with the Northwest Ohio Dental Center, a breastfeeding program at the Toledo Hospital and contraceptive compliance to prevent an additional pregnancy. The girls receive incentives if they provide proof of usage of birth control.

There is also a way for fathers to be involved through an after-school program. For the last two years, the girls can bring the baby's father or a significant male to learn about the magnitude of their role in the baby's life.

Enrichment is an important part of the students' education so the school organizes trips to different cities as a way to gain a global perspective. One such trip was to Chicago and another was to Washington D.C.

Despite the school's positive efforts, for the 2009-2010 school year Polly Fox received a grade of "academic emergency" the fact of its increase of seniors (the school graduated a class of 53 seniors this year—its largest yet) and that the state only con-



Dalacie DeLuca

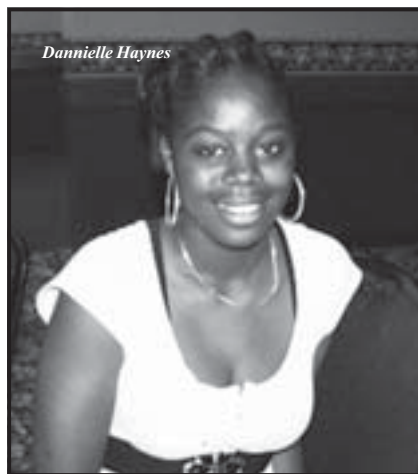
girls' lack of academic readiness due to dropping out (they scored below their grade level on assessment tests) and a history of poor attendance because the students delivered babies this missing a few weeks of school.

Even though this could be looked at as a downfall, the school is not ceasing its efforts.

Future developments include finding a way to move its childcare center, which is located across the street, inside the building. With the help of two-way mirrors, students and other medical professionals interested in early childhood development can view and study interactions between children and adults or with each other.

Another plan is to strengthen the career track curriculum so it would be more beneficial to the students when they graduate.

"The staff understands that this is a business here, but it's a business of helping young women have positive outcomes, not only academically, but health and social skills," Durgin said. "You know, whatever it takes."



Dannielle Haynes

on the State Report Card. The state grades schools based on OGT scores, attendance and graduation rates. As a "drop out recovery program" because of the population of students it serves, their numbers appear low when compared to other schools and the state's requirements.

Durgin commented on

siders students who have graduated in four years. "What people have to keep in mind is that we have fifth, sixth and sometimes seventh-year seniors, so it is looked at as though only 40 percent of our 53 seniors managed to graduate in four years," she said. "It's frustrating." Other factors that need to be considered is the

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## Top 5 Dead Or Alive: The Verdict

By Michael Hayes  
Minister of Culture



Like most people these days, the radio is the last place I go when I want to hear new music. On youtube last week I got hip to another new Kanye joint called "Monster" and when I heard Nikki Minaj's verse (yea, on a song with Rick Ross, Kanye West and Hov himself... Nikki was the closer) I had my mind blown.

Not in a way that makes me rethink my Top 5 IN THE GAME NOW list from a couple weeks ago (Drake, Kanye, Lil Wayne, Eminem, Jay Z). But, still, that verse was probably the best cameo I've heard in a year full of amazing cameos from our best and brightest.

Also understand, if you want to know what I think about MOST of the rappers out right now... just youtube "shawt bus shawty" and you will get exactly how I feel.

But outside of the brain-dead mental patients clogging up the radio and Internet with what can barely be called music, there are a few rap artists who still take talent and greatness serious. Since you are the fans, I know you take this serious and so do I.

So, in the first two parts of this series I broke hip-hop's finest down by period, argu-

ment and even gave honorable mention to those who were almost in the top five but not quite.

Still, I get a few emails here and there with some of you expressing rebuttals to my list and since I love a lively discussion, allow me to clarify some things:

**TOPLHYRICIST**, and **TOP RAPPER** are two different things to me.

Trust me, I'm fully aware what makes a dope lyricist.

Black Thought is a lyricist. Mos Def is a lyricist. Talib Kweli is a lyricist.

Occasionally, some of the top rappers in the game could also make a claim for being among the top lyricists as well (B.I.G. in his day, Andre 3000, Eminem, Nas, Jay, etc).

Even though it's not necessary to have all the attributes of being a superstar rapper in order to be considered a top lyricist, IT IS necessary to have lyrical superiority for a rapper to be considered for G.O.A.T. status.

After studying the greats over the years, here is some insight into true lyrical talent and who stands out even among the heavyweights.

Storytelling: Slick Rick, Ghostface, Scarface.

Multiple rhyme patterns, rhythmic flow: Big Pun, Jay Z, Kool G. Rap, Eminem.

Wordplay and metaphor: Redman, Jadakiss, Common and, these days, Kanye.

Creative phrasing and complex rhyming: Wayne, Drake, Phonte, Big L.

There's so many facets to the art of rhyming, but rhyming is just one criteria.

### TOP5 DEAD OR ALIVE CRITERIA:

#### LYRICS

The ability to combine industry-leading flow, nearly impossible to mimic wordplay and other key elements of mceeing is what this is about.

Witty punch lines that come off effortlessly, and easily covering various songs topics without losing potency or signature style will get a rapper past this criteria.

That feeling you get when you hear somebody flowing insane and the delivery just reels you in deeper and the rhymes are coming at you from all these unexpected angles and you find yourself floored by the clever use of wordplay and double entendres ... artists who give us all that feeling are the artists who can pass this criteria.

#### INDUSTRY IMPACT

A lot of rappers have hit songs and successful albums, but this is more than just the average multi-platinum rapper turned mogul. For this list it has to be one of those artists who have shut the game down at one point. Unstoppable on the charts, unstoppable in the streets, the rapper whose music, artistry and presence had the entire genre under his influence.

The type of success that inspires future rappers and scares the s\*\*t out of current rappers - that's industry impact. Legendary cameo appearances, highly anticipated releases and an impressive catalog of material so outstanding that it becomes a credit to the genre

overall.

#### ACHIEVEMENTS

Not just success. This has to be historic, groundbreaking accomplishments that build a legacy that will be hard to follow. Those types of achievements in music and beyond music are needed to make this list. The ability to not only set trends but set precedent. Affecting everything from presidential elections and world events to how contracts are negotiated... that's an achievement only a truly GREAT rap artist could claim.

#### LONGEVITY

The creative work of a TOP5 DEAD OR ALIVE candidate will have to stand the test of time. The music has to live on based on pure listener appreciation. Putting out top-tier rap music artistry is a major feat, and the more consistent the better. The ability to bring heat at will and constantly add to a body of work that will endure into approaching eras, that's part of what it takes to make this list. Also the ability to lock down clubs, radio, streets, Internet and more (depending on the era) but still not burn out and have the rapper eager to hear more... that builds longevity and that's a factor.

#### FAN LOYALTY

In a genre where most artists are milked for an easy hit song and substance is downplayed,

its an uphill battle to earn loyal fans. If a rap artist has a fan base that grows as he grows, it encourages the artist to make music that will satisfy those attentive ears for years to come.

Beyond the radio rotation and endorsements, hip-hop has been about connecting with the people... on a gut level, an instinctive level. That's why only the greats get debated.

Their fans have stuck by them, learned them and appreciated their music so much

that they become personally invested in making sure people know their favorite rapper is one of the greatest ever. If a rapper has accumulated an above average cache of fan loyalty, they might be top five.

#### TOP5 DEAD OR ALIVE: THE GREATEST RAPPER PERSEVER

RAKIM  
(criteria missed: 0)

JAY Z  
(criteria missed: 0)

THE NOTORIOUS B.I.G.  
(criteria missed: 0)

L.L. Cool J.  
(criteria missed: 0)

Tupac  
(criteria missed: Lyricism)

Nas, Eminem, Wayne, etc... are all missing at least two criteria.

So they don't make the list.

Look at the list, look at the criteria and see for yourself.

This has been fun, next we will have to get into some of the best hip-hop and rap albums of all time..

Until next time, oh, wait... before I go.

Sept 17<sup>th</sup> - Laugh & Groove. Headliners on Detroit Ave.

Hosted by Tiffany "New York" Pollard (as in "I Love New York") and featuring comedienne Luennell (from Katt Williams DVD). And a few local artists such as two that I produce will be performing.

Sept 25<sup>th</sup> - B. Willz Live In Concert at Main Street Bar & Grille

Featuring T. Diamond.

Both events you need to attend, email or facebook search me: glasscitytruth@yahoo.com

Peace.



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 Or email  
[www.abundantlifeperrysburg.org](mailto:www.abundantlifeperrysburg.org)



**SECTION 3 SUMMIT**  
**Sponsored by the Lucas Metropolitan Housing Authority**  
**September 29, 2010**  
**9:00 a.m. to 11:00 a.m. at the:**  
 Hilton-Toledo  
 3100 Glendale Avenue  
 Toledo, Ohio  
 Oak/Pine/Willow Room



Speaker: J. Keith Swiney, President/CEO  
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RSVP to Barbara J. Dermer - 419-259-9457 - Space is limited to the first 70 registrants.

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# CLASSIFIEDS

September 08, 2010

Page 15

## COMBINED NOTICE NOTICE TO PUBLIC OF NO SIGNIFICANT IMPACT ON THE ENVIRONMENT AND NOTICE TO PUBLIC OF INTENT TO REQUEST RELEASE OF FUNDS September 7, 2010

City of Toledo  
Department of Neighborhoods  
One Government Center, Suite 1800  
Toledo, Ohio 43604  
419-245-1400

On or about **September 23, 2010** the City of Toledo will request the U.S. Department of Housing and Urban Development (HUD) to release Neighborhood Stabilization Program 2 (NSP2) funds under the American Recovery and Reinvestment Act (ARRA) of 2009 for the following eligible activities:

**PROJECT:** Neighborhood Stabilization Program 2 funds will be used to acquire and redevelop abandoned and foreclosed properties that might otherwise become sources of blight in the City of Toledo and other areas in Lucas County. The funds will be used in specific targeted areas in the City of Toledo and Lucas County. The eligible uses listed below, must benefit persons and families whose incomes do not exceed 120% of Area Median Income (AMI). It is important also to note that at least 25 percent of the NSP funds will be used to provide housing for individuals and families whose incomes do not exceed 50 percent AMI.

**PURPOSE:** NSP funds will be used to

- Purchase and rehabilitate homes and residential properties that have been abandoned or foreclosed upon and sell or rent to qualified families and individuals. Twenty five percent of the acquired and rehabilitated housing units will be set aside to address the housing needs of families and individuals whose incomes do not exceed 50% AMI

- Demolish blighted structures
- Redevelop a vacant former commercial property for residential use

**LOCATION:** Toledo, Lucas County, Ohio. The properties are not site specific at this time.

**HUD GRANT:** \$10,150,840.00

### FINDING OF NO SIGNIFICANT IMPACT

It has been determined that the proposed NSP2 eligible activities will have no significant impact on the environment. Therefore, the City has decided not to prepare an Environmental Impact Statement under the National Environmental Policy Act of 1969. Although individual project locations have not been identified at this time, as they become known, environmental reviews will be conducted prior to any physical action at the project sites. Activities under NSP will be reviewed for compliance with federal laws and authorities as listed in the Code of Federal Regulations (CFR) Volume 24, Part 58. The Environmental Review Records for NSP2 are on files at the Department of Neighborhoods, One Government Center, Suite 1800, Toledo, OH 43604 and may be examined or copied weekdays between the hours of 8:30 am and 4:00 pm.

### PUBLIC COMMENTS

All interested individuals, groups, or agencies disagreeing with this determination may submit written comments for consideration by the City to the Department of Neighborhoods. Such written comments should be received at this department on or before **September 22, 2010**. All comments received will be considered by the city prior to authorizing submission of a Request for Release Of Funds and Certification to HUD.

### RELEASE OF FUNDS

The **City of Toledo** certifies to HUD that the **Mayor of Toledo** consents to accept the jurisdiction of the Federal Courts if an action is brought to enforce responsibilities in relation to the environmental review process and that these responsibilities have been satisfied. HUD's approval of the certification satisfies its responsibilities under NEPA and related laws and authorities, and allows the city to utilize federal funds and implement the program.

### OBJECTIONS TO RELEASE OF FUNDS

HUD will consider objections to its release of funds and acceptance of the certification only if it is one of the following bases: (a) that the Certification was not executed by the chief executive officer or other officer of applicant, (b) the **City of Toledo** has omitted a step or failed to make a decision or finding required by HUD regulations at 24 CFR Part 58; (c) the **City of Toledo** has committed funds or incurred costs not authorized by 24 CFR Part 58 before approval of a release of funds by HUD; (d) another Federal agency acting pursuant to 40 CFR Part 1504 has submitted a written finding that the program is unsatisfactory from the standpoint of environmental quality.

Objections must be prepared and submitted in accordance with the required procedures (24 CFR Part 58), and may be addressed to HUD at U.S. Department of Housing and Urban Development, Columbus Office, Region V, 200 North High Street, Columbus, OH 43215-2499. HUD will not consider objections to the release of funds on bases other than those stated above, and HUD will not consider any objections received after **October 11, 2010**.

Michael Bell, Mayor  
City of Toledo  
One Government Center, Suite 2200  
Toledo, OH 43604

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Owens Community College is a public, state-assisted, two-year institution of higher education. We are seeking applicants for a Security Officer (part-time) (**Toledo Campus**). The physical demands described here are representative of those that must be met by an officer to successfully perform the essential functions of this job. While performing the duties of this job, the officer is frequently required to sit, stand, walk, or drive for long periods of time. The employee is occasionally required to climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus. **Qualified applicants must possess the following qualifications and must demonstrate in application material how qualifications are met. Required:** One year full-time experience in a related field such as law enforcement, security, military police or any public related field dealing with crowds, customer service requests, and foot and vehicle patrols. Must have valid driver's license with good driving record. Solid work history and ability to pass a criminal history check. Must be bondable. Must be able to interview clients and respond in crisis situation. **Preferred:** Associate Degree in Criminal Justice. Trained in CPR and First Aid. **Starting salary is \$10.77 an hour.**

**Applications with out salary history completed will not be considered.** Completed application materials include application and resume required. Application review will begin after March 5, 2007, position open until filled. **To complete an Owens Community College application go to <https://jobs.owens.edu>. Candidates who do not have access to a computer with Internet connection are welcome to visit our Resource Center in the Human Resources department during lobby hours from 9 a.m. – 2 p.m., Monday through Friday. Appointments are encouraged but not necessary.**

**To set up an appointment, please call 567-661-7089.**

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## First Annual "Things on Wheels Car Show"

Sojourner's Truth Staff

The International Car Club presented the first annual "Things on Wheels Car Show on Saturday, August 28 in the parking lot of the Friendship Baptist Church. The proceeds from the event went to the N.A.O.M.I. Transitional House.



Enthusiasts were invited to display their custom cars, Corvettes, classic motorcycles or muscle and race prep rides.



In addition to the wheel displays, vendors were set up for the visitors.

N.A.O.M.I. is a non-profit agency providing shelter and aftercare program for women recovering from substance abuse.



IN MEMORY OF  
**LAVERNARD L. (RAY) BROWN, SR.**  
DECEMBER 14, 1928 – SEPTEMBER 11, 2009

GOD TOOK HIM HOME, IT WAS HIS WILL, BUT IN OUR HEARTS HE LIVETH STILL.  
A SILENT THOUGHT, A SACRED TEAR, KEEPS HIS MEMORY VERY DEAR.  
LOVED AND DEEPLY MISSED.  
YOUR WIFE MARGARET, CHILDREN, GRAND CHILDREN,  
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AND FAMILY

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**6 WINGS \$2.99**

**NEW! 6 WINGS \$2.99**

Offer good for Church's Chicken at 2124 Franklin Avenue, Toledo, Ohio

**Tom Joyner's**

"Take A Loved One To The Doctor Day"

The Toledo-Lucas County Health Department proudly hosts over 40 healthcare and prevention specialists at the Erie Street Market on Tuesday, September 21st. This healthcare event will include discussions on Teen Pregnancy Prevention, Sexually Transmitted Diseases, Breast Cancer, Skin Cancer, as well as FREE testing and screening for HIV, Vision, Cholesterol, Blood Pressure, Bone Density, Pulmonary Function, Lung Age, Carbon Monoxide Breath Test, Lead Exposure, Dental Screenings and more.

**Erie Street Market**  
September 21, 2010  
10:00am-4:00pm