

EDITORIAL/OPINION

Jackson spoilers missed boat

There is an insidious move by the Democratic Party and the mass/white media to rewrite the involvement, influence and actions of the 1984 presidential candidacy of Jesse Jackson.

It started two weeks ago with Democratic loser Walter Mondale's public resentment of Jackson. "I tried to treat the first Black candidate for the president of the United States with dignity and accept the seriousness of that candidacy," Mondale stated in an interview with the *Washington Post*. "I don't believe Jesse treated me in an equivalent way."

Mondale's sour grapes has tainted his perception of Jackson's participation in the presidential campaign, and his remarks are an insult to the only voting bloc who stayed with his candidacy — the Rainbow Coalition.

It was Mondale who ignored the jobs, peace and justice issues of the Rainbow Coalition. While Mondale was boring audiences to tears, Jackson elevated the passive presidential campaign into an active mode as he secured the release of Lt. Robert Goodman from Syria. Also, on a mission of peace to Cuba, Jackson gained the release of 14 Americans.

If Mondale wants to blame anyone for his defeat, he needs to blame himself and his staff. Even Andrew Young, who was booed at the Democratic National Convention for urging support for the racist duel primary system in the south which locks out Blacks, observed Mondale's staff by calling them, "A bunch of smart-*ass* white boys. You can't tell them anything." This is why Mondale lost.

Had it not been for Jackson, Geraldine Fer-

raro would not have been the nation's first female vice-presidential candidate. While Mondale and Gary Hart were squabbling during the Democratic candidate debates, Jackson stuck to issues and interjected early on that he would choose a female running mate.

Had it not been for Jackson, the Democratic party would not have had the progressive foresight to squarely oppose apartheid. Had it not been for Jackson, Rep. Margaret Carter would not be down in Salem leading the fight to divest state funds out of South Africa. Had it not been for Jackson, Mayor Bud Clark would not be in City Hall, because the electoral glow from the Rainbow Coalition gave him those percentage points needed to defeat the incumbent in the primary.

The mass/white media negatively portrayed Jackson in every newscast. The media overreacted to Minister Louis Farrakhan due to their ignorance of Black culture. Farrakhan preached Black nationalism — a concept older than America's white male interpretation of democracy. Jackson once joked that if he were to walk on water the media would say he could not swim.

As members of the Rainbow Coalition, it's our responsibility to interpret Jackson's influence jumped across continents, nations and states. Mondale remains what he was throughout the campaign — a loser.

Jackson was the first major candidate of color who carried the concerns of the progressive, low-income populace as his campaign platform. For that he has earned his place in history as a champion of the people, while Mondale has earned the right to be remembered as a spoilsport.

Black, African studies in transition at PSU

by Nathaniel Scott

"In a world that is indeed one global village, strong international ties are critically important... for individuals who are trained in international economics and politics, and the languages and cultures of those regions," states a brochure from Portland State University's (PSU's) International Studies Program, despite the fact that Africa is excluded from the program.

The International Studies Program has been heavily criticized for not including Africa in its "global village" concept. And one PSU professor, Dr. William "Bill" Little, associate professor in the Black Studies Department, labeled the affair "an overt act of institutionalized racial discrimination."

The program's areas of concentration: East Asia, Central and East Europe, Latin America and the Middle East, was made public the latter part of 1984. But according to the program's director, Dr. Earl Rees, "The program was put together over a period of several years." He added that, in his opinion, Africa was excluded because "when dealing with programs you must keep in mind that money is attached." The implication was that (a) the Black Studies Department could not put together an Africa Studies specification without hiring new faculty, and (b) that the main emphasis of the program is "East Asia."

William Paudler, dean of the college of liberal arts and sciences, in a letter to the *Observer* on Jan. 4, wrote: "This system of budgeting for Higher Education is designed to preclude offering low enrollment courses and to encourage cost efficiency." The letter outlined and compared the

Black Studies Department's "student credit hours per faculty member" (courses and number of students taught) to "the average faculty member in the college of liberal arts and sciences." White, Paudler said, exceeds the Black Studies Department by a ratio of three to one.

Darrell Millner, head of the Black Studies Department, said, "We (the Black Studies Department) have never said that African studies should be exclusively Black Studies."

Aside from that fact, the components necessary to implement a concentration on Africa are at PSU: Anthropology, Urban Studies, one or two courses in the English department, and other areas at PSU that teach African or African related courses. No hiring, no additional money; just implementation.

But to quote one who wishes to remain anonymous: "One has to wonder about the purpose and the intent of the institution (PSU)."

Dr. Candice Goucher, Black Studies' only female faculty member, teaches in her African History class, that "Africa is the birthplace of humanity." She maintains that the earliest evidence of human origin comes from Africa and that makes Africa the continent with the longest evidence of human history.

Moreover, she teaches that "Lucy," the skeletal remains of a teenage girl, dates to 3.5 million years ago. And anthropology, in its teaching, says man crawled onto the shores of Africa when he emerged from the sea. Yet! "in a world that is indeed one global village," the cradle of man's civilization is excluded.

Calvin Henry, president of Ore-

gon's assembly for Black Affairs, said, "(The exclusion of Africa) shows where the heads of the people are; some steps should be taken to include African studies into the program." He added that public education is paramount to a free society.

According to Dr. Joseph Blumel, president of PSU, a committee is being developed to determine whether or not Africa should be included in the International Studies Program.

The purpose of the committee, he said, "Is to look at what resources we have (and if there aren't enough resources available) to look at how much it would take to get it (the African segment of the program) going."

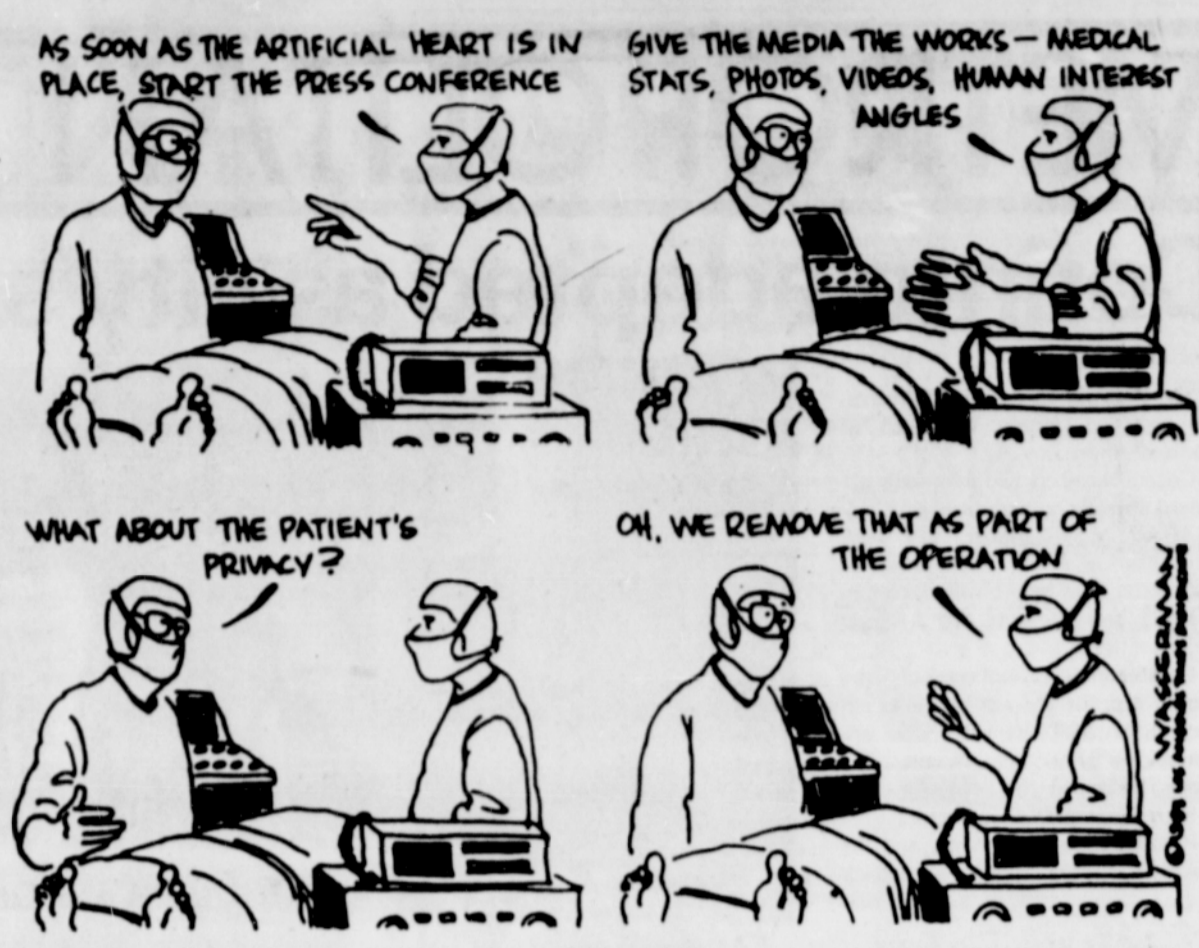
Blumel said the committee will begin working this spring quarter. He added that he hasn't appointed anyone to the committee because he is still waiting for recommendations.

So, as the saying goes: the ball is in their court: "We are going to be committed to death."

But, Calvin Henry maintains "accountability" is the key thing. He emphasized that we (Blacks) are not consistently out there pushing our needs; and that most definitely we need to sell our needs to the rest of the country.

Henry believes that strong commitment is needed. He maintains that the legislature meets in Salem and that's where lobbying should take place. (Someone else suggested in the March 27th edition of the *Observer* that Blacks need to "mainstream.")

"Africa is very important to the well-being of the United States," Henry insisted. And without a doubt, Africa and Black Studies are important to PSU.



College education: For the rich only?

Along the Color Line by Dr. Manning Marable

Perhaps the best index of social inequality is the accessibility of higher education to people of color in the United States. After his reelection, President Reagan proposed the elimination of student loans from families earning above \$32,500 per year, and an annual ceiling of \$4,000 for federal loans to all eligible students. This effort is yet another indication of how far we have declined from the popular consensus of two decades ago concerning the necessity of providing access to higher education to all.

Desegregation campaigns of the 1960s forced white public and private academic institutions to permit the enrollment of Black students for the first time. The numbers of Black faculty, administrators and students also increased dramatically at white schools in the North and West. Such gains were not simply the product of the demise of Jim Crow, but occurred due to expanded federal financial loans to low and moderate income students. Philanthropic agencies, pressured by the Civil Rights and Black Power movements, belatedly provided millions of dollars in grants and scholarships to Black students. Since the late 1970s, with the national retreat from the "Second Reconstruction," the pressure to accelerate Black educational opportunities was retarded, and during Reagan's tenure the tide has been reversed. The percentage of Black high school seniors going directly into four year colleges has fallen sharply.

The latest trend on campuses, the shocking increases in tuition fees, will also have a direct impact on minority education. At a time when inflation has cooled off for several years, college costs continue to climb. The Ivy League schools lead the way. Princeton University's overall costs for tuition, room and board will be \$14,940 next fall; Yale University, \$15,020; Brown University, \$14,765; Dartmouth College, \$14,860. Other

elite, private institutions are charging roughly the same fees, if not more. This year's tuition and fees at the Massachusetts Institute of Technology cost a staggering \$16,130. Wesleyan University in Connecticut plans to increase student charges next year by 8.5 percent, to \$14,440; Stanford University is hiking fees 7.5 percent, to \$14,893; St. Lawrence students will face costs of \$15,376, an increase of 7 percent. Higher tuition costs are less severe for state supported institutions, but nevertheless remain quite steep. The University of Connecticut at Storrs, for example, plans to increase in-state charges to \$4,226, and out-of-state fees will go up to \$6,776. The costs of attending a public college in the U.S. now average \$5,000, and private college average costs slightly exceed \$9,000. Since 1980, college costs have been higher than the overall rate of inflation by 21 percent at public schools and 29 percent at private schools.

Not surprisingly, a debate has ensued over the high costs of higher education. The median white family income at about \$28,000 annually can't provide the \$60,000 needed to get one student through Stanford, Yale or Princeton. And given that the Black median family income is below \$15,000, most Black households can't even come up with the tuition, room and board fees at most state colleges. Only the upper classes can afford to finance for their children the best education money can buy.

Conservatives who retain a barely concealed contempt for "liberal arts" and the principle of educational opportunity for all are now advocating the application of "Reaganomics" to resolve the college crisis. Instead of increasing federal student aid programs, conservatives urge colleges to tighten their collective belts and to lower costs. Journalist Timothy Noah, writing recently in the *New York Times*, suggested that profes-

sors' salaries should be frozen "for a year or two to bring college costs in line"; that the number of classroom teaching hours per professor should be doubled; and that the administrative costs be slashed "to a more reasonable level by firing the more superfluous assistant deans." College administrators counter that faculty salaries actually fell 19 percent between 1970 and 1980, and to call for a pay freeze would drive many researchers and teachers out of the profession, especially in the natural sciences. Many universities are spending millions of dollars to improve their computer programs and libraries; others have been forced to compensate for reductions in federal funds. Top college administrators' salaries are also usually well below those of chief executive officers of firms which have comparable budgets. So the solution is not massive cost-cutting.

The only realistic strategy would be first, to expand federal student loan programs at low or no interest rates to all prospective students. Federal investments in "human capital" yield long-term dividends, in the form of higher taxes and productivity. Second, new federal programs which guarantee funds based on need should be developed for households earning less than \$20,000. Third, political pressure must be applied to colleges to maintain tough affirmative action goals in the recruitment and retention of minority and women students, faculty and staff. If such measures aren't taken, the percentage of Black and Latino students who complete four year programs at universities will fall sharply before the 1990s. A college education should not be for the rich alone.

Dr. Manning Marable teaches political sociology at Colgate University, Hamilton, New York. "Along the Color Line" appears in over 140 newspapers internationally.

Letters to the Editor

The Observer welcomes letters to the editor. Letters should be typed or neatly printed and signed with the author's name and address (addresses are not published). We reserve the right to edit for length. Mail to: Portland Observer, P. O. Box 3137, Portland, OR 97208.

Stop unfair bank practices

An unfair banking practice exists in Oregon. It is called the "bank float" and under it, a bank can put a hold on a deposited check and not allow the customer access to those funds for a certain period of time. Sometimes this hold can be too long and I think this is not only unfair but it is an inconvenience for students, senior citizens, and other fixed income citizens.

I am a college student and I had trouble with my bank at the beginning of last term. I deposited a check into my account and was told there would be a 14-day hold on it. I waited 14 days before writing any checks on that money but my checks still bounced

because the hold had been extended without notifying me. I was spared from paying late fines for my tuition only through the generosity of friends. I can see where other people may have trouble paying bills, etc., when holds are placed. This is particularly unfair since the banks have use of the money one or two days after deposit.

I have heard of a bill that would solve the problem of bank customers being inconvenienced. The bill, being supported by the Oregon State Public Interest Research Group (OSPIRG), would set reasonable hold periods for Oregon banks. Although many banks contend that check-holding and long float periods are not a problem in Oregon, I know several people who have had problems similar to mine.

I urge anyone who has had problems with a bank, savings and loan, or credit union holding your checks for lengthy periods of time (i.e., over a week) to write to OSPIRG at 027 SW Arthur St., Portland 97201, so they can show legislators that there is indeed a problem.

Is the bank float a problem in Oregon? We know best.
JENNY POLAKOV

McKenna: "Thanks"

To the Editor,
I want to express my deep appreciation and thanks to *The Observer* and Mr. Jernigan for the recent awards bestowed upon me and three of my players.

Believe me, it is an honor to be the recipient of *The Observer's* "Coach of the Year" award. *The Observer* is a paper I read regularly, use in my classes at Grant and is a paper whose integrity I respect. It means a lot that our efforts at Grant are recognized by a vital part of the community we try to serve. I gratefully acknowledge and accept the award in the name of my players and my two fine assistants, Ms. Brenda Skinner and Mr. Jeff Gamble.

I also want to acknowledge the work of Mr. Jernigan. His coverage of the P.I.L. and, in particular, of women's basketball has been great and offers encouragement to young women who often work at and play sports in anonymity.

TOM MCKENNA
Women's Basketball Coach
Grant H.S.

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