

EDITORIAL/OPINION

Zone Change Should be Allowed

The city of Portland should grant the request by Fred Meyer, Inc. for a zone change that will enable the company to build a new store on the abandoned Hyster Co. site near N.E. 28th Ave. and Weidler St. If the zone change is granted, Fred Meyers will build a full service store on the 17-acre site.

Although some living in the area complain that the store would harm the livability of nearby neighborhoods, we believe this is not the case. By allowing the zone change, clearing the way for a \$12.3 million full service store, some 250 new jobs will be created. Besides, the store will attract business into the area and revitalize the deteriorating Hyster property.

Approving the new store will send a positive message to investors that Portland is open for business. The State of Oregon is still suffering from a sluggish economy, resulting in the closure of many

factories and high unemployment. Former Mayor Frank Ivancie and Gov. Vic Atiyeh have traveled abroad on many occasions to solicit business for Portland and the state. To deny a local investor the right to do business in its own city doesn't make sense.

Especially a company such as Fred Meyer. Fred Meyers has for many years been supportive of the community and many charitable causes.

Fred Meyers has distinguished itself as a model of corporate responsibility and corporate equality when it comes to insuring opportunities for blacks and other minorities. Denying the zone to Fred Meyer, Inc. will send a message to other investors that Portland isn't open for business. This will destroy the livability of Portland, not the construction of a Fred Meyer store on the old Hyster site.

Letters to the Editor

Dear Editor:

I'm inclined to believe, Mathematics is the keystone to advancements in chemistry, physics, biology, medicine, all phases of engineering, architecture, economics and the social sciences. Without a thorough understanding of post-high school algebra, calculus, analytic geometry, and mathematical statistics, a brother/sister can only deal with the physical and social sciences from an 18th or 19th century perspective! And this where Black Amerika is at. But before we advance some methodological solutions for bringing Black Amerika into the technological present, we must deal briefly with two of the fundamental reasons why we are the most technologically backward people in the most super-technologically oriented country. Caucasoid racism is the first, most fundamental reason. We were wrenched from West African shores and brought to Amerika as slaves. According to the so-called christian caucasoid man, we were subhuman, having no culture, language, history and, of course, no scientific skills. From the Crusades to the present, the caucasoid man had to continually create "scientific" myths about how much of a superior being he was/is and how savage and uncivilized noncaucasians were/are. Their earlier scientific myths were crude and unsophisticated: Afrika had no history before the so-called christian caucasoid man because it was not written; Afrikans have no history of technology because they were not only ignorant but always had to struggle against nature (the jungles, beasts, heat, diseases and desert, etc.)

The essence of teaching and learning mathematics correctly begins with the demystification of mathematics. It must be revealed that math is not an esoteric and difficult subject for a tiny group of caucasoid geniuses. It must be shown that mathematics played an essential role in the development of African, Arab, Indian and chinese civilizations long before the caucasoid man roared out of European caves. I believe,

to achieve demystification and an accurate history, we need to begin on the homefront and in all phases of school.

Before a child is able to talk he or she has the ability to comprehend very basic mathematical thought—especially distinguishing one object from another and their degrees of differences. So one of the simplest things a family can do to help a baby discriminate things is to have various objects—mobile and immobile—within his or her visual environment. As the little brother or sister gets older and begins to walk and talk, counting objects around the house and playing with specific, non-racist education toys is essential to the child becoming confidently familiar with mathematical and perceptual concepts. The introduction to two important "games" in this age group is basic: Wari and the Abacus. Wari is a West African "game" played on a wooden board usually consisting of 12 to 16 scoops distributed in two rows of 6 or 8 respectively. The Abacus is a calculating machine of Egyptian, Arabic, Indian and Chinese origin. In at least the 4th Century BC, the Egyptians were using a prototype of the Abacus we know today. But the Chinese appeared to have a prototype of the Abacus as far back as the 14th Century B.C.!

They developed long before the caucasoid man became civilized—an Abacus that had red beads to symbolize positive numbers and a Black set to symbolize negative numbers. Parents can inexpensively buy or make their children's Abacus. We must re-instate the Abacus as a fundamental tool in the home and school. It is not only further develops the abilities that Wari produces but it also develops speed and accuracy in adding, subtracting, multiplying, dividing and even finding square roots of very large or very small numbers.

The so-called Pythagorean theorem (the sum of the squares of the length of a right-triangle's legs is equal to the square of the length of the hypotenuse—longest side) so essential to

trigonometry, geometry and algebra—is not of the Greek origin that caucasians force down our throats. If Pythagoras was of Greek origin (and there are serious doubts that he was), his educational development occurred in Egypt, Babylon and India. And the Egyptians had extensively dealt with triangles and pyramids for at least 1600 years before the Greeks became civilized.

There is much early history of math and science that need to be written in a truthful manner. It is obvious that the Europeans—being racists and late-comers to the civilized world—needed to justify the myth of their superiority over the rest of the world. Hence, they re-write all history to make them appear as the originators of everything.

Dr. Jamil Cherovee

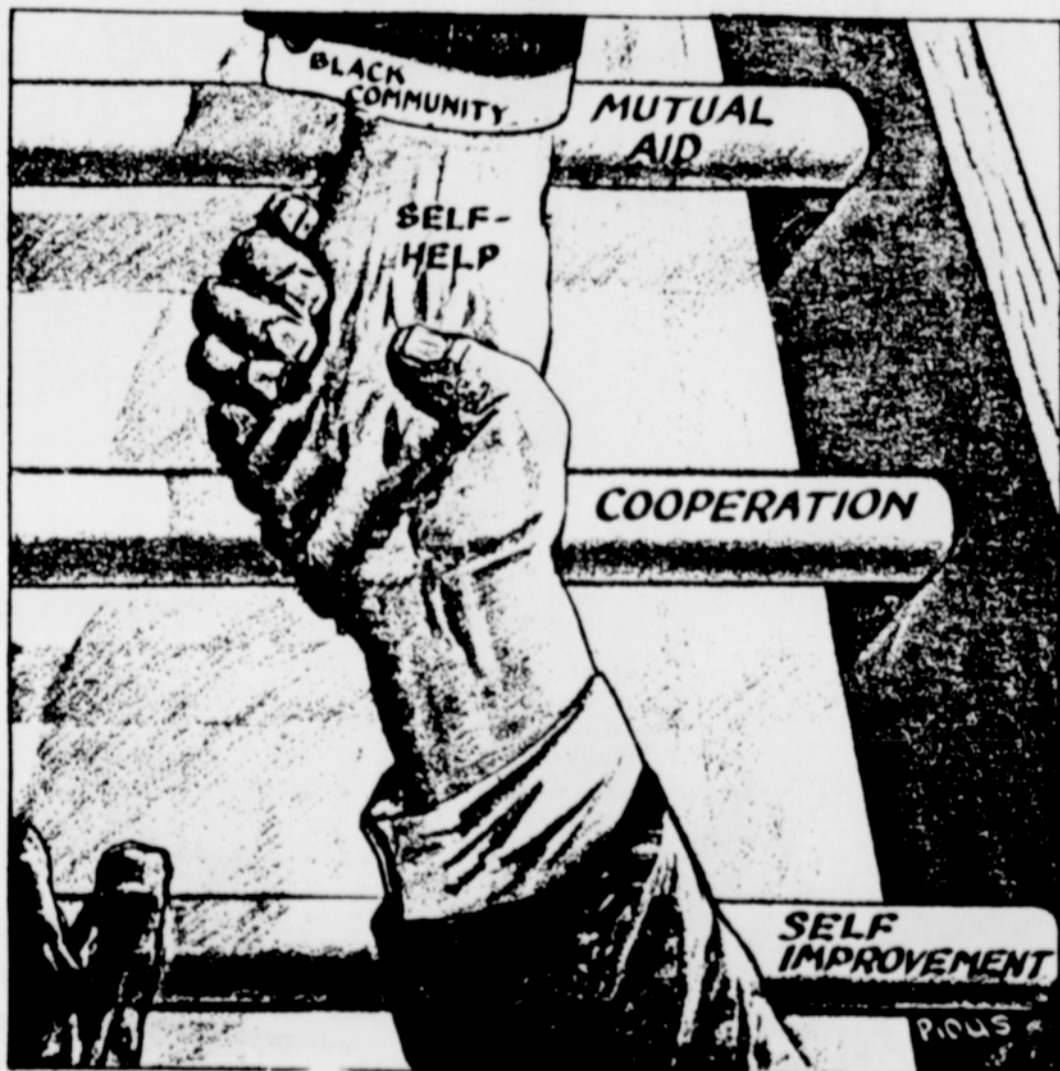
Dear Editor:

Please accept my most sincere thanks for your support for this year's Fifth Annual National Council for Black Studies Pacific Northwest Region X Conference. The conference was an overwhelming success. An estimated five hundred individuals, including scholars, community and business leaders, and students, participated in the three day program. From the responses that we have received, the conference was both memorable and historically significant. The conference had a profound impact on the Portland metropolitan area as well as the Pacific Northwest region. The success of the conference once again is evidences of the fact that the Portland State University Department of Black Studies is one of the leading centers of African and African-American scholarship.

Again, thank you for making the conference an overwhelming success. I look forward to your continued support and good will.

Sincerely,
Dr. William A. Little,
Conference Coordinator and
Vice President, Pacific Northwest Region
National Council for Black Studies

TO BUILD A BETTER BLACK COMMUNITY.



"Retreat From Equality"

Along the Color Line by Dr. Manning Marable

Prominent Black neoconservatives like Thomas Sowell, Glen Loury and Clarence Pendleton frequently assert that the Reagan administration is sincerely committed to the goal of racial equality. They insist that the President shares Martin Luther King, Jr.'s, ideal of a "color blind" society. But what they don't say is that the phrase "color blind" has two distinctly different meanings. For King, "color blind" meant transcending the barriers of legal and de facto racial segregation. For the Reaganites, it means hypocritical rhetoric which favors racial equality as a social end, while simultaneously doing everything possible to bury the interests of Black Americans within the political arena. "Color blind" under the era of Reaganism means a public policy "invisibility" for Afro-Americans.

Examples are all too numerous. Several years ago, for instance, the Reagan administration made the decision to curtail if not totally eliminate the compilation of data on the participation of racial minorities in the job market, in housing and education. According to the publication *Black Issues in Higher Education*, the U.S. Education Department's Office of Civil Rights has been ordered to reduce its surveys on school desegregation all over the country. In 1982, there were over 5,000 elementary and secondary school systems which were studied for overall racial balance. Two years later, the number of departmental desegregation studies dropped to 3,500. Black Congressman Major R. Owens states that the Reagan administration, through the Office of Management and Budget, has tried to "do away with information it doesn't like under the guise of reducing paperwork and the burden of citizens of filling out federal forms." Other vocal critics have insisted that Reagan's fierce opposition of racial numerical goals in affirmative action policies has sparked the movement to eliminate the collection of all

racially-based information.

Several weeks ago, President Reagan declared that he was unsure whether to dismantle the executive order issued in 1965 which requires many Federal contractors to set numerical goals for hiring Blacks, Hispanics, women and other minorities. First, the President resorted to lying about his own racist political record: "I was doing things about civil rights before there was such a program." Later, Reagan twisted the meaning of equality for Blacks: "I think that we must have a color blind society. Things must be done for people neither because of nor in spite of any differences between us in race, ethnic origin or religion." Reagan's argument is reinforced by those right-wing intellectuals and bureaucratic hacks who supervise national civil rights policy.

The difficulties of the Reaganite position are spelled out by Mary Frances Berry, a member of the U.S. Commission on Civil Rights. "Civil rights laws were not passed to give civil rights protection to all Americans," but rather out of a recognition that "some Americans already had protection because they belonged to a favored group," while minorities and women were confined to "disadvantaged groups," states Berry. In other words, if one is "color blind" to the historical legacy of racism, or to the particularity of oppression suffered by Blacks and other minorities, no policies can ever be developed which recognize their specific problems. If no data is collected on the socioeconomic, educational and political status of Afro-Americans, how can their progress or losses be measured?

By pretending to be "color blind," the President and his functionaries are leading a massive retreat from equality. Blacks and their allies must continue to press for their rights, understanding that no viable path to equality exists without affirmative action and race-conscious policies.

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



Healthwatch

by Steven Bailey N.D.

by Cheryl Smalley, N.D.

Many people have certainly heard the phrase, "you are what you eat". Every day clearer links are seen between our health and our diet. Heart and blood problems, like high blood pressure and angina, diseases like diabetes and hypoglycemia, which relate to the body's ability to handle sugar, and many other common ailments are being tied by researchers to what we eat.

The diet eaten in advanced countries, like the United States, has a total fat content of 40-50 percent of the total calorie intake. It is also very high in refined carbohydrates, like sugar and white flour. Researchers have found that in poorer countries, where people often eat less than 20 percent of their calories in fat, and eat more unrefined carbohydrates (whole grains, beans, fruits, and starchy vegetables), these diseases are rarely found. Countries that fall in between in diet habits also fall in between in disease rates. High fats and refined carbohydrates mean more degenerative diseases.

The kind of fat does not seem to matter as much as the total amount. While saturated fats (like margarine, butter, and meat fat) are considered to be more damaging than liquid vegetable oils, it's the total amount of fats of all kinds that counts. The more fat, the more disease symptoms.

Besides fat, nearly all animal foods

contain another harmful substance — cholesterol. The body needs some cholesterol, but is able to produce enough to meet its needs without taking in **any** in the diet. Extra cholesterol is stored in the blood and body tissues. When there are high levels of it in the blood, the excess stored cholesterol can lead to the development of sores or abscesses, called "plaques", on the blood vessel walls. This is what is known as "atherosclerosis".

On the standard American high fat diet these plaques start to form in very young people. They gradually build up and cause a narrowing of the blood vessels. This narrowing reduces the amount of blood and oxygen being circulated to the body. In time the heart tries to compensate by raising the blood pressure more and more. This is one of the important causes of high blood pressure, or **hypertension**.

When the vessels that supply blood to the heart itself become narrowed enough or blocked, then any extra demands on the heart (such as physical strain, emotional stress, or even a fatty meal) can cause the terrible pain of **angina**. Eventually the loss of oxygen to the heart can lead to heart attack.

Many studies have shown that a diet in which fat and cholesterol are sharply reduced can reverse the plaque forming process, and can reduce or even eliminate the symptoms caused by blood vessel damage. For the diet to work

well, refined carbohydrates and salt should be reduced, too, since these have bad effects on blood fat levels and water retention.

The same kind of diet has been seen to help prevent or reverse other disease processes as well, such as diabetes or hypoglycemia, and certain arthritic conditions. Some cancers, such as colon and breast cancer, have also been linked to high fat in the diet.

There are many benefits to look forward to on a low fat diet. Every member of your family — from the youngest child on up — will enjoy better health. And children who develop low fat eating habits can look forward to more disease free adult years. Prevention is always easier than cure.

One unexpected advantage of a low fat diet is that, even though you increase the unrefined carbohydrates in your diet (the whole grains potatoes, beans, and fruits), you will not gain weight, and if you are overweight, this diet is a great way to reduce while eating satisfying quantities.

Some books to give you more guidance on how to change your own diet are: *Fit or Fat* by Covert Bailey, *The Pritikin Diet* by Nathan Pritikin, and *The McDougal Plan* by John McDougal. In a later column I will talk about the role of exercise in fat and sugar metabolism, and practical approaches to changing your diet.

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