



Prof. McKinley Burt

PERSPECTIVES

By Professor McKinley Burt

phy, history, biology, chemistry and health science. Could there be any less?

It should be emphasized here that successful operation in any field results from a practice of the particular art within a formal frame of reference whose context specifies objectives and the methodology for achieving them. We have taken the liberty here of reprinting

the introductory page of the book, *Partners For Success: Business and Education* (National Association of Schools of Excellence). Can you imagine teachers who have failed the "California Basic Educational Skills Test" being employed to deliver an educational product in such an environment of excellence?

Excellent Is As Excellent Does

Well, chalk it up to progress, growing enlightenment, consumer awareness, or whatever -- 99 percent of our readership agreed with last week's rather harsh indictment of a conclusion reached by an Oregon legislature task force on 'Minority Teacher Standards': "Oregon should scrap a basic skills test for teachers." We were equally critical of the implications contained in their statement that "teacher training schools are looking for 'other' ways to assess a teacher's basic skills..." Can there be a more vital criterion than a basic competence in the lingua franca of a nation?

I wrote here last year of the type of training my mother and aunt received when they attended Teacher's College seventy years ago (normal schools). At that time, graduation from one of these institutions assured one (or pupils/parents) that he or she could teach or design a curriculum with the confidence that a recipient of such instruction would indeed attain "cultural literacy" and mathematical proficiency. There was no doubt at all but that the affected student body would be able to effectively interface with their world: grammar, syntax, math, general science, literature, social studies, geogra-

Introduction: Our Kids Are Learning

The "Partners for Success: Business and Education" conference brought together a cadre of 22 principals who clearly demonstrated that ALL CHILDREN CAN LEARN. Their success stories tell of leadership and team effort turning barriers of poverty into doors of opportunity.

You who take advantage of these examples will learn the common links between high expectations, setting examples, enhancing skills, and academic success. You will learn the importance of considerate behavior, safe and attractive buildings and grounds, appropriate teaching materials and methods, group decision making, homework, and providing at-risk students with adequate communication skills, and personal support.

You will learn about the principal who carried a cordless telephone and calls parents when he witnesses students striving and succeeding.

You will learn about the public school that adopted private school uniforms to enhance school pride and student self-esteem. Other schools in

that district switched to uniforms the following year.

You will discover innovation that defied tradition, confounded, intransigence, and circumvented bureaucracy. You will come to understand methods used to achieve, academically and behaviorally, under the most trying circumstances and acquire effective tools that attract parental participation, teaching excellence, and enthusiastic student accomplishments.

You will learn this is not a racial issue. Those who tell their stories effectively teach Asian, Hispanic, Haitian, Puerto Rico, Native American, African American, and poor white students.

You will learn the truly dedicated have the courage to expand on routine procedures and encourage innovations -- even resorting on occasion to friendly coercion, if that is what it takes to accomplish their common mission.

Each practices a singular brand of super salesmanship that effectively sell academic success.

New Program Helps Chemically Dependent

Residents of the Portland/Vancouver Metro Area will soon have an alternative, free, self-help program for chemical dependency, Rational Recovery (RR). RR, based on the rational-emotive therapy RET of Albert Ellis, Ph.D., is based on abstinence and self-reliance. A nationwide network of recovery groups is being developed by Rational Recovery Systems, a coalition of professional people who volunteer their time to this humanistic recovery program.

On July 11, 1990, the California-based RRS Director, Jack Trimpey, LCSW, will arrive in this area to explain the program through media outreach plus an evening lecture and a daytime workshop, and to assist in organizing subsequent support groups. Jerry Griffiee, local coordinator, is working closely with Mr. Trimpey to bring this program to our region.

"There is a desperate need in America for a self-help program that is based on down-to-earth concepts of self-control, self-worth, and complete recovery. We know that human beings are quite capable of learning to abstain from alcohol and drugs without forming new dependencies or submitting to higher powers or

authorities," Trimpey says. "Rational Recovery offers a no-higher-power approach that is independent from one's religious beliefs or the lack of them. Recovery means learning to say 'no' and make it stick year after year, but this is not nearly as hard as it is usually made out to be. Our program provides the information that is so important in learning how to resist the temptation to drink. Then, members learn how to avoid negative emotions like anxiety, depression and anger that often lead to relapse." In RR, one is expected to eventually leave the group when recovery is complete. "Traditional programs seem to encourage endless dependency on the recovery group. We are here to help people kick the recovery habit when they have been sober for a long time and life is going reasonably well."

The lecture will be held at 7-9:30 PM on July 12. The workshop will be held at 9-11:30 AM on July 13. Both events will be held at Room 1075 at Emanuel Hospital, located at 2801 No. Gantenbein.

Both are free and open to professionals and lay people. For further information you may call Jerry Griffiee (206) 256-2170 or Pat Burnet (206) 835-3642.



Brandeis University Fights

to Keep Minority Students in College

A national attack against the problem of college minority student dropouts will be launched this month by Brandeis University at six demonstration sites throughout the country. "Higher Ground," to be funded by The Pew Charitable Trusts and The Ford Foundation, and coordinated by Brandeis' Center for Human Resources, will serve at least 130 low-income students at each site during the next four years.

Half of all minorities fail to graduate from college, according to William M. Bloomfield, director of the project and a senior research associate at Brandeis. Only one in seven blacks and one in ten Hispanics is likely to complete college four years after graduating from high school, he said.

Higher Ground is designed to help students complete college and begin a career by providing academic and career counseling, and incentives. Year-round activities include:

- An intensive summer orientation to college life
- On-going relationships with adult mentors from business and the college community
- Career-focused work experience that cultivates skill development, affiliations

- and contacts
- Academic skill development
- Family outreach and involvement
- Career exploration and goal setting

"Targeted academic and career-oriented services can make the difference between dropping out and staying on for minority youth who have made it to college," said Stuart H. Altman, Dean of Brandeis' Heller Graduate School for Advanced Studies in Social Welfare under which the Center for Human Resources operates. "This will be the focus for Higher Ground."

The project builds upon "Career Beginnings," a 22-site high school-to-college-and-career transition program. Created by Brandeis in 1986, Career Beginnings has helped more than 10,000 promising minority and disadvantaged high school students who might not otherwise have done so to prepare for college or a career.

Six of the 22 Career Beginnings sites have been selected for the Higher Ground Program: Bronx Community College, The Bronx, New York; California State University, Bakersfield; Hartford Consortium of Colleges, Hartford, Conn.; Indiana University N.W., Gary, Ind; and the University of Ten-

nessee, Chattanooga.

"College entry represents only the first step toward wider opportunity; persistence through college graduation means confronting more formidable hurdles," said Bloomfield.

"College life is often very different from what these students expected, and the task of adjustment is often more than they can handle on their own, he added.

Bloomfield cites labor Department statistics which note that more than half of all new jobs created between now and the year 2000 will require some education beyond high school, and almost one third of those will be filled by college graduates. Minority youth without a post-high school education are likely to fall farther and farther behind, he said.

Many colleges are now recruiting minority students from below the top 10 percent of their class in an effort toward greater inclusiveness in their admissions policy, according to Bloomfield. "This is an important step, but without some additional assistance these students are at substantial risk of dropping out before graduation," he said.

Mandela's Visit Renews Commitment

Nelson Mandela's visit to the United States has renewed U.S. commitments to economic sanctions against South Africa, according to a United Methodist long involved in the sanctions campaign.

"I believe the church community is going to intensify its effort to walk the final mile with him to freedom," said Tim Smith, director of the Interfaith Center on Corporate Responsibility (ICCR), part of the National Council of Churches.

In the past few years, pressure from the religious community and anti-apartheid groups has convinced more than 180 U.S. companies -- including Mobil, Kodak, Xerox, General Motors and Ford -- to withdraw assets from South Africa.

Forms of pressure have included

selling of stock, shareholder resolutions, selective purchasing by more than 50 cities and states, and the 1986 U.S. anti-apartheid act, which forbids companies to start any new business with South Africa.

For Smith, Mandela's visit here is partial fulfillment of a lifetime's work.

He became involved in the mid-1960s in the struggle for equality in South Africa, while still a student at Union Theological Seminary here. He visited South Africa twice -- in 1968 and 1970, when he accompanied two United Methodist missionaries, Tammy Hultman and Reid Kramer, who now run Africa News, a publication produced in Durham, N.C.

Their interviews with directors of U.S. companies in South Africa occurred at a time when the idea of pres-

suring such companies as a means of social change began to take root.

In 1968, for example, the Women's Division of the United Methodist Board of Global Ministries pulled \$10 million from Citibank because of its South African ties, he said. The first shareholder resolution was created by the Episcopal Church in 1971 against General Motors.

During the 1970s, as a staff member, first for the United Church of Christ, and later for the ICCR, Smith helped lead the campaign to pressure banks to stop new loans to South Africa.

Real pressure on corporations began in the 1980s, he said, "when very large institutional investors began to debate whether to sell their stock" in businesses dealing with South Africa.

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