

WHERE WE STAND

General Powell Remembers His Education
The Unwritten American Bargain

I graduated from Morris High School on Boston Road in the Bronx when I was 16. My parents expected me to do better than they had done. And I valued my parents' opinion so highly that there was no question in my mind. I was going to college. And where to go to college was not an issue either. I was accepted at New York University and at the City College of New York. But NYU cost \$750 a year, and CCNY cost \$10-no contest of a poor boy from the South Bronx.

I didn't do exceptionally well at CCNY-or at least, I didn't think so at the time, I passed with straight C's and graduated only because of my superior grades in ROTC, the reserve Officer Training Corps. It took me four and one-half years, one summer session and a change of academic major-plus straight A's in ROTC,-but I did graduate.

My CCNY graduating class went off in a thousand and one directions, as do all classes. Many people went the same way I did, into the Army. The Army was exciting: It promised adventure, it was a way to serve and most of all it was a job. For me it turned out to be a maturing process also.

Between the ages of 16 and 33, something happened to me because later, when I went to George Washington University and got my master's degree, I made an A in every course except one, in which I made a B. I believe the difference was a matter of growing up, the sense of responsibility the Army has given me, a few years of war and perhaps a wife and two children.

Soon after entering the Army, I discovered how important CCNY had been. I was serving with West Pointers and with other ROTC graduates who had the benefit of having attended some fairly prestigious universities. But I found out that the education my fellow ROTC cadets and I had received at CCNY was a great one, notwithstanding my own failure to drink as deeply from it as I might have. In terms of our ability to write, to express ourselves, to reflect the skills and mental disciplines of a liberal arts education, to be knowledge-

able of our culture and our values, to know our history, we were equal to our contemporaries from any school in the nation. and for that I must thank the institution-the teachers and faculty of New York-including Public Schools 20 and 39, Junior High School 52, and Morris High School.

"My story is not very different from the stories of tens of thousands of our CCNY graduates who received the benefits of a great, free public education. Most of those people fit the same mold I did-kids from working-class immigrant families. Their parents had dreams and ambitions for their children-if not always the means to fulfill those dreams. And we lived in a city that believed in its obligation to educate its youth and to be the dream-maker of those parents.

It was sort of an unwritten but intuitively understood three-way bargain: a bargain among parents, kids, and schools. The parents were aware of it. The kids weren't so much aware but just sensed it through their parents. The school strove to hold to it. Entire neighborhoods were buoyed by it-how could they not be? Education was the way up.

Parents worked long hours, many of them at menial tasks. The kids were often latchkey boys and girls. There were so many "minorities" that none of us really thought of ourselves as being in a minority. An implicit trust in "the bargain" and in one another, person to person and person to institution, was undefined but nonetheless powerful, strong and abiding. After all, it was America. And America meant progress. There simply was no disputing that-you could get a black eye if you tried.

Looking back, I guess if I had to say what was the most important lesson I ever learned-and that's hard because there were several-my first inclination would be to say it is the imperative to drink very deeply at the foundation of



General Colin L. Powell, chairman of the Joint Chiefs of Staff, U.S. Department of Defense.

knowledge wherever, whenever, and in whatever guise that fountain might appear.

But looking more deeply, I believe there's a more vital thing to be learned. It's the obligation we all have to keep the fountain flowing, now and for future generations. The lesson is not simply to get the most we possibly can out of every one education we can get our hands on and never stop learning. That's very important, but there is more. We must ensure there is always a fountain to drink from and no obstacles to drinking.

We must ensure there is always some sort of bargain-a mutual promise concerning education-among the parents, schools, and children in our cities. This bargain is the single most important building block in your future. It will determine what America will be like in the 21st century. It will shape our future more dramatically than anything else we do.

I believe it was Henry Adams who said that the purpose of education is to increase the extent of our ignorance. That sounds a bit crazy until you give it some long hard thought. If Adams was right, maybe that's why my teachers at CCNY and elsewhere knew someday I would be sufficiently ignorant to look back and thank them. And sufficiently ignorant to want to protect the imperfect but beautiful process that made me that way."

Marine Corps Scholarship Foundation Launches Desert Storm Scholarship Fund

The 29-year-old Marine Corps Scholarship Foundation last week announced that it has established a college scholarship fund for the children of all Desert Storm casualties from the Army, Navy, Coast Guard, Air Force and Marines. Donations received will be used to set up a trust for children whose mothers and fathers have died or are missing in action in the Gulf. The trust will be set up through Fidelity

Investments. To date, 277 service people have been killed in the deployment of U.S. military forces in the Gulf region.

"The establishment of this fund is our way of assuring these youngsters that America appreciates the sacrifice that their mothers and fathers have made for their country," says Pete Haas, former Marine and president of the Marine Corps Scholarship Fund.

The trust will purchase zero-cou-

pon Treasury bonds that mature upon each child's graduation from high school. A zero-coupon Treasury bond is a government bond bought at a discount of the face value and redeemed at full value at maturity.

Since 1962, over 4,400 one-year scholarships totaling \$6.5 million have been awarded by the Foundation. In addition to its annual scholarship awards to the children of Marines and former Marines, the Marine Corps Scholarship foundation set up the Lebanon fund after the bombing of the Marine barracks in Beirut, Lebanon in 1983. That fund granted 113 scholarships, each in the amount of \$10,000 to the sons and daughters of Army, Navy and Marine service people who died in the bombing.

The Marine Corps Scholarship foundation was established in 1962 to encourage financially needy and deserving children of Marines and former Marines to obtain a college or vocational school education.

Contributions to the Desert Storm Fund can be sent to:

Marine Corps Scholarship Foundation, Inc.
Desert Storm Fund
P.O. Box 3008
Princeton, NJ 08543-3008

Senator McCoy Invites Citizens To Discuss Concerns

Senator McCoy invites the residents and businesses in Senate District 8 (House Districts 17 and 18) to join him to discuss issues that concern the people of the District.

Come with questions, concerns and/or solutions to issues that affect you. Your Senator in Salem needs to hear what is on your mind.

WHEN: Saturday, April 6, 1991.
TIME: 8:00 - 10:30 a.m.
PLACE: 2205 N. Lombard Street (Union Hall)



PERSPECTIVES

by Professor McKinley Burt

Blacks in Military: Part II

The readers will have to forgive me if I seem to skip around a bit on my dates in this series. Obviously, it might have been better to follow a straight time line from the ancient world of Africa and the Middle East Regions and come up to present times. But, as luck would have it, the famed African General Hannibal was prominent in the media-as well as the fact that Napoleon was mentioned in some quarters as having utilized that great African's strategies in his own campaign (implemented, interestingly, by a host of African generals).

Today, we revert again to antiquity, beginning with an Asian region and empire which is quite well-documented to have flourished thousands of years before Christ! We refer to INDIA and the black cultures there which reached such advanced heights long before Egypt, Ethiopia and the Sudan--in fact, the Ganges River is named after General Ganges of early Ethiopia who led an African expedition back to India to conquer marauding tribes who had invaded the birthplace of his ancestors.

These facts and others are more than adequately substantiated in reliable texts, in museums, and by ancient Greek historians. See "J.A. Rogers, Sex and Race, Vol. I", and his "Nature Knows No Color Line", as well as his "100 Amazing Facts About the Negro"...Anta Diop, "The African Origin of Civilization"; Godfrey Hig-

gins, "Anacalypsis"; Gerald Massey, "Book of the Beginnings"; Rashidi, "African Presence in Early Asia" (Journal of African Civilizations, Van Sertima). Also see W.B. Dubois.

In these accounts, as in the Field Museum of History, Chicago, you may see the photographs, busts, religious icons and other artifacts recovered from the Indus Valley--bringing an incredulous gasp as one views the African (Negroid) features of gods, warriors, and citizens from the ancient world now shown side by side, "Giant Olmec Heads from Central America (National Geographic, 1986, etc.)--"Ancient African Busts from Ghana, West Africa (Journal of African Civilizations)--and busts of the ancient Indian God, Buddha at the Angkor Temple (Rashidi, African Presence in Early Asia)." You will quickly see that ALL HAVE THE VERY SAME AFRICAN HAIR-DO, THICK NOSE AND LIPS, AND ALMOND EYES; several with corn rows and all! Of course, your Bible would tell you the same thing, "THE CUSHITES FROM THE EAST".

There is much, much more but not room to tell it. But, finally this week let us move several thousand years ahead of those African cultures in India to the 19th Dynasty in Egypt/Ethiopia, 1300-1200 B.C. Here we speak of two famed African generals and administrators whose exploits in that part of the Middle East bordering on today's Persian Gulf brought about a NEW WORLD ORDER in that era (see National Geographic Magazine for April). This is in the time of Moses!

"Sethos I (Seti I), to whom belongs a very impressive tomb in the Valley of

the Kings which completely dwarfs, as do several others, the tiny but more famous tomb of Tutankhamun, was a great fighter in western Asia. He especially had to contend with the Hittite Kingdom which was now seriously threatening Egyptian interests in Palestine and Syria. His son was the inevitable Ramesses II, ruling from about 1290 to 1225 BC who left his unmistakable mark all over Egypt. He was a grandiose builder in his own right (the great Hypostyle Hall at Karnak and the temple of Abu Simbel are owed to him), and even where he did not build he often superimposed his name upon existing monuments, usually cut indelibly deep and so easily recognizable. He lived to a very great age and is supposed to have fathered multitudes of children; his mummy is one of the best preserved in the Cairo Museum. He fought the Hittites on and off for twenty years, with a great battle at Kadesh on the Orontes that he celebrated in a gigantic relief on one of the walls of his mortuary temple on the West Bank at Thebes and upon other of his constructions. (His, by the way, is the fallen statue supposed to have inspired Shelley's poem about Ozymandias, King of Kings.) Finally Ramesses II made peace with the Hittites and the treaty is carved in hieroglyphs on a wall in the Karnak temple. The treaty gives northern Syria to the Hittites and Palestine to the Egyptians and expresses a fulsome regard for each other on the part of the two powers. Ramesses II married a Hittite princess."

Jordan, Paul, "Egypt the Black Land", N.Y., Phadon-Oxford, 1976

Effective Study Habits

The following time management strategies can be used to improve your study habits. Pick two or three to practice using. Once you've mastered those, choose a couple more.

1. Study difficult or boring subjects first! If a particular subject is hard or puts you to sleep, tackle it first while you are fresh.

2. Be aware of your best time of day! Many people learn best in the daylight hours. Observe yourself to find out if this is true for you. If it is, schedule study time during the day. If not, find out what time is best.

3. Use your waiting time effectively! Ten minutes waiting on a bus or 5 minutes between classes can add up. Have short study tasks written on 3 x 5 cards, e.g. formulas or definitions, and pull them out to study while waiting.

4. Use a regular study area! When you use the same place to study, day after day, your body and mind become trained. It should help you focus your concentrations more quickly.

5. Don't get too comfortable! Easy chairs, the bed, or a sofa are dangerous places to study. If too comfortable, your body may be getting the message

"time to sleep" rather than "time to study."

6. Avoid noise distractions! Don't study in front of the TV. If you really are certain you study better with music, make sure you select a kind that doesn't interfere with your concentration.

7. Avoid the phone! The telephone is a perfect interrupter, you don't have to be a telephone victim. Just say, "I can't talk, I'm studying." It almost always works!

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Reinvestments in the Community

Drugs and the "White Devil" Theory

By Vickie Huges

I recently read an article titled, "Drugs and the 'White Devil' Theory" by Howard Kurtz (Washington Post-1990). The article stated that many blacks believe that white higher officials are allowing drugs to enter and destroy our black communities. There is no way that we can ever prove this belief. It is true that drugs are being brought into the country and are reaching our black communities but we cannot ignore the fact that the drugs are reaching other communities as well. We are all aware of the fact that drugs have affected many people, not just blacks. There are several statistics to back up this fact.

If whites were plotting to use drugs as a way to eliminate and destroy us, why would they allow so many of their own to get caught up in the destruction? I'm sure that they can think of better ways to destroy us without killing off their own. Many of us feel that whites own and control this country. If whites have that much power over us, wouldn't it be easier for them to ship us to Africa if they are thinking up ways to get rid of us?

In my opinion, the Drugs and the "White Devil" Theory is ridiculous. To sell, buy, or use drugs is a matter of personal choice. You either want to get involved with drugs or you don't. If drugs are within reach, you can decide to resist temptations or accept it. No one can force you to do anything you don't want to do.

If we are going to blame whites for the drug problems in our communities, how are we going to explain

the black drug dealers who are selling drugs to those in our black communities? Are we going to say that whites are making them do this? The true issue here is choice, not power! As referenced in Howard Kurtz's article, drugs are a major problem in many cities run by black politicians, with black police chiefs. If whites are trying to destroy us, these prominent black figures should be able to stop them. After all, they are in powerful

It is useless to try to put all of the blame on others. That's the easy way out! Why not redirect our thoughts to the solutions of the destruction of our neighborhoods rather than the hypothesized causes of the problems. The question should not be how did these drugs get into our communities, but rather, how do we as a people keep them out or if they get into our communities what can we do to help people resist them. Although drugs have become a problem among all nationalities, let's focus on the low income black neighborhoods for a moment. Many of the people living in these neighborhoods have low self-esteem, believe that they are supposed to stay poor, and decide to sell or use drugs as the easy way out of their misery. We must unite as a people and communicate to the poor black communities that there are other ways, out, other avenues to get out of this predicament.

I feel that the first step we must take is to motivate our people to want to be the best that they can be. I grew up in a black middle class family environment. Some say that I had it easy. I feel that no matter how "easy" a person has

it while growing up, he/she may not be successful in life without the inner motivation to want to succeed. I do believe that many of my peers who are products of "black middle class" families had it too easy. Parents of these children gave them everything. Now, some of these children have fallen by the wayside because they never developed the motivation to succeed on their own. Things were handed to them on a silver platter; they had it too easy. On the other hand, I've seen so many individuals come out of poor black communities with inner motivation and high self-esteem who have gone on to become bankers, plumbers, lawyers, electricians, doctors, janitors, educators (and the list goes on). These individuals developed the attitude that they wanted to do better than their parents did. They wanted to get out of the slumps they were in because they did not want to spend their entire lives this way. So see, there is hope for those in low income black communities.

We must teach our people how to get a proper education, how to seek avenues for financial aid, how to find a good job, and how to feel good about themselves. As my dad, who is an elementary school principal, once said, "Every child can learn. He/she must have the proper environment to do so." We are that environment! We must do what we can to foster learning and self-esteem. We must keep our people off drugs, off welfare, out of gangs, and off the streets. It is up to us to help our people. We owe it to our communities. Stop blaming others for the destruction of our people and let's get busy!



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