

EDITORIALS

The Portland Observer

perspectives

The Little Red Schoolhouse Takes On New Dimensions

BY PROFESSOR MCKINLEY BURT
Even the legislation and other initiatives being advanced in hope of slowing the erosion of our education system take on new shapes and forms before our very eyes. A circuit judge has agreed with the Gresham Executive Club: The Nov. 9 Sales tax Amendment is really "four separate amendments" and therefore is unconstitutional. Will this ruling be set aside in time?
Neither children or the economy of our state will be well-served if these legal wranglings are born of a situation so aptly described by Shakespeare, "What a tangled web we weave, when first we try to deceive." Can it be that the architects of the 'bill to save Oregon schools' were fully aware that Article 17, Section 1 of the

Oregon Constitution requires that when two or more amendments are submitted to voters, "each amendment shall be voted on separately." And, in consequence, the bill might never make the Nov. ballot.
Those 'populist' inclined legislators who did not want a sales tax under any circumstances, but who wanted to remain in good standing with their education-minded constituency, could now say, "sorry about that, we tried, but we blew it." A last minute decision to split the bill into four separate measures would be disastrous. Suppose the voters reject the sales tax and lottery section and then vote for the property tax limit and the state spending cut. Can Governor Roberts send this whole mess back to a spineless legislature before election

time? Other 'altered states' loom before us. The Associated Press reports that the House has overwhelmingly voted in favor of President Clinton's \$420 million School Improvement Plan, which would establish 'voluntary national teaching standards.' If you read my article last spring which analyzed C-SPAN coverage of Clinton's "Education Summit", you should not be surprised to find this legislative product as nebulous and uncertain as is the "Health Plan" at this point.
Try to imagine, if you can, fifty to seventy five people sitting around a huge square of conjoined tables with the president, at one, hip shooting questions and one-liners to this panel of top educators, administrators and

governors of their respective states. Clinton loves the "consensus" approach to decision-making or designing structures, and certainly it makes him look good, knowledgeable and "on top of it." This process is a politician's dream when properly staged. Both Pres' and the Missus are pretty good at it but problems do arise.
How would you like to spend a half a lifetime or more becoming a demonstrated expert in your profession, and then, at a summit said to be the most important education conclave of the century be given 15 minutes or so to make your input into this omnibus structure, "Goals 2000: Educate America Act."
You're not going to be around when lord-knows who sorts through three days of video tapes to determine

America's educational future. This surrealistic scenario reminded me of nothing so much as the time I was silly enough to take part in the local "Town Hall" program on T.V. Channel 2. And that is a format certain to bring about absolute frustration if one had any idea of making a meaningful input into a process with a structured objective--or any objective at all. As we're beginning to see now, the Clintonesque theatrical productions have the same theme, whether about education, health or the economy.
Understandably, the most disappointment among summit participants has been generated by the vagueness and the conventional rhetoric of the proposed legislation. It should be remembered that these people were among the best in their field, experts

in the profession who have built their reputations on clear and objective thinking. The "Goals 2000 Act" has little newground--or even 'firm' ground: Lots of "models...voluntary national standards" (how can a standard be 'standard' if it is "voluntary"? asks one educator.
Also the act provides 'broad criteria' for students in English, mathematics and other subjects and whether schools have qualified teachers and suitable textbooks. A national panel would approve the proposed standards and another would identify essential occupational skills and create a "voluntary" system of standards and certification for job training. Remember Humpty Dumpty and his similar pronouncement, "Things are what I say they are!"

HAITI IN CRISIS

Guy Malary, Minister of Justice in the transitional government of President Jean Bertrand Aristide, was murdered. This assassination was the latest in a series of acts of terror aimed at derailing the scheduled October 30 return of President Aristide. This latest act must be put into historical context.
Haitians were the only people to stand with the U.S. in our War for Independence. Haiti, the world's first independent Black republic, gained its own freedom in 1791. Yet we betrayed the country, intervened, occupied and exploited Haiti--its people and natural resources. After World War II, the U.S. used Haiti as a Cold War pawn. We armed and funded a corrupt business and military elite, supported the governments of both Papa and Baby Doc Duvalier--even though they brutalized their own people--as long as they were staunchly anti-communist. The Haitian crisis is 100 years old. Organized opposition forces drove out the Duvaliers in the 80's, but not the corrupt system. However, it was finally forced to hold democratic elections on December 16, 1990. The Bush administration supported the status quo candidate, but the poor rallied around Jean Bertrand Aristide, giving him 67 percent of their vote. Publicly, the Bush administration gave lip-service to democracy and Aristide's popular leadership and his economic program

to raise the minimum wage. Aristide was overthrown in a military coup on September 30, 1991.
The UN and U.S. responded with an ineffective economic boycott that hurt only the poor. Oil still flowed, assets of the rich remained available, and they were able to travel abroad. Conditions of poverty and brutality worsened for the poor. Thousands risked drowning at sea in rickety boats rather than endure more hardship in Haiti.
In December, 1991, Bush established a policy of intercepting Haitians at sea and declared them "economic" rather than "political" refugees--which denied them temporary asylum and returned them to Haiti without due process, a violation of international law. Candidate Clinton criticized Bush for this policy, calling it immoral, callous, cruel and unlawful. A week before assuming office, Clinton adopted Bush's policy, going to the Supreme Court to defend it.
Aristide called for the immediate replacement of the Army High Command. Lieutenant General Raoul Cedras, the Port-Au-Prince Chief of Police, Michel Francois; his immediate return; and the annulment of the fraudulent 1992 senate elections. The OAS-UN-U.S. legitimized the military government by making them equal players with Aristide during negotiations. In the Governor's Island, NY, agreement, signed by

Aristide under duress on July 3, 1993, the military, police and senate remained in place, sanctions were lifted, and the status quo of power was maintained in Haiti.
Haiti is linked to Somalia because of racism. African Americans have bled and died around the world for the interests of the majority population, yet the majority population wrestles with fighting and dying for Black people and their interests when their young men are held hostage and their dead are drug through the streets.
We have a national interest in Haiti because it's in our hemisphere. We have a democratic interest in establishing Haitian democracy. We have an economic interest in developing their economy. We have an oral interest in raising the living standard of Haitians, the poorest people in our hemisphere.
The United States helped to create the disorder in Haiti. The Clinton administration must develop the Backbone to apply its sound principles. President Clinton made a commitment to restore order and democracy to Haiti. It must be upheld. The Haitian military must be told, "This shall not stand." A UN oil embargo and freeze on assets will be restored. A complete blockade of Haiti must be put in place, and military intervention must not be ruled out.

Tell It To The Judge Scared Out Of His Shoes

by Judge Leslie Isaiah Gaines
"Open the cash register! Give me all of your money! I've got a gun!" That's what he told the senior-citizen-grandmother to do as she worked the cash register at the convenient store.
When he reached, she reached. She reached over in the corner, not for gun but for a broom. She grabbed that broom and beat him all the way out of the store.
The gun toting bandit ran so fast from the broom-wielding grandma that he ran out of his shoes.
The police were called to the scene and began to comb the area for the would-be-robbler. They followed his kicked off shoes to the back door of the church. They found him in the church, shaking and trembling with fear.

The evidence was not clear on whether he was hiding or praying. He may have been praying that somebody would stop grandma before she beat him to death with that broom.
More and more citizens are starting to fight back against robberies and other violent crimes. Some feel that they have been victimized to long.
I do not recommend that you take the law into your own hands. The person who is intent on violating your personal or property rights may be more violent and better armed than you are. You could suffer serious injury or even death while trying to physically resist a would-be-robbler, or mugger.
The advice from law enforce-

ment has always been to give up your purse or money without needlessly risking your life.
It just so happened that the would-be robber, in this case, was more stupid than violent. He was more drunk than dangerous. When he was arrested in the church, he didn't even have a gun.
I hope grandma beat some sense into that young man's head and the thought of robbery out of his mind.
Don't you try that. If you ever have to face a robber, it may be the real thing. Your life is worth more to your loved ones than the money.
Think About It.
Write:
Tell It To The Judge Leslie Isaiah Gaines
1000 Main Street, Room 270
Cincinnati, Ohio 45202

HELP FOR PARENTS

BY HARVEY L. RICE
History tells us that education is the means to obtain freedom from oppression. According to research history will repeat itself if you do not learn from history. Research and history tell us our child's school success is a goal of every parent. Both research and common sense tell us that children have higher school success when their parents are actively involved in their children's education and school.
Education of the child does not start with the school but with the "parent as first teacher" in the home. The parenting role contains many tasks, such as modeling and teaching our children critical thinking skills. Because children absorb more between 0-3 years of age perhaps the most essential skill necessary for successful parenting relationships is communication. Effective teaches pa-

tiently listen and accept the idea and feelings of their students. In turn, when they talk, the children listen. Unfortunately, many parents are poor communicators when they deal with their children. Children are not born with social skills, but they are born with a definite interest in people. Parents help children develop social skills by helping children learn to get along with others. Social skills are more manners. Very young children think only of themselves. With experience they learn how to be accepting of other's and their point of view. Parents as first teachers help children learn social skills by setting an example, by modeling, and by providing children with social experiences.
A child's world expands from parents and siblings significantly when they begin school. The next relationship that determines if your child succeeds is the relationship be-

tween the parent and the school. Remember the school districts and you are responsible for your child's safety from the time they leave home to the time they return home. This brings us to the questions: is the child walking to school, riding in a car with friends, riding a bike, riding on public buses or school bus? What ever method the child should know the behavior that is expected in detail and you should remind them using the broken record technique every Monday morning.
Next get to know your child's teachers. Let your child know that homework is important. Let your child know they can succeed. Read to and with your children every day. Find out how you can get involved in your child's school. If you haven't visited school, do it soon. You can make a big difference in your child's education now.

Send your letters to the Editor to:
PO Box 3137, Portland, OR, 972108

The Portland Observer
(USPS 959-680)
OREGON'S OLDEST AFRICAN AMERICAN PUBLICATION
Established in 1970 by Alfred L. Henderson
Joyce Washington
Publisher
The PORTLAND OBSERVER is located at
4747 NE Martin Luther King, Jr. Blvd.
Portland, Oregon 97211
503-288-0033 • Fax 288-9215
Deadline for all submitted materials:
Articles: Monday, 5:00 pm—Ads: Tuesday, noon
POSTMASTER: Send Address Changes to: Portland Observer, P.O.
Box 3137, Portland, OR 97208. Second class postage paid at Portland
Oregon.
The Portland Observer welcomes freelance submissions. Manuscripts
and photographs should be clearly labeled and will be returned if
accompanied by a self addressed envelope. All created design display ads
become the sole property of the newspaper and can not be used in other
publications or personal usage, without the written consent of the general
manager, unless the client has purchased the composition of such ad. ©
1993 THE PORTLAND OBSERVER. ALL RIGHTS RESERVED.
REPRODUCTION IN WHOLE OR IN PART WITHOUT PERMISSION IS
PROHIBITED.
Subscriptions: \$30.00 per year.
The Portland Observer--Oregon's Oldest African-American Publication--
is a member of the National Newspaper Association--Founded in 1885,
and The National Advertising Representative Amalgamated Publishers,
Inc., New York, NY, and The West Coast Black Publishers Association •
Serving Portland and Vancouver

SUBSCRIBE
The Portland Observer
THE PORTLAND
OBSERVER CAN BE SENT
DIRECTLY TO YOUR HOME
FOR ONLY \$30.00 PER
YEAR.
PLEASE FILL OUT,
ENCLOSE CHECK OR
MONEY ORDER,
AND MAIL TO:
SUBSCRIPTIONS
THE PORTLAND OBSERVER
PO Box 3137
PORTLAND, OREGON 97208
Name _____
Address _____
City, State _____
zip code _____
THANK YOU FOR READING
THE PORTLAND OBSERVER

Nation Of Islam

A young brother in our community had this to say, "No Justice Just Us! They say we young black teenagers are not suppose to live pass the age of 21, but everywhere I go I see intelligent black men. They say we all sell drugs and destroy our own race--but yet I have not seen a black-owned airline. Why must they exploit us every time we act ignorant on the avenue? Is the way we act the way our mothers want us to be seen on national television? Just because society wants to fry us to prove that we are sausages."
Written by Bigg Mitt--this young brother is a example of growing dissatisfaction in the youth. In Sept. 22, 1993 issue of this paper there was an article about teen suicide. It's heading was "Youth Suicide Reaches Record Levels In Oregon." That article showed, in my view, how unimportant and unattractive the civilization and education of this world care to the youth. Teen suicide, teen killings, teen crime and teen lack of respect for elders is a sad reality now. They are dissatisfied with the world.
God has made us dissatisfied with this world because he plans on bring-

ing in a new world through us. Change is necessary and change, most of the time, comes through the young. 2 Pac a rapper from Oakland, California, said that, "They say there is no hope in the youth, but there is no hope for the future." Spice 1, a rapper from Oakland, California, said, "I'll be damned if I'm broke and old pushing a shopping cart. The youth see much pain and suffering coming on the planet, and this makes them not want to accept the guidance or education of a falling world system. This is why Jesus said, "Suffer the little children to come unto me, and forbid them not; for such is the kingdom of God." The problem is that the governments, teachers and preachers of the world do not know the Jesus of the Resurrection which makes them unable to give the youth the guidance we need. We, Nation of Islam, have made the assertions for decades that the world has not known the true identity and teachings of the Jesus that is prophesied to come in the last days of this world system. If they (rulers) did they could recognize the supreme wisdom taught by the most Honored Elijah

Muhammad through the Hon. Louis Farrakhan. "Hath not God made foolish the wisdom of this world." Corinthians 1:20
All things must be made new. But without Supreme wisdom destruction societies will increase. "The great commotion of the government and people of America, the civil unrest, insurrection, mental excitement, and noisy confusion--there is no action that is being taken, nor can there be any action taken, that would bring the people to a better condition of civil action." Fall of America page 219.
The above quote is similar to the Biblical statement that, "We would have healed Babylon, but she is not healed." Why did Jesus say, "Suffer the little children to come unto me?" Because the youth have to tolerate and put up with the elders and leaders. For they will try to forbid them from a truth and wisdom that they are not familiar with. We always want to do His (God's) will, but we are not always prepared to receive His will. Our Savior Has Arrived. Page 195. Thank you for reading this. Your brother Elijah X.