

The Key To Liberty Can Be Found In The U.S. Constitution

BY OMARI KENYATTA, J.D.

It is absolutely intrinsic that you should read the U.S. Constitution. This should be done with the intent to understand the contents of this unique document. What you will find is that we have a form of government that is three dimensional by Constitutional design: The Executive, Judicial, and legislative. This form is the best that a country can have, and once you understand how this government operates, it will mystify and delight you.

The following is a paragon as to why you should read the U.S. Constitution. The U.S. went to the gold standard in 1933, and, in 1968, money backed by silver certificates, was withdrawn from the market. What happened in this case is that Congress violated the U.S. Constitution by turning over money coinage to the Federal Reserve banks and not having it backed by silver and gold. (See the coinage Act of 1792 which declares that gold and silver are to be the money of account of the United States.)

Take the case of Lewis vs. United States, 680 F. 2D 1239 (1982), The United States Court of Appeals, the Ninth Circuit. This court made the following ruling: "We conclude after examining the facts that the Federal Reserve Banks are not a part of the United States government. They are privately owned, locally controlled corporations. The General Accounting Office of the United State does not have jurisdiction over the Federal Reserve Banks. Therefore, this writer is of the opinion that your federal government should be in charge of

the coinage of money and to some private corporation which the American tax payers have no control over."

It should be understood by the readers of this journal that private corporations are in business to make money. However, if profit is the motive, you can be assured that their interests come first, and they have to keep their stockholders happy.

I am not against profit-making, because that's the "American way, and I believe in the free enterprise system; it's the best, bar none; but do not run over the tax payers' constitutional rights to private corporations.

Are you aware that inflation could be brought to an abrupt halt in America overnight if this country went back to the gold standard. take a look at what has happened since 1968. When the money that was backed by silver certificates was withdrawn from the market, inflation has continued to aggrandize year by year.

If we don't go back to the silver and gold certificates standard in this country, by the year 2001, according to projections of the U.S. Government figures, a of pound hamburger will sell for \$10.50 per pound, a simple dress that sells for \$60.00 in 1980 will sell for \$275.00 by the year 2001, and a house that costs \$75,000 in 1980 will have price tag on it that will be literally astounding at \$600,000.

In general, we should be able to cope quite well in such an economic climate. Salaries are expected to keep pace with the cost of living, easing the

press of inflation. For example, the secretarial job that paid \$11,000 per year in 1980 is expected to command a whopping salary of \$45,000 by the year 2001. A factory worker who made about \$25,000 in 1980 might expect to hold a similar job paying about \$98,000. A high School teacher, whose salary is around \$15,000 now, will be paid \$58,000. Of course there will be others who will do better or worse, depending on how much foresight they show in the choice of their careers.

You might ask what is the point the author is trying to make? It's as simple as this: There will be more poverty and jobs lost in the future if we don't go back to a monetary system that is backed up by silver and gold where by we can compete in the world markets. This should be kept in mind. If the U.S. currency went back on gold standards, your standard of living could not decrease; it would increase.

The moral of this story is that the next time you think of voting for a politician, try to find out where he or she understands the U.S. Constitution and particularly the Coinage Act of 1792, which declared gold and silver to be the money of account of the United States. Also find out if this person understands how Article 1, Section 10 of the U.S. affects the citizens of the state he or she represents.

If the elected officials do not properly understand this document, how are they going to properly represent your interests?

JAMES L. POSEY
A FEW WEEKS AGO MY DAUGHTER, A COLLEGE STUDENT IN ALABAMA, INFORMED ME THAT SHE GOT A "D" IN HER CALCULUS CLASS. SHE TRIED TO CHEER ME UP BY TALKING ABOUT HOW WELL SHE HAD DONE IN THE REST OF HER CLASSES. BUT SHE KNEW I WOULD NOT EASILY GET OVER THIS DISAPPOINTMENT.

I'm disappointed because I have this great sense that Black peoples' inability to deal with mathematics is killing us as surely as the rampaging use of crack cocaine. Our lack of understanding and appreciation for how it affects our daily lives is devastating. There is no question that African-Americans continue to receive second class education in all areas. But to continue to allow ourselves to be deficient in this critical, life-sustaining subject is nothing short of suicide.

Now you don't have to be a mathematical genius to see the hand writing on the walls. Math is the underlining foundation for nearly every activity in business life. So it's not so surprising, as it is tragic, that the numbers don't look good for Blacks in virtually every category. Just check out one of the few good works which lay out the numbers on Black life: the National Urban League's annual status report, "The State of Black America." This report illustrates, in most cases in simple arithmetic, the fact that African-Americans ain't doing so good.

In economic terms, we seem to have a particular problem with additions and multiplications; by default, we are inclined to accept subtractions and divisions. For example, over the last 10 years, Blacks, in comparison to whites and other minorities, have not gained in overall capital investments in areas such as real estate. Nor have we significantly multiplied our

earning capacity. Indeed, during this same period, we have lost ground in the numbers of Black corporate executives and in Blacks living above the poverty line.

Check out the state of Black education in Portland. Certainly I'm no expert, but it should be obvious that there is a direct connection between how extensively one uses math skills in their chosen career and personal life and how much money one earns. Try this. Visualize the area high schools and think about their specialize areas. For example, Benson is recognized in the technical areas, in electronics, medical careers, etc. From what I understand, Cleveland is a magnet school for business careers.

Now unless I'm mistaken, most Black youth attend the schools with a general curriculum or with emphasis on dance, entertainment or the arts. I know the schools must strive to maintain strong academic programs in all disciplines. However, in comparison to schools with strong math-based programs, the message is real clear that Blacks are not encouraged to focus on those areas. This situation has not changed since slavery. Even in schools where there is a strong emphasis on math-based disciplines, I'd be surprised if Black students represent significant numbers.

Not only are the higher paying jobs based on the use of math skills, they also have the best prospects for future long term employment. In other words, people who have good math skills can almost always get a job or be trained for a better one.

And its not just about jobs. The conditioning of Blacks to avoid competencies in mathematics is used to economically oppress and deny us opportunities all over the place. As Malcolm said, we've been had, hoodwinked and bamboozled. Blacks are subjected to all manner of fraud and manipulation by the numbers and in disproportion to the rest of the popu-

lation. That is why the Oregonian newspaper can write a glowing editorial about how well the Blazer Arena Project has done in using minority contractors and employees without actually checking out what's really behind the numbers. Who is likely to challenge the only daily paper in town, not to mention questioning the powerful Blazer organization? Surely, not those Blacks who are most adversely affected, in part because they are less likely to understand the convoluted statistics.

And speaking of newspapers, a few weeks ago, Angela Wilson at the Skanner chastised me for playing what she called the "numbers' game" in one of my articles about Black fronts. She inferred that it did not make any difference whether a business is 51% or 100%-owned by Blacks if neither is contributing back to the community. Well of course no one could argue against that assertion. I hope Angela will come to realize that this not a game, but it is about numbers. I hope she will take time to figure the link between the percentage of minority-owned businesses and their practices of contributing back. Here again, the numbers will speak for themselves.

Some Blacks don't have the necessary math background to formulate their own bids or to make the critical calculations to run their businesses. They become overly dependent on other groups who have the higher math abilities and other educational proficiency. This dependency makes it easy to justify fronting and all manner of compromising postures. Apply this interdependency to nearly every facet of Black life and realize the scope of the problem. Yes, it is about the numbers, both quantity and quality. Without them, we're dead.

James Posey is a small business owner with a background in social work and community activism.

Crime Stoppers

Case For The Week Of April 11, 1994: RAPE

The Beaverton Police Department, in cooperation with Crime Stoppers, is asking for your help in solving a rape case.

On Tuesday, March 22, 1994, at approximately noon, a 20-year-old white female was jogging southbound on SW 170th, from SW Merio, on the east side of the roadway, when a subject approached from behind and put his left hand over her face. The suspect then held a blued steel semi-automatic handgun to the victim's side and forced her into a nearby wooded area where he raped her.

The suspect is described as a white male, mid-20's, 5'8" tall, with a medium build, short dark brown hair, and two to three day's growth of beard. A composite drawing is available. At the time, the suspect was wearing a black baseball cap, black letterman type jacket, blue jeans, black tennis shoes, and had on a "Cool



Composite of rape suspect

Water type cologne.

Crime Stoppers is offering a cash reward of up to \$1,000 for information, reported to Crime Stoppers, that leads to an arrest in this case, or any unsolved felony crime, and you need not give your name. Call Crime Stoppers at (503)823-HELP.

St. Johns Parade Committee

The St. Johns Parade Committee is pleased to present the 32nd Annual St. Johns Parade Saturday, May 7th, from 12 noon to 2:00pm. Starting at N. Burr traveling west on N. Lombard thru downtown St. Johns turning right at N. New York and disbanding at N. St. Johns street next to St. Johns Park.

Please come and be a part of "Our Children Our Future".

In the Cities Third Largest Parade with lots of floats, bands, clowns, and the first appearance of 1994 Junior and Senior Rose Festival Court.

What: 32nd Annual St. Johns Parade

When: Saturday May 7th, Noon to 2:00pm

Where: Starting at N. Burr traveling west on N. Lombard

Theme: "Our Children Our Future"

Grand Marshall: Ray Lamb

One Stop Shopping For Energy

The Department of Energy now provides one-stop shopping for people who need information on energy efficiency and renewable energy technologies.

The newly-named Energy Efficiency and Renewable Energy Clearinghouse (ERC) now handles inquiries ranging from simple requests for fact sheets, videos, and brochures, to complex technical inquiries at one toll-free number, 1-800-523-2929.

The clearinghouse resulted from the consolidation of the Conservation and Renewable Energy Inquiry and Referral service (CAREIRS) and the National Appropriate Technology Assistance Service (NATAS).

Advertise In The Portland Observer

Feds Come To Portland Schools For A Look At The Future

A cell phone company run by high school students and a model of future schools already at work.... Portland has the jump on Clinton's education plans. A congressional hearing held on Thursday (April 7) showed what Portland is already doing to connect schools with careers of the future. How school-to-work programs move students from school to the adult workforce is the subject of the hearing at the Portland City Hall Council Chambers. Congressman Ron Wyden and representatives from Oregon's Department of Education,

Workforce Quality Council and local businesses discussed state efforts to create school-to-work programs.

Portland Public Schools presents two innovative programs: the Business Partnership strategy and Roosevelt Renaissance 2000.

Representatives from the U.S. departments of Education and Labor discussed new federal school-to-work legislation and how Portland (and other Oregon programs) fits into the administration's goals.

in the African-American Studies Section

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The Enduring Legacy of African-American Families



Andrew Billingsley, Ph.D.
Author of Black Families in White America
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