

## Oregon Education Process Said To Be In A "Daze" (Again), Part I

By Prof. McKinley Burt

This is not news to the good citizens of this state, that "time is running out for public education in Oregon." I've been making that point with ever increasing fervor, being the first to initiate that play on words, "School daze" vs "shool days" (see lead Oregonian editorial, Friday, 1/2/98).

It has been said that "imitation is the most sincere form of flattery", but it hardly seems likely that the local educational bureaucracy will apply that philosophy to innovative learning techniques demonstrated to produce important advances in the educational process. Politics, unions, personnel and testing (pupils, not teachers) seem to crowd "The Yellow Brick Road".

After all, some of these people are the geniuses whose level of acuity had attained that of "cargo cult" islanders when I became the first in the country to put on-line computer terminals in an elementary school classroom 32 years ago—relating to the eager students, that real-time world they would need their math and communication skills to manage effectively.

I intimated earlier here that teacher-testing could be as important as a regimen of student evaluation in a meaningful education process. And "it had soon better be", I advise a local administrator, a former 1970's student of mine at PSU—searching wherever for solutions. When he looked at his watch and popped a high blood pressure pill, I had my opportunity, "there are other things

to do before you "blow up schools", I told him. "Standard Tests" make sense, for both student and teacher—just like Standard Time Zones, standard Screw threads, width of railroad tracks, standard voltage for your electrical appliances, and standard formulas for medicines and pharmaceuticals like that pill you just took. He got the message "Quality Control."

In the past I've given some enlightening accounts of the high level of teacher training and preparation in earlier days in this country. Ever wonder how these Founding Fathers, early congressmen and newly freed slaves were so articulate, wrote so well. Starting this week we will provide a few key revelations. Maybe we've been going down hill ever since. 133, Massachusetts High School Law

1827 (Laws of Massachusetts, January session, 1827, ch. cxliii).

This is the first American law providing for the establishment of high schools. Note that its provisions are mandatory rather than merely permissive. The law was not adequately enforced, however, until Horace Mann assumed control of the Massachusetts Board of Education, in 1837. Even in 1840 there were only 18 high schools in the State; by 1860 the number had increased to over one hundred. See G.H. Martin, Evolution of the Massachusetts Public School System.

Be it enacted, That each town or district within this Commonwealth, containing fifty families, or householders, shall be provided with a teacher or teachers, of good morals, to instruct chil-

dren in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for such term of time as shall be equivalent to six months for one school in each year; and every town or householders, shall be provided with such teacher or teachers, for such term of time as shall be equivalent to eighteen months for one school in each year. In every city, town, or district, containing five hundred families, or householders shall be provided with such teacher or teachers for such term of time as shall be equivalent to twenty-four months, shall also be provided with a master of good morals, competent to instruct.

And in addition to the branches of learning aforesaid, in the history of the United States, bookkeeping by single entry, geometry, surveying, algebra; and shall employ such master to instruct a school in such city, town, or district, for the benefit of all the inhabitants thereof, at least ten months in each year, exclusive of vacations, in such convenient places, or alternately at such place in such city, town, or district, as said inhabitants, at their meeting in March, or April, annually, shall determine; and in every city, or town, and district, containing four thousand inhabitants, such master shall be competent in addition to all the foregoing branches, to instruct the Latin and Greek languages, history, rhetoric, and logic.

# SPORTS

## MILWAUKIE 98, PORTLAND 92

Glenn Robinson scored 26 points, including the final four of the game, as the Milwaukee Bucks snapped a six-game road losing streak with a 98-92 victory over the Portland Trail Blazers.

Ray Allen scored 17 points and Ervin Johnson had a season-high 17 and 11 rebounds for the Bucks, who won on the road for the first time since November 29th at Miami. Portland native Terrell Brandon added 16 points and tied a career-high with 15 assists.

Arvydas Sabonis netted a season-high 32 points for the Blazers, who had their four-game home winning streak snapped. Isaiah Rider contributed 17 points and Gary Trent 15.

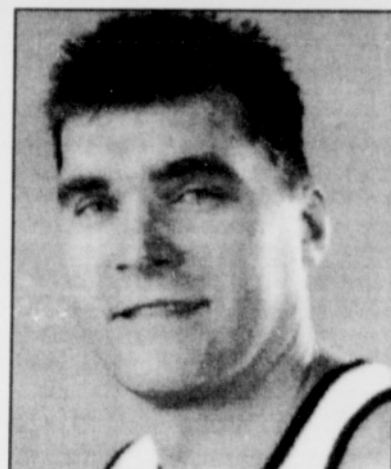
"It is very frustrating," Trent said. "There is so much (expletive) going on, stupid decisions by everyone.

We need to keep the turnovers down and hustle and that's what you need to do to win games."

Milwaukee took the lead for good late in the third quarter. Allen knocked down a jumper with 1:40 left for a 70-69 advantage, and Armon Gilliam followed with a jumper and a layup to give the Bucks a 74-69 lead entering the fourth quarter.

Johnson opened the period with a jumper for a seven-point lead. The Bucks eventually extended their lead to 11 points on a couple of occasions, the final time with five minutes to go when Brandon's jumper made it 89-78.

But Sabonis' layup with 2:24 ignited an 8-1 Portland run. After a layup by Alvin Williams capped it and brought the Trail Blazers within 94-92 with 37 seconds remaining,



Arvydas Sabonis who made a season high of 32 points.

Robinson nailed a fadeaway jumper over Sabonis along the baseline with 20 seconds to play. He added a pair of free throws six seconds later to complete the scoring.

## America Presents Signed Undefeated Monte Barrett

With its promotional basket already brimming with talented young heavyweights, America Presents added yet another bright young star with the signing of undefeated Monte Barrett to a long contract.

A former national Golden Gloves and PAL champion, the 26-year-old 6'3", 220-pound Barrett has rung up 13 straight victories since he turned professional in August of 1995. A slick boxer-puncher with devastating hand speed, Barrett scored nine of those victories by knock-out. Seven of his victims never made it past the first round.

"We are delighted to have Monte Barrett," said AP chief operating officer Dan Goossen, who has scheduled Barrett's debut under the America Presents' banner for Saturday night on Fox Sports Net TV in Chicago. "He's big, he's fast, he's bright, and he is New York. If there is a formula for future heavyweight champions, Barrett fits it."

Barrett is managed by Joe DeGuardia and trained by Al "Old Time" Davis and Jimmy Glenn, the

same team that guided Louis Del Valle to the WBA light-heavyweight championship.

"It's a big step for us," said

DeGuardia. "I never sign promotional agreements to go with them. It will be a great combination for Monte, a future heavyweight champion."

## Reflections On Black History Good Times in Chico

By Thomas C. Fleming

So far in my writings about Chico, Calif., the agricultural town where I lived from the age of 11 in 1919 until my graduation from high school in 1926, I have mainly focused on the difficulties of being part of a small Black minority in a White-dominated population.

But most of my memories of Chico are happy ones, and my story would not be complete without telling you about the good times I had, in a place where kids of all races had a lot of freedom to do what they wanted.

I met Henry Heriford, another young Black boy, the day after I got off the train in Chico. Mom brought me to the house of Granny Powers, who had invited a number of people over to meet the newest arrival to the

tiny Black community. Henry and I struck it off right away, and were together every day from then on.

Henry was a natural outdoorsman. He didn't care anything about school -- he dropped out after the fourth or fifth grade -- but he was a superb student of nature. He knew plant and animal life better than anyone I had ever met, and we formed a tight friendship that lasted until we both left Chico.

Henry began to teach me things like fishing, hunting and going to the creeks to watch tadpoles develop. He taught me about bluegills -- an excellent pan fish -- plus carp, suckers and catfish. When it became warm, Henry and I would go swimming, along with some other adoles-

cent youths, mostly White. I could not swim at all, but Henry furnished me some water wings, and I lost my fear of the water. When I saw him dive in, I dove in right behind him, using the dog paddle style at first, then doing the overhand stroke, as he did.

On occasion, Henry and I climbed to the foothills in search of Indian arrowheads, which we usually found. In early spring, poppies turned all open space in the California countryside into gold, as far as the eye could see.

Henry knew everyone in town, and one of his close friends was a White boy named Tommy Stewart, whose father owned a spread of land in which he had built a slaughter-

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## Do You Have Winter Depression?

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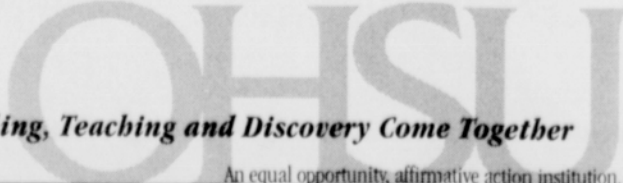
If you are interested, please call the Sleep and Mood Disorders Lab at OHSU:

(503) 494-1402

This project is under the direction of Dr. Alfred J. Lewy.

### Research Study Volunteers Needed

Do you feel down or sad in the winter, but not during the summer? If so, you may qualify for a three-week research study treating winter depression with melatonin, which naturally occurs in the body. This is followed up with two weeks of standard treatment with bright lights. (You may choose to keep the light fixture at the end of the study.) The study will involve five visits to Oregon Health Sciences University, with blood draws on three occasions.



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