

Occupy

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humored crowd carried signs signaling the issues causing most anger. Corporate tax avoidance, the Wall Street bailout and wealth inequality were the most common grievances – many expressed with humor. “If we can’t tax the rich, can we eat them?” said one sign. The Skanner News Video: Short video of protest A press release from organizers said: “This is in solidarity with Occupy Wall Street, where thousands have been staying near the Wall Street stock exchange to protest the corruption of Washington politicians, misdeeds of big banks, and the cancerous reign of corporate lobbyists.”

Also in evidence at the march were masks, such a mask that looks somewhat like surrealist artist Salvador Dali, and has been adopted by the hackers group Anonymous.

After meeting at the Waterfront, Occupy Portland protesters marched through the city center, stopped off at Pioneer Square, then came to rest at Chapman Square. About 600 committed Occupy Portland protesters spent the night in two parks near City Hall: Chapman Square and Lownsdale Square. This morning, Friday Oct. 7, both

squares were scheduled to host organizers for the Portland Marathon. Protesters decided to leave Lownsdale square, but attempted to remain in Chapman Square.

Police, protesters and marathon organizers agreed that protesters could remain in Chapman Square and would not disrupt the race, scheduled for Sunday. Two young men were arrested, Friday and charged with spray painting slogans on walks and a police vehicle.

The protesters are organizing as a grassroots movement with no chosen leaders. Everyone’s voice is equal, an organizer told KBOO radio. Decisions are made by consensus, meaning everyone has to

come to an agreement. Without loudspeakers, the crowd repeats every statement made so that everyone no matter how far from the speaker can hear. The next general meeting is scheduled for Friday at 7pm. If police allow the protesters to remain at Chapman Square the meeting will be held there. If not, it will proceed at Waterfront Park under the Burnside Bridge.

Organizers stressed that the protest is designed to be peaceful. If police ask protesters to leave Chapman Square, they say

Protests against wealth inequality spread from New York to cities across the country



Portland protesters occupy Pioneer Square.

they will not leave, but will allow police to remove them. Similar non-violent tactics were pioneered first by Ghandi and the independence movement in India seeking freedom from British colonial rule. Later the U.S. civil rights movement used non-violence tactics successfully. Several protesters carried signs quoting Dr. Martin Luther King Jr.

Van Jones, the former Obama advisor now working to create a left alternative to the Tea Party through the American Dream movement, says the Occupy Wall Street protests are the American Autumn, similar to the Arab Spring. Van Jones told Alternet: “... as the economic crisis gets worse — it ain’t gonna get better — the formal econo-

my is going to continue to contract. That means you’re going to have a lot of people suffering due to the economy. That’s going to create a need for a response. What are we going to do? How can we address the ways in which people are hurting — immediate needs? That’s going to be a driver of innovation, the economic crisis. People have to eat. People have to live indoors. People aren’t going to just lay down and die because Wall Street wants to hold up the economic recovery.”

Read the rest of this story online at www.theskanner.com



Ashbrook

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become weatherization technicians, 5 women this year became roofers, and 4 women this year became electrical apprentices – it really runs the gamut.



Joneetta Abraham, journey-level cement mason

These jobs are the pathway into the middle class for women who are not going to college.

TSN: What is your secret?

Ashbrook: I have an amazing team of folks at work to support the

women that come in our door.

TSN: How can women sign up for training?

“They are excellent representatives of the women that graduate of our class and of the role models and examples to come.”

--Connie Ashbrook

Ashbrook: Oct. 12 we are graduating our last class for this year, but we will have five more classes next year. This is the last one that is funded through stimulus dollars.

The stimulus dollars have meant the job training support services, career counseling and experiences, connections for women so that

they’re successful in their application process and the job once they got in the job. They knew what was expected of them, they could show their stuff, they knew the tools, they were strong, they could get the job done.

Thu Nov. 3 information session at PCC Metropolitan Workforce Training Center, 2-4 p.m., call to register 503-335-8200 x21 if they want to sign up for the classes next year.

For more information go to www.tradeswomen.net.



Jeanette Brown, laborer apprentice

Teaching

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“I wanted to create something to give teachers tools,” says Crews, who describes himself as an “activist for education.”

“I have a passion and desire to make a difference,” he says.

Crews has been a teacher for nine years but he has been working with kids since the fifth grade. He got a scholarship opportunity through the Portland Teachers Program and attended PSU. Crews served as Educational Chair of the NAACP college chapter at PSU at the time of the first Teaching With Purpose Conference.

Ten years after the first event, he sees the achievement gap as a persisting problem.

According to the Portland Tribune, says that Black and Native American students are lagging 20 to 40 percentage points behind their white counterparts in terms of meeting state benchmarks. The same article also notes that at the 10th grade level, 79.7 percent of white students meet standards as opposed to 42.3 percent of black students.

Crews says there are a number of reasons for the achievement gap, but one of his primary concerns is the lack of culturally rele-

vant curriculum, especially for African American students. He believes providing students with curriculum they can better relate to will help engage them with learning.

With the success of programs like in Arizona, where many students in the specialized Mexican studies program performed better in testing situations than their counterparts in the traditional system, there is evidence to back up Crews’ assertion.

He founded the non-profit, which he will be presenting during the workshops, to address this issue. Crews says the program provides culturally relevant education with an emphasis on history. It also offers teachers reading materials.

During the workshop, Crews wants to present Journey to Freedom as an example of how community members can get involved. He thinks this is essential because



Augusta Mann

it helps encourage students to do well.

Journey to Freedom has an interactive website that allows community members to become coaches.

“It’s first and foremost to encourage,” says Crews.

The site allows students to post book reports, essays and other academic work while community members can share positive comments and encourage the students to go further in their education.

Keeping with the theme of culturally relevant curriculum, the event will feature presenter Augusta Mann, who is known for her culturally centered workshops and programs for African American and other urban students.

Mann has worked in education since the 1960s. She has been a classroom and reading teacher as well as a staff developer in California, Illinois and New York. Mann

has also worked as a professional consultant for the National Urban Alliance.

Lastly, the conference will hold a screening of “GhettoPhysics”.

The film addresses the similarities between how pimps and the world’s power brokers manipulate society.

According to the film’s website, “From the corner offices of Wall Street to the inner sanctums of world governments, from the red light districts in the ghettos to the living rooms behind the white-picket fences on Main Street, game is happening. And if you don’t know it, the game is going to roll right over you.”

Crews sees this film as another tool to engage participants in the conference, especially community members who may be overwhelmed by specifics directed at educators.

He hopes educators and community members take what they learn at the conference and apply it in the classroom.

“These are tools,” says Crews. “It takes a master carpenter. All we’re providing are the tools.”