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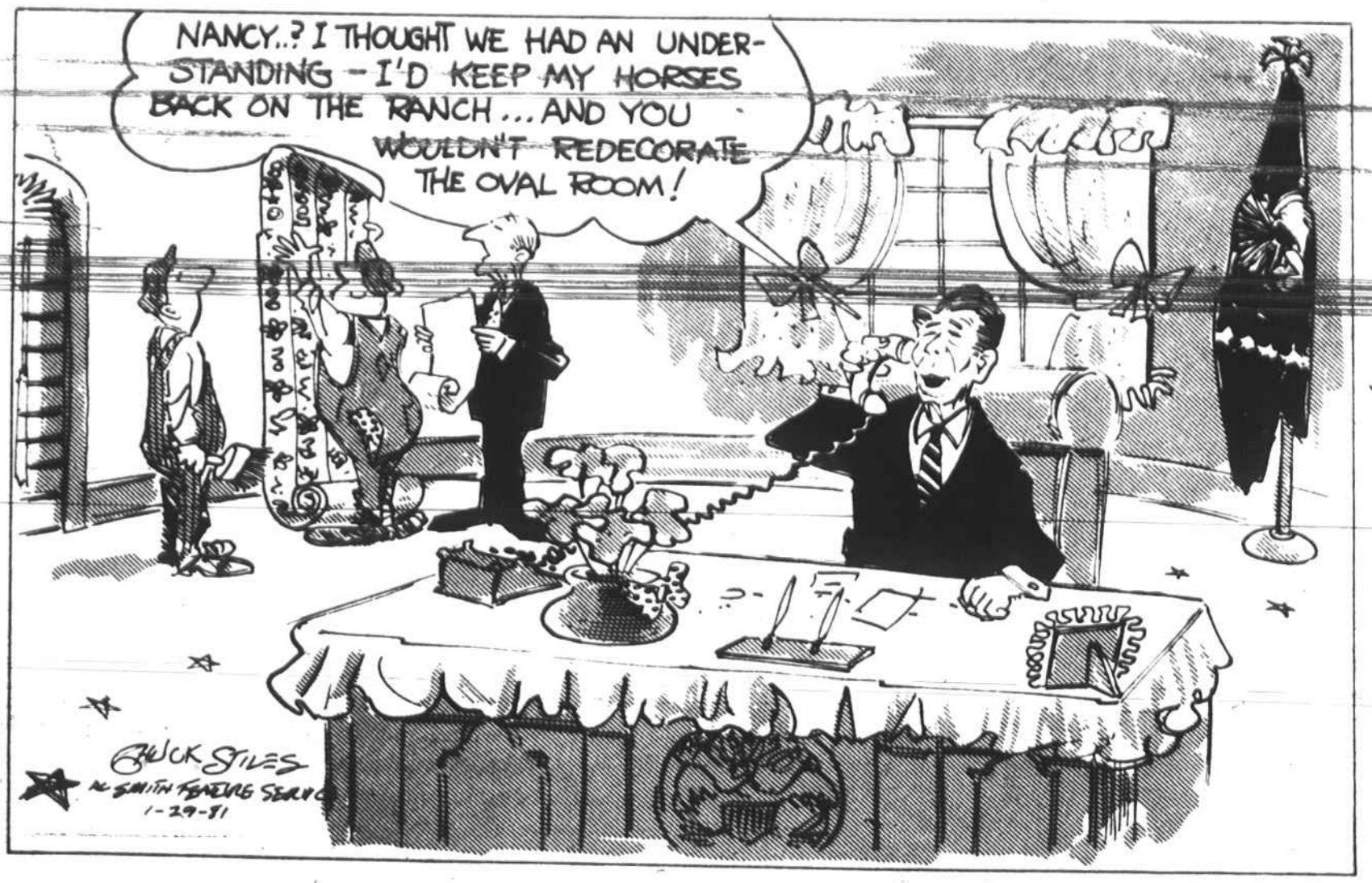


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By Clifton Graves

## US Reaps What CIA Sows

Lest I be misunderstood, let me state at the outset that I concur in the opinion that the seizure of the U.S. Embassy by the Iranian students was in violation of international law. Further, I do not condone any alleged mistreatment the so-called "hostages" endured. However, now that the 52 Americans have returned home and are reunited with their families, it is time to put the entire episode in its proper perspective ...

On last Sunday, Rev. Elder - the minister of my church, Middlefork Christian Church - preached a beautiful sermon on the subject, "You Reap What You Sow". Upon reflection, I felt that a more appropriate description of what transpired in Iran these past 450 days would be difficult to find.

For it should be clear to all of us by now that America was only reaping the seeds of Iranian anger that had been sown over the course of nearly a half-century of U.S. support for repressive Iranian governments. Specifically, the Iranians were venting their frustration over the U.S.' blind allegiance to Shah Muhammed Pavlavi - no doubt one of the most brutal dictators in world history!!

Personally, I feel we are indebted to the Iranians for forcing this country to face up to the errors of its past indiscretions in foreign policy. For were it not for the Iranian seizure of the embassy and holding of the "hostages", most Americans would still be ignorant of the following facts:

- 1) That in 1953 America's Central Intelligence Agency (CIA) helped depose Iran's democratically-elected, but anti-U.S. President, Muhammed Mossadegh, and replaced him with the more sympathetic Shah avlavi - whose father had earlier (1930's & 1940's) ruled from Iran's "Peacock Throne";
- 2) That in order to protect U.S. strategic (Iran borders the Soviet Union) and economic (oil) interests, six (6) Presidents - Eisenhower, Kennedy, Johnson, Nixon, Ford and Carter - gave the Shah "carte blanche" to the

U.S. treasury, enabling the Shah to build a sizable military arsenal as well as bolster his family's bank accounts;

3) that a large percentage of the Shah's "stolen" wealth was deposited in the coffers of David Rockefeller's Chase Manhattan Banks - which explains why Rockefeller and his buddy, Henry Kissinger, were so adamant about letting the Shah enter the U.S. after the Khomeini Revolution in 1980; and,

4) That in order to maintain "good relations" with the Shah, the American government literally closed its eyes to the blatant corruption and gross repression of the Pahlavi regime; and moreover, instructed the CIA and FBI to train SAVAK - the Shah's notorious secret police - which was primarily responsible for the torture and mutilation of hundreds of thousands of Iranians ... Clearly, America's hands were stained with the blood of Iran's people ...

Concededly, two wrongs do not make a right - but neither does one wrong. Yet, I suppose it is arguable whether the aforementioned "crimes of America" justified Iran's "crimes against America". No doubt Iranians and Americans will debate this point for years to come.

But the question before us is: Where do we go from here? For not only has the "hostage" situation enlightened us as to the subversion of U.S. - Iranian relations, but moreover, has called into question nearly 100 years of imperialistic foreign policy initiatives undertaken by this nation. Third world peoples in Africa, Asia, Latin and South America are all too familiar with the United State's Shah-like support for repressive regimes on their respective continents. In fact, at this very hour, billions of dollars of our tax monies are going to bolster the corrupt dictatorships of Augusto Pinochet in Chile, Ferdinand Marcos of the Philippines, Peter Botha of South Africa - as well as right-wing demagogues in El Salvador, South Korea, Zaire, and yes, Israel. All

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### William Raspberry

#### Low Income - Low Standards

Teachers of low-income children may be programming them for failure - stunting their intellectual development under the illusion that they are doing what is best for them.

The possibility is raised in a recently published study that looks at the differing assumptions, attitudes and teaching styles that teachers of low- and high-income students bring to their classrooms.

Behavior that teachers find quite acceptable in middle-class children is often described as disruptive in low-income children, the study found, with the result that "discipline problems" occupy a disproportionate amount of the teachers' time and attention.

The report, published in the October, 1980, issue of Urban Education, is based on research done ten years ago by Mary R. Harvey.

Her findings call into question the common assumption that low-income children - particularly low-income black children - require additional structure in their formal education because their home environments tend to be unstructured.

Harvey, now with the National Center for the Study of Professions here, examined the teaching styles of second-grade teachers in eight Portland, Ore., schools. The differences she observed were striking.

"Teachers in low-income classrooms perceived their pupils as less capable and more in need of behavioral management and structured curriculum than did teachers in high-income classrooms," she found. "They developed highly structured, skills-oriented curricula and classroom routines characterized by strict rules of pupil conduct and high levels of teacher directiveness and control."

Most fascinating, however, were the differences in perceptions with regard to the children's physical behavior. Teachers in the low-income classrooms were far more likely to describe their pupils as "hyperactive," "too active," "unable to sit still," or "too mobile." These same teachers were far more likely than the teachers of upper-income children to describe their pupils

as emotionally immature or unable to cooperate.

In fact, the direct observations of Harvey and her research aides revealed hardly any differences in the physical behavior of the low-income and middle-class second graders.

The differences in the teachers' perceptions, however, seemed to lead to differences in their reactions to the self-same behavior. For instance, while low-income and high-income children were given similar amounts of positive and negative feedback (praise and discouragement), they were not praised or blamed for the same things.

"The picture that emerges," Harvey reports, "is one of teachers in high-income classrooms providing their students with clear and congruent information about what is appropriate and what is inappropriate in the classroom setting. Teachers in the low-income classrooms were giving positive feedback to pupils for neutral and inappropriate as well as for appropriate behaviors, blurring the distinction between these behaviors and giving encouragement to pupil behaviors which are predictive of future school failure."

"For example, observers noted frequent instances in which teachers in the low-income classrooms praised essentially nonattentive children for 'being quiet.' Similarly, instances were described in which children seeking to volunteer answers or information were criticized for their active enthusiasm and told by the teacher to 'sit down,' 'stop showing off,' or 'be quiet.'"

"Behaviors which were 'appropriate but active' seem to have been likely targets of teacher criticism in low-income classrooms, and behaviors which were 'inappropriate but passive' likely targets of teacher praise."

The low-income children, in short, were being taught to be passive, teacher-dependent and uncreative.

The reason, Harvey believes, is that both black and white teachers are taught - by teachers' colleges and by the society at large - to take a "clinical" approach toward low-income children, to "treat" them for their supposed cultural deficits.

"Nobody seems to have tested the kids-are-kids hypothesis," she said.

## To Be Equal

Vernon E. Jordan, Jr.

### The New Regionalism



The ongoing war between the states -- the Sunbelt vs. the Snowbelt -- got a boost several weeks ago when a draft report of a Presidential Commission leaked to the press with some controversial suggestions about shifting urban policies.

The report suggested that instead of trying to stem the decline of older industrial cities, the government ought to assist people to leave them and look for jobs and opportunities in the Sunbelt.

Cities grow and decline, the report implies, and you can't alter the process. But the drafters of that report overlook the reasons why cities grow and decline, and a major reason is federal policy.

After World War II the government embarked on a number of vast programs, ranging from road building to subsidized home mortgages, that encouraged the flow of people and jobs out of central cities.

So it is absurd to simply assume that the decline of major industrial cities is the unhampered result of market forces alone. Nor can we accept the assumption that because some of the industries that are economically important to older cities are in decline, other industries cannot take their place.

In a dynamic economy there ought to be enough economic growth and new job creation to satisfy the needs of people in all regions. Growth in one region should not mean decline in another. The new regionalism pits one region against the other, when we all should be pulling together for our mutual good.

It would be economically disastrous to abandon our older cities. Aside from the human misery such a policy would engender, cities in the old industrial belt represent a massive investment in productive facilities and in an economic infrastructure that no society can afford to write off.

While there is nothing inherently wrong with policies that grant assistance to people to help them get a new start in regions where jobs may be more plentiful, such policies do not constitute an urban policy. And we need an urban policy a lot more than we need a migration policy.

If we start with some basics -- that existing industrial cities represent many hundreds of billions of dollars of fixed investment; that they continue to house millions of people who constitute a skilled and willing workforce, and that their decline is temporary -- we can go a long way toward developing rational policies.

Cities can be recycled and economic decline can be replaced by fresh growth. Policies that are carefully

designed and sharply targeted can result in balanced growth for all regions, and a more rational use of national resources.

But it would be simplistic to assume that the Sunbelt's growth benefits all its inhabitants. The region's new growth has largely bypassed southern blacks, as unguided potential future growth may bypass northern minorities.

A Southern Regional Council study of racial economic differences in the South recently found that little has changed in the past thirty years. In 1950, black men in the region had an income only 58 percent of that for white men. But in 1975, the black median income figure had dropped to 57 percent of the white male income figure.

The study found that although black family income rose -- from 56 percent to 62 percent of white family income -- that gain amounts to less than a fourth of a percentage point each year.

So those "rich" states are still marked by black -- and white -- poverty. Meanwhile, declining industrial states are marked by mass joblessness among minorities and growing numbers of urban poor.

Blacks and poor people are getting the lion's share of economic decline and are frozen out of new economic growth. Continuation of unbalanced development and untargeted national resources will just make that situation worse.

## Chronicle Letters In Highest Esteem

To The Editor:

We are very pleased to inform you that we enjoyed the creativity that your newspaper has extended to us through your advertising department. The service, the professionalism was excellent. We will always hold you and the Chronicle in the highest esteem. You have indeed made my business less complicated in our effort to reach the total market area that you reach.

We hope and pray that we can continue to have the success in business that we have had with the help of your newspaper. "We pray that through our goods and your creativity and personalized service, We shall all prosper!"

Thanks again for your services and cooperation.

Sincerely,  
W. Stevens

## Tony Brown's Journal

Too many Blacks believe that if we can just engineer society to a racial fine-tune, the concept of White supremacy cannot survive in such an integrated setting.

This philosophy, of course, ignores the fact that racism is fundamentally a pathological condition -- and once society has created the racist, the condition per se needs to perpetuate itself more than it needs to reverse the regressive state. In other words, racism -- or perhaps the result of racism -- is a neurosis. And the neurotic needs to be sick, therefore self-destructive, more than he needs to be healthy and productive.

Take Harvard University as an example -- and by implication the Black people who worship it because it is the epitome of the best educational institution that White culture can produce and not because it is an excellent school that can best serve their needs. And speaking of the later, consider the latest in a long history of a racist tradition at Harvard.

A few months ago, a racial controversy erupted there when a report by one of the president's assistants was deliberately and mysteriously "leaked," if that's the correct word for more than 30 copies, to the nation's major news outlets. Robert Klitgaard's report charged that Blacks were intellectually unfit for Harvard and were simply displacing good Jewish students.

"If elite universities did not compete so heavily for Blacks, these students might attend slightly lesser institutions where they might compete as intellectual equals. Conceptually, one might even imagine a ripple effect, where Blacks would end up academically equal to Whites at all but the very bottom institutions as a result of not being admitted at institutions where they were not equally capable," the study said of the Afro-Americans' alleged intellectual ineptitude.

Then a rumor surfaced claiming that the findings were based on an analysis of test scores of Blacks and Whites which proved that Blacks did not perform academically as well as their test scores predicted and Jewish students performed better than their test scores predicted.

I investigated the entire matter for a television documentary, "Trouble In Paradise," and found that the study was fabricated. Based on the admissions office records, the overall grade performance of Blacks compares with the general student body. Klitgaard never received current data from the admissions office and, according to David Evans, senior admissions officer, Harvard doesn't even identify its Jewish students.

It appears that the report itself is a deliberate fabrication to assault the mental agility of all Blacks at Harvard and elsewhere and to sow seeds of dissension between Jews and Blacks in the process. "I would say that that clearly falls in line with a general attempt to create or exploit some conflict between Jews and Blacks," commented Harvard's Dr. Richard Lewontin, a world famous expert on genetics who is also Jewish.

Harvard, the mecca of White liberalism, has not tenured one Black professor since 1969 and has only 13 Blacks out of 669 faculty members, 7 of whom are in Black studies. This educational "paradise," has turned out to be not the collegiate utopia that its Black students had hoped for, but an elusive mirage.

"I just think it's naive to assume that White people here are any different from the rest of their community. I think they've been raised that way. We come here and we somehow assume that this is some sort of fantasyland," explained Alan Jackson, an 18-year-old freshman from Chicago.