

• Educator  
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HILTON

Stop Undercounting Us Africans  
(Part One)

The African (Afro Latino)  
Community Also Continues To Grow



KEITH O. HILTON

**BLACK**, not of **HISPANIC** Origin: A person having origins in any of the Black racial groups of Africa. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish cultures or origins (see Hispanic).

**HISPANIC**: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish cultures or origins. Does not include persons of Portuguese culture or origin.

These two definitions are stated in U.S. Office of Personnel Management and the U.S. Department of Commerce, Bureau of the Census literature. The latter office coordinated the 1990 Census efforts.

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This is a classic case of divide, conquer and fight for the honor of being America's "largest minority" group. **SOME HONOR!** In fact, it has been our experience and through research studies that people of African descent and other non Europeans, may very well be in the majority in this country already.

"Hispanic does not include persons of Portuguese culture or origin in the "Hispanic" cate-

gory." If Portuguese of African descent were included, the numbers would correctly swell, but according to the logic of the aforementioned agencies, Brazilians would be considered "white."

Have you seen the great Brazilian musician, Milton Nascimento lately? Nascimento would be very surprised to have his African roots disregarded just like that.

Recently the Afro Brazilian Congresswomen, Benedita Da Silva, visited the U.S. Once again, according to the U.S. Census Bureau, she can not be considered "Black".

Speaking of the Census Bureau, it states that "A person having origins in any of the original peoples of Europe, North Africa or the Middle East are also considered **WHITE**." Keep in mind that at one point, Europe (Spain) is only fourteen miles from the Motherland.

Are you beginning to get the impression that Europeans/European Americans will always come out in the majority in this census equation?

Since when were Europeans the original people of North Africa? And what is called the

Middle East is a European political term for what should more accurately be called Asia Minor and Northern Africa.

Fidel Castro has on numerous occasions referred to Cuba as Latin Africa. But according to U.S. government categories, this is not possible, because there are no "Black" people in Cuba, only Hispanics.

Recently a student of African descent mentioned to me that she wanted to be classified as Latina instead of "Black." I knew that her father was from New York and her mother was from Trinidad (an English speaking Caribbean Country), so I asked her how she came to the decision of being Latina instead of African American or Afro Caribbean?

She replied that her mother's roots (way back) were from Spain. Please continue, I stated to her. She proudly stated that her people were Spanish Moors.

When I informed her that the Moors were Africans, she seemed to realize that it was time to stop running. She, like so many others, will have to come to the realization that "we need to stop being undercounted - and stop undercounting ourselves."

**HILTON: HIGHER EDUCATION** is designed to dialogue with college and world readers. Education is ongoing; and certainly not limited to classroom study. Let's talk. (714) 899-0650.

# EDUCATION

## EDUCATION DEPARTMENT ANNOUNCES HELP FOR STATES REVAMPING MATH AND SCIENCE CURRICULA

U.S. Assistant Secretary of Education Diane Ravitch today announced that more than \$17 million in grants and contracts has been awarded to support three projects that will directly assist in the implementation of World Class Standards in math and science education in states and school districts which choose to adopt them.

"To reach the goal of U.S. students being first in the world in math and science, we must change what goes on in classrooms — both what we teach and how we teach it," said Ravitch. "The math standards are set and we're on our way to agreement on science standards. The next step is to help teachers teach to the new standards. Improving learning through better teacher training and certification, and new crea-

tive classroom materials, centered on the standards, are part of the effort."

Speaking to state and local policymakers at the Secretary's Conference on Mathematics and Science Education, Ravitch said the Education Department will provide:

- a total of \$1.7 million in grants to Florida, Nebraska, New Jersey, New York, Rhode Island and Washington, D.C. the first year to develop frameworks to define what, when and how to teach math and science to World Class Standards. The three-year projects will help states develop frameworks to be shared with elementary and high schools and districts nationwide.

- a \$3.5 million contract to Ohio State University Research Foundation in Columbus, Ohio to develop and operate a new

Eisenhower National Clearinghouse is expected to receive support over a five-year period.

- \$12 million in grants will go to support 10 new regional math and science education consortia, or centers, that will distribute and help schools adopt math and science curricula, materials and assessment tools and provide guidance on effective teaching methods, all tied to the standards. Educational laboratories and nonprofit organizations, often involving university/school system partnerships, will operate the consortia.

"Teachers need access to the best teaching tools and ideas," said Ravitch. "The Eisenhower Clearinghouse and the regional consortia will give them ready access to resources that can help them teach and help children learn."

The curriculum awards are authorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297). The clearinghouse and the regional consortia were authorized by the Excellence in Mathematics, Science and Engineering Act of 1990 (P.L. 101-589). Work on the curriculum frameworks will begin immediately. The clearinghouse's on-line database will be in use during the 1993-94 school year; the consortia will be in operation by early 1993.

## NOTES FROM THE SCHOOL OF AFRICAN PHILOSOPHY

Africans, can you honestly look at yourselves in the mirror and say, "You know what? I love myself, I like what I see!" I dare say that most of us cannot. Malcolm X once said, "We didn't realize that as soon as we were made to hate Africa and Africans, we also hated ourselves..." This hatred of self is so extensive that among the leading causes of death among young black men is young black men. We despise ourselves so much that we attempt to eradicate everything that looks like us and to enlighten as many Africans as possible for it is only through knowledge of self that you can love and respect self. Remember, you can't hate the roots of a tree and love the fruit that it bears.

## CLARK COUNTY SCHOOL DISTRICT ENROLLMENT MEETS PROJECTIONS

Official enrollment for the Clark County School District for 1992-93 is 136,188 students, which came in slightly above projections and represents a 5.37 percent increase from the previous year. Figures were fi-

nalized this week after auditing was completed of enrollment on September 18, the district's official count day. The official enrollment came in slightly above minimum projections of 135,919 for the 1992-93 school year.

This year's enrollment of 136,188 is 6,943 more students than during the 1991-92 school year. That represents an increase of 5.37 percent from 1991-92 to 1992-93.

The 136,188 figure differs slightly from the total reported to the Nevada State Department of Education, which was 136,112. The total reported to the state does not include 76 students from California and Arizona who attend Clark County schools. They are not included because reimbursement comes from their home states and is not reflected in Nevada state aid to Clark County.

Although enrollment came in above projections, that will make little financial difference for the district, said Mike Alastuey, assistant superintendent for (See Enrollment, Page 20)

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