

**YEAH !!!!!!!**

*So, that's who you are,  
With your big, f-i-n-e self!*

*Where have you been hidin'?*

*Been cringin' from that downright pain,  
Afraid to take a look*

*At Who I am, and What I can be!*

*MAN, ain't I beautiful??!!!!*

**YEAH!!!!**

## ***In God's Kingdom, Where We Are ONE***

**Order and Civility  
Caring and Humility  
Graciousness to One Another  
Constructive and Supportive  
Always being the bigger Person  
Giving each other Consideration  
For Any Misunderstanding  
Weighing thoroughly for True Revelation  
Causing not even a reason to worry  
About the Motives of Others.**

**What can We Add for our Collective Happiness?  
After defeating Evil, God directs us  
to plant and to build.  
Have We acknowledged the Beauty  
God placed in Us?  
Have We released the ills that afflict us  
From without and within?  
Forgiving others and ourselves  
For our Sins?**

**To Plant and to Build  
Appreciating God, His Creation  
And Ourselves and Each Other  
In God's Kingdom, Where We are ONE.**

**Joy at being ONE with God  
Humorously pondering the events, kerchiefs in hand...  
Everything,  
Past, Present and Future  
But, leaving irrelevant thoughts and guilt behind  
To follow God's plan for Our Lives,  
To do His Will in Us  
Doing Our Very Best to honor God's Kingdom,  
  
Living as ONE, in the Kingdom of God.**



*In God's Time*

*Now, God has created everything*

*In His Time,*

*Right on time, Every time.*

*EVERYTHING has a meaning for God;*

*Not one iota exists without*

*Deep Contemplation.*

*And the Time has come,*

*According to God and His Son,*

*That the Evil Spirit*

*Of the spiritual dead*

*Will Desist*

*From draining the Spirit from Those*

*Who live in and for Him.*

*Be you not with Him, you are against Him,*

*And, all Those in between.*

*God told you what He wanted,*

*And how to get there, too.*

*He showed His Love in Oh so many Ways,*

*Ignorers and Nay-Sayers are through.*

*And now God says It is Time!*

*Not whether you are willing to agree,*

*But Time to end Vampirization,*

*Stealthily sucking the Precious Blood*

*Of God-Jesus, Himself, and His People,*

*Who are Destined to Be*

*Living Free. . . . In God's Kingdom. . . .*

*In God's Time!*

## *Jesus is More than Just Another Great Prophet*

*Jesus is more than just another Great Prophet,  
He is the Son of GOD!  
Jesus was born of God's seed,  
In the womb of Mary,  
To learn, more fully, the plight of man,  
To proclaim the Word of God, and  
To die for our sins, that we might know God's Glory!  
True, . . . Mohammed was the Last Great Prophet of GOD,  
Who was Chosen to teach the Laws of Islam—to organize and educate,  
To minimize the chaos that existed  
In that sphere of the world, perhaps, unaffected by Christ's teachings  
At the time . . .  
Under Mohammed and later Leaders,  
The Laws of Islam  
Were accepted by that part of the world and beyond—  
Willingly and Unwillingly.  
Islam grew and spread, through conquest, acquiescence and embrace  
To much of the Middle East and Northern Africa,  
And then to parts of Europe.  
Now, Islam is embraced in many parts of world.  
But, Mohammed is buried at Mecca,  
His tomb, the object of the pilgrimage of millions,  
Who believe Mohammed to be The Way to Allah.  
"Allah" means God, in Arabic.  
One last step remains for Those of Islam  
To reach God's Glorious Kingdom—  
To acknowledge that Jesus was not just another Prophet,  
But, that He is the Son of GOD,  
That unlike Mohammed, who is glorified in his tomb,  
Christ's Life, Death and Resurrection,  
To rise . . . and sit at the right hand of God,  
Being Destined to Reign over His Kingdom, here on Earth.  
No conflict should exist between Christians and Muslims,  
Understanding that God is . . . Exceedingly Great,  
Highly Skilled at creating more than one way  
To lead All of His Peoples to God's Way.  
Jesus, . . . both Alpha and Omega . . .  
Jesus . . . The Before and The After of Mohammed, Then . . .  
GOD in His Infinite Wisdom. . . . . For allowing Us All to somehow Survive and  
Thrive in God's Kingdom! Praise Allah—Praise God, through  
Jesus Christ's Holy Name!!!*



# 101 Ways To PRAISE KIDS

★ That's Incredible ★ How Extraordinary! ★ Outstanding Performance ★ Far Out! ★ Great! ★ Marvelous ★ I Can't Get Over It! ★ Wonderful! ★ You Should Be Proud! ★ Amazing Effort! ★ Unbelievable Work ★ Phenomenal! ★ You've Got It ★ Superb! ★ You're Special ★ Cool! ★ Excellent! ★ Your Project Is First Rate! ★ Way To Go! ★ You've Outdone Yourself ★ Thumbs Up ★ What A Great Listener ★ Your Help Counts! ★ You Came Through! ★ Terrific ★ You Tried Hard ★ Fabulous! ★ The Time You Put In Really Shows! ★ You Made It Happen! ★ You're A Real Trooper ★ It Couldn't Be Better! ★ Bravo! ★ You're Unique ★ Exceptional ★ You're A Great Example For Others! ★ Fantastic! ★ Breathtaking! ★ Keep Up The Good Work ★ Awesome! ★ I Knew You Had It In You! ★ You've Made Progress ★ Your Work Is Out Of Sight ★ What An Imagination! ★ It's Everything I Hoped For ★ Stupendous ★ You're Sensational ★ Very Good! ★ You Made The Difference! ★ Good For You ★ A+ Work ★ Take A Bow ★ Super Job ★ How Thoughtful Of You ★ Nice Going! ★ Class Act ★ Well Done ★ You're Inspiring ★ How Artistic! ★ You Go The Extra Mile ★ Hooray For You ★ You're A Joy ★ You're A Shining Star ★ You're Amazing ★ What A Great Idea ★ Great Answer ★ Extra Special Work ★ You Deserve A Hug ★ You're Getting Better ★ You're Tops ★ You're Catching On ★ You're Neri ★ You've Got What It Takes ★ Spectacular Work ★ You're A Winner! ★ You're #1 ★ Remarkable! ★ Beautiful ★ Great Discovery ★ Clever ★ You're So Kind ★ Wow! ★ Magnificent! ★ You're Sharp ★ You're Very Responsible ★ Brilliant! ★ Thanks For Helping ★ Thanks For Caring ★ You're A-OK ★ You've Earned My Respect ★ You're A Pleasure To Know ★ You're Very Talented ★ How Original ★ What A Genius! ★ Very Brave ★ Congratulations! ★ You're A Champ ★ You Figured It Out ★ You're Super! ★ Right On! ★ You're The Greatest ★ You Make Me Smile



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I received a Martin Luther King, Jr. Calendar yesterday and I wanted to share some of his quotations with you.

- 1) Occasionally in life there are those moments of unutterable fulfillment which cannot be completely explained by those symbols called words. Their meanings can only be articulated by the inaudible language of the heart.
- 2) Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.
- 3) We must develop and maintain the capacity to forgive. He who is devoid of the power to forgive is devoid of the power to love. There is some good in the worst of us and some evil in the best of us. When we discover this, we are less prone to hate our enemies.
- 4) The quality, not the longevity, of one's life is what is important.
- 5) I have decided to stick with love. Hate is too big a burden to bear.
- 6) An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.
- 7) The ultimate tragedy is not the oppression and cruelty by the bad people, but the silence over that by the good people.
- 8) Faith is taking the first step, even when you don't see the whole staircase.
- 9) Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.
- 10) The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.
- 11) Love is the only force capable of transforming an enemy into friend.
- 12) I believe that unarmed truth and unconditional love will have the final word in reality. This is why right, temporarily defeated, is stronger than evil triumphant.



**Bible Verses for Those Considering Marriage  
And for Those Marriages in Need of Repair**

**1 Corinthians 7: 1-17**

**Ephesians 5: 3-33**

**Romans 7: 2-3**

**1 Peter 3: 1-9**

**Hebrews 13: 4**

**1 Corinthians 11: 3**

**Deuteronomy 24: 5**

**Proverbs 5: 18**

**Proverbs 31: 10-31**

**Entire Book of Song of Solomon**

**Etc.**

*Dear God*

*We cry out to You*

*For Guidance and Direction*

*In these Perilous Times When we don't know*

*Which way to turn; and we need Your help*

*So Desperately.*

*For the Many Problems We have created,*

*But don't know where to go to change them . . .*

*Please create an understanding in us*

*That will help us work through the Messes*

*That we have made for ourselves,*

*And those that we have inherited from society, family and friends, Not even mentioning our enemies. . . Whatever the cause, please help us work our problems through,*

*So that we may be of more service to You!*



## WHATEVER WE DO IN LIFE

Whatever we do in life  
Does not necessarily determine  
Who we are.

We all have needs  
To be expressed, which may say things  
More about our neediness  
Than true expressions of ourselves.

Sometimes we do things, because  
We know ourselves and they prove  
To be affirmations of  
Our God-given selves.

But oftentimes we do things  
Out of ignorance of ourselves  
And of others.

We may fear that which  
We do not know  
And become harsh on ourselves  
~~And~~  
For our lack of that understanding.

We may seek out others  
Who do not know themselves either  
Who share with us  
Our ignorance of God's plan.

There are those of us  
Who make decisions  
Based on our incomplete knowledge  
Driven by our need for human contact.

Feeling they are the only ones  
Capable of responding to our neediness  
Whatever one decides can fill that  
Void.

Others <sup>may</sup> ~~do~~ not condemn  
Because they know  
The Journey  
Which is often more  
Circumstance  
Than Choice.

Look within for choices  
Only entities developed to fruition  
From within  
Matter  
In the Greater Scheme of Life.

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PARENTAL AND COMMUNITY INVOLVEMENT  
IN EDUCATION

In Unit 2, "Continuity and Change in Education," there were several articles presented which called for reforms in education. Two of the articles dealt specifically with "parental choice" as being a viable alternative to deal with reform needed in our/schools. By having parents choose which institution their child attends, a competition between schools to provide a better education for the students would result.

The word "choose" is defined in Webster's New World Dictionary<sub>1</sub> as "to pick out by preference from what is available." This definition implies that some knowledge about the resources available is perceived by the one making the choice. The fact that one "chooses" an alternative means that the present system, and the results derived from it, are not adequate to meet the needs of those it affects. In this paper I will explore what I consider to be the most important issue facing educators, "parental and community involvement in education," and what effects it will have upon our children. In addition, I will examine the impact the measures for solutions to this problem if they are, or are not, addressed. It is my contention that in the poor and/or minority communities, not enough is known about our existing educational system, not to mention the alternative systems that exist.

Irene S. Pyszkowski briefly outlined the concept of parental involvement in schools. She states that "Before traditional education, as we know it, existed in this country, education was largely the responsibility of home and church. At church, literacy was re-

quired for the recital of prayers, the singing of hymns and proclaiming the tenets of the faith, i.e. reading the Bible. At home, ...reading was encourage by parents who passed on their skills to their children. ...As schools became more independent institutions the influence of parents declined...." <sup>2</sup>

With increased industrialization in America, many families moved to an urban setting in search of jobs. As unskilled jobs have declined in recent years, many problems have resulted, especially for the poor and unskilled workers. It is not surprising with the immediate problems of mere survival among the poor that people have abdicated responsibilities over to educators who "have been telling parents, in effect, we will take care of the education of your children." <sup>3</sup> Pyszkowski states that "in the recent past, education was considered the expertise of the professional." <sup>4</sup>

Not only have parents in urban minority communities surrendered responsibility of educating their children to the schools, but teachers and administrators have also isolated themselves from the parents. Timothy Rasinski in "Reading and the Empowerment of Parents" states, "It is not unusual for teachers (and principals) to keep parents at a distance when considering the roles parents may play in reading instruction." <sup>5</sup>

In order to explore the role of teachers, parents and the community, we must first determine what "community" means. A community, as defined by Roger Hiemstra, is the "organization of social activities and units designed in such a manner so as to facilitate the daily



living of the people it serves."<sup>6</sup> The school is not an isolated entity, but a social unit within the community and, as such, should facilitate the people it serves. George Staley states, "By bringing the community back into the educational process, teachers would not only regain lost prestige, but could be leaders in bettering the education of the nation's children."<sup>7</sup>

Until the early 1970's, Los Angeles County employed social workers for all recipients on Welfare. These social workers, if they were effective, could reach out to families in poor, minority communities and help them understand and utilize the resources within the community and act as liaisons between the poor, schools and government entities. Since that time, LA County switched over to eligibility workers who only assess eligibility and issue checks. Only children from abusive homes have social workers, as the system now stands. The void created, of not having social workers to help all clients identify and work out problems, has never been filled. The teacher, then, the most accessible professional in the community, must adjust his or her position accordingly.

Serious community involvement in education means a change in the role of teachers. Staley states, "Teachers will continue to teach skills and relay information, but, more importantly, they will be professionals who understand the learning process so thoroughly that they can organize members of the community from diverse sources."<sup>8</sup> Not only should teachers utilize resources in the community more effectively, but they should also establish a partnership with parents for the education of children.

Cone, Delawyer & Wolfe state that, "an active parent-school

partnership can contribute not only to the enhancement of the educational performance of students, but also to the improvement of parental skills and family life."<sup>9</sup> To carry out these objectives, teachers and administrators must become more responsive to the needs of the community. Hiemstra presents a broader view of the school which he calls "the community school" where learning is a continuous process for community members and where unused and available space and equipment can be utilized as resources for the total community.<sup>10</sup>

Among the ways teachers can become more effective in the classroom, as well as helping to cement the fragmentation of the community, they can initiate home-visits to meet parents and promote parent participation in education, elicit assistance from community resources to make students more aware of their surroundings, encourage parents to volunteer for classroom and field trip activities, involve parents in planning-to-implementation of programs, collaborate with administrators and colleagues in community projects, ensure leadership for programs, plan for the long-term commitment, and evaluate program effectiveness periodically.<sup>11</sup>

As an example of parent participation in education, Pyszkowski notes that "Asian-American students typify the success mode by parental intervention in the educational system. ...Asian-Americans "share a powerful belief in the value of hard work and a zealous regard for the role of the family. Asian parents are deeply involved in all facets of their children's education."<sup>12</sup> If the poor and minority communities were assisted to free themselves from the poverty mentality, and vices, and encouraged to direct their behavior toward more positive ends, then the family could be strengthened, and values for taking advantage of educational opportunities could be fortified.



If current patterns of disorganization and fragmentation continue, there is little hope for the poor people in this country. More of the chaotic behavior that exists now will prevail and threaten the breakdown of the society as a whole.

Since "parental-influences have a major impact on the total development of the child,"<sup>13</sup> it follows that educators have to develop a means of informed-empowerment of the parents in education.

In conclusion, I would like to relate an incident which currently typifies the feeble attempts made by the Board of Education to inform parents of choice of schools, for example. A week ago, I was substitute teaching at a school which sent home, via children, pamphlets entitled "Choices 1991-92". From these pamphlets parents were given information, some very technical, about their choosing a magnet school for their children. If the Board were serious about relaying information on parental choice of schools, they should have arranged face-to-face meetings with parents to explain the program, how it might apply to them, and how to fill out the applications. Technically, the Board can say that it has indeed provided "parental choice", but has it real

I am a believer in the concept that one should not disregard something until one has done one's best to make that thing work, and at that point, it has failed. The current public school system has not been as effective as it could be, mainly because we have not done our best to make it work. Currently, public schools are <sup>not</sup> "community schools", not fully utilized and supported by teachers, parents and the community at large.

If we support and develop "community schools", teachers and administrators will have to broaden their roles toward fulfilling community needs, and not make the classroom an isolated entity. The teachers will have to reach out to get parents involved, open their doors for the continuing education of the parents, for the children's sakes, as well as their own.



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