MINORITY VERSES THE UNITED STATES OF AMERICA

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"WE THE PEOPLE OF THE UNITED STATES SHOULD
REvaluate THE TERM MINORITY AND ITS USAGE
TOWARDS BLACK PEOPLE, POOR PEOPLE, AND
ANY RACE OTHER THAN WHITE!"

TITLE PAGE BY: TOBY E MOORE

HIMSELF
"And he bearing his cross went forth into a place called the place of a skull, which is called in the Hebrew Golgotha: Where they crucified him, and two other with HIM, on either side one, and JESUS in the midst. And Pilate wrote a title, and put it on the cross. And the writing was, JESUS OF NAZARETH, THE KING OF THE JEWS. This title then read many of the Jews: for the place where JESUS was crucified was nigh the CITY; and it was written in Hebrew, and Greek, and Latin. Then the chief priests of the Jews of Pilate, said, Write not, The King of the Jews; but that he said, I am King of the Jews. Pilate answered, What I have written I have written."

JOHN 19: 17-22
INTRODUCTION

I have been called to a vocation of public service, a destiny from which I could not escape. The ZEITGEIST HAS tracked me down! And I'm in it for the long haul, regardless of the outcome. Also, the BLESSED ASSURANCE of my FAITH that GOD is with me, and WILL NEVER LEAVE OR FORSAKE ME in the STRUGGLE against forces of evil and injustice! Knowing This, TOGETHER, WE WILL CONQUER the tensions between the options of VIOLENCE verses NON-VIOLENCE, HOPE verses DESPAIR, LOVE verses HATE, and ACTION verses APATHY! Prevailing in a BELIEF in the CORESPONSIBILITY of BOTH GOD and HUMAN beings working toward the realization of justice in OUR PRESENT DAY.

This Thesis is not issued as dogma, but as subjects for debate and deep evaluation of the Term "MINORITY" and its usage toward BLACKS, HISPANICS, and POOR PEOPLE in the justice, pardon me INJUSTICE system, School system, Political Machine or system if you prefer, and IDENTITY.

A Minority Group is composed of people in a society who differ in some ways from the "Dominant" group, which exercises greater control in the society. For example, members of the minority group may look or speak differently or have a "different cultural background" than members of the dominant group. The dominant group generally "discriminates" against minorities. Thus, members of minority groups often do not have an equal chance in the economic, political, and social life of the society.

Social scientists often refer to minorities as racial or ethnic minorities. A racial minority is identified chiefly by one or more distinctive physical characteristics that are shared by members of the group. These may include skin color, type of hair, body structure, and shape of head or nose.

BLACKS are a racial minority in the United States. "BUT" the term minority literally means "less than half of the whole." "YET" when used in relation to people, it does not refer to numerical size.
A minority group is not always smaller in number than the dominant group. For example, blacks form a majority of the population in some parts of the South in the United States. "BUT", they are still a minority group, because many members of the dominant "WHITE" group treat them as inferiors.

Even in Relationships between White and Minority groups, the dominant group (WHITE) and the minority group usually develop a manner of living together when incorporation or colonialism occur. The dominant group regulates these relationships, such as business, political, etc. .

A minority group generally recognize that they belong to less-favored group, and this affects their behavior. Identification with the minority may continue even after a minority group member is assimilated into the dominant group.

It is my obligation, as a Man of God, to address a few of the "CORE ISSUES", that WE as a "PEOPLE" especially "BLACK PEOPLE", face in society and our everyday lives. And I stand in Pull Support of Mr. Derrick Quarles of the BLACK LIVES MATTER channel in Greenville, S.C. . It's not that we don't respect "LAW ENFORCEMENT", we don't respect violence. You can not "FORCE" anyone to respect you. Violence breeds Violence, while Respect breeds Respect!

- TOBY E. MOORE-
"How can you advocate breaking some laws and obeying others? The answer lies in the fact that there are two types of laws; just and unjust.

I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.

I would agree with St. Augustine that "an unjust law is no law at all."

"Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law."

LETTER FROM BIRMINGHAM JAIL
Dr. MARTIN LUTHER KING JR.
APRIL 16, 1963
First, let us closely evaluate the Term "Minority" as opposed to the Term "Majority".

According to the American Heritage College Dictionary:

Minority is a noun meaning the "smaller" in number of two groups, also; a group having "little" power or representation relative to other groups within a society. While to the contrary, According to the same dictionary, the Term Majority is a noun meaning the "greater" number or part; a number more than half of the total; OBSOLETE; SUPERIORITY. When "WE THE PEOPLE" use the Term MINORITY, "WE THE PEOPLE" are usually referring to BLACKS, or HISPANICS, or any race or ethnic group other than WHITE! Not because they are the "smaller in number of the two groups", but simply because they are BLACK or HISPANIC or any race or ethnic group other than White! This is only a particle of the self aggrandizement that "WE THE PEOPLE" contribute to the nihilistic temperament in BLACK people and other "MINORITIES"

Not by "number", but by race, "WE THE PEOPLE" consider ANY persons, other than WHITE, an "ETHNIC MINORITY", an ethnic group living in a society where members of a "DIFFERENT RACE" of "CULTURE" predominate. For example: Let us view the socioeconomic affect of the Term "MINORITY" as opposed to "MAJORITY":

- An article from the "STATE" newspaper; Dated, August 3, 2016, stated: " Federal prosecutors have indicted five men, two women and two corporations, alleging they illegally won government contracts worth $350 million by misrepresenting themselves as straw companies controlled by either "low income men" and "women" or " disabled veterans". Most of the seven are from Columbia area. An 18-count indictment in the case charges that Thomas Brock, 49 of Camden; Jerry Eddins, 66 of Aspermont, Texas; Harry Michael White, 65 of Columbia Cory J Adams, 43 of Columbia; Tory Brock, 51, of Camden; Alfonza Mccutchen Jr., 39 of Irmo; and Allison Amanda Sauls, 46 of New York,Ny., secretly set up an interlocking set of businesses and conspired to defraud the Federal Government by "falsifying" their "eligibility" to get
government contracts. The conspirators also 'IDENTIFIED', created and recruited "businesses owned by qualifying MINORITIES, WOMEN, VETERANS and DISABLED VETERANS" and 'hid their roles' in the companies from the Small Business Administration, and the Veterans Administration, the Indictment states. The defendants hid the fact that construction companies were not controlled by MINORITIES, VETERANS, WOMEN or DISABLED in order to receive the lucrative contracts, a news release from the U.S Attorney’s office in Columbia said. The indictment made no mention of where the construction work was done or what kind of construction it was. However, three sources familiar with the charges said that the construction project took place both in and out of South Carolina, involved MILITARY and CIVIL PROJECTS, including at least one project at the Savannah River Site. The projects were completed and were eligible for 'public money'. The conspiracy began in 2002 and lasted for years, the indictment states. Most of the defendants were in Federal Court Tuesday. "UNDER FEDERAL LAW, THE SMALL BUSINESS ADMINISTRATION AWARDS CONTRACTS TO RECIPIENTS WHO ARE ECONOMICALLY DISADVANTAGED, FEMALE AND/ OR MINORITY BUSINESSES." The Veterans Administration oversees programs to award contracts to businesses run by disabled veterans. Eddins was the owner of Several construction companies, Thomas Brock was Eddins' associate and White was accountant and financial adviser to Eddins and Thomas Brock, according to the Indictment. Tory Brock, whose relation to Thomas Brock is not clear in the indictment, won contracts with the government after certifying companies she controlled were eligible to get contracts under rules favoring companies controlled by DISABLED VETERANS and ECONOMICALLY DISADVANTAGED WOMEN, the indictment alleges. McCutchen won SBA contracts after certifying he qualified as a "SOCially AND ECONOMICALLY DISADVANTAGED PERSON" and that he controlled a general contracting and landscaping company, the Indictment states.
In the Book of Romans chapter 1 verses 18-25, the WORD of GOD says:

For the wrath of God is revealed from heaven against all ungodliness and unrighteousness;
Because that which may be known of God is manifest in them; for God hath shewed it unto them.
For the invisible things of him from creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse:
Because that, when they knew God, they glorified him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened.
Professing themselves to be wise, they became fools,
And changed the glory of the uncorruptible God into an image made like corruptible man, and birds, and fourfooted beasts, and creeping things.
Wherefore God also gave them up to uncleanness through the lusts of their own hearts, to dishonour their own bodies between themselves:
Who changed the truth of God into a lie, and worshipped and served the creature more than the Creator, who is blessed for ever. Amen.

God continually sought the liberation and reconciliation of the cosmic order. To be made in "God's Image" and to live in harmony with the imperatives of God requires radical participation in historical projects as well as common practice, as we see from the Article from the STATE newspaper, aimed at bringing about justice and peace on earth. This kind of engagement calls for an awareness of personal responsibility to God, Self, and "other" to undertake radical involvement in struggle to eliminate social evil and establish the beloved Community.

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As "WE THE PEOPLE" can clearly see that any "Race or Ethnic Group" other than WHITE, are considered a MINORITY or as the Article quotes "ECONOMICALLY DISADVANTAGED!" So who then may I, with all do respect, make up the "MAJORITY" or the "ECONOMICALLY ADVANTAGED", or the "OBSOLETE", the "SUPERIOR?" Operating in the collective psyche and ethos of a "racist culture", these allegations, bring with them criteria for judging appropriate and inappropriate modes of behavior. Blacks, Hispanics, and other ethnic minorities, along with the poor, face the burden of having to weigh virtually every decision or action in light of how it might be interpreted or judged by whites. In situations where a group is in a pronounced "NUMERICAL DISADVANTAGE", the "NUMERICALLY ADVANTAGED" group tends to view each number of "the minority group" as a psychic prism. Each individual's actions often serve as the 'basis' upon which every other member of that group is prejudicially judged.

Until a person rises above narrow individual concerns to broader issues affecting the HUMAN COMMUNITY, maturation has not progressed to the point where genuine HUMAN COMMUNITY, or genuine HUMAN LIVING is occurring.

This is an evil among all things that are done under the Sun ,that there is one event unto all; yea, also the heart of the sons of men is full of evil, and madness is in their heart while they live, and after that they go to the dead. Also their love, and their hatred, and their envy, is now perished; neither have they any more a portion for ever in any thing that is done under the sun.

Ecc. 9:3,6
On Sunday, July 10, 1966, a "FREEDOM RALLY" was held at Chicago's largest stadium—Soldier Field. The rally was sponsored by Dr. King's SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE (SCLC) and the COORDINATING COUNCIL OF COMMUNITY ORGANIZATIONS (CCUO) headed by Albert Raby. CCUO consisted of over forty-four Chicago civil rights, religious, business, labor and neighborhood organizations. The two groups merged to become recognized as the CHICAGO FREEDOM MOVEMENT.

July 10th was a hot, blistering day. Junius Griffin, coordinator of the rally estimated the crowd at 65,000. They listened quietly as King spoke: "This day we must decide that our votes will decide who will be the mayor of Chicago."

He issued an emancipation proclamation to include thirty-five demands. After the rally, the huge crowd marched to City Hall and in the fashion of Martin Luther, founder of the German Evangelical Church and Protestant Reformation, posted a scroll on City Hall's main door, listing goals to make Chicago a racially open city. King's program included buying only from those firms that did not discriminate, keeping count of Black employees in business and public agencies, increasing the city's minimum hourly wage, demanding an "open occupancy statement by public officials, seeking nondiscriminatory leading practices, and revoking city contracts with firms that lacked fair employment policies, desegregating Chicago public schools during the 1966-67 school year, creating a CITIZENS' BOARD to review police complaints, and replacing of absentee precinct campaigns in ghettos." A primary of the Chicago Freedom Movement was ending the city's housing discrimination. Dr. King said, "We must decide to fill up the jails of Chicago, if necessary, in order to end slums."
Stressing the importance of non-violence, he said, "We must affirm that we will withdraw economic support from any company that will not provide on-the-job training and employ an adequate number of Negroes, Puerto Ricans, and other ethnic minorities in the higher paying jobs."

The summer of 1966 proved to be long and hot. The city exploded. Chicago became a changed city as a result of Dr. King's visit.

SOLDIER FIELD RALLY
July 10, 1966
Second, The term "Minority has a profound affect on the Power of Voting Rights ".

Before we begin, Let us view a few Terms from a 'Legalistic sense': According to Black's Law Dictionary 9th Edition, The Term Minority Means, a group having 'Fewer' than a controlling number of votes; A group that is different in some respect (such as race or religious belief) From the 'Majority' and that is sometimes "treated differently" as a result; a member of such a group; "Some Courts have held that the term minority, in this sense, is not limited to a group that is outnumbered. It may Also be applied to a group that has been "Traditionally Discriminated against or socially suppressed, even if its members are in the numerical majority in an area." Also, from Black's Law, the term Majority-Minority district is, a voting district in which a racial or ethnic minority group makes up a majority of voting citizens. And Last, from the Same Source, we must consider the term Majority rule- The principle that a majority of a group has the "power" to make decisions that 'bind' the group; the principle that in the choice of alternatives, the one preferred by the 'greater' number is selected. It is governance by the majority of those who actually participate, regardless of the number entitled to participate. These terms alone are evidence of the prejudicial effect of the term Minority that outweigh any probative value of the usage of the Term Minority when referring to any race or ethnic group. With decisions in the Supreme Court like the Alabama Legislative Black Caucus v. Alabama, along with the District Court in Backus v. South Carolina, Stating: "Laws that classify citizens based on race are constitutionally suspect and therefore subject to strict scrutiny, under the Equal Protection Clause, and racially gerrymandered districting schemes are no different, even when adopted for benign purposes."
In fact, according to the Harvard Law Review, May 2003, Majority-Minority Districts are similar to "Political Apartheid"!

The 15th and 19th Amendments prohibit a State from overweighing or diluting votes on the basis of race or sex, we stated: "How then can one person be given twice or 10 times the voting power of another person in a statewide election merely because he lives in the smallest rural county? Once the geographical unit for which a representative is to be chosen is designated, all who participate in the election are to have an equal vote.

Whatever their race, whatever their sex, whatever their occupation, whatever their income, and wherever their home may be in that geographical unit. This is required by the Equal Protection Clause of the 14th amendment. The concept of 'We The People under the Constitution visualizes no preferred class of voters but equality among those who meet the basic qualifications, The idea that every voter is 'equal to every other voter in his State', when he cast his ballot in favor of one of several competing candidates, underlies many of our decisions. Every voter's vote is entitled to be counted once, it must be correctly counted and reported. As stated in United States v. Mosley, "the right to have one's vote counted" has the same dignity as "the right to put a ballot in a box." It can be protected from the diluting effect of illegal ballots. And these rights must be recognized in "any preliminary election that in fact determines the true weight a vote will have." The concept of Political equality in the voting booth contained in the 15th Amendment extends to all phrases of State elections, see Terry v. Adams, supra; and, as previously noted, there is no indication in the Constitution that home site or occupation affords a permissible basis for distinguishing between qualified voters within the State. " When a State exercises power wholly within
the domain of State interest, it is insulated from federal judicial review. But such insulation is not carried over when State power is used as an instrument for circumventing a federally protected right."

The conception of political equality from the Declaration of Independence, to Lincoln's Gettysburg Address, to the 15th, 17th, and 19th amendments can mean only one thing— one person, one vote. The same consciousness of South Carolina, during the Compromise of 1850, is the same consciousness of today! Paraphrasing an Exchange Between Senator Thomas Hart Benton and Henry Clay, on Senator John C. Calhoun's position: "First, he assumed, as had John Taylor, that a rural-agricultural order was the natural one; that it will prosper and dominate unless, through 'political trickery and legislative favors' and advantages, the commercial-industrial interests were artificially built up. The South had achieved the good life and the superior order. In the second place, he assumed the inferiority of the Negro— slavery as a necessity for the black man's welfare and for the safety of society. Slavery was a natural condition, and the peculiar superiority of the Southern rural-agricultural order rested in part on this institution. Without it, neither the race question nor the labor problem could be solved. Lastly, he assumed that the Fathers had established a confederate form of government, not a consolidated Union. We have never succeeded in ridding ourselves of human exploitation, even though we have changed its forms and altered its names. The Negro has yet to achieve equality; the race question is yet to be unsolved." New forms of human exploitation were required.

We the People, have taken the word "Slave", and dressed in a nihilistic fashion, into the word "Minority", which in turn has manifested the maladjusted personality in diverse races.
Even in a more recent circumstance, where a three-judge panel of the U.S. Court of Appeals for the Fourth Circuit said: "State Lawmakers intentionally imposed the restrictions to make it more difficult for Blacks to vote. " The new provisions target African Americans with almost surgical precision," the judges said. "They constitute inapt remedies for the problems assertedly justifying them and, in fact, impose cures for problems that did not exist." The decision came a week after a similar ruling against Texas' voter ID law. As Thuc Locke argued: That human beings create political institutions in order to preserve their natural rights and that the authority vested in those institutions is always limited by their motivating purposes."

Which coincides with the words of Brother Harry C. Alford: "Our elected officials must be held accountable, we learned of a discussion with two members of the Congressional Black Caucus about the decreasing amount of opportunity for our citizens of color. They admitted things were bad but they" could do nothing about it. It's the political machine that prevents a solution." Elected officials like that must be replaced. It isn't ignorance or contrition.

It is BETRAYAL! We must give them report cards. those failing must be voted out of power. Those who champion our people must be recognized and rewarded with re-election. A PAC will be formed to drive this. We will also monitor and analyze the billions of dollars in federal money that flows from the Departments of HUD, HHS, and Labor. We will know exactly what flows through this region and where it is going. In the past, much of the money - went to ill disposed sources who used it as a "Tool for Gentrification." They wouldn't end poverty but just moved it down the road and replaced original venues with lavish upscale white communities.
"Since education perpetuates culture, our definition of education must be just that—OUR definition of education. Every aspect of education and its vehicle for carrying it (i.e., the curriculum), must be culturally based. African people must agree upon a definition of education that takes into consideration our ways of feeling, thinking and doing. And remember, our definition must not apologize for its Africanness. There's a certain beauty and strength in not apologizing for being yourself—especially a "SELF" that has been taught to hate itself."

- MICHAEL PORTER -
Most Importantly, Let us harvest how disparaging the Term "Minority" is to Our Children!

Now Then! We have closely evaluated the Term "Minority" as opposed to the Term "Majority". Secondly, We've discussed how the Term Minority also has a profound affect on the power of voting rights. Here Now! We find Ourselves at a crucial point of the Whole Discussion. "The Most Important Topic, I feel, in America Today! Which briefly, I must state, Is a very sensitive Topic to Me, on the account of My Love and Passion for Our Children!" First, the American Heritage College Dictionary, 4th Edition, Defines the Term Minority, pertaining to this Topic, as A racial, religious, political, national, or other group thought to be different from the larger group of which it is part. A group having little power or representation relative to other groups within a society. A member of one of these groups. The state or period of being under legal age. Also, Dissatisfaction with the implications of "non-white" as a racial label has doubtless contributed to the recent popularity of the Term "person of color" and others, such as "Woman of color", with the same construction. In effect, "person of color" stands "non-white" on its head, just as the Term "Minority", substituting a positive for a negative. It is interesting that the almost exclusive association in American English of "colored" (Minority) with Black does not carry over to terms formed with "of color", which are used inclusively of most groups other than those of European origin. As a racial label, "colored" (Minority) can simply mean non-white, just as Minority is used, but in the United States its (colored) usage has generally been restricted to persons of African descent. Though a long preferred Term among "Black Americans", it lost favor as the 20th Century progressed, and its use today is often taken to be offensive.
In South Africa, where it is spelled as in British English and usually capitalized, Coloured has generally been used to refer to persons of Mixed racial descent as opposed to those of un-Mixed Black African, Asian, or European origin. Its use as an official ethnic label ended when "apartheid" was dismantled in 1991. So when will apartheid end in America? But that's another subject for a later discussion. For now, let us take a cold, hard look at what "We The People" are doing, or not doing, to the most precious and vulnerable members of our society and the environment in which they are being raised and "educated" today. Also our grandkids and the many generations to come.

According to the Code of laws of South Carolina 1976 Title 59-18-100 Performance based Accountability System for Public Education Established; "Accountability" Defined:

- The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, Colleges and Universities, local school boards, administrations, teachers, parents, students, and the community."
Even the Code of Federal Regulations Title 34 Education Section 200:12 Single State Accountability System - Effective: December 23, 2008:

- (a) (1) Each State must demonstrate in its State Plan that the State has developed and is implementing, beginning with the 2002-2003 School year, a single, statewide accountability system.

(2) The State's accountability system must be effective in ensuring that all public elementary and secondary schools and LEAs in the State make AYP as defined in sec. 200.13 through 200.20.

- (b) The State's accountability system must-

(1) Be based on the State's academic standards under 200.1, academic assessments under 200.2, and other academic indications under sec. 200.19;

(2) Take into account the achievement of all public elementary and secondary school students;

(3) Be the same accountability system the State uses for all public elementary and secondary schools and all LEAs in the State; and

(4) Include sanctions and rewards that the State will use to hold public elementary and secondary schools and LEAs accountable for student achievement and for making AYP, except that the State is not required to subject schools and LEAs not participating under subpart A of this part to the requirements of section 1116 of the ESEA. (Approved by the Office of Management and Budget under control number 1810-0576)
Which brings us to the Attention of Ms. Seanna Adcox of the Associated Press, on July 25, 2016, The State Newspaper Article Concerning Education Funding:

"Districts say legislature violated court order"
- Attorneys for rural school districts contend legislators' court-ordered plan for fixing South Carolina's education system isn't a plan at all, but an accounting of legislative meetings and list of budget items that don't address the problems.

The latest court filing in the 23-year-old case accuses the Legislature of violating state Supreme Court orders and asks justices to at least set a new deadline of next summer.

Justices gave legislators an end-of-session deadline this year for submitting a plan to improve South Carolina Schools, after ruling in November 2014 that "poor, rural students lack educational opportunities."

Legislators' 18-page report listed eight bills introduced in the House - four of which passed - and 18 items in the budget that started July 1. It also detailed meetings held this year by House and Senate panels created to study the issue.

"The state has failed to translate either committee's body of work into action," reads the districts' response, filed Thursday. The report "only details the extent to which the state studied the problems, but fails to set forth a remedial plan or a timeline for implementation as required."

It notes that two of the four new laws call for more study. A third law defines the expectations of a high school graduate. The fourth rebuilds a support system originally established in the State's 1998 Education Accountability Act. State Schools Superintendent Molly Spearman said last month she's hiring 30 "Transformation Coaches" to help struggling districts.

"This bill provides little to nothing that is new," reads Thursday's filing.
Neither House Speaker Jay Lucas nor Senate President Pro Tem Hugh Leatherman commented Friday. Last month's report said the effort is ongoing.

"Improving access to quality education for every child in South Carolina is a process that requires careful consideration and cannot be remedied overnight," Lucas, R-Hartsville, said then.

The districts' response contends that most of the budget's roughly $400 million additional for public school is distributed statewide, so it does little to offset poor districts' disadvantages.

It points to 2 percent cost-of-living increases for teachers as an example. While teachers need to be paid more, a statewide increase doesn't help poor, rural districts attract and retain high-quality teachers, it says.

The $9 million that the budget sends to dozens of High-poverty districts for salary boosts breaks down to less that $50 per student, and it may be a one-time expense, so its long-term helpfulness is "doubtful at best," the response says.

It contends legislators ignored what justices criticized as a complicated, outdated "funding Scheme."

"Perhaps most importantly, the state continues to ignore the problem...that the state's entire funding system has become an irrational patchwork of funding streams over time," reads the response.

The State's funding formulas date to the 1977 Education Finance Act, which is still a major source of state money distributed to districts. Adjusted yearly for inflation, the so-called "base Student cost" was meant to cover the minimal education needs of the time. But the Legislature hasn't fully funded it since the Great Recession.

The 2016-2017 budget includes an additional $218 million to raise the base student cost by $130 per student. Fully funding it under the Formula would cost roughly $500 million more.
Well then, what about the Millions of Dollars Taxpayers are expected to pay towards Senator Bradley Hutto's Golf Cart Decals, so that Rich Drunk People can ride up and down the strip in Myrtle Beach on Golf Carts! (HB 5118 Act 246 ratified June 2, 2016) Or the Billions of Dollars that go toward Infrastructure that only benefit upscale White Communities and businesses. But, as Defined, We are talking about The "MINORITY". These are "OUR" Children, They are the true wealth of any nation and in them lies the hope of the future! Without them, there is no future- No freshness, no Springtime, no youthful vigor. Indeed, a society that is too preoccupied for its children is just a nation of aging, dying people who feed on their own selfish interests. "WE THE PEOPLE" must not underestimate just how this educational process has deteriorated. A Task Force on Minorities in New York has demanded all textbooks, even in Science and Math, be rewritten to reflect the contributions of various ethnic groups. The first line of the report explains the driving ideology of the authors: They write: "African Americans, Puerto Ricans/Latinos and Native Americans have all been victims of an intellectual and educational oppression that has characterized the "culture" and institutions of the United States, Our Black Leaders have made a rich contribution to the building of This Nation, that has been watered down in classrooms The "brutal" affect of Slavery and the "Psychological Struggle" along with the "Physical Struggle" of "Injustice" that Blacks, Hispanics, and poor people face today is not something that your "Average" white person has to deal with. Our children are fed pap, watered down sentences, devoid of inspirational content It's like Adolf Hitler Stated: " Let me control the textbooks and I will control Germany". If our children don't learn about the beliefs of the extraordinary men and women of "their culture" It will be impossible for them to understand or appreciate their legacy.
And if they haven't been taught about the long list of tyrants who have enslaved and murdered millions; they will not be able to comprehend the continuing struggle today between freedom and slavery. W.E.B. Dubois, the astute social critic and historian, observed that the "Identity" crisis in Black existence represents a historical dilemma. It is a history of strife and longing to attain self-conscious manhood, to merge one's double self into a better and true-self.

Also from a pre-Civil War Hero, Mr. Frederick Douglass, Written by Himself:

"Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his words, further, he said, "If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master- to do as he is told to do. Learning would spoil the best nigger in the world. Now", said he, "if you teach that nigger (speaking of myself) how to read, there will be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty- to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom."
Genocide is the systematic elimination of a people, the killing of the life germ or seed. Even though physical death is the primary goal, the very essence of the person may be destroyed long before the body:

"The hidden message behind most, if not all, American institutions is this: Keep the nigger down and out---if you can't keep them out, keep them down."

"So, what can WE realistically expect these institutions to do for our African babies? The very policies that should benefit them diagnose them, label them, and destroy them under the pretense of "helping" them. The same policies make it easy to place and keep African children in Special education, Behavior Disorder classes while white children are placed in Learning Disability Classes which carry no "stigma."

"The power to miseducate and kill or educate and let live comes with whomever does the teaching. Everyday in America, one group of children is being taught a "death mentality" while another group is being taught a productive "life mentality." The self-image and self-awareness of the Caucasian children in history classes, however, are being elevated, polished, and shined. The European American Children are receiving a euro-centric education that was designed to maintain and advance European/Caucasian/Western values. This tricky, deceitful presentation of world history confuses African American boys and girls. They never see the relationship between the ancient Egyptians and themselves and often perceive Africa in a less than positive light. The only time they are certain they're (African Children) being discussed is when the book discusses the Western slave trade. What is significant here is that African American Children are often taught that African people in general, and African Americans in particular, had no existence before the Western slave trade. Such vague, distorted teachings about African
people is deliberately planned, made mandatory for teaching, and implemented by European Americans who control this nation's educational policies. From Kindergarten to twelfth grade, most African American Children are taught a curriculum that negates the achievements of African people, conversely, by the time a White child reaches fifth grade, he or she already believes the World belongs to White people. Many people do not understand that when an African American child and a Caucasian child are sitting side by side in a classroom, two experiences are occurring. Whites are being educated to be rulers and Africans are being miseducated to be servants (minorities).

Collectively, Caucasian people are comfortable and secure with African people being ignorant about themselves. Whites know that self-awareness motivates people to become self-determining. Self-determination in a people erases self-destructiveness—Whites need us to be self-destructive. We are no threat to their power as long as we exhibit self-destructive beliefs and actions."
"This voice came not because of me, but for your sakes. Now is the judgment of this world: now shall the prince of this world be cast out."

JOHN 12: 30-31

"What I have said respecting and against religion, I mean strictly to apply to the slaveholding religion of this land, and with no possible reference to Christianity proper; for, between the Christianity of this land, and the Christianity of Christ, I recognize the widest possible difference—so wide, that to receive the one as good, pure, and holy, is of necessity to reject the other as bad, corrupt, and wicked. To be the friend of the one, is of necessity to be the enemy of the other.

I love the pure, peaceable, and impartial Christianity of Christ: I therefore hate the corrupt, slaveholding, women-whipping, cradleplundering, partial and hypocritical Christianity of this land. Indeed, I can see no reason, but the most deceitful one, for calling the religion of this land Christianity."

FREDERICK DOUGLASS
CONCLUSION

By closely evaluating the term "MINORITY" as opposed to the term "MAJORITY", clearly we all can see that when BLACKS, LATINOS or POOR PEOPLE are addressed, YOU (the white race) Label us as Minorities. It’s TIME to end segregation amongst races and acknowledge "AMERICAN PEOPLE" as American People, NO matter race or color. GOD created one RACE the HUMAN RACE. We were all created in the Image of GOD. That is what Dr. King saw when saw anyone, FRIEND or FOE!

Love is the "MOST" powerful and durable force in the universe LOVE is the "BASIS" of FREEDOM, RESPONSIBILITY, and AUTHENTIC COMMUNITY. LOVE also provides conceptual grounding for a notion of Divine-Human Coresponsibility- the infinite and the finite working together to effect the transformation of DEHUMANIZING LAWS, INSTITUTIONAL STRUCTURES, POLICIES, and ACTS. In the "triadic" interrelationship between LOVE, POWER, and JUSTICE, LOVE served as the "principle", Catalytic Force. LOVE motivates HUMANITY to make choices for JUSTICE and against compromises with INJUSTICE. LOVE is the only force capable of transforming estranged interpersonal relationships into reconciled Friendships. JESUS is "radical love in action"- Divine Personality placing itself in harm's way in order to effect the redemption of the human community.

WE also explored a little into the profound effect the term "MINORITY" has on voting rights. If CAPABILITY, DEMOCRACY, and LEGITIMACY have top priority, it seems reasonable to assert the mechanisms that can give DIVERSE RACES a major influence, and that can help leaders take difficult but necessary political actions in a responsible way. I do not want to overstate the case, and my own views do not extend to all aspects of these problems. America’s parties labor under severe handicaps. They are localistic anachronisms in and age of electronic technology.
Direct primaries have gone hand in hand with divided party ORGANIZATIONS and weaknesses in the nominating activities that constitute their BASIC reason for being. American political parties must operate in a governmental system that divides authority into many separate compartments, regardless of race, and they must confront persistent antiparty feeling in the wider society. "PROTECTION" of "HUMAN RIGHTS" should be the highest priority, even if this must be tackled in the context of highly imperfect international organizations.

Most important, how disparaging the term "MINORITY" is to our CHILDREN! From our literature, to our common history, to the "STRUGGLE" between "FREEDOM" and "SLAVERY", our children don't seem to know "BASIC FACTS". Naturally, we should ask what content is emphasized in the school day if it is not this core curriculum of "HISTORY and CULTURE"? In most cases fads have taken over. In the name of international understanding, children in some schools get heavy exposure to the culture of other nations before they are given a solid grounding in their own traditions (esp. African and Hispanic Children).

The history that is taught is most likely to be driven, not only by political influence, but also by diabolical schemes to demoralize our African and Hispanic children. They are taught courses that mock the word "EDUCATION". They don't elevate our young children. They provide them with no intellectual support for LIBERTY. They don't arm them for the great debate of whether "man is a mere creature of the state or whether he is, as Dr. King stated, a creature of GOD endowed with certain rights."
NOTES TO PAGES 1-17


2. Page 1-2, see State Newspaper August 3, 2016

3. Page 3, see King James Version of the Holy Bible (Romans Cpt. 1 vs 18-25).

4. Page 4, see King James Version of the Holy Bible (Ecclesiastes Cpt. 9 vs 3,6).


11. Page 10, see Code of Laws of South Carolina 1976 Title 59-18-100: Performance based Accountability System for Public Education Established:


15. Page 15, see (Narrative Of The Life Of Frederick Douglass) Written By Himself, See also (Toward A Theology Of Radical Involvement) by Dr. Luther D. Ivory.

16. Page 16, see (Kill Them Before They Grow) by Michael Porter.