



Salvation Army Community Center Director Joe Kelleher, in foreground, checks off campers' names as they get on board buses bound for Camp Trestle Glen. Red Shield Youth Center session attracted 140, most of whom attended on campships or partial campships. Session is scheduled June 28 through July 3.

Kennedy raps Nixon

(Continued from pg. 1, col. 6) wretched housing. And what has been the response? The declaration of an end to the war on poverty; the moratorium on housing construction, and the impoundment of school lunch money. It is the meanest form of deception to compound this tragic response by providing less than half of the funds we know are needed to meet the educational needs of those children.

"Compensatory education remains the best hope for the children of Appalachia and for the children of the ghetto. But compensatory education does not mean spending more money to buy air conditioners, or portable swimming pools or to substitute federal dollars for state dollars.

"The more than 5 million public school children from limited English-speaking backgrounds also demand special federal attention. The Chicano in South Texas, the Puerto Rican in East Harlem the Cuban in Miami, the Alaskan native in Point Barrow, the Navajo in Window Rock — their futures have been disfigured by the failure of the educational system to be sensitive to their cultures and to their identities and to their needs.

"By denying a child the freedom to communicate and by denying a child the freedom to participate in the life of the classroom, we turn a classroom into a jail cell. Yet we know this cruelty occurs in a thousand classrooms across this country. We must end that condition and end it now."

A third test faces the educational system and that is whether we can resolve the crisis of school finance.

"If we are willing to have the federal government provide 90 percent of the cost of highways, then surely it

makes sense for the Federal government to provide more than 7 percent of the cost of public education.

"If we can provide federal subsidies to the Lockheed Corporation and the Penn Central Railroad, then surely we can afford subsidies to upgrade the public schools of this nation.

"If we can accept a Federal responsibility to pay two-thirds of the cost of building mass transit in our communities, then we can afford to pay one-third of the cost of educating the children who live in those communities.

"There is a fourth test which is as vital to the future of the nation's social structure as it is to the future of education, the test of assuring equal educational opportunity.

"Nearly 20 years have passed since the Supreme Court handed down the **Brown v. Board of Education** decision, yet Black and brown and white children still sit in segregated classrooms.

"In much of the South today, desegregation has to a large extent been completed. The task which now remains is providing quality education.

"In the absence of any sign of leadership from the executive branch, the Supreme Court has shouldered the burden again. It's decision this week in the Denver case rejects the view that the less obvious actions of Northern school boards can escape the command of the Constitution.

"I do not propose busing white children to a school that is broken-down, second-rate or dangerous; a school where education has no chance; but I condemn a system that permits Black children to remain in those schools for a single day longer.

AYOS holds summer school

"If the schools would deny the chance for quality education to a white child, then they deny it as well to all our children.

"If these schools cannot serve for some, then they cannot serve for any. Old schools will have to achieve an excellence that will attract white students; or new schools will have to be constructed in an area which will not foster new patterns of segregation.

"There are some who challenge the benefits of integration because the educational gains do not measure up to their standards. They say desegregation only diminishes the differential in achievement between white and Black students by 20% to 25%. They say the most a Black student seems to gain is a single year of additional schooling. But if that year is the difference between a high school diploma and a drop-out it is worth the effort. And if desegregation boosts the achievement of the disadvantaged at all, it is worth the effort.

"For a society that must learn to live together to survive, other gains are equally important, the gains of breaking down racial stereotypes and the gains of establishing a society that respects men as individuals and children of all races as part of the same family of man.

"The final test confronting education is a test of whether it can demonstrate the capacity for change and innovation.

"When one quarter of all our students in the suburbs as well as in the cities continue to have reading problems, when children leave school unable to read and write and when 18 million adults cannot grasp the meaning of the morning newspaper, then we must change the way today's schools are teaching reading."

Senator Kennedy advised the NEA members to use their power in the political process. "It must not be politically safe to vote against the needs of the nation's children."

AYOS holds summer school

The Albina Youth Opportunity School is holding its third consecutive summer school for high school students, which began June 18 and continues through August 10.

Classes are held Monday through Friday from 8 a.m. to 12 noon. Courses offered are English, math and history on all four high school levels: Senior, junior, sophomore and freshman.

Albina Youth Opportunity School, which is funded jointly by Model Cities, School District No. 1 and private donations, offers an informal learning atmosphere for the student. The AYOS instructors really care about the student. Also the student-teacher ratio is very small which allows the instructor more time for each individual student.

Sixty-two students are currently enrolled in AYOS summer school, 7 of which will receive their GED upon completion August 10. The Albina Youth Opportunity School is quickly becoming one of the most highly acclaimed schools for the individual. If your child is not now attending AYOS, he will have another opportunity to sign up on July 16.

Notice

The Oregon Chapter of the Arthritis Foundation recently announced that the new book "Beyond the Copper Bracelet" may be ordered through the chapter office.

"Beyond the Copper Bracelet", by Doctors L.A. Healey and Kenneth R. Wilske, is based upon the actual case history of Robert Hansen, and emphasizes treatment, diagnosis, quackery and other aspects of rheumatoid arthritis, including common sense answers to many questions the patient and his family may have.

Inquiries and orders (\$3.25 per copy) may be addressed to: Oregon Chapter, Arthritis Foundation, P.O. Box 42067, Portland, Oregon 97242.

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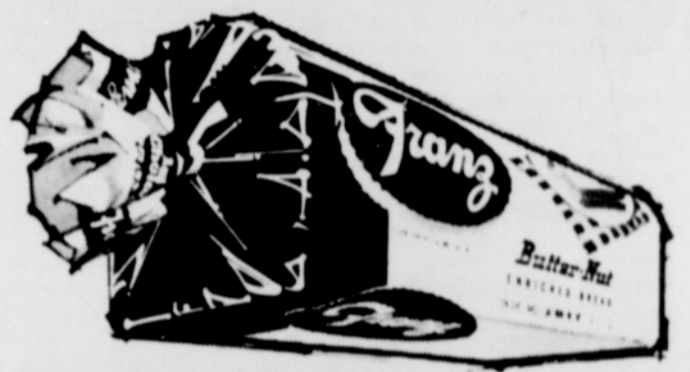
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O'Hara

(Continued from pg. 1, col. 6) He recommended that educators assess the educational system and come up with new ideas for teaching.

He advised political activity to insure that education receives a fair share of the economic resources. "As long as I can remember, the very same people who have been fighting against aid to education have been busily telling teachers that they ought to stay out of politics."

O'Hara advocates 15 years

Kozol

(Continued from pg. 1, col. 6) Mafia in business. To provide the sociologists with sufficient data for their research programs. Manageable voters, manipulatable consumers, and, if need be in the case of war, willing killers.

"The innocence of those of us, including myself, who wrote the idealistic books of protest keep on writing them and then sit back and wait for our Utopian notions to be put to application by such folks as Nixon, Hicks, or Hiakawa. This innocence originates from the classic liberal hesitation and withdrawal from strong, honest and sophisticated recognitions of the cold and realistic function of the public school.

As an English teacher myself I think it is much more interesting to talk about the disguised forms of political indoctrination. To give you a simple example, it's something that doesn't look like indoctrination but is, I think. This will be very familiar to many of you: The way grammar is taught. Fearless terror in the public schools, the use of the first person pronoun. We all fear the word "I". A classic example: A child says something rude, the teacher lifts her eyebrows and steps back in horror and says "Is that any way to speak to me?" But instead of saying "me", typically the teacher says "Is that any way to speak to Miss O'Brien?" And the question is "Where is she?" It's as if she wasn't there. Not present, pulsating in the classroom. "It's as if she was locked up somehow in the closet with the chalk and chalk erasers.

of free public-supported education, beginning with kindergarten. The first two years of college would be a right for every young person and would be an integral part of the public school system.

O'Hara is a member of the House Committee on Education and Labor, the Joint Committee on Congressional Operations, and the Committee on Interim and In-sular Affairs.

"There is a method in the seeming madness of our public schools. Ethical revolutions are not made by those who speak and breathe in the third person. Exhortations are not verbalized in the subjunctive. Statements of conscience are not conditionally posed or indirectly stated. School is not mindless, idiotic or inept. The bias against the use of the first person is a well-planted vaccine against ethical infection. It is only one of many ways in which the school serves the flag which it flies and labors to defend those values and deceptions it exists to foster.

Kozol's alternative to the public school is the Free School concept, those schools that have taken students who were dropped out or were expelled from the public schools and have been successful in teaching them. Kozol advocates financing the Free Schools through a voucher system, where the school would be paid by the state to educate the child.

Kozol, a Harvard graduate and Rhodes Scholar, has lived for many years in the Black and Puerto Rican neighborhoods of Boston. He was terminated from his teaching position in the Boston Public Schools for reading a Langston Hughes poem to his all-Black fourth grade class. Kozol's book about his experiences in the ghetto school, **Death at an Early Age**, is now in its 15th printing, is published in five languages, and has sold over a million copies in the United States. His latest book is "Free Schools".

Caucus Time

by Jettie B. Wilds, Jr. Chairman, Oregon Black Caucus

There are those among us who deem it necessary to look beyond Portland and beyond Oregon to determine what Portland Oregon are all about. It seems like a sound practice as long as we continue to examine from within also.

The National Education Association met in Portland this week and one of the things that was addressed by this group is what the public schools are doing to children, all children. Everybody seems to agree that there should be quality education for all kids. Beyond the general controversy about educational methodology is a specific one about the educating of Black children. The question that is being raised speaks to the point of whether Black children are suffering psychologically in many hostile white environments. There is also the question of whether sitting next to white folks in suburban schools will eradicate poverty, poor housing, lack of jobs and racism. Certainly, one must admit that sitting next to Black folks, i.e. Albina, does not necessarily eradicate the same ills either. The issue then becomes whether sitting next to Black folks is better than sitting next to white folks? That question has to be answered by each of us individually.

For the middle-class Black child, there is a possibility that the suburban schools may be more beneficial because they have the opportunity for those all important after school experiences. I'm using the term middle-class

to encompass more than the annual salary element because that could be achieved by individuals working two jobs and not having time to share experiences with the youngsters. For the many millions of Blacks struggling to just survive economically, the suburban educational experience is questionable.

It seems important to examine the merits of improving the schools in the neighborhood where the children live. This improvement does not mean just making it more like the suburban white school. Certainly one must acquire those skills that are presently necessary in order to function in today's society. However, one has to recognize that suburban schools are not trying to increase the students' proficiency at serving the present system.

It seems then that you're hexed if you do and hexed if you don't. There is some hope however in strategy of improving the schools of the neighborhood where Black children live; and where Black parents could exercise some controls if they choose to do so. Each of us must think about this as some among us quietly encourage parents to sign away the lives of their kids in exchange for suburban schools. Improving the schools in Albina seems to be a more reasonable alternative than supporting the busing of Black children to suburbia so that they can learn how to rationalize the present system of subjugation, especially when they are the ones being subjugated.