



*We see the world
through Black eyes*

Disruptive behavior is everyone's problem

The Portland Public Schools received the report of the Blue Ribbon Panel on Disruptive Youths Monday night -- a report prepared by a lay committee after eighteen months of work. The committee reports that school personnel estimate up to twenty-five per cent of the district's students have learning disabilities that bring about or accentuate disruptive behavior.

Although behavior in and out of the classroom is one of the major school problems across the country, it is difficult to believe that one-fourth of our children are handicapped mentally or physiologically to the point that they cannot learn. One has to wonder how the bright little five-year-old who eagerly begins kindergarten turns into the unruly fifth grader or the delinquent of fifteen. If this problem is caused by learning problems, there must be something lacking in the teaching methods or in the teaching philosophy rather than some innate problem in this many children.

Much more needs to be done with this study. The committee was made up of school personnel, business people, and representatives of the police force and the court, in the main. They are not people with the expertise to analyze the causes of disruptive behavior or to determine corrective methods. The committee should have been provided professional staff to assist with a problem of this dimension. The Portland Public Schools should now proceed -- using the report as background -- to delve more deeply into the causes of this inability to learn.

One aspect of classroom teaching that was mentioned by Jewell Goddard to the school board is that teachers do not have training or experience in group dynamics. They learn how to teach subjects, but do not learn how to control groups or how to help students to control themselves and each other. This training, as well as knowledge of human relations and an understanding of current trends in individual freedom and student rights, would seem essential. With a whole new emphasis on the rights of students, teachers must be able to teach and inspire responsibility.

Another area that needs more exploration is the role of the parents. It is easy to blame parents for lack of participation in the child's educational life, but it must be remembered that for many years parents were admonished not to interfere and their presence on the educational scene was resented. Now we want that participation, but many parents either resent the attitude of the school personnel or are fearful of their authority. The school has a great responsibility to encourage parents to become involved at all levels, including planning.

The Community has a role, also. It is true that there are not sufficient resources to help those children who

have serious emotional problems. These kinds of resources take money, and the Portland community has not been willing to spend that kind of money. Treatment programs are still experimental -- they don't have all the answers and they cannot guarantee success. These are not the kinds of programs that appeal to the taxpayers.

Much needs to be done to insure that every child has a secure life and an opportunity for a good education. Children who do have problems -- whatever the cause -- do have a right to treatment and the schools must help to see that this treatment is available.

The schools also must insure that they are not part of the problem -- that they are not contributing to the child's disturbance and that their effort to make early diagnosis of potential problems does not label or write-off a child.

As a part of the community, the schools can only do what the community mandates, and will do only what the community insists. We cannot afford to discard a generation of children as having undiagnosed learning disabilities that preclude their learning, nor can we allow 'learning disabilities' to take the place of race or social class as an excuse not to teach.

Another Point of View

And so to school

the Vancouver Sun

Did you take them for the first time, by the hand, and put up with their tears and their leg-clutchings? Did you take them for the first time, by the hand, and watch them boldly wave goodbye and two seconds later turn their backs, and then come home yourself in tears?

Did you watch them for maybe the umpteenth year go running down the steps to meet their friends, delighted, after two months, to be back in a society that made sense?

Did you, as you watched them go, feel hurt at your own diminishing influence? At your own increasing exclusion?

Look, they're only on loan to you.

School finance

by Yvonne Brathwaite Burke
Copley News Service

A 70-year-old man planned to live out his years in a little home he bought 19 years ago for \$8,000. Now, he cannot afford to pay the taxes on it. The tax assessor values his home at \$28,000. Just the taxes would take half of his only income, his Social Security check. He is angry.

He is not alone. Taxpayers everywhere are threatening to revolt and for good reasons. The inequities of taxes on residential property cannot be allowed to go unexamined.

A substantial part of property tax is spent for education.

Each school district is financed by taxing the real estate within its boundaries. Consequently, the amount of money spent to educate a child is determined by the wealth of the school district he lives in.

A comparison of the financing of two California school districts gives a good example of this kind of educational dis-

crimination.

The wealthy community of Beverly Hills in a year spends \$2,063 for each child. At the same time, the nearby City of Compton spends \$1,115 for each child.

However, Compton taxes itself more heavily for schools, at the rate of \$4.86 per \$100 of its assessed valuation compared to the Beverly Hills tax rate of \$3.18.

How can it be that Beverly Hills taxes itself less and spends more per child? In Beverly Hills, there is \$74,886 in assessed valuation of real estate for each child.

In Compton, there is only \$10,045. A child in Compton is penalized because of where he lives.

We all struggle with the question of how to judge effectiveness of schools. As parents, school administrators or legislators, we know that the best circumstances for education of children vary with the child.

However, we do know that good salaries attract aggressive, bright teachers who encourage and inspire pupil achievement. The latest books and teaching materials help students and teachers alike. An attractive, well-maintained

campus reinforces a feeling of pride and self-worth. Pupils who are fortunate enough to be a part of a "good" school most often develop into high achievers. The stimulating environment and the high expectations motivate children.

A continuous supply of successful teachers, new and imaginative teaching tools and inspiring physical surroundings cost money. Most criteria used to judge schools are based on how much money is spent.

The gross injustice of the present method of financing schools was recognized by the California Supreme Court in the Serrano-Priest decision in 1971. It ruled that basing school finance on local property taxes discriminates against children in districts with little taxable property.

In the near future, five years after the original decision, the California Supreme Court is expected to call for a reordering of the present system of school finance. School finance cannot be reordered without opening the question of property tax reform.

Residential property taxpayers are ready to open the same question. Property taxes have risen so high that people are losing their homes. The tax on higher and higher assessed valuations works great hardship on elderly and low-income persons.

The change of funding of education from property tax to a more equitable tax source is long overdue. Income tax, tax on nonresidential real estate and, possibly, sales tax are among the more logical sources of school money.

School tax and property tax have been linked in the law and in our minds long enough. The link is causing undue hardship to students and residential taxpayers alike. The problems are clear. The necessary changes must not be delayed.

Hays

(Continued from p. 1 col. 3)

Commission.

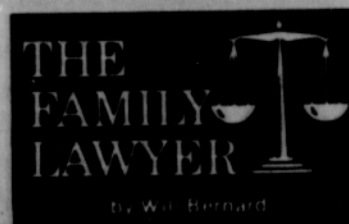
In 1972 she served as chairman of the Governor's Commission on Human Rights.

She is a member of the National Association of Social Workers, the National Association of Black Social Workers, the National Alliance of Black School Educators and Pi Lambda Theta, national honor and professional association in education.

Other local membership include the Urban League of Portland, the Tri-County Governmental Commission and the Rocky Butte Relocation Advisory Committee.

She is married to Chauncey O. Hays and is the mother of three daughters.

The 13-member Advisory Council is chaired by Ira Keller, long-time civic leader. Other members are: Joseph Blumel, president of Portland State University; Edith Green, former congresswoman from Oregon's 3rd District; Leland Johnson, president, First National Bank



Telltale Voice

Could you identify a voice that you heard only on the telephone? "I can," said a woman witness in a recent case involving an obscene caller. "It was definitely the defendant."

The defense attorney objected that such an identification was too unreliable to be permitted in the courtroom. But the court overruled his objection and allowed the woman's testimony to stand.

The court was reflecting the law's usual view that the human voice is a recognizable, telltale characteristic. The voice of a man wearing a mask . . . the voice of a man in a dark alley . . . the voice of a woman in another room—all these have been held identifiable in court.

The identification is especially convincing if the voice has some distinguishing feature.

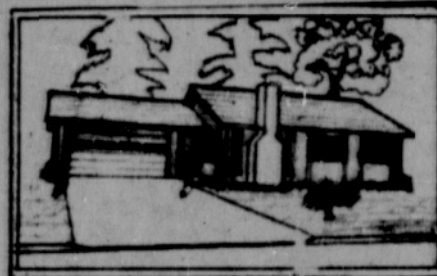
In a bookmaking case, a prosecution witness testified that he recognized the defendant's voice because it had a Boston accent. This testimony helped the state win a guilty verdict.

Nevertheless, even though identification-by-voice is usually acceptable, it is usually not conclusive—not enough to convict someone all by itself. For example:

A masked gunman held up a bank. At a police lineup two months later, the bank teller identified a suspect solely on the basis of his voice.

But at the trial, the prosecutor could offer no other supporting evidence to connect the man with the robbery. The court finally decided to throw the charge out. The case against the defendant, said the court, was "pregnant with the danger of honest mistake."

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SOUTHERN JUSTICE THREATENS NAACP

A Mississippi judge has ordered the National Association for the Advancement of Colored People to pay 12 white merchants over \$1.2 million because of a boycott the NAACP led against their stores in 1966. The boycott was seeking employment for black people.

The 1966 boycott, protesting job discrimination and other racial abuse in the town of Port Gibson, Mississippi was called by the judge an "unlawful conspiracy." The NAACP calls the judge's decision a "legal lynching."

We need your help to fight this injustice.

Mississippi law requires that we post a bond or cash in excess of \$1.6 million just to appeal the judge's decision. This money must be raised within the next ten days. If we do not appeal—because we are unable to post the bond—then the NAACP must pay \$1.2 million it does not have. If this happens, we're out of business.

I WANT TO HELP WITH THE NAACP MISSISSIPPI APPEAL

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