



We see the world through Black eyes

### Avoiding the issues

The Portland School Board might as well have stayed home Monday night. Its responses to the serious and specific recommendations of the Community Coalition for School Integration consisted of a series of requests for Superintendent to follow his intentions to decide how to respond.

The Board took no forthright actions — made no decisions. They might as well have stayed home and forgotten about it.

### Before the Legislature

The support of Black elected officials and community leaders across the country was a critical factor in raising the civil rights aspect of political rights for the District of Columbia and in getting a Constitutional Amendment through the House and the Senate which, if ratified by the states, will grant the citizens of the District of Columbia full voting representation in Congress.

The success or failure of ratification by the 38 states required to ratify the amendment will be determined by organized efforts and emphasis, not on civil rights for Blacks alone, but on all the issues raised by the representation issue.

Black leaders will play big roles in the ratification efforts in many states, but successful ratification will depend on bringing together bipartisan support from all walks of life. The issue is not just that Washington has been denied par-

ticipation largely because of the race of its residents. The issues are "taxation without representation," the principle that led to the Revolution two hundred years ago, and the idea that all people should have a right to elect their rulers.

This issue, the King holiday bill, tax relief, and many others that hold a special interest for Black people will come before the 1979 Legislative Assembly. It would be good to see Black people taking an active part in the discussions and hearings that lead to legislation.

### A time to help

Weather is the topic of discussion this week as many Portlanders find themselves stranded by the ice, without food or fuel, without electrical power for heat and lights.

Others see their property damaged by wind or ice — trees and shrubs that have taken years to grow killed, roofs blown off, pipes broken.

Those who have had it easier should remember those in need — elderly people who cannot get out to the store, who might need a hand with a broken pipe or a mangled tree, or a hot meal.

Bad weather is rare in Portland — it brings problems for everyone. It is too easy to worry about bent fenders or personal inconveniences and forget those who are in serious need.

Those who are able to give services or donations — and those in need — should call the Red Cross or the Tri-County Community Council.

### Focusing on the other economy

by Bayard Rustin

Anyone concerned with the economic squeeze on workers and poor people should read Gus Tyler's penetrating new study entitled "The Other Economy: America's Working Poor". Appearing in a recent issue of a small — but spirited — magazine known as *The New Leader*, the study lays bare the poverty, deprivation, and glaring inequalities that co-exist with affluence and wealth.

Tyler's study effectively challenges two dangerous political trends that seem to be sweeping America. The first — which is especially popular among some intellectuals and politicians — is a curious and premature celebration of universal or near-universal "affluence." According to the proponents of this new social myth, we need only "mop up" the remaining vestiges of poverty by either motivating or quietly abandoning those who cling so stubbornly to the nefarious "welfare ethic". America, we are confidently told, has achieved plenty in our own time.

This smug complacency has given birth to a second disturbing trend — the ever popular idea that social problems are best solved by the nimble fingers of the market's "invisible hand". Neo-conservatives and business figures solemnly lecture us about the limits of government, and the great untapped potential of an expanding private sector (i.e. profit-motivated enterprise) as it displaces a parasitical, inflation-producing, and morally corrupt public sector. For conservatives then, affluence is best preserved and expanded by a gradual "withering away of the state" and the gradual elimination of "un-

necessary" social services for the poor and non-affluent.

Tyler shows these myths for what they are — simple myths. All is not so rosy, according to the study, and the root causes of our social problems won't be found in bloated federal budgets, fat workers, welfare chislers, or a tax system which unfairly penalizes business activity. Quite the contrary, many of our most serious social problems have deep roots in the very economic system which conservatives claim has been so efficient, so egalitarian, and so victimized by government "interference".

By illustrating the endemic and almost radical inequality that characterizes the American economic system, Tyler reminds us that the problem is so serious, and so broad-based, that it requires a social solution, not a "trickle-down" strategy. By a social solution, I mean far-reaching efforts directed toward the transformation of our economy from a system based exclusively on private profit to a system far more responsive to social needs.

A social solution, of course, presupposes the existence of a strong political coalition — including Black people — capable of mobilizing mass support for fundamental change in the American economic system. But in light of recent political events (i.e. California Proposition 13, the defeat of Senator Case, etc.), I fear we will face increasing difficulties in protecting and enlarging the progressive coalition, a coalition which is, ironically, losing the votes of many Americans who live in Tyler's "Other Economy".

Here is the central paradox arising

from Tyler's study: because of apathy, internal division, and simple confusion, the political power of "The Other Economy" is either under-utilized or unwittingly aligned with forces committed to the continued subjugation of "The Other Economy". In a very real sense, "The Other Economy" is its own jailer and prosecutor. But it also has the potential for becoming its own liberator.

As I see it, those of us concerned with the problems of "The Other Economy" must once again become the molders of political debate in America. Through our own programmatic sloppiness and intellectual exhaustion, we have virtually abandoned the field to the slick "anti-tax" hucksters who contend that every decent social welfare program of the last twenty years has somehow been a disaster for the economy. And the fact that so many in "The Other Economy" eagerly buy these new economic fallacies is, in large measure, our own fault.

If we are to succeed in reversing the conservative trend, a trend which will perpetuate and aggravate the problems of Black workers in "The Other Economy", we must vigorously confront the essentially regressive policies of the so-called New Right. We must unmask the blatant injustices of the present tax system, and advocate meaningful reform. And, most importantly, we must intelligently counter the increasingly popular belief that any and all public action inevitably worsens economic and social problems it sets out to solve.

### School Board action: Desegregation

(Continued from Page 1 Column 6) nation and community.

B. The competent teacher and administrator is aware of and appreciates cultural diversity and the importance of communication skills reflecting sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age or national origin and does such preparation and takes such training as is necessary to develop such awareness and appreciation in herself or himself.

C. The competent administrator takes appropriate steps within his responsibilities to cause the elements in A and B above to be reflected in the school instructional program and evaluates those teachers and administrators subject to his evaluation and supervision with respect to their performance regarding A and B above. The level of competent performance required shall be determined by the professional judgment of the supervisor of the teacher or administrator.

#### Teacher Training

Coalition recommendations — The office responsible for District-wide desegregation should develop a long-term plan to assure that all teachers, administrators, School Board members, and any personnel whose responsibility requires daily interaction with students have training in group dynamics in an integrated setting, multi-cultural perspective, and Black culture. The office should develop an in-service training program based on the particular needs of minority and white students in an integrated setting.

#### Board response:

Resolved, that

1) multi-ethnic education and minority culture and the development of skills to teach and work effectively in integrated classrooms and schools have a high priority position in the District's inservice programs, including skills of working with individuals of, and groups composed of, different races and backgrounds;

2) the Superintendent is directed to prepare a plan for Board consideration which includes

- a) provision for furnishing student teachers experience in integrated classrooms,
- b) meeting the standards of the District with respect to multi-ethnic education; such plan shall deal with whether such training should be mandatory for any such staff.

The Board requests the Superintendent to report back to the Board with respect to the foregoing.

#### Student Discipline

Coalition recommendations — The district should develop categories of suspensions — class exclusion, minor suspension, major suspension — use expulsion as a last resort, hire more minority social workers and counselors, develop regulations for school bus behavior, publish the student handbook at fifth grade level.

#### Board response:

Resolved, that the Board requests the Superintendent to submit recommendations to the Board which deal with the recommendations of the Community Coalition for School Integration on student discipline. Such recommendations should cover at least the following subjects:

- 1) Categories of disciplinary action;
- 2) Reporting of disciplinary actions to the Superintendent;
- 3) Involvement of parents in disciplinary procedures;
- 4) Regulations governing homework of students under suspension;
- 5) Bus rules and bus aides, and special provisions if any for children who are bused to and from school;
- 6) Any additional requirements to improve procedures applied;
- 7) Analysis of types of disciplinary problems and methods of response.

The Superintendent is requested to prepare and distribute a popular edition of the Student Rights and Responsibilities handbook to be made available to students, parents and staff not later than commencement of the 1979-1980 school year.

#### Minority Hiring

Coalition recommendations — The School Board should set as a priority the hiring of minorities in positions that have daily contact with students; the Board should establish the

proportion of minority students (currently 20 per cent), as the long-term goal of a "reasonably balanced" staff; that goal should be reached in five years; the Board should establish an internship for training potential minority principals and a program to assist minority aides to become certified teachers.

#### Board response:

Placed language in the affirmative action hiring policy stating that the percentage of minorities in the city work force (7.5) will not be construed as a maximum for district hiring.

#### Minority Teacher Placement

Coalition recommendations — The District should use more imaginative placement of minority teachers, emphasize placing minority teachers in classrooms, prevent placing only one minority teacher in a school, place minority teachers in a manner that will not racially identify certain schools.

#### Board response:

Resolved that the Board 1) encourages efforts of the Superintendent to place minority employees in regular classroom teaching assignments;

2) directs the Superintendent to maintain the District in compliance with federal requirements respecting staff assignments;

3) endorses the Superintendent's willingness to consider alternatives to the present practices; and

4) directs the Superintendent to report to the Board respecting the foregoing.

#### Housing

Coalition recommendation — The School District should be an outspoken advocate of fair housing practices, participate with other agencies in developing long-term marketing to promote family liveability in the city, sponsor seminars for real estate agents and others to make them aware of educational opportunities available in the schools, promote incentives that would lead to integrated housing.

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