

Community Calendar

Sabin Community Association. September 22, 1980 - 7:30 p.m., Sabin School, 4013 N.E. 18th.
King Neighborhood Association. September 23, 1980 - 7:30 p.m., King Neighborhood Facility, 4815 N.E. Seventh.
Bolae Citizens Improvement Association. September 24, 1980 - 7:30 p.m., Urban League field offices, 3630 N.E. Vancouver.
Piedmont Neighborhood Association. September 24, 1980 - 7:30 p.m., Holy Redeemer School, 127 N. Portland.
Energy Expo at Jantzen Beach Energy Expo, Thursday evening September 18th through Sunday September 21st. For more information call 289-5555.
Special event! You are invited to attend a special event preceding the St. Andrew's Community Center Auction Pre-Auction Buffet at Neil Kelly Company, 804 N. Alberta, Saturday, September 20, 4 p.m. - 7 p.m. \$10.00 donation. All proceeds to go to the Herb Cawthorne for School Board Committee. "Put the children first!" RSVP: Fay or Linda at 288-7461.
Auction for Jewel Lansing for State Treasurer, 7:00 p.m., September 25th, 1819 N.W. Everett. \$3.00 cover.

On education

(Continued from Page 1 Col 3)

Observer: As a principal, do you think achievement tests should be geared to the culture of Black children?

Gerald: Again, that's another difficult question because you have to make a basic decision about whether or not you're going to intergrate into the system or if you're going to be a part of the system while keeping your whole sub-culture intact. And after you've made up your mind about that, then, I again come back and say there shouldn't be any one formula for all Black families and all Black children. The choices should be there for people to make. Some people may decide that they want to totally intergrate within the society and in fact give up their own culture to do so...

Observer: Does that include the forfeit of Black English in favor of adopting standard English?

Gerald: Yes...right in the middle of that is the question of standard English vs non-standard English, and again you find all kinds of solutions to the problem. But the bigger problem always come down to what can you live with. I don't think anyone at any time should be able to make a total decision which says, this is what Blacks need, this is what the Blacks are all about, this is what they need to do, this is how they need to operate, because we have different ideas about how that should be. I think the choice should be there, and then a particular community, a particular segment or even a larger body of people decide to abide or go with that. I really think it's a mistake for someone to try to describe for each of us, what it is to me ought to be doing and how that should go. I don't believe that there's an opportunity for anyone to very definitely say, "standard English is what we must go for. Let's allow the Black kids to speak the non-standard English because it's not going to hurt them, and they always are usually returned to their own community anyway, and they can work themselves back into that." I don't believe that there is anyone out there who has the answer that is definite enough to give you and me a good road map and say, "those are the steps you should take..."

Observer: But...are achievement I.Q. tests an accurate evaluation of Black children's potential, performances and abilities?

Gerald: Well, I would guess that the test measures what it is trying to measure fairly well. I would guess that the reading, math and language arts tests that we give in Portland, when you get comparative scores, then you pretty much have what you were looking for in answer to how much fundamental knowledge in those three areas that the student has. But I know from experience that there are numerous other things that are important, that are not measured, that may be worthwhile factor for a student as a person. We are not picking that up, and may in fact put too much emphasis on what the test scores says; we may make a determination that there is no

potential here for anything, that this is a throw-away child, that it's a worthless situation, and that's a big mistake. That youngster who may do poorly in math or reading may have some other potentials that need to be explored. Also that test may not always give a true index of even what the youngsters' abilities in those areas are, he/she is being tested in. If we use the test instrument as a kick-off point, as a base for helping the child we're ok. But if we use the test scores to say it's a waste of time, that's wrong...

Observer: Yes...but if you take two children at an early elementary level, a Black child totally intergrated into the Black culture and a white child totally intergrated into the white culture and use standardized curriculum and tests as a medium of measuring the two, wouldn't the Black child be at a disadvantage because of not being able to readily adapt to the standardized format that white children have already been submerged into? Is that why many Black children between 4th grade and high school lose some of their incentive for learning?

Gerald: If I had an answer to that one, I'd probably be a millionaire...I'd probably have a program that I could offer, and it would in fact give the answer because I would have discovered what it is that happens when Black children go through that next series of steps. I really don't know how all of that breaks down. I think part of the breakdown is multi-facet, that there are so many little parts to that puzzle that perhaps when we take one or two different parts out of it, we pay dearly for it. I'm not always sure that this is a racial thing. It seems to me that sometimes it may be an economic thing.

Observer: Right...I was going to suggest that as another problem.

Gerald: It all comes back to those important blocks.

Note: Last year, on one of Phil Donahue's shows, there was a Black psychologist who had experienced the same kinds of frustrations over standardized tests. In high school he was told by his counselor that because of his low scores, he should be a brick layer. Instead this man went on to graduate from Philander Smith, a Black college, and received his doctorate in psychology. In his book, he advocates that standardized tests are unfair to Black children. Later in the same show, a sample of a test he had compiled for Black children was given to the show's predominately white audience. Out of the ten questions given over 70% of the whites taking the test failed.

It is important to know that not all Black and minority children have a problem of receiving low scores. It is also important to realize that Mr. Gerald is not an authority on this controversy.

In part III of the interview with Mr. Gerald, topics discussed include: corporal punishment, cultural awareness workshops for school administrators, discipline problems, the need for Black role models and how Black parents can be supportive of their children.

Julian Bond speaks here

By Stephanie Cole

Seventy five percent of all Blacks in America who hold college degrees receive their degrees from America's one hundred seven Black colleges and universities. The need for Black colleges to continue educating our youth has prompted a conference on "Black Colleges: Past, Present, Future" to be held Saturday, September 20, from 9 a.m. to 4 p.m. at Adams High School.

Speakers at the conference are all alumni of Black universities and colleges. Speakers lecturing at the conference are: William Gerald, Principal of King Elementary School in Portland, and outstanding Chicago attorney Thomas Ladd. Guest speaker will be Georgia State Senator Julian Bond.

Memory plays benefit

Thara Memory will host a benefit to raise funds for medical aid to Nicaragua on September 26th at 8:00 pm. at 1422 S.W. 11th Avenue. Also featured are the Portland Jazz All-Stars. (See page one)

Thara Memory, the leader of the Portland All-Star Revue, has been professionally and creatively active in the Portland community for the last nine years, being originally from Florida. His musical abilities range from teaching and performing on the trumpet, flugelhorn and cornet to conducting, composing and arranging. Thara's professional background includes 16 years of band experience in the southeastern states, performing and organizational activities in the

The workshops are developed by concerned citizens and graduates of Black colleges and will cover: taking test well, setting career and college goals, and the availability of financial assistance.

Parents and family members of high school age are encouraged to attend and will be the conference's special guests. Everyone else including the general public will be required to donate a \$8.00 registration fee. Enrollments will be accepted from 8:30 - 9 a.m. the day of the conference. Additional information about the conference can be sought by contacting Pearl S. Gray, Chairperson, Black College Conference, Affirmative Action office, Oregon State University Corvallis, Oregon 97331 or phone 754-3556.

recording industry, music education at the college and high school levels and performances with many well known musicians.

The receipt of state and federal grants have enabled Thara to accomplish large composition, teaching and performance projects, the most current being "The History of Black Music in America", a product of his employment with Young Audiences of Oregon. His primary involvement now is as conductor and director of the Creative Jazz Orchestra, which is dedicated to the preservation, education and dissemination of Afro-American music, whether classical or jazz.

School Board bungles hearing

(Continued from Page 1 Col 3)

Edmonson was hired on January 23, 1980 as a Communications Specialist to work with the Desegregation Information Center. He was terminated on March 28th.

Edmonson charged the district with racial discrimination, saying his termination was the result of racist and sexist actions by his supervisors, John Nellor, former head of the Public Information Department, and Dr. Chuck Clemens, former director of Intergovernmental Affairs. He charged that "they sought to maintain central control and power over all aspects of the district's desegregation programs and persons through a systematic diversion of operations and people."

"These trusted few were not in service to the citizens, the district, or its students; they were in service to Dr. Blanchard, former Portland Public Schools Superintendent."

The Citizens Communications Committee was created by the Board to "sell" the desegregation plan - then still in the discussion stage - to the public. The committee never functioned adequately for a number of reasons: Black organizations did not participate; Black citizens and others viewed the committee with suspicion and believed it was designed to promote a plan that might be acceptable to Blacks; the \$100,000 federal grant to fund activities was denied; the completed desegregation plan did not require mandatory transfers, so much of the anticipated function of the committee was not needed.

Part of the role of Edmonson and his fellow employee, Sonja Graves, was to increase Black participation on the committee and in discussion of the proposed plan. Because there was no Black participation in the committee, Edmonson alleged that he was told to establish an alternate "Black committee." One meeting was held with a group of Blacks; later a larger group of Black people

were invited to a luncheon to discuss ways for the district to gain credibility and get input from the Black community. Edmonson also alleged that although he was the head employee and Ms. Graves was an assistant she was given the major role.

On that date the refusal of funding was announced and Edmonson was terminated. The reason given for his termination was inadequate performances of his job including refusal to follow directions.

Edmonson submitted a report to the Board, requesting an investigation of the top administrative staff. He subsequently had a formal hearing before a hearing officer. The hearing officer upheld the termination and the Board concurred.

Monday's hearing was an opportunity for Edmonson to be heard by the Board, but not a genuine opportunity for the decision to be changed. Following Edmonson's statement and a few questions by the Board, Steve Buel said he believed there was sufficient reason to terminate Edmonson - that he was insulted by the process. However, he said the documentation by the administration was "an extremely sloppy attempt to do something that should have been done right."

Much of the information was disorganized and hazy, but Edmonson and his attorney had not replied to many of the district charges that had been made against him. Priestley said he would like to have demanded that the Board give a full hearing - with presentations made by both sides and an opportunity to question the administration - but that was made impossible because Edmonson's attorney had agreed to settle for less.

The Board voted to accept the hearing officer's report - a decision that had little meaning. The decision to terminate had already been approved, so rejection of the hearing officer's report would not have affected the termination.

Second Notice of Public Hearing

Notice is hereby given that a public hearing will be held by the Tri-County Metropolitan Transportation District of Oregon (Tri-Met) in the Council Chamber of the Gresham Municipal and Educational Center, 1333 N.W. Eastman, at 7:30 p.m., Tuesday, September 30, 1980 to receive public comment on proposed bus service additions and revisions which may affect transit passengers. The proposed changes will effect the following lines:

- #18-Troutdale--route revision: discontinuance of Fairview loop
- #19-Division--route revision: will terminate at 8th and Hood in Gresham
- #19-East Gilaan--route revision: via N.E. Gilaan, 223rd, Stark, Cleveland, Powell, Roberts to Eighth and Hood
- #20-East Burnside--route revision: service extended directly out Stark to Mt. Hood Community College, discontinuing service to downtown Gresham
- #44-Gresham--route revision: route will end at 8th and Hood, discontinuing service to Mt. Hood Community college
- #80-Troutdale-Gresham--new route connecting Fairview, Gresham and Troutdale, with three trips per day to Reynolds Metal Company timed to serve work shift changes.

Written or oral comments may be submitted in advance of the hearing to the Board of Directors, Tri-Met, 4012 S.E. 17th Avenue, Portland, OR 97202 or at the hearing. Further information concerning the proposed route changes may be secured from Linda Moss, Service Planning Department, Tri-Met, 4012 S.E. 17th Avenue, Portland, Oregon 97202.

Tri-County Metropolitan Transportation District of Oregon

Paul N. Bay, Executive Director



Planning & Development

INVITATIONS FOR BIDS

THE HOUSING AUTHORITY OF PORTLAND, OREGON will receive bids for: Playground Equipment to be furnished and installed at Dekum Park, N.E. 27th and Dekum, Portland, Oregon.

Bids will be received until: 2:00 P.M., Pacific Daylight Saving Time on Friday, October 3, 1980 at the office of The Housing Authority of Portland, 1605 N. E. 45th Avenue, Portland, Oregon and will be publicly opened and read aloud at that time.

Proposed forms of contract documents and specifications are on file at the office of the Director of Maintenance, located at 8910 N. Woolsey Avenue, Portland, Oregon.

Interested bidders may pick up the necessary copies at 8910 N. Woolsey Avenue or telephone 249-5555 for the mailing of the documents.

The Housing Authority of Portland, Oregon reserves the right to reject any or all bids or to waive any informalities in the bidding.

BY: W. E. Hunter
 TITLE: ACTING EXECUTIVE DIRECTOR
 HOUSING AUTHORITY OF PORTLAND, OREGON

DO YOU REALLY WANT TO SAVE ON YOUR FOOD BILL?



We offer savings of up to 40% and more on fine quality wonder and Hostess products, plus large discounts on other baked goods. Besides our everyday low prices, we feature in-store specials daily. Just look for the "bar-gain" signs on the displays in our store. Discover for yourself what thousands of smart shoppers in the area have found.

You'll be amazed at the savings you make at our Wonder Thrift Shop!

Food stamps gladly accepted



SATISFACTION GUARANTEED

You must be completely satisfied with every purchase or we will cheerfully refund your purchase price



WONDER-HOYESS THRIFTSHOP

115 N. Cook St.
 Corner of Vancouver & Cook St., Portland, Oregon
 Open Mon thru Sat - 9am-6pm - Closed Sundays

Parenting classes sponsored by the N.E. YWCA and children's Service Division beginning September 23rd from 3:30 to 5:00 p.m. There are no charges for the classes. For more information call 228-5173.

ST. ANDREWS CATHOLIC CHURCH

806 NE ALBERTA STREET 281-4429
 Reverend Bertram Griffin, Pastor

Masses:
 5:00pm Vigil - Saturday
 10:00am Choir - Sunday
 12:00pm Folk - Sunday

ST. ANDREW COMMUNITY SCHOOL

4919 NE 9th Ave. Phone: 284-1620
 Grades 1 thru 8
 Sr. Kathleen Stupfer, Principal


NEW HOPE MISSIONARY BAPTIST CHURCH

REVEREND A. BERNARD DEVERS, PASTOR
 THE CHURCH DESIGNED TO MEET YOUR NEED

Sunday School	9:30am
Morning Worship	10:30am
Evening Service 2nd, 4th and 8th Sundays	7:00pm
Communion 1st Sunday	5:00pm
Wed. - Family Prayer Meeting and Bible Study	7:30pm
Friday - Brotherhood Fellowship Service with Morning Star 3rd Sunday	7:00pm

Prayer and Pastor Phone: 281-6476
 Church Phone: 281-0183

3725 N. Gantenbein Avenue, Portland, Oregon 97227



HUGHES MEMORIAL UNITED METHODIST CHURCH

REV. AUSTIN V. RAY, MINISTER
 111 N.E. FAILING

Dial A Prayer 284-0884 Church School 9 45am
 Worship 11:00am Office 281-2332

Specializing In
 Individual • Marriage and Family • Group Therapy
 "The Church Where NO Stranger Feels Strange"

ALLEN TEMPLE CME CHURCH

Corner of 8th and Skidmore
 Sunday School 9:30am
 Sunday Worship 11:00am
 Christian Youth Fellowship 6:00pm
 (second and fourth Sundays)
 Reverend Thomas L. Strayhand, Minister

You are Welcome to Worship at
THE ARK OF SAFETY CHURCH OF GOD IN CHRIST

"A warm spirit of fellowship always"
 The Honorable Bishop U.V. Paterson, D.D.
 "The Holiness Preacher," Pastor

Sunday:	9:15am	7:30pm
Sunday School	11:15am	
Morning Worship		7:00pm
		7:30pm
"Showers of Blessings Broadcast"	3:30-4:30	
KLHQ 1290	6:30pm	
YPWW	8:00pm	
Evangelistic Worship	Noon Day Prayer	
Tuesday-Friday		84 NE Killingsworth 281-0499