

model cities Albina police project begins

The Portland Model Cities Police Community Relations Project is a new program in Portland which is being jointly funded by the U.S. Dept. of Justice and the U.S. Dept. of Housing and Urban Development. Chief Donald I. McNamara is the Project Director. Personnel for the project include a Police Community Relations Director, Assistant Director, a Community Relations Aides Supervisor, ten Police Community Relations Officers, ten Community Relations Aides, and a part-time Youth Planner.

The project's main goal is to build mutual cooperation and understanding between the Portland Police Bureau and the residents of Portland, particularly in the Model Cities area. The project will benefit the police by creating an atmosphere conducive to a better day-by-day relationship with the Model Cities residents. It will benefit the residents by providing them with police service which reflects the concept of both service and protection. Ultimately, the results of the project can be reduced to more effective law enforcement from the standpoint of everyone.

The project has seven main components. They are outlined as follows:

1. An in-service training program is being established for the 60 uniformed officers who are normally assigned to the Model Cities Neighborhood. Its goal is to provide the officer with a greater knowledge and sensitivity to the special needs and problems associated with the Model Neighborhood.
2. A Police Community Relations Center is located at 3807 N.E. Union Ave., phone 282-4524 from 9 a.m. to midnight. Residents of the area are encouraged to use the center whenever they have a law enforcement problem.
3. A Police-Youth program is being developed beginning with the hiring of a part-time youth planner. The principle of the project is to establish rapport between the police and youth of the Model Neighborhood in an atmosphere not associated with enforcement or control.
4. Eight Neighborhood Advisory Committees have been established--each dealing with the problems of a particular geographic area within the Model Neighborhood. This program is designed to bring the residents of the Model Neighborhood area into a more active support of law enforcement so that police and residents will eventually come together in an atmosphere of give-and-take where each may advise the other concerning problems that confront the area.
5. A Public Safety Advisory Committee has been formed; composed of representatives from each of the Neighborhood Advisory Committees and Police officials. It will be concerned

with the meeting and solving of any and all problems which may develop during the life of the project.

6. Additional Police Community Relations Officers will be assigned to the Model Neighborhood, enabling the Community Relations Unit to expand some of the already existing programs.

7. An Officer-Aide program, which is the heart of the entire program, has been established. The aides have been mostly recruited from the Model Cities area and selected on the basis of a strong commitment to the maintenance of a lawful, orderly, and just society, as well as the preservation and protection of lives, human rights and property. The training program lasted about two months and was conducted under the guidance of the bureau of Police.

The aides will almost always be a part of a regular two-man team which includes a sworn officer from the Police Community Relations Unit. These teams will cover situations which have a potential for violence or friction in the community and will be present at dances, concerts, and athletic events taking place in or near the Model Cities area.

In the event of an arrest, the aides and officers will work at lessening crowd tensions and also provide accurate firsthand records of events in order to squelch any possible rumors which develop in the community. The aides will be on hand to render information regarding charge, bail, and civil rights to an arrested party and his family.

This program can offer great benefit to both the officer and the citizen. The citizen is assured of legal and fair treatment, and the officers are protected from false charges of mistreatment, brutality, or in correct procedure. The success of the program depends largely upon the maintenance of a close working relationship between the Community Relations teams and the precinct officers.

Equal Opportunity

The U. S. Senate's Select Committee on Equal Educational Opportunity continues to publish reports of its hearings. The latest, Part Seven, is on "Inequality of Economic Resources," and includes testimony by witnesses last fall, as well as numerous articles and publications on the subject. This and other committee publications are available from the committee at the Old Senate Office Building, Washington, D.C.

The science class was having its final test and one of the questions was Which are the last teeth to appear in the mouth? One youngster answered simply, False. The teacher had to admit that he was not wrong.

Black Educator concerned with Albina housing

Allan D. Rutherford, 64, was back home a few weeks ago after spending a lifetime building a distinguished career in Statesville, N.C. pop. 30,000.

Rutherford said it looks like a pattern of segregated housing exists in Portland and when you've got segregated housing, you're asking for problems.

He said of Portland, "I can't understand why blacks are all concentrated in this old neighborhood. All down Williams Avenue and Union Avenue--its like a neglected area. This is a ghetto area now; its segregated and decaying, and I can't see how Portland can let it happen."

He graduated from Jefferson High School in 1924 and went to the South in 1936 as a teacher; and will retire next July as assistant superintendent. Rutherford studied 2 years at N.J. State Normal School in Trenton, taught elementary school there for 2 years, then returned to Pacific College in Newberg (now George Fox) where he trained from 1929-33 for high school teaching. In those days Negroes were not allowed to do student teaching so instead, Pacific agreed to give him credit for the 2 years he had taught and after doing graduate work at the Univ. of Calif. at Berkeley, he headed for Statesville.

Even though his parents didn't want him to go to the South, he recalled that I had to go so I could teach. He said that the only difference between Ore. and the South is that here in Portland you never knew how far you could go but in the South they didn't have to tell you--- you knew.

Rutherford has seen many changes in his years in Statesville since 1936. Its a gradual process, he said, but I think the South will move ahead faster than places like Portland-- we have accepted mandates of the court.

On April 23rd he was inducted into the local Kiwanis Club as

its first black member in the town; maybe in the whole state. Yet he remembers that about 15 years ago when he addressed the Kiwanians, the members had to go across the street to hear him in the City Hall because blacks were not allowed in the hotel where the club met.

An elementary school in Statesville, with 4 black teachers

and 21 per cent black students, has been named after Allen D. Rutherford. All others are white.

My name is over the door, and my portrait is inside," Rutherford said, and I am still alive-- usually you have to die before they name a school after you. Its like looking at your own tombstone," he added, until you get used to it."

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