

Separate but equal nothing new

President Nixon asked Congress to place a moratorium on all court orders that would require busing to achieve school desegregation and to enact during the moratorium legislation that would place permanent restraints on the use of busing by the courts and the executive branch.

His proposal went much further against busing than he had indicated in a special address to the nation March 17.

The moratorium would last until July 1, 1973, or until Congress enacted legislation that would establish a uniform standard for assigning students under integration orders.

In a long message that included two antibusing bills drafted in the White House, Nixon, in effect, asked Congress to place limits on the Supreme Court's jurisdiction in the 18-year-old school desegregation effort and to prescribe by legislation steps to be taken in remedying the denial of equal educational opportunity under the 14th Amendment.

The Supreme Court, since its landmark decision of 1954 declaring segregation by official policy unconstitutional, has been deciding both what constitutes denial of educational opportunity and the broad means of correcting it.

Under the President's proposals, the process would be changed, with Congress assuming the chief burden of deciding how equal educational opportunity for millions of minority children is to be achieved.

If Congress enacts the full legislative package submitted by the President, the desegregation process that has been proceeding under court orders would be slowed considerably.

Acting Atty. Gen. Richard G. Kleindienst announced that the Justice Department would intervene immediately in a number of pending desegregation cases in an attempt to prevent extensive busing. The cases include Richmond, Va.,

where a district court has ordered the merger of suburban and central city school districts, and Denver, which is before the Supreme Court on appeal of an order that calls for extensive busing.

Like previous lengthy documents from the Nixon White House on civil rights subjects, the presidential message and the explanations by cabinet members left some confusion as to what the precise practical effect would be.

There was agreement that massive busing orders of the kind seen last year in San Francisco, Nashville, Flint, Michigan and other cities probably would cease. The Richmond decision, now on

appeal, and others like it combining central city and suburban school districts also would be turned back.

There was disagreement as to whether the Nixon legislation would eliminate desegregation already achieved. Nixon and his advisers contend that it would not, while civil rights leaders and organizations such as the Americans for Democratic Action charged that it would constitute a "return to separate but equal with no hope of actual equality."

Standards for desegregation proposed by Nixon in his legislation include assigning students to the schools nearest their homes when practical,

permitting each student to request to transfer from a school where he is among a racial majority to another school where he would be in a minority.

After sketching the highlights of his long-awaited response to the public controversy over busing, the President spent most of the rest of his speech explaining his opposition to "busing for the purpose of achieving racial balance in our schools."

The President's essential argument was that busing "is a bad means to a good end" because it disrupts established patterns of neighborhood schools - a concept in which he had said many times

he believes.

Although the President did not say how his proposed moratorium on the courts would work, the House has already passed such a provision. This was done last year on an amendment to the higher-education bill by Representative William S. Broomfield (Rep.-Mich.) that would prevent the courts from putting into effect any new busing orders pending the disposition of all appeals.

The President's announcement came after weeks of congressional struggle over various proposals to restrict the capacity of the courts to order busing to achieve school desegregation.

Some of these proposals

have failed while others have succeeded. The debate on Capitol Hill over the past few weeks has at least suggested that Congress would be eager to entertain and debate a Presidential initiative.

Both the House and the Senate have passed antibusing proposals as amendments to the \$20 billion higher education bill. The House amendments are far stronger. They would prohibit the use of Federal funds to pay for busing, forbid Federal officials to encourage communities to use their own funds for transporting students as a means of desegregation and delay court-ordered busing until all appeals from the court decision had been exhausted.

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Dr. Blanchard supports busing

This Board of Education has assumed in the past, and it does at present, an affirmative responsibility to reduce racial isolation in our schools. Its commitment has been for desegregation and, hopefully as a result, integration. We are under no court order. The President's remarks urged a moratorium on lower federal

court decisions related to busing. The administrative transfer program of this district reflects decisions by the Board of Education in the absence of any court decision and hence are not the subject of the President's concern.

The Equal Educational Opportunity Proposal of the President, contemplating a

possible \$2.5 billion as aid to the rural and urban poor, provides a partial response to a national problem in school financing. Programs for disadvantaged children tend to be more costly, thus more difficult to finance locally. When the details of the President's proposal are available, it should be carefully examined by the district and supported, provided it responds to the intense financial needs characteristic of Portland as a representative large urban area in this country.

Any effort to mandate legislation to prevent transportation in any form, as a result of a condition of racial imbalance, is not likely to be sustained. Here we are dealing not only with lower court decisions, but with two unanimous decisions of the Supreme Court of the United States. In 1954, the Brown Case (18 years ago) ruled that "separate but equal" facilities for education when legally claimed and mandated by a local school district could not continue to exist. The conclusion of the court was that separate can never be equal irrespective of the financial commitment of the southern states to provide such equality. In this context, the prohibition of transportation of students would clearly be unconstitutional. It has long been evident that



DR. ROBERT BLANCHARD

transportation has been used in legally segregated school systems for maintaining segregation. Hence, it certainly is an appropriate tool for reversing that condition. More recently, again by unanimous decision in the Charlotte-Mecklenburg Case, the decision was made upholding busing as one means of correcting racial isolation when reasonably applied. This is the law of the land. It is not merely a reflection of possible excesses by a lower federal court subject to reversal by the Supreme Court. Hence, there are serious questions as to the constitutionality of the action recommended by the President.

Center opens

The Albina Family & Community Service Center opened its doors Friday with snacks, punch and friendly faces to welcome all guests. Located at 73 N.E. Morris Street, the Center offers counseling services for families with marital problems, parent-child relationships and personal crises.

Counseling is done individually and in group sessions. Fees are based on total family income and the ability to pay. There are no eligibility requirements.

Consultation is provided to social service agencies and the center intends to also act as a resource to community task forces and indigenous citizen groups engaged in promoting community development.

Ocie Trotter is the director of the program. His staff includes Cynthia Thomas, Janet Sweet, Annie Allen, Betty Overton, and Hazel Hayes.

The building itself is adequately supplied with small and large counseling rooms, a full set of office and printing machines, and qualified people. There is a need for volunteers to work on the "Hot Line", an emergency telephone service to the community. The Hot Line number is 288-9145.

Portland citizens react to busing halt

This week Portland citizens responded to President Nixon's pronouncement on school busing. The following are statements of persons concerned with the education of the community's children.



FRED FLOWERS

Fred Flowers says we are after quality education. Dumping money into ghetto schools does not help. All we have to do is look at the Model School Program in Portland, which was designed to bring compensatory education. If busing achieves the end result of quality education, it should be used.



ALLISON & BOB BELCHER

Robert Belcher is in favor of busing when it provides quality education. He realizes it is an artificial device, but we have very few methods of achieving quality education. Putting in more money does not bring quality education; many things here need to be corrected. Children of all races should grow up together in their choice of housing, but in the meantime busing is probably necessary. Many children other than blacks, who have inadequate educational opportunities need busing to take them to better schools. Only 3 to 5 per cent of the children are bused for desegregation. President Nixon deliberately missed the point. Instead of shedding light on the situation and calling for greater sacrifice, he took the easy way out and followed popular sentiment.

Mrs. Allison Belcher, housewife, accused President Nixon of dividing the country, capitalizing on fear and hatred. Educational standards are not equal. Children not living in districts with adequate schools are handicapped. The best plan is to let people live where they want to, but in the meantime she supports busing children to better schools.



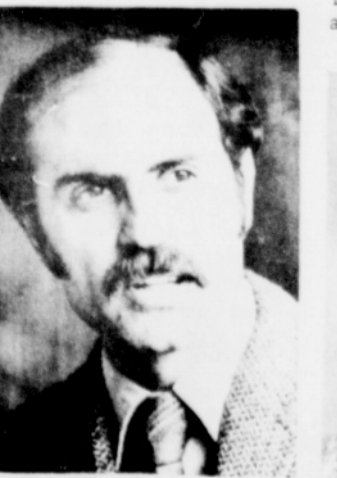
BRENDA GREEN

Brenda Green believes President Nixon's moratorium on busing is a political move. "I think he is dwelling on white supremacy to get votes in the November election." She believes after the election, he will withdraw his opposition to busing.



REV. BERTRAM GRIFFIN

Equal educational opportunities for all, equal employment opportunities for all, are dreams and visions which we all share. There are many political tools for bringing these about. Admittedly busing of school children is such a tool. I am not for busing for its own sake. But to abandon the tool of busing at our present stage of social awareness is to abandon moral and political leadership. A moratorium on busing in the name of equal educational opportunities is a step backward in the fight for our vision.



STEPHEN KAFOURY

"We are opposed to the President's message on busing. We feel that until society establishes living patterns which are integrated, at least our public educational institutions should attempt to achieve this desired racial balance. Neither of us accepts 'separate but equal' in any phase of life, or with regard to race, religion or sex. Nixon and others are attempting

Dr. Lee Brown is opposed to one-way busing. It perpetuates the superiority complex among white students. The brightest black students



DR. LEE BROWN

are sent to white schools and the rest are left in substandard systems. What is needed is quality in the black schools, to be achieved through a redistribution of money. Also, the teachers in black schools are not the best. A study in Washington, D.C. showed that 90 per cent of the teachers in black schools did not want to be there. There is nothing inherent in integration that provides higher achievement in black students.



BILL MCCOY

Bill McCoy feels that President Nixon is interfering with the courts, which is a dangerous precedent. He did not tell the whole story - that busing is a part of this nation and little of it is done for integration. He is disappointed but not surprised by Nixon's action.



GRETCHEN KAFOURY

by executive order to overthrow the basis of our democratic system which provides 3 distinct branches of government. In 1954 our courts ruled that "separate but equal" was not satisfactory in an effort to achieve racial harmony and balance in America. His recent statements on (Please turn to page 8)



PNB promotes Amerson

Herb Amerson has been promoted by Pacific Northwest Bell to the position of Commercial Manager. His area will be Unit 3, which includes Northwest, Southwest, North Portland, Downtown Portland and Lake Oswego.



Lenwood G. Davis, acting Director of Black Studies Center at Portland State University, presents Clarence Berry (right) with the first Black Studies Certificate given at P.S.U.

Black Studies awards certificate

Clarence Berry, the first person to receive a certificate in black studies at PSU, considers the certificate program a "step toward rebirth" of the black people.

PSU is the only school in the Oregon System of Higher Education that offers the certificate. The program began as an experiment in 1969 and was made permanent the following year.

The Black Studies Certificate Program requires 45 hours of black studies; 21 hours of lower division courses and 24 hours upper division. Six hours of black community field work is also required.

Berry believes that up until the program began, there were "white studies" but no men-

tion of black studies. "We were overlooked, as if we didn't exist," he claims.

Lenwood G. Davis, acting director of the Black Studies Center, explained that a certificate earned through the program can "enhance a person's job market ability."

He pointed out that in just about every job, a person must come in contact with minority people. A person with a certificate has an advantage because he has a better understanding of minority groups, he said.

Davis explained that students in the certificate program can substitute black studies courses in working toward just about any degree. For example, "Introduction to

Black Literature" counts toward English class hour required in the Black Studies Certificate Program, there were about 400 students taking black studies courses, last year.

Davis pointed out that only 133 of these were enrolled through the Black Studies Center. The rest, he explained, registered through other departments such as history or English.

This year he expects over 500 students to take courses in black studies. To be eligible for the Certificate program, students must apply to the Center for assignment to an advisor, who approves all work towards the certificate requirements.

Benj. Franklin introduces **Personal Pension Plans**

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