



*We see the world
through Black eyes*

Alliance success

There has been a great deal of discussion of whether the Trojan Decommisioning Alliance achieved any of its goals through its non-violent civil disobedience and the resultant trial.

The Decommisioning Alliance's stated goal is the closure of the Trojan nuclear plant. Of course this goal was not reached and probably will not be reached through one or two such dramatic actions.

The Decommisioning Alliance's goal may be one step closer, however, because of a secondary benefit -- the publicity aroused by the mass trial. The trial not only was a news event because of its unusual character, but the expert testimony of scientists concerning the possible negative aspects of nuclear plants reached the front page in edition after edition of the daily newspapers.

The trial moved the discussion of nuclear reactors from the editorial pages to the front page and placed it on prime-time television. This, too, was a goal of the Decommisioning Alliance.

The trial might not have changed many minds -- the strong proponents will not have become opponents -- but maybe some of those who are not sure will give the subject some thought.

One thing brought out by the trial and the resulting publicity is that a difference of opinion exists. Some scientists believe the plants are unsafe. Other scientists believe the radiation escapes from the plants is minimal enough not to be dangerous to human life.

These scientists who say the plants are dangerous could be wrong. But it appears that as long as any doubt exists nuclear reactors should be considered dangerous and other methods of generating electricity be used.

The publicity surrounding the trial also brought new significance to two related news items -- a nuclear accident at Hanford and a terrorist attack at a nuclear plant in Spain.

Discrimination increasing

The City Council has passed a resolution requested by the Metropolitan Human Relations Commission and the American Friends Service Committee that expresses the Council's opposition to the racial policies of the government of South Africa and to the sale of its Krugerrand.

Although the Council resolution has no legal affect -- it cannot bar the sale of the Krugerrand -- hopefully it might cause some businesses who sell and advertise the Krugerrand to reconsider their need for this trade.

The Portland City Council has joined many others across the country who have opposed the Krugerrand. Although it is easy to talk about "free trade" and the right to advertise, some morality must enter the business field.

We constantly hear those who sell and advertise the Krugerrand talk about how abhorrent the racial policies of South Africa are and how they do not support such policies -- but how they support their right to trade in the Krugerrand. This resolution does not take away their right to that trade but maybe public position against the Krugerrand by the City Council on behalf of the people will encourage them to use their right not to buy, sell or advertise. Now these people have a moral decision to make.

A moral issue

The growing number of persons filing discrimination complaints with the Bureau of Labor does not speak highly of our society. The number of complaints filed in 1976 were 25 percent above those filed in 1975 and the number is increasing.

Although the largest number of complaints by far are in the area of employment (87 percent) complaints of discrimination in housing rose nearly 30 percent and complaints on public accommodations rose nearly 37 percent.

The largest number of complaints, 557, was for discrimination based on sex, but the percentage increase of complaints based on race was greater.

The category with the greatest increase was "retaliation," which rose over 400 percent.

Those who think there is no discrimination in Oregon should consider these figures -- which only include those who chose to file a complaint.

Perhaps this is a fitting problem for a Legislative Interim Committee or some kind of "Blue Ribbon" committee to address. This is a problem the business community could address and perhaps find a way to convince its members -- the employers and real estate profession -- that although discrimination might seem to be "good business" it will eventually destroy the social and economic structure they depend upon for their profits.

WAKE UP

wing



Discrimination complaints increased in 1977



Vocational programs stifle development

by Herb Cawthorne

The argument as to the best way to educate Black youth in America has reached sizzling proportions over the last 400 years. At the turn of the century, the controversy grew. An intense debate between two dynamic leaders of the American Black community began. The point of views presented then are relevant today.

First, a little background. After the Civil War, there was a mending period called the Reconstruction. This period of our history, some contend, marks the white American's most sensitive response to the plight of the newly freed slaves. But the Reconstruction lasted less than three decades, at best. By the turn of the century, segregationist attitudes and violent repression had replaced the more cooperative spirit of the Reconstruction.

In this atmosphere -- a time when white sentiments strongly encouraged discrimination against Blacks -- the disagreement between Booker T. Washington and W.E.B. DuBois was a classic. Like works of art done by a master, their perspectives long ago still have significance today.

The founder of Tuskegee Institute in Alabama, Booker T. Washington was world renowned as an educator, lecturer, politician, and a giant voice in the call for interracial cooperation, which some interpreted as a relenting on the part of Black people. Near the beginning of the century, in an address known as the "Atlanta Compromise," Washington's philosophy became clear: "To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of cultivating friendly relations with the Southern white man...I would say: 'Cast down your bucket where you are.'"

The Black American's future, he declared, was dependent neither on social reform nor political equality. Instead, it depended on the efforts of the race to advance itself in economics and commerce. To the pleasure of many a Southerner, Washington told his Atlanta audience, "In all things purely social we can be as separate as the five fingers, and yet one as the hand in all things essential to the mutual progress."

The idea of relenting in the demand for social equality was unthinkable for many Blacks, given that such a position might open the floodgates of prejudice, hypocrisy and segregation even wider. It was a position which encouraged whites to restrict the scope and development of Black Americans. In education, this philosophy was particularly unworkable. And, in this concern, W.E.B. DuBois could not remain silent.

DuBois -- the tireless scholar, teacher, political activist, scientist, sociologist,

poet and editor -- could not stand by while the Washington philosophy eroded public support for the education of Black youth according to their abilities, rather than according to the dictates of a rigid social structure. The man who died in 1963, after 95 years of struggle to bring the race to its full humanity, described the controversy in clearest terms:

"I believed in the higher education of a Talented Tenth who through their knowledge of modern culture could guide the American Negro into a higher civilization. I knew that without this the Negro would have to accept white leadership, and such leadership could not be trusted to guide this group into self-realization and to its highest cultural possibilities. Mr. Washington, on the other hand, believed that the Negro as an efficient worker could gain wealth and that eventually through his ownership of capital he would be able to achieve a recognized place in American culture and could then educate his children as he might wish."

This brings us to the crux of the matter. The question at the turn of the century, as it is today, is one of degree. Should any philosophy or approach force Black people into putting most of their children in vocational training programs even though such education invariably locks them out of competition in many areas of social, political, and economic endeavors. The question then, as now, is not whether vocational education should be provided for Blacks, but whether such narrow education should dominate the range of options available.

Some of the same prejudiced tendencies which led America to exploit Washington's philosophy are apparent today. And they have the same basic effect -- they restrict the development of Black children.

Then, as now, the conflicts derive from the fact that some people were comfortable in assuming that Blacks are weak-minded. Therefore, confining them to a vocational type education seemed rather generous, since that was the kind of education which best matched their capacities. Similar to the situation at the turn of the century, the atmosphere today leaves no doubt that those Blacks who are willing and able to achieve are not receiving the instruction which enables them to maximize the full benefit of their abilities.

Today, it is clear that many forces seek to subject Black children to the most narrow scope of education possible. Today, there are more vocational training programs in high schools than ever before. And all counts indicate that Blacks are disproportionately represented in them. Career education and awareness is one thing; but jamming young students into stifling vocational

preparation programs is quite another.

The record shows that Blacks are encouraged into vocational programs which do little more than handcuff their wrists with short range preparation, motivated by immediate needs. Although they have the potential, these students are not encouraged into mathematics, literature, science, philosophy, communication, art, music, politics, and other areas which, at a later date, may prove more helpful.

While teaching communications, logic, language and writing at the University of Oregon and, now, Portland State University, I have met students whose parents could legitimately sue the school districts from which they graduated. Some students had difficulty reading short sentences, writing simple paragraphs, making reports, examining facts, writing essays, or giving speeches. Their options were severely limited; this, in part, due to an overemphasis on vocational training and very little attention paid to more liberal preparation. They perhaps could do well enough to fill out a job application for a dead end job, but they didn't have the skills to tackle college.

This is a time when the term "disadvantaged" follows the Black child like a hot-iron brand. This leads teachers and Black parents to underestimate the Black youth. Thus, their strengths are overlooked, neglected, ignored, and allowed to die in an atmosphere which says "They can't do anything."

One difference between 1900 and today is that at the turn of the century, the same attitude was phrased this way: "We won't let them do anything."

To challenge the trend, Black parents would do well to follow the progress of their children more closely; every parent should be certain that the child is taking math and science, reading and writing, as well as other subjects. There should be no doubt that each child is completing all projects satisfactorily. Parents are one factor which can help insure that destructive trends do not entrap Black youth with the shackles of short ranged preparation.

When school age children negotiate their class schedules alone, and counselors are too busy or uninterested enough to design an individual program, no one is in a position to direct the progress of the student. So the parent must be present and must learn to look for the clues that will help one understand how much and how well the child is learning in the public school.

It is clear to me that the nationwide tendency to subject Black children to a disproportionate number of tasteless vocational programs reflects a systematic unwillingness to maximize the resources of the American Black community.

Humphrey-Hawkins

by Vernon Jordan

The now famous Humphrey-Hawkins Bill had its origin in the valiant effort of Congressman Gus Hawkins and his colleagues in the Black Caucus to frame legislation that would guarantee jobs for all.

Such a tremendous change in our traditional acceptance of unemployment as a fact of life is likely to be accomplished by smaller steps. And one of those smaller steps is the President's acceptance of a compromise Humphrey-Hawkins Bill.

The proposed new Bill creates no new jobs, nor does it create structures that would deliver new jobs. Instead, it sets a national goal of four percent unemployment by 1983.

The compromise has been criticized, but it would be self-defeating to take an all-or-nothing stance. The revised Humphrey-Hawkins Bill has great symbolic value. It commits the President and the Congress to pursue policies that will shrink the numbers of unemployed.

That represents a major new commitment. Instead of vague promises to bring down unemployment, the Bill provides a firm promise to do so. It represents a short-term promissory note to be redeemed in jobs.

By setting a national goal the Bill places Congress and the Administration

under pressure to meet the goal, and it provides a much needed framework for further full employment legislation.

And even while admitting that a four percent unemployment goal is adequate, it is far better than the five and even six percent some economists pretend is full employment.

So the first order of business is to get the revised Humphrey-Hawkins Bill passed. And that has to be followed up with swift action to create the jobs to meet its modest goal.

That action should include greatly expanded public service employment and training programs. But it also has to be directed at increasing private sector job-creation through incentives that expand capital spending and production and aid businesses in hiring and training the jobless and young people.

The private sector has to be given a central place in job-creation efforts. Most jobs are -- and will continue to be -- in the private sector, and no full employment policy can or should ignore that fact.

Some of the steps necessary to get full employment may be unpopular since too many citizens don't mind high joblessness so long as they are not among the unemployed. It's always easier to tell someone else that unemployment is inevitable when you've got a job.

There's also the barrier of the questionable link between full employment and

inflation. Experience has shown that high unemployment doesn't necessarily mean low inflation, but the conventional wisdom is that it does. But how fair is it to tell someone he shouldn't have a job because full employment may be inflationary?

It is just incredible for a society such as ours to consciously waste the human resources and productivity of so many millions of people just to satisfy the myths of old-fashioned economics. Even if some inflation results from full employment it would be far more preferable than the stagnant economy we now have that suffers both high inflation and high unemployment.

And no one should be satisfied with that four percent goal. It has to be seen as a short-term goal, a way station on the road to true full employment.

Since Black jobless rates are double those for whites, four percent unemployment actually means eight percent for Blacks. And the hidden unemployment of involuntary part-time workers and the discouraged workers who have dropped out of the job market is double the official rate. So we're really talking about Black jobless rates of fifteen percent if the national goal of four percent unemployment is reached. All the more reason to get on with the job of assuring everyone who wants to work a decent job at a decent salary.



ALFRED L. HENDERSON
Editor/Publisher

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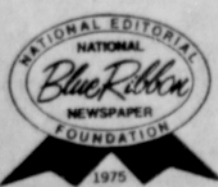
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