

Solar eclipse thrilling experience: Dangerous to eyes

On Monday, February 26th, at 8:13 a.m., Portland will experience a total eclipse of the sun. A profound experience, the eclipse nevertheless offers the danger of blindness to those who do not use special care.

The eclipse is caused by the moon passing between the earth and the sun, with the moon completely hiding the view of the sun from earth. This is possible only because the size of the earth, as seen from earth, are the same.

The Oregon Academy of Optamology warns that looking at the sun at any time causes permanent eye damage — even blindness — and that special care needs to be taken to

avoid looking at the sun during the eclipse.

It is dangerous to look at the sun at any time — whether the full sun is shining or whether 99 percent of the sun is eclipsed. But the wonders of the eclipse can be experienced safely if care is taken.

Moments after sunrise, the moon will begin to cover the sun. At first the darkening will not be noticeable, then one-half to one-quarter hour before totality people, animals and birds will become excited and confused as the darkness becomes perceptible. As the sun disappears, the temperature drops from five to fifteen degrees and the birds return to

their roosts.

Then, suddenly the earth will be plunged into total darkness. Two and a quarter minutes later, just as abruptly, the sun will begin to appear again. An hour later it will be over.

The effect is powerful and inspiring. It will be experienced by all. The eclipse can be viewed safely if proper care is taken.

Viewing the Eclipse

A safe way to view the eclipse is to stand facing away from the sun. The first phenomenon that can be seen is shadow bands — dark, wiggly lines about six inches long. These are caused by the passage of the sun's

rays through turbulence in the earth's atmosphere. To see them, watch a light area on the ground, roofs or a building.

One minute before totality, facing away from the sun, one can see overhead the passage of the moon's shadow. The shadow will appear on the horizon as dark smudges. Sweeping from southwest to northeast at a speed of nearly 2,000 miles per hour, the sight is incredible and can be seen even if it is cloudy. The speed of the approaching shadow, which finally engulfs the spectator, is such that many observers want to duck.

As soon as the eclipse is total, the

sky is dark and stars can be seen. The planet Mercury will be visible 14 degrees east of the sun. Mars will be 8 degrees west of the sun and Venus 45 degrees west. Above Venus will be three bright stars called the "summer triangle." The brightest, Vega, will be almost straight up at the zenith.

At this time, as the moon closes over the sun, the Bailey's beads, and the "diamond ring" — a bright glow on one side of the sun which together with the glow around the edge of the moon form the shape of a diamond ring — can be seen.

During totality it is safe to view the solar corona, the sun's outer atmosphere, which is visible on earth only

during a total solar eclipse. The solar corona appears as a soft, hazy blue light surrounding the black disk of the moon. Near the edge of the black disk will be several bright pink points of light. These are solar prominences, solar gases suspended above the sun's surface in magnetic fields.

Filaments, called solar streamers, stream away from the sun as far out as several solar diameters.

As totality ends, the diamond ring and Bailey's beads will appear again. Now is the time to look away from the sun. As suddenly as it disappeared, the sun will begin to appear and once again is dangerous to the eyes. (Please turn to Page 5 Column 3)

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Two Sections

Coalition responds to Board resolutions

The Community Coalition for School Integration, meeting last Thursday, prepared a response to the School Board's actions on its recommendations for school desegregation and related issues. The response will be made at the School Board meeting, Monday, February 26th.

The Coalition response states: "Our response is a mixture of encouragement that in many areas there is basic agreement to address the problems that have been outlined in The Equity for the 80's and disappointment at the refusal of the Board to acknowledge the inequity built into the present system, and at the failure of the Board to recognize its duty to provide leadership in addressing and rectifying that inequity."

"There is a moral issue involved in this question of fair treatment of Black school children and the Board has responded as though it were only a political question. They have refused to acknowledge the moral issue."

Calling its own research "exhaustive, the findings devastating and the recommendations specific", the Coalition charges that the Board has not acknowledged the underlying failure in its educational philosophy; that the white community shall not be required to carry its share of the burden for desegregation."

The Coalition response continues, "In most cases, the Board has not even couched its resolutions in words which indicate willingness to

assume the leadership required. The Board has 'endorsed' the Superintendent's 'intentions', and 'encouraged' the development of programs rather than requiring them. It is but the verbalization of their inability and unwillingness to lead."

"Where the Coalition has presented specifics, the Board has responded with generalities. Where we have recommended percentages and timetables, the Board has suggested non-specific 'improvements'. Where we have outlined straight-forward guidelines for action, the Board has chosen further 'study' of the same issues. Is this a variation of the legislative ploy of referring a matter to committee in the hope that it will die? This is a matter which will not die. We will not tolerate inaction."

The Coalition response to the specific resolutions of the Board follows.

Administration

The key elements of the Coalition recommendations were that the Board should: develop a comprehensive plan, make the program directly responsible to the Superintendent, develop an annual report with specific content, and continue close cooperation with the Coalition.

The Board's response: has not called for the development of a comprehensive plan, has placed responsibility for action in the same office which has been responsible for the present inequitable and ineffective programs, has created a staff

position so ill-defined as to render its impact questionable, has requested non-specific improvements in data collection.

"We acknowledge the Board's intention to do something general in this area. However, the Board has stopped far short of demanding specific action of the Administration. The Coalition contends that instead of 'endorsing the Superintendent's intent', the Board should have directed the Superintendent more specifically. The Coalition feels that the development of a comprehensive plan is essential to the success of future plans."

Curriculum

The key elements of the CCSI recommendation were that the Board should: Mandate that minority culture be taught as an integral part of the school curriculum; commission an independent study to determine how well this objective is currently being met; continue and improve the search for multicultural educational materials.

The Board's response: Allows the principals to encourage rather than insist that teachers include multi-ethnic themes in their lesson plans; allows the administration to investigate its own performance in minority education; allows for continuing efforts to locate new teaching materials strong in minority and ethnic education.

"The Coalition is not satisfied with the Board's 'endorsement' of the Superintendent's intent to take

action, rather than directing the Superintendent to take specific measures to remedy identified problems. The Coalition believes the Board should insist that the curriculum include minority values and culture — simply allowing principals to encourage such curricular development is not enough. In addition, the Coalition still believes an independent study is appropriate and necessary. Furthermore, the Coalition recommended such a study be conducted for the 1980-1981 school year; the Board's response specifies no timeframe. The Coalition agrees with the Board that all children would benefit from a continuing search for new material on ethnic and minority cultures."

Teacher Training

The key elements of the Coalition's recommendations were that the Board should: Develop a long-term plan to insure that those who have direct contact with the students should receive appropriate training and that a record be kept of such training and that the record be made public; specify levels and types of in-service training who should receive it, and how it should be funded and administered; specify requirements for in-service credits, permanent teacher status, and teacher certification.

"CCSI commends that Board for acknowledging in the tenor and thrust of its resolution that problems continue to exist in this area. While (Please turn to page 3 col. 1)

COSSPO asks commission on Spanish speaking citizens

"Maybe it's pushing too hard too fast, or maybe pushing instead of persuading," is how Lee Johnson, Administrative Assistant to Governor Victor Atiyeh, described affirmative action. Johnson described his own experience as Attorney General of Oregon. Hiring unskilled minority employees he found that "We had people come into a highly organized, fairly effective operation who did not show up a good part of the time, who made no effort really to try to fit into that system... the result was we had to dismiss them. As far as their fellow workers, they were turned off... it basically set back racial relations ten years because you just can't do that — bring in someone at the same salary who is making no effort to carry the load."

Speaking to the Board of Directors of the Committee Of Spanish Speaking People of Oregon (COSSPO),

Johnson held out little hope that the special needs of Spanish speaking citizens will receive attention from the Atiyeh administration.

After explaining the services offered by COSSPO and explaining that COSSPO was organized because the public and private agencies do not deliver adequate services to Spanish speaking citizens, a series of questions and proposals were offered.

Question: Why aren't Spanish speaking people, the State's largest minority group, provided the services they need?

Johnson: A good part is the failure to recognize Spanish speaking people. Blacks have been very much out front, and now women are out front, but Oregonians do not recognize the problems of Spanish speaking people because they are subjected to the national news which mainly discuss

es Blacks.

COSSPO: There is a problem of communication — both that many Spanish speaking people have English language problems — and that Anglos do not hear. Also in urban areas Spanish speaking people do not live in particular areas, but are scattered. The needs of urban, settled Spanish speaking people are different than those of rural people and migrants.

Spanish speaking people come from diverse backgrounds — Mexico, Cuba, South America, etc. — have different cultures and different needs.

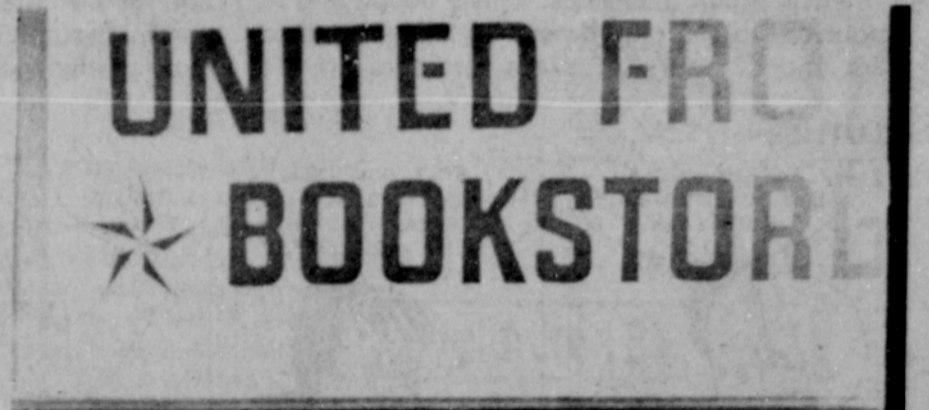
Question: What is the Atiyeh policy toward Spanish speaking people?

Johnson: There is no policy; they are trying to identify one. "This is an era of rising expectations — and there are limitations of what can be

delivered." Explaining that both the state and the federal governments are attempting to reduce budgets as a reaction to demands to reduce taxation Johnson said that was the state's first priority.

"We are trying to look at the programs that are most successful. We will withdraw from programs that are not working. It is important that the Human Resource people report that they are impressed with your program."

Question: Would the Governor be willing to create a Commission to research the needs of Spanish speaking people and recommend policy and programs? There is a need to identify the numbers of Spanish speaking people in the state, and to develop programs to meet the employment, educational and housing needs. (Please turn to Page 8 Column 1)



Glen Jones loads a box of clothing headed for Africa into a waiting truck.

Clothing has been gathered by the American Friends Service Committee and Portland Citizens Against Racism for the past eight months. When gathered together this week, the contributions came to two tons.

The clothing will be shipped to Southern Africa where it will be given to refugees from Zimbabwe.

A drive for school supplies for 20,000 refugee children, art supplies and medical equipment has begun.

(Staff photo: Abubakar. Please see page 2 col. 4)

Bates heads Woodstock Bank



Lonnie Bates

Lonnie L. Bates has been appointed manager of the 46th and Woodstock Branch of the First National Bank of Oregon. Bates was previously manager of the Lovejoy Branch in Northwest Portland.

Bates has been with First National Bank since 1968. A graduate of Grant High School, he graduated from Northeast College of Business and Portland Community College.

Joining the bank as a management trainee, Bates was assigned as a Branch Assistant Operations Officer in 1967, supervising customer service, bookkeeping and tellers.

In 1971 he was promoted to Operations Manager, with supervisory and operational responsibilities. He entered the Administration Headquarters Credit Department in 1973, and became a commercial loan officer two years later. In 1976 he was promoted to Branch Manager.

Hicks committed to lead, others must assist

by Herb Cawthorne

When Lucious Hicks ran for the presidency of the NAACP, there were many people who rode the fence. There was a big question mark as to whether he would run a successful campaign. If he failed, they would have wanted to remain in good stead with his highly respected opponent, Reverend John Jackson. If he won, they could jump on the wagon once it got rolling.

Analysis

Lucious Hicks has a vision for the local branch of the NAACP. It is a vision which is developing and taking positive shape. As he gains the appreciation of more and more in the Black community, and as he realizes that he must encompass the good-

hearted whites in this city, he will get his program moving and those who have been reluctant to join in the realization of that vision can come aboard.

This needs to be said because, just the other day, a small group of Black people were overheard speaking about what Lucious Hicks has not done. It was a curious conversation. Here is Hicks, unpaid and extremely overworked, subject to criticism for what he hasn't even had a chance to accomplish. And those speaking were likely ones who were timid with their support and have not yet gotten on the bandwagon.

We have to give Hicks a fair chance. No one who knows the situation can fairly criticize him for lack of purposeful effort. Already he has met with numerous individuals. Slowly he is trying to create that fragile coalition of interests which will push the NAACP into the forefront

of advocacy for Blacks in Portland. He deserves a fighting chance, and those who have harsh words for him are now negative forces in the community.

Some of this comment is typical, unfortunately. Somehow, we expect great things, but we are not willing to contribute great things ourselves. We demand a high price of leadership, but we pay the lowest wages when it comes to active support. In the wake of Portland's good fortune to host the national NAACP convention and the momentum which came from it, each of us must make a more personal commitment to help Hicks and his officers do the job required in these difficult days.

Committees are now being formed. Lucious Hicks is searching for people to help analyze the work of the Coalition and the course of action best suited to the desegregation controversy. He is working to bring

together a legal team to advise on a range of issues. He is planning a Youth Leadership Conference — a way to remind our young of their history and their obligation to serve.

It is service that makes Hicks so significant now. He is not paid. There is not much glory — certainly not much when compared with the personal sacrifices. He must work long hours and still continue to function competently on his normal job. He is an example of what Carter G. Woodson had in mind when he said, "... by service we may prove sufficient unto the task of self-development and contribute our part to modern culture."

It is hard to serve a community which, instead of firmly standing in support, bites and complains at every turn. It is easiest to serve those who daily express their appreciation, even though they may, when it is (Please turn to page 2 col. 5)