

EDITORIAL/OPINION

Chase ends in death

A police chase through Milwaukie and Portland ended with a seventeen year old boy dead, a Portland man injured, and several cars demolished. The chase began in Milwaukie, where the police attempted to stop the youth for a traffic violation. It ended at Williams and Mason, with the youth's death.

This death once again brings up the question of whether high speed police chases through the city should be allowed. Is the capture of one suspected of a minor offense -- or guilty of a more serious crime -- worth the death of that individual, police officers or innocent bystanders?

This time the Portland police were not involved -- the chase ended before they reached the scene. But prior incidents have involved Portland police -- and resulted in the death of a young officer.

The Police Bureau should move quickly to eliminate the chase. It is dangerous to the public and is of questionable benefit. One must wonder

whether the capture of the suspect or the protection of the police ego is the real objective.

No more prisons

The Christmas Eve disturbance at the Oregon State Correctional Institution has renewed the cry for more prisons. The disturbance was blamed on overcrowding and insufficient programs.

OSCI, built for 476 inmates, holds 737. The prison houses young first offenders, many of whom are imprisoned for non-violent, relatively minor offenses.

Many of these men could better be served -- or punished -- by community based programs that would provide alternatives to crime and would preserve community and family ties. Many who are guilty of non-violent crimes could better be working to make restitution than sitting in cells doing nothing.

The people must resist the pressure for more buildings and look at prevention and diversion rather than at bigger jails and longer sentences.

Letters to the Editor

Justice reform priority for 1980s

To the editor:

I hope the 1980s will bring the significant changes in this nation's penal system that you and others are working for by creating a bridge between the free world and the prison world.

Prison reform is a mind-boggling concept. There appears too much to be done, too few to do it, too many to do it for. But prison reform can be broken down into a step-by-step analysis. The longest journey starts with a single step.

Overcrowding is one of the major problems in prisons and jails today. Overcrowding not only creates conditions that brew trouble, but also it tends to overstrain the people who work at such places.

The problems of overcrowded prisons are interwoven with the

problems of overcrowded jails. Recent-

ly Helel Schultzy, a 60 year old woman who lives alone on social security and welfare in Detroit was sent to jail because she could not pay a \$25 fine nor guarantee the court that the weeds in her yard would be cut. Helen didn't have anyone to cut her weeds. She was sent to jail. Another solution could have been found, don't you think? Somehow, somewhere, someone could have been found to help out a 60 year old woman. At the very least a boy scout could have been mobilized. Surely there still must be somewhere one boy scout among the many millions of people in Detroit, Michigan.

Prisoners sit vegetating in prisons for offenses as serious as breaking into empty warehouses or breaking into a coke machine or stealing a bicycle out

of a garage. Other solutions can be found for such offenders, don't you think? Restitution would be suitable in some cases. Community work projects might be an idea whose time has come.

It might even be possible to arrange a community work project where some offenders had to mow lawns for elderly people who cannot afford the luxury of a weekly gardner.

Let's get to the grass roots of the problem.

The first step is to find out what really is going on in the entire judicial system of this country. There are really only 2 choices: higher taxes for more jails and prisons that don't work, or community involvement with a side benefit of less crime.

Sincerely,
Donald Danford

Solutions not with those who created racism

To The Editor:

The relationship of Black students with the so-called educational system in Portland has been a "Tragic Romance."

Many Third World people believe that caucasoids controlling the process of education will assure an inferior preparation for living to guarantee a subordination of Black people indefinitely. "Learning would spoil the best nigger in the world," was the American caucasoid establishment's view of education for Black people in Frederick's time, and the margin of caucasoid understanding in this area has not become appreciably improved since.

The control and operation of every institution in Amerika is the handiwork of caucasoid college and university people. The banks, churches, legal system, governmental functions, manufacturing operations, in fact Amerika. Through the schools, education is subverted into a training and indoctrination mill from K to Ph.D. The fact today has been modified not very substantially. In order to cast the Black man in the familiar role of the inferior person, a compatible education with ennobling knowledge must not exist, for education cannot be compatible with racism.

It is important today for Black Parents in Amerika to recognize that in every phase of life in the United States, the source of solutions does not rest with those who created racism, sustain racism, and presume a capability to objectively resolve racism in

Amerika.

Let us begin with the desired objective of education. A society determines for itself the ideals, both as to the goals for which the society strives and the behavior adopted to achieve those goals. And education is a process by which a child acquires the values, beliefs, attitudes and ways of acting that are socially beneficial. In American society, however, many of the values deemed socially desirable are in serious conflict with each other. Since racism is a dominant value of American society, the Black student had difficulty realizing his fullest personal and social development, because his very self represents something that the society, through racism, has deemed undesirable. And if values are acquired through identification—with deeds rather than words—the Black child must admit to an inferiority, before he can respond meaningfully to the present "educational" process.

It is insane for any people in a dependent and oppressed state to submit their children to the mercy and care of a society that imposes its will, its contempt, and the mechanism of pacification and suppression. Black people are entrapped in such a condition today.

Black youth must be taught the truth—they must be educated. They must be given the opportunity to understand deprivation and poverty resulting from American greed, waste, and caucasoid racism. There exist today not only the power to systematically accord wealth and

privilege, but also to perpetuate poverty and powerlessness for Black people.

Those who argue that love cannot be taught, seem to ignore the excellent capacity of so-called christian caucasoid people to teach hate. And we are persuaded that if hate can be indoctrinated by lies, love—through truth—can be imbued.

The Black man's love for his children must find expression in his will to deny the furtherance of so-called christian caucasoid control over the minds of his children and the psychic debilitation of a smiling caucasoid teacher who can only be a frustration in a hostile caucasoid world. Black women and men must be the dominant presence in the school life of Black youth. Our youth needs no more of so-called christian caucasoid archetypes—caucasoid heroes—taught them as examples of men who loved freedom and justice for all.

Until Black people control the education of their children, they will never control their community. There is nothing in either the past or present that suggests to us that there exists either an educational system or the will to produce one in Amerika aimed at producing knowledge that is ennobling of the human person. Such a system must vacate myths and a predisposition to so-called christian arrogance and must accommodate reason and the propensity of the civilized man.

Dr. Jamil Cherovee
Field Director, CORE



1979: The year that was

PART I

By N. Fungai Kumbula

While all these good things were happening in Africa, Black America was also a hustle and bustle of activity. Maybe the biggest news of the past several months concerned the adventures of Andrew Young, the former US Ambassador to the UN. Over a period of time, Brother Andy, as they affectionately call him in Liberia and Nigeria, had become famous for his "off the cuff remarks."

These remarks: re: his reference to political prisoners in the US, his characterization of the South African government as illegal and his contention that the British invented racism had made him quite a hero in the Black world but an arch villain among the conservatives. More than anybody else, Young did a lot to restore some semblance of American credibility in Africa. Each time Young made one of his famous remarks, his detractors would call for blood and the State Department would usually come up with an "explanation" of what the UN Ambassador "actually" meant.

Young's detractors finally got their opportunity when he met secretly with a Palestine Liberation Organization

official to speak about the PLO-Israeli issue. The US does not recognize the PLO and so refuses to negotiate with them. Young's meeting, therefore, was quickly blown out into a major issue and, this time, rather than subject his boss, Carter, to all the heat that was coming down, Young decided to step down. As he explained it, the reason for his meeting with the PLO official was to arrange some form of dialogue between the warring factions: the PLO and Israel. His question was: How can there ever be peace when the two sides are not even talking?

Young's departure from the UN triggered a flurry of diplomatic activity in the Black community. Re. Jesse Jackson of operation PUSH led a delegation to the Middle East that

talked to several Arab leaders and tried to talk to the Israeli government to get the two sides to open direct dialogue. While the Arabs were receptive, the Israeli government shunned the Jackson delegation as it did the subsequent SCLC delegation led by Dr. Joseph Lowery. A number of people then jumped on Jackson's and Lowery's cases for "flirting with terrorists."

One of the most stinging attacks came from Rustin Bayard and Vernon Jordan. They blasted "those Black leaders who would cavort with terrorists and bomb throwers" and hastened to reassure Israel that "not all Blacks were that irresponsible." Rustin led a delegation to Israel to personally deliver this message. Of course, this particular delegation was received in Israel. Considering that both Black delegations that had preceded Rustin's stressed one theme: peaceful coexistence and condemned violence, the attacks on Jackson and Lowery were not only irresponsible but also ill-founded, baseless and unjustified.

The flap over Young aside, this past year also saw Black America lose its sole representative in the US Senate, Edmund Brooke. Legal troubles stemming from a bitter divorce from his wife Remigia gave the papers a field day. Accused, tried and convicted in the papers, by the time he came to court he had already lost the election.

An almost identical situation was seen in the case of the former chairman of the House Africa subcommittee, Rep. Charles Diggs Jr. His legal troubles emanated from an alleged kickback scheme which he is said to have initiated to pay off mounting personal debts. Though he won reelection to his House seat with a landslide, the House voted first to strip him of his chairmanship of the Africa subcommittee and, ultimately forced

him to give up his House seat.

Curiously enough, one Senator Herman Talmadge (D-Ga.) who was convicted of sloppy bookkeeping practices and misappropriation of funds is still in the Senate. The difference between Talmadge and Brooke, of course, is that Brooke is Black and Talmadge white. Talmadge was simply censured while Brooke was hounded until he lost the election and Diggs was forced out.

Elsewhere, the continuing trend towards conservatism saw former Rep. Yvonne Brathwaite-Burke lose in her bid to become California's attorney general. She had given up her US House seat to seek the attorney general's post. In the same state, former California lieutenant governor Mervyn Dymally lost his bid for reelection. His running mate, Jerry Brown, won, however. So now California has a Democratic governor and a Republican lieutenant governor.

KKK activity was also up markedly with incidents of cross burnings and vandalism of Black homes reported in such diverse places as Stockton, California, San Diego, upstate New York, Chicago, Connecticut, Alabama, Florida, Texas and Virginia, among others.

Given this picture, one would have to conclude that it has not been a very good year and the portents for the future look, at best, gloomy and, at worst, ominous. As a colleague observed one day, the only time that Blacks seem to make any gains at all is when white folks are fighting one another. The only periods of Black "progress" have been during the War of Independence, the Civil War, the two World wars, the Korean War and the Vietnam War. Conversely, Blacks have suffered their worst oppression during hard times. The majority community seems to have them marked as a natural scapegoat.



Improved education: Cornerstone of voluntary desegregation

By Herb I. Cawthorne

The Community Coalition for School Integration, in November 1978, presented evidence to the Board of Education that indicated "quality programs have been established at the pre-kindergarten and kindergarten levels of the Early Childhood Education Centers. . . . In addition, the quality established at the pre-kindergarten and kindergarten levels could be expanded to include all the elementary grade levels at the schools."

The Black United Front, as a unified expression of the sentiments of numerous groups and individuals, presented objectives in August, 1979, which stipulated that "Early Childhood Education Centers should be maintained provided every child in the neighborhood wanting to attend can, and all white children transferring in remain in the ECECs. . . ."

The Board is now engaged in the development of a Comprehensive Plan, as pledged to the community in August. A first draft has been submitted at this time to the citizens of Portland. Yet, due to a restrictive timeframe, and some hesitation as to the best way to proceed on my part, the preliminary plans do not include substantive and creative ideas on the improvement of the educational quality at the ECECs. The absence of this kind of specific discussion has made, and will continue to make, the understanding and acceptance of the "voluntary" concept more difficult.

In the past, the district has claimed to have a voluntary program. We know that in practice it was less than that. Any "voluntary plan" which does not attempt to acknowledge and, then, dismantle the inequities of the past program will not gain the support of a large segment of the black community. Among the numerous individuals with whom I have spoken, this message is clear.

During the process of citizens inves-

tigation and community discussion on the Early Childhood Education Centers, the following perceptions have emerged:

If plans for a voluntary desegregation program are to be successful, in that the deficiencies of the past program are clearly eliminated, the Board must take immediate initiative to evaluate and develop means to advance quality at the ECECs.

Efforts over the past decade to improve pre-kindergarten and kindergarten grade levels have been noted for accomplishments and should continue to achieve.

The grades 1 through 5 are not superior and this leads to higher concentrations of white transfer students in the pre-kindergarten and kindergarten levels. In effect, this limited the numbers of resident black students able to gain the "head start" that results from these quality programs, since there was not enough room to accommodate all of them. As space went to meet an expanding program at the grades below first grade, space for upper primary grade children (1 thru 5) was restricted, and increased the need to recruit black children out of the neighborhood school.

The high concentrations of whites at the P-K and K levels also projected an image of integration in terms of overall racial balance in Albina schools when, in fact, only certain grade levels had been thoroughly integrated.

The lack of quality prompted some black parents to contend that their voluntary options were prejudiced toward transferring because that appeared to be the only means by which to guarantee a quality educational opportunity for their children.

Moreover, white parents who transferred children into the ECECs gained the benefits of the P-K and K programs, but later adversely affected integration by withdrawing their

children, in part because of inferior instructional programs. Whites left, and this forced even a greater burden on the recruitment of blacks. This led to the recruitment of blacks. This led to the unfair charge that whites get free "babysitting" services, and make no firm commitment to integration.

As will blacks, if they are substantially upgraded, which I believe they can be. The Board of Education, therefore, must declare its strong belief that the ECECs should be further upgraded. This should be done at every grade level. They should be so well organized, so well funded and staffed, with unique programs and instruction, that they will attract and maintain blacks and whites in an integrated setting from the pre-kindergarten years through the 5th grade.

To translate this belief into action, I am proposing that the Board direct its Curriculum and Instruction Committee to evaluate present resources and programs, identify areas which require improvement, and develop recommendations to achieve improvements in instructional and community involvement aspects at Humbolt, Eliot, King, Woodlawn, Vernon, and Sabin.

A "voluntary" program will not work unless the schools in the black community are the focus of the Board's analysis and efforts. It will not work unless the black community, its parents and leaders, challenge one another to get involved. Black people cannot set back on the sidelines, as so many are doing, and expect these improvements to be delivered by Santa Claus!

The improvements will come when the Board is courageous enough to recognize the deficiencies of the past and willing to act forcefully. When the Board is ready to do this, the black community I hope will be ready to work with us to make certain that the improvements are solid and lasting.



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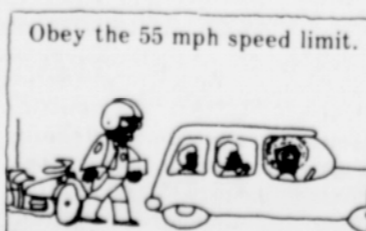
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