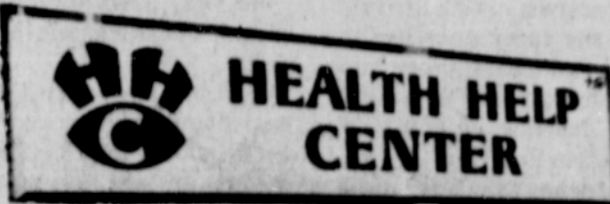


# Next week: All About Love



**HEALTH HELP CENTER**

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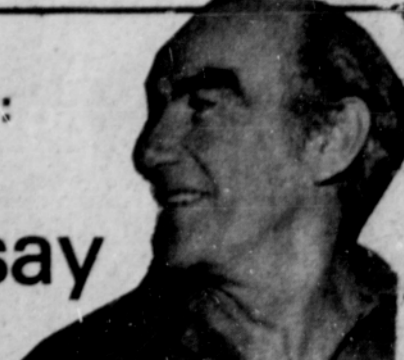
**Forgotten Veterans**



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**Exclusive interview:**

**Jack Ramsay**



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# PORTLAND OBSERVER

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Two Sections

## Can Prophet do the job?

# School Board on collision course



**DR. MATTHEW PROPHET**  
(Photo: Richard J. Brown)

The Portland School District faces a problem of philosophy and policy that will not be easy to solve and could become the issue that makes or breaks the new superintendent, Matthew Prophet.

During the '50s and '60s Portland's Black parents, the NAACP, the Model Cities education committee and other community organizations repeatedly asked that the schools be desegregated. The District's response was the now infamous 1964 "Race and Education" or "Schwab" report that recommended Model Schools in the community (still segregated) and transportation to other schools of students who were considered "ready" by their principals or whose parents requested "Administrative Transfers." Although never fully accepted by the community, this process was put in high gear—with some additions—in 1970.

New superintendent Robert Blanchard presented his plan "Portland Schools for the Seventies" in January of 1970. Among other things this plan, adopted by the School Board on March 23, 1970, determined that: "The present elementary schools in the Albina area will be converted as soon as facilities permit to early childhood centers consisting of preschools, kindergarten, and grades 1 to 4." Children were to be transferred to appropriate middle schools "when the student's achievement and maturity in the judgment of parents and school

indicate he or she is ready for middle school."

Over the next few years the upper grades were removed from the Albina schools and the students scattered among the various schools in the District (King students were transferred to 43 separate schools). They were replaced with four and five year old white pre-school students whose numbers were used to demonstrate "desegregation" to the federal government. Such large numbers of white students were required to even approach the desired 50 per cent that many Black neighborhood children were excluded.

It was this situation that the Community Coalition for School Integration addressed in 1979. The coalition recommendations included establishing one or more middle schools in the community, and achieving desegregation in the elementary schools through pairing. The Coalition recommendations were summarily dismissed by Dr. Blanchard and the Board.

The Black United Front took up the fight during the summer of 1979, threatening a boycott if inequities were not remedied. Prior to the September school opening the School Board adopted short- and long-range goals and promised to write them into a comprehensive desegregation plan. The resulting plan was adopted on April 14, 1980. This plan allows Black children to attend their neighborhood schools, replaces grade levels through grade

five, and requires establishment of a middle school in the Eliot building.

The areas of this desegregation plan that now cause concern to some Board members are:

A) "The Desegregation Plan seeks to achieve its goals by encouraging Portland families to voluntarily choose integrated schools, either through their choices of residential neighborhoods or through attendance at schools in other neighborhoods. Its twin features are (1) availability of quality education in an assigned (neighborhood) school for all children; (2) well developed, attractive special programs in some schools."

The hope that Black parents would voluntarily send their children to schools outside the community for either educational or desegregation purposes has not been fulfilled. Students have flocked back to the neighborhood schools, raising the minority percentages. White children continue to return to their neighborhood schools following completion of the pre-school years, and in some cases the first or second grade, leaving the upper grades in the Albina schools virtually all Black.

B) "A middle school will be established at the Eliot site which will be renamed for a prominent Black historical figure and open to at least 600 youngsters. The school will have an assigned population of middle school youngsters from Humboldt, King and Eliot. Beyond those as-

signed, space will be available for transfers."

Harriet Tubman was opened in the old Monroe High School building in the fall of 1980 with a student body that was more than 50 per cent minority, and as the students who are now in the elementary schools reach middle school age, the number of Black students will increase.

The Board is now in a conflict over whether to place the school at Eliot as promised, to move it to Boise or Adams or to some other school outside the community.

C) Boise Fundamental School: This program at Boise School should be further strengthened and its exemplary learning environment should be made better known to parents and students elsewhere in the district."

The fundamental magnet at Boise is not drawing white students to any great extent.

Earlier attempts to remove the upper grades from Boise have been stopped by strong community opposition. Boise, the only remaining K-8 school, is considered to be the symbol of resistance. Any effort to convert it to a middle school will be met with organized opposition.

In addition to concentration of Black students in their neighborhood schools facilitated by the desegregation plan, the closure of Adams and Washington/Monroe High Schools and transfer of many  
(Please turn to page 4 col. 4)

## Rep. Jim Chrest urges lottery vote

Representative Jim Chrest (Dem.-15) is pushing for a state lottery to supplement the state's general fund. While the legislature is deadlocked over various possible revenue sources including an income-tax surcharge, cuts in property-tax relief, and various cigarette and liquor taxes, the outlook for Chrest's idea is "lousy."

Chrest has not been specific in the type of lottery that should be used, but the bill he introduced during the 1981 session would have allowed the State Revenue Department to set the regulations. There are various types used by other states, including daily or weekly lotteries.

One type that has been successful uses social security numbers and requires no tickets, sales people or outlets, keeping the overhead low.

Chrest supports a state lottery only, and wants the proceeds earmarked for the general fund. "When you try to dedicate it to specific agencies, then you run into competition between the agencies," he said. "If it is dedicated to the general fund the major share will go to human resources and education."

Chrest is finding a lot of interest for his proposal in Salem—but not much support. Opposition is a combination of fear of organized crime



**REP. JIM CHREST**

and the false idea that only poor people buy lottery tickets, using their welfare checks. "That is not true. Every study done—and there have been comprehensive studies done by the State of Connecticut and by the federal government—show that the poor don't buy any more than the rich. There also is no evidence that a lottery causes corruption."

## View from the guerrilla camp

by John Dinges  
Pacific News Service

**USULUTAN PROVINCE, EL SALVADOR**—In the mountainous back country of this cotton- and coffee-growing province of southwest El Salvador, hundreds of guerrilla fighters live austere, well-organized lives as they carry out an increasingly bold war against the country's U.S.-backed government.

A visit to their camp and interviews with their top leaders provide a drastically different picture of the year-old war than the view one gets in San Salvador, the capital, only 100 miles away. There, government press dispatches portray bedraggled, isolated "terrorists" suffering defeat after defeat before the onslaught of government offensives.

From here, the situation appears to be a standoff between two armies, both well-equipped and highly motivated.

The strongest indications of this in the Usulután area were not the accounts of the guerrilla leaders, who naturally predicted ultimate victory for their side. It was rather the camp itself, the marching columns of well-armed irregular forces and peasant militia seen in the area, and the apparently undisturbed existence of such a highly visible guerrilla installation a relatively short drive over rocky roads from the government garrison in the city of Usulután.

An hour after passing the last army outpost, peasants appeared along the road with rifles confidently draped over their shoulders as they went about their work. A young woman with a U.S.-issue M-16 automatic rifle directed a small

group of foreign journalists to the main camp, which a camp member said held 600 persons, including guerrilla fighters and their families. It is currently the central command headquarters for the strategic southwestern part of the country.

The commander of the guerrilla forces in the area is a soft-spoken former sociology student, Juan Ramon Medrano, known as "Comandante Baltasar." He gave an unhurried hour-long interview during which he sat with an Israeli-made automatic rifle, which he said he had captured from a military death-squad member in a recent battle.

"Our struggle is complex," he said. "It is not just a military struggle. Remember that in 1972 (when the Salvadoran military overturned the election of a center-leftist government) we tried to elect a democratic government. As a result of the brutal repression that followed and the denial of the most fundamental freedoms, today we are trying to oblige the present regime and those with power to seek a [political] solution."

"Militarily, we are winning the war. . . . The proof is that they have failed each time they have mounted offensives on each of our fronts, and each attempt was a bigger defeat for them."

The government forces have staged numerous attacks involving several thousand troops against strongholds of the Farabundo Martí National Liberation Front (FMLN) in the northern provinces of Morazan, Cabanas and Chalatenango, the sparsely populated mountain areas along the Honduran border,  
(Please turn to page 9 col. 1)

