

EDITORIAL/OPINION

Where is the leadership?

Neither the Governor nor the Legislature has demonstrated the leadership and responsibility necessary to meet the State's deficit in a sane and human way.

The deep budget cuts proposed by Governor Atiyeh would badly cripple many helpless and defenseless people in the face of a serious depression. They would cripple the State's education system and natural resources for years to come. This is not a responsible road to take.

The Legislature does not know what it wants. The Democrats have tried to avoid deep cuts in higher education and human services by finding other sources of money -- a small surcharge on the income tax, a reduction of property tax relief. They have been unable to get the votes necessary to do anything.

Now comes the time to compromise. Here's betting the Legislature gives in and the people least able -- the poor, elderly, young and sick -- will be the ones to suffer.

Bill threatens rights of all

The United States Senate has succeeded -- quite easily with a 58-38 vote -- in passing an anti-busing measure that would prevent courts from using transportation as a desegregation tool.

This bill is more than a trend of the times --

a trend toward the restriction of civil rights of minorities and voiding past civil rights legislation and policy. It is a step toward allowing congress, and perhaps later the White House, to remove the civil, human and

Indoor meet gets new life

This weekend's Oregon Indoor Track and Field Meet was a smashing success with its first sub-4 mile and upsets of stars Carl Lewis and Alberto Salazar.

The new track and its potential for record setting should bring back the crowds that once witnessed this fine event.

Those who made the track possible through their donations and labor must be thanked and congratulated for their service to the youth of our community.

It was rewarding to see local high school and college youth competing and succeeding along with world class athletes.

Millions for El Salvador war

The Reagan Administration plans to send, immediately, \$55 million in military assistance to the government of El Salvador, to be followed by over \$110 million by October 1st. Officials say \$25 million is needed to replace helicopters and other aircraft, about half of El Salvador's air power, destroyed in a guerrilla attack on an airbase near San Salvador last week.

Administration officials said the increase in military aid is to support the ruling junta, to resist guerrilla demands for a negotiated settlement, and to build toward a general election in March. Guerrillas reject the idea of an election during a reign of terror that prevents broad participation.

The Reagan administration continues to see the El Salvador conflict as "communist subversion" rather than a struggle for human rights. Last week the administration prepared the way for added aid by certifying that the ruling junta is making "concerted efforts" to protect human rights and has achieved "substantial control" over its security forces that are accused of slaughtering its people.

The strength of the guerrilla forces is increasing, as is government violence. Raymond Bonner, a correspondent for the *New York Times*, and a *Washington Post* reporter, recently saw the charred remains of dozens of bodies in Mozote and nearby villages in Morazon pro-

vince. Survivors said government soldiers had killed 733 peasants, mostly women, children and old people.

This past weekend 20 civilians were pulled out of their homes and murdered in the capital city, San Salvador.

Apologies

Our apologies to Mary Jean Berry for the typographical error in her poem, *His Eyes Beheld the Promised Land*, published in our Martin Luther King special. The last line was not part of the poem.

Can Prophet do the job?

(Continued from page 1 col. 6) of those students to Jefferson High School pushed Jefferson's minority population over 50 per cent.

Unkept Promises

During the summer of 1979 the District was investigated by the Office of Civil Rights in response to a complaint filed earlier by the Oregon Minority Educators Organization. The District was found in non-compliance by Region X but with political pressure properly applied the Washington, D.C. office found that although "the burdens placed upon the Black students under the District's voluntary plan are disproportionately greater than the burdens imposed on white students," the district was still not in non-compliance.

Among the reasons given for this finding was that Superintendent Blanchard had reported that the District "now actively recruits white and Black students to participate in its desegregation programs" and "all Albina area students are now assigned to a middle school, so 351 Black transfer students will no longer be involuntarily bused under the Administrative Transfer program." Of course the middle school was not adopted by the School Board until the following April (the finding was made in July of 1979) and Tubman did not open until the fall of 1980. It was, and still is, located outside the community.

The apparently serious consideration of the Board of placement of Tubman in Southeast Portland or other district locations brings the potential reopening of this complaint, as does the District's failure to attract white students to predominantly Black schools.

Same old policies

The increasing percentage of Black students in traditionally Black schools exacerbates a widening conflict with the School Board over racial policy.

The Board discussions leading to the "Comprehensive Desegregation Plan" of April, 1980, were fraught with tension and hostility among Board members and between some Board members and Dr. Blanchard. For this reason, although the new plan was a definite departure from the previous practice of involuntary busing for Black students in an attempt to achieve numerical desegregation, the existing policy was not addressed—and it remains.

lutions issued thereunder."

Transfers also shall:

"Meet the condition that the percentage of minority students in either the originating or the receiving school which will be increased by reason of the transfer shall not in the year in which the transfer is first made exceed 30 percent."

Conflict grows, tempers flare

The philosophical conflict between the policy and plan extends to the School Board members themselves.

The "integrationist" philosophy is represented by Frank McNamara. The only Board member remaining from the "old board" days when racial policy was made almost exclusively by Blanchard and Board member Jonathan Newman, he still clings to the philosophy set by that regime. McNamara repeatedly raises the moral and legal issues of desegregation, expressing his belief that children should be educated in an integrated setting to prepare for a multi-ethnic world.

McNamara expresses fears that the increase of Black students in schools that had been previously desegregated (reached a student population of less than 50 per cent minority) will bring about legal action by the Justice Department or open the district to a successful lawsuit.

McNamara discusses these concerns whenever the Black community's concerns are discussed—whether the placement of Tubman Middle School or the right of students to attend neighborhood schools. McNamara's detractors are quick to recall that he expressed no concern over the forced bussing of hundreds of Black children, that he supported the idea that whites could not be forced to bus, and he apparently disregarded his integrationist philosophy when closing of Adams and Washington/Monroe (over the opposition of the community) pushed Jefferson over the 50 per cent mark.

McNamara's philosophy places him in direct conflict with Board Member Herb Cawthorne and virtually all of the Black community. Cawthorne believes Black parents should have a right to choose whether their children should attend school in their neighborhood or transfer. The only way the "right to choose" can be realistic is if the neighborhood schools are on the same academic level as other schools. Having inferior schools in the neighborhood forces parents to make choices without adequate options; not providing a space in the neighborhood school for every child causes heavyhanded recruiting and is tantamount to force. Cawthorne rejects the idea that Black children cannot learn in majority Black schools.

The position of Cawthorne, the Black United Front and those community organizations that have taken a formal position were expressed by Dr. Derrick Bell, Dean of the University of Oregon Law School:

"The fact is that [the] Brown [vs. Board of Education, U.S. Supreme Court decision] nowhere ordered integration by the numbers, by the percentages. That kind of integration has always been simply a means of measuring whether school boards who were dragging their feet were, in fact, doing anything towards complying.

"The cases uniformly held that plans that emphasize education even to the detriment of racial balance were approvable under the Constitution. . . . To require in one way or another that Black parents send their children to a school to effect integration is as wrong and as damaging, I suggest, as was the pre-

Brown school boards' requirement that Black parents send their children to segregated schools. In each instance it is the coercion by that group in our society that has the power against that group in the society that does not have the power.

"I suggest to you that the most effective way of integrating the schools in this community and across this country is: slowly but surely remove the long-held belief that Black children cannot learn and that Black schools are ineffective."

Middle ground is held by Bill Scott who has said that the Middle School should be located in the Black community, that the unilateral actions of Joe Rieke and then Frank McNamara in postponing the renovation of Eliot were probably improper; and that he will support the Eliot site if no better site surfaces. Scott is not considered a "hard-line" vote on either side of the desegregation issue. Philosophically favoring desegregation, he has been able to understand the concepts underlying the community's emphasis on education, not integration.

The School Board will discuss these issues this spring in an attempt to bring their policies and plans into line.

On the side of "choice" and quality education will be Cawthorne and Steve Buel. Buel, a teacher, is the board member who has most closely followed the recommendations of the Black United Front in his votes.

The integrationist position will be held by McNamara with Joe Rieke close behind — his vote determined in large part by the direction from which he believes "litigation" will come.

Dean Gisvold and Charlotte Beeman, new members who were not on the Board during the desegregation decision making are unknown entities. Both have expressed concern that Tubman not be permanently located until the desegregation issue is settled. Ms. Beeman has not as yet demonstrated any understanding, or interest, in the Black position.

The overriding question is: Can Matthew Prophet bring order out of chaos? Will his efforts bring him into conflict with the Black community?

With Tubman on hold, little has been accomplished by the Comprehensive Plan except the option for Black students to return to their neighborhood schools. There is little demonstrated progress in Black hiring; the suggestions of highly paid expert consultants are largely ignored; teacher training is voluntary and is planned by uninformed building principals; there is little academic progress.

The Black community appears united behind the "quality education" point of view and fear that the Board may attempt to return to the practice of forcing Black children out of their neighborhoods to further a "one way" desegregation policy. Any threat of a law suit at this time will not address segregation, but will attack the discrimination against Black children in the area of academic opportunity and educational result.

Can he do the job?

Can Dr. Prophet settle this issue in a way that will provide quality education for children and satisfy the desires of the Black community? Or will the district continue to play with fire in its effort to please itself? Will sentiment for the past prevail, or will the Portland school district provide "Equity for the Eighties"?

SOME ECONOMIC PROGRAM!
FIRST HE MAKES US AS POOR AS
CHURCHMICE, THEN HE GIVES US
CHEESE!



Letters to the Editor

Social programs do not belong with states

To the editor:

In President Reagan's State of the Union address, he proposed that by 1984 the states assume control of over 40 social programs. The Hispanic Political Action Committee is against this concept.

History has already proven that state governments do not respond equitably to the needs of all of their citizens. While Oregon might be an exception, not all states will make an effort to implement the policies of equal opportunity, fair housing, civil rights, or equal educational access.

President Reagan, by giving re-

sponsibility of these programs to the states, without sufficient funds, will be setting states up for failure. Our own state legislators are currently struggling to balance our state budget and are having to cut back important funding for human services and higher education. If states received limited funds for programs and tried to implement current federal programs, these programs would be destined to fail.

This destiny to fail will encourage states to spend limited federal dollars meant for direct services on other projects such as newer and bigger public service buildings, or merely supplementing existing state

programs. This would be a total abuse of these dollars. They very abuse President Reagan is trying to avoid.

The Hispanic Political Action Committee recommends that if these programs are administered by the states that the following be identified specifically for each program: program dollars, program goals, target populations to be served, and implementation procedures. This would assure that women and minorities have equal access to these services in every state.

Gale Castillo
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