

INTRODUCTION

Black children deserve the opportunity to receive a quality education at their neighborhood school. In Portland the schools with the highest percentages of Black students are Eliot, Boise, Humbolt, Woodlawn, Vernon, King, and Sabin. After fifteen years of transferring Black children to schools outside of their neighborhood, we can find no academic or psychological reason for continuing this process; regardless if it is done by busing, boundary changes, or clustering.

Derrick A. Bell, Jr., from Harvard's School of Law, gives an apt analysis of the confusion that has reigned since the 1954 Brown decision. "In the lengthy struggle to gain compliance with the Brown decision, it was assumed that in a school system hostile to Blacks, it was necessary in order to ensure that Black children receive what white children receive to require that Black children be assigned to schools where white children were in attendance." It was a goal simple to state and extremely difficult to accomplish. From an educational standpoint, it has proven, to put it mildly, far from effective. In fact, on a nationwide basis, the overall achievement record of Black children in desegregated schools has not improved. After an analysis of hundreds of school desegregation studies, Nancy St. John, in her 1975 book, School Desegregation Outcomes for Children, concludes (p. 136) that "during the past twenty years considerable racial mixing has taken place in schools, but research has produced little evidence of dramatic gains for

children and some evidence of genuine stress for them." More importantly, the disparity between Black and white students in expulsion, suspension and other disciplinary actions has dramatically increased. Black students are being tracked into dead-end special courses where performance expectations are pathetically low and drop-out rates are predictably high."

In view of this we feel that at the seven neighborhood schools in the Black community concentration should be given to educationally-oriented remedies rather than trying to find a solution down the failure-ridden path of racial balance. We do not subscribe to the notion that Black children cannot learn when they make up the majority of a school's population. Common sense tells us that the necessary qualities for educational effectiveness (good administrators, teachers and curriculae) can be obtained in predominantly Black schools.

The district's policy of recruiting or "counselling" Black students to attend schools out of their community should stop. Again, evidence does not show academic gains that outweigh the hardships that imposes on parents and children. Parents who wish to continue participating in this program should receive transportation from the district for their children that attend outlying schools. This is only fair since in most cases district employees convinced parents to bus their children, or else district policy of eliminating upper grades in Albina schools forced children to be bussed from their community. The district is morally obligated to

continue providing transportation to children currently being bused if their parents wish to keep them in this program.

There has been discussion about King school reclaiming classroom space from the King Neighborhood Facility. This resulting loss of rental space and income would make it impossible for the Facility to operate a fiscally-sound program. To compensate the Facility for its loss the district should do one of the following: subsidize the Facility for its financial losses for the fifteen years remaining on the contract; construct a new wing that would compensate for lost space; or purchase the entire property.

In conclusion, all children in Portland should be able to receive a quality education at their neighborhood school, regardless of the racial composition of the school. We think the following quote by W. E. B. DuBois in 1935, expressed eloquently what Black parents seek in public schools: "The Negro needs neither segregated schools nor mixed schools. A mixed school with poor and unsympathetic teachers, with hostile public opinion and no teaching of truth concerning Black folk, is bad. A segregated school with ignorant placeholders, inadequate equipment, poor salaries, and wretched housing, is equally bad. Other things being equal, the mixed school is the broader, more natural basis for the education of all youth. It gives wider contacts; it inspires

greater self-confidence; and suppresses the inferiority complex. But other things seldom are equal, and in that case, Sympathy, Knowledge, and the Truth, outweigh all that the mixed school can offer."

MIDDLE SCHOOL RECOMMENDED SITES

This committee's task of identifying a minimum of two middle school sites within the Black community was guided by the following assumptions:

1. Racial balance has not been proven to positively effect academic achievement or aspiration of Black students.
2. Tangibles such as the building structure and grounds has only a minimal effect if any on the academic achievement of Black students.
3. The behavior of the teacher in the classroom is the most significant single controllable variable in the teaching situation.

After careful study of the plans now before the board, visitations to sites within the Black community and observing community reactions to the present plans we recommend that Eliot and Kennedy become middle schools.

I. Eliot presently houses an ECE, and a PK - 4 program. Due to Eliot being located in a commercial district, most of the students are bused in; very few walk. Thus, changing it to a 6 - 8 middle school will not be disruptive to the community or create additional transportation concerns.

Eliot is a small new school, centrally located with the potential for both site and building expansion (PPS Facility Description Report, 1979). In excellent condition the existing structure has a large gym with adjoining locker rooms.

The capital improvement recommendations in the facility description report (1979) that the entire school should be repainted, and that all casework should be revised or replaced to better serve 6 - 8 grade students appear necessary; however, the suggestion that a major addition be constructed to increase the student capacity to 750 should be looked at more carefully. Eliot's present enrollment is 317 students (Enrollment Report, 1980) with a present capacity of 600 (Plan Draft One, 1979). Research on middle schools suggest that 500 - 600 students allow for flexible programming but not so large that management of student activity becomes difficult. Furthermore, students in this age group may experience an identity crisis, especially in a large impersonal environment. Some additional construction is in order, however, to equip the facility with a pool - an asset to the physical and social development of 6 - 8 graders.

The establishment of a middle school 6 - 8 at Eliot would allow students from Northeast Portland to remain within their community to attend school. In addition, due to its central location, it should prove to be a convenient choice for both East and West side students. The feeder schools will include upper grade (6, 7, and 8) students who are presently in the administrative transfer program as well as those attending their community school from Humboldt (115) and King (243). Boise will be maintained as a K - 8; however, it is suggested that (1) Eliot's PK be housed intact at Boise, and (2) Eliot's K - 4th graders return

to their neighborhood schools, and (3) that Boise, 6, 7, and 8th graders be given the choice of staying within their K - 8 program or forecasting for Eliot middle school. The rationale for giving students a choice is at this age there are those students who benefit from a self-contained classroom - as characteristic of K - 8 program - as opposed to a program in which they interact with several teachers during the course of a day - as found in middle schools. Boise being the only K - 8 school in the Black community a change in its program offering would limit student choices within their community. The additional space at Eliot will be filled by students from other schools choosing to attend.

II. Kennedy school was officially closed in June, 1975. The administration's rationale for closure was a severe drop in student enrollment coupled with the necessity of extensive building restoration. Despite these, Kennedy has many advantages which foster general community consensus of support for its conversion to a middle school. Kennedy is accessible to many in the Black community. It can serve also as a center for a variety of community activities. Kennedy as a middle school would not displace or interfere with any program presently in place. Kennedy does not currently have a student population. Thus, starting a middle school program there will not be disruptive for a neighborhood students or school staff. Finally, a Kennedy middle school will assure the students from Northeast Portland can remain in their community to attend school.

Kennedy's present capacity of 480 will adequately house students from the feeder areas of Vernon (187), and Woodlawn (161). Sabin (162) students will remain in the Beaumont feeder pattern. In the case of additional space, students from other schools choosing to attend Kennedy middle school would have that option. Any academic and physical programming at Kennedy should take into consideration facility and grounds limitations. However, as with any school, the key to quality education are effective and dedicated administrators and teachers.

It is imperative that the names of the sites chosen as middle schools be changed to those of Black persons who have made considerable contributions to the Black community and/or world-at-large. The name of the school would then serve as an inspiration for Black students and their parents; thus, fostering community involvement in the education of our youth.

Additional Middle School Suggestions: From the Community

- A. The District should consider obtaining additional property in close proximity to Eliot.
- B. The physical condition of Kennedy is known, but since the school houses students from time to time, renovations for permanent students would be in order.
- C. The Community stressed that schools be named after Black persons.

CURRICULUM

As a result of assessing student achievement nationwide, educators are learning that (many of the reasons are understandable) achievement scores are consistently lower among Black children when compared to white children. Black students attending Portland Public Schools are no exception, and such a fact has been illustrated by the District's booklet on annual achievement scores. However, those students who attend schools in the so-called inner Northeast area of the City continue to score lower than students attending schools considered having excellent program offerings not located in Northeast Portland.

It is believed that a major ingredient for improving the skill level of students attending inner Northeast area schools, comes to focusing on quality education. As a means for arriving at quality education, curriculum considerations must be made as one of the ingredients. At present, the District's Scope and Sequence is the curriculum format which is used throughout the PPS system. Upon examination of the Scope and Sequence as written, obvious comprehensive thought is outlined by taking into account categories of the curriculum objectives/goals - Career Education, Multi-Ethnic Education, Consumer Education, and Law-Related Education. In addition, it is clear that the implementation of Scope and Sequence varies from school to school and serves only as a guide, but for meeting the educational needs of Black children revisions

are necessary and must be applied within the Northeast area schools. The recommendations to follow are to be viewed as meeting only minimum educational needs, to be done on a consistent basis by reinforcing skills at each grade level where needed, and exploring the broad outline of Scope and Sequence whereby Black students will be assured maximum academic exposure.

By applying the following areas of Scope and Sequence within inner-Northeast area schools (in addition to categories not included at a school or grade level), quality education for Black children can be obtained leading to the expectation of higher student achievement. The following curriculum recommendations should be applied to elementary, middle, and/or high schools located in the Northeast/Inner-Northeast area of the School District.

The Elementary School Curriculum Components - Grades K - 5

A. Mathematics: Use of S & S categories must include:

1. Number/Numeration
2. Operation/Computation (heavy emphasis)
3. Measurement (heavy emphasis)
4. Reasoning/Logic (heavy emphasis)
5. Statistics/Probability
6. Functions (heavy emphasis)

An excellent opportunity to introduce mathematical contributions given the world by Egyptians - an African people.

B. Language Arts: Use of S & S major categories must include:

1. Reading (all sub-categories essential - heavy emphasis where needed at particular grade level)
2. Literature (can introduce contributors like Aesop who was not a Greek)
3. Writing (heavy emphasis)
4. Speaking
5. Listening/Viewing

6. Foreign Language (called for at Middle School level. However, new category should be considered at elementary level as well, concentrating on conversational skills)

C. Art: Use of S & S major categories must include:

1. Concepts of art
2. Cultural concepts
3. Skills

The appreciation of art at the elementary level is essential. The mastery/messages of African and African-American works of art should be explored. For definition purposes, no African or African-American art should ever be referred to as "primitive". Such referral is demeaning and elicits negative impressions about the concept of beauty from the Black perspective. One never hears the term "primitive" when applied to European art.

D. Music: Use of S & S major categories must include:

1. Rhythm
2. Melody
3. Form
4. Expression
5. Harmony

Again, appreciation is essential and can be done with recordings of Black musical artists illustrating their artistry tied to above musical categories. The musicians could be persons like Mahalia Jackson, Miriam Makeba, Andre Watts, Stevie Wonder, Duke Ellington, Simon Estes, B. B. King.

E. Science: Use of S & S major categories must include:

1. Physical Science
2. Biological Science
3. Combined Science

F. Physical Education: Use of S & S major categories must include:

1. Movement Education
2. Rhythm (should include African dance styles)
3. Game Skills
4. Fitness

G. Social Science: Use of S & S major categories must include:

1. Skills (heavy emphasis)
2. History (separate subject - greater and more accurate emphasis on Black people internationally. It is suggested that Africa be recognized as the beginning of civilization)

3. Political Systems
4. Social Systems (the Black family should be a topical area)
5. Economic Systems
6. Environmental Systems

H. Health & Safety: Use of S & S major categories must include:

1. Caring of One's Self
2. Physical Growth & Development (discuss sub-categories at appropriate grade level)
3. Growing & Developing Mentally, Emotionally, and Socially (introduction at appropriate grade level)
4. Caring For and Protecting Our Environment
5. Safety, First Aid and Emergency Care

The Middle School Curriculum Components - Grades 6 - 8

A. Mathematics: Use of S & S major categories must include:

1. Number/Numeration System
2. Operation/Computation
3. Measurement (metric system - heavy emphasis)
4. Reasoning/Logic
5. Functions
6. Consumer Math
7. Computing Devices
8. Statistics/Probability

B. Language Arts: Use of S & S categories must include:

1. Reading (comprehension, study skills - heavy emphasis)
2. Literature (Black writers - increase emphasis)
3. Writing (handwriting, punctuation, capitalization, spelling, language structure, forms of writing: descriptive, creative; special forms; letters, poetry - heavy emphasis)
4. Foreign Language (to be introduced - an additional category)
5. Speaking (mechanics of speaking, style, speaking forms - heavy emphasis on recognizing differences and appreciating differences: a Southern drawl may have more precision than a Bostonian speech pattern)
6. Listening/Viewing (reinforce as needed)

C. Arts: Use of S & S categories must include:

1. Concepts of Art (elements of design, principles of composition, development of arts - excellent opportunity to illustrate African art and its influence on European art)

2. Cultural Concepts (Black contributions which perceive of art as being highly functional - heavy emphasis)
3. Skills (learning/technical, application/process - where appropriate)

D. Music: Use of S & S major categories must include:

1. Rhythm
2. Melody
3. Form
4. Expression
5. Harmony

On-going classroom instruction is essential with the development of a choir and/or band. Bands or choirs create an excellent potential for the teaching and demonstrations of Black musical composers and Black musical contributions - worksongs, chants, gospel, jazz, blues, and "soul".

E. Science: Use of S & S major categories must include:

1. Physical Science
2. Biological Science
3. Combined Science

Key factors of scientific study must reflect on: experimentation, observation, inquiry, data collection, definition/classification. If not done before Grade 6, it would be necessary to introduce that scientific discovery happened in Africa long before Newton, Euclid, Galileo, Curie, Einstein, etc.

F. Physical Education: Use of S & S major categories must include:

1. Movement Education
2. Gymnastics
3. Rhythm
4. Game Skills
5. Fitness

Curriculum should emphasize recreational aspects of activity, focusing on the enhancement of physical development of the body. Physical group activity should be maintained, but de-emphasizing competition.

G. Social Science: Use of S & S major categories must include:

1. Skills
2. Social Systems
3. Political Systems
4. Economic Systems
5. Environmental Systems (geography - emphasize the land and its people)

6. History (separate subject - heavy emphasis on the Black experience worldwide)

H. Health & Safety: Use of S & S major categories must include:

1. Caring of One's Self
2. Physical Growth & Development
3. Growing & Developing Mentally, Emotionally, and Socially (instruction at appropriate grade level)
4. Caring for and Protecting Environment (can introduce African point of view of nature)
5. Safety, First Aid and Emergency Care

The High School Curriculum Components - Grades 9 - 12

A. Mathematics: Use of S & S major categories must include:

1. All nine (9) categories providing instruction at appropriate grade level and reinforce earlier instruction as needed.
2. Aside from general math and using the elective process, no Black student should leave high school with less than two (2) math related courses - algebra, geometry, trigonometry, etc.

B. Language Arts: Use of S & S categories must include:

1. Reading (comprehension, strengthen study skills - heavy emphasis)
2. Literature (Black contributors - heavy emphasis)
3. Writing (language structure, forms of writing)
4. Speaking
5. Listening/Viewing (comprehension - heavy emphasis)
6. Foreign Language (an additional category and using elective process to be taught at two grade levels: 9/10, 10/11, 11/12)

C. Art: Use of S & S major categories must include:

1. Concepts of Art (principles of composition, understanding, and appreciating the development of arts - a step above the middle school level)
2. Cultural Concepts (Black cultural contributions - heavy emphasis)
3. Skills (provide instruction at appropriate grade level and nurture talent of Black students)

D. Music: Use of S & S major categories must include:

1. Rhythm
2. Melody
3. Harmony
4. Form
5. Expression

On-going class instruction is essential. However, based on interest or talent, choirs, bands (marching), or orchestra, should exist. Both musical groupings for vocal and instrumental must express the value and contributions of Black musical artists.

E. Science: Use of S & S major categories must include:

1. All three (3) major categories.
2. Subject matter using elective process aside from physical science, should focus on at least two (2) specific disciplines: biology, zoology, oceanography, physics, chemistry, etc.

The processes of learning should remain intact, with further emphasis on formulating models, experimenting, use of data, measurement, predicting, hypothesizing, and using space/time relationships.

F. Physical Education: Use of S & S major categories must include:

1. Movement Education
2. Gymnastics
3. Rhythm
4. Game Skills
5. Fitness

Understandably, many game skills are competitive. However, it is suggested that heavy emphasis must be placed on cooperation, deciding on a plan of action/strategy, and fairness/respect for established rules.

G. Social Studies: Use of S & S major categories must include:

1. Skills (continue emphasis and reinforce as needed)
2. History (taught as a separate discipline - increase emphasis on the Black experience and the analysis of such experience)
3. Economics
4. Social Science
5. Political Science
6. Environmental Science

H. Health & Safety: Use of S & S major categories must include:

1. Caring for One's Self (preventive health care)
2. Physical Growth & Development (the life cycle, body systems, genetics, nutrition)
3. Growing & Developing Mentally, Emotionally, Socially (provide instruction at an advanced level - a critical component calling for careful instruction)
4. Drug Education: Use and Abuse
5. Gaining an Awareness of Health Organizations & Services (how they are used and for what purposes, structural analysis of the organizations/services - heavy emphasis)
6. Survival (first aid/emergency)

As an afterthought, curriculum is indeed a major ingredient leading towards quality education which is a gradual on-going process. It has been recognized that the District's Scope and Sequence serves only as a guide for instruction. Perhaps with revisions forthcoming on the part of the District, it is thought all of the above recommendations will add greater substance to Scope and Sequence. The major and sub-categories (existing and suggested) are necessary as a beginning to prevent poorly educated Black children.

To enhance the primary concern of quality education within the Black community through the use of curriculum, it must be understood knowledge builds upon knowledge and the acquisition of academic skills must illustrate/measure progression in the basic or creative subjects at a much more rapid pace. There should be no excuses for Black children being consistent underachievers academically, but rather developing into functional adults feeling good and confident about themselves and their abilities. Now is the time for the schools to achieve, the community expectations are a higher level now than ever before.

The following was written by a 14 year Portland High School student, a composition on Martin Luther King, Jr.:

Tuesday 15 Jan

Martin Luther King Yense
Major event Boycott on Busses
Montgomery Alabama see 1955
the Spark for Boycott Miss
Rose Parks - no only black
would ride on a bus
314 people who rode busses were
black
Montgomery Improvement Association
set up car Pools
xxx Nobel Peace Prize \$6,400 more
the third Black Person in
The history of Nobel Prize
Parks to even win

Additional Curriculum Suggestions: From The Community

- A. Class size must be kept at a minimal or a manageable sized number of children per teacher.
- B. With the introduction of foreign languages, Kiswahili and Hausa should be included in curriculum.
- C. Teachers can exchange lesson plans/outlines, thereby creating a more uniform flow of material among students at a particular grade level.

HIRING PRINCIPALS AND TEACHERS

Presently, time is on the side of the District and with the PPS Board's insistence, the hiring of a personnel director with a proven record of seeking Black administrators and teachers needs to be done immediately. The hiring of such a person in July or August would not be useful or fair to that person, given the numerous tasks to perform prior to the opening of the September, 1980 school year.

It is anticipated that the personnel director would immediately commence with hiring and recruitment practices of the District leading to the inclusion of more Black school administrators and teachers. In the meantime, the involvement of community residents/ organizations for a staff selection process of schools in the Northeast area must begin now. For starters, the PPS Board should re-organize the present Staff Selection Committee by selecting the persons who will serve. Given such a committee is composed of nine (9) members, four (4) of these members shall be residents of the Portland community, with the remaining five (5) being school administrators. The PPS Board should clearly position itself whereby it delineates the responsibility of the committee to its members and the school Superintendent as well. The Board must monitor the District's recruitment practices and the retention of Black administrators.

In addition, under the auspices of the Board, the Selection Committee should submit recommendations on the hiring of newly assigned principals and teachers, and consider the transfers of principals and teachers who are within the District. To enhance the Board's Selection Committee, it is recommended that at the neighborhood school level, principals can work with a review panel composed of parents, and residents. The purpose of the review panel would be to assist and recommend principals and teachers who work or wish to work at the school. Teacher recommendations will go to the school's principal, recommendations for hiring or transferring principals will go the District Selection Committee. It is also recommended that the following be viewed as important criteria for teachers and principals who may be selected or re-assigned to inner-Northeast/North area schools.

Administrative Responsibility

School superintendents along with various assistants have the total responsibility for the operation of a school district. However, school principals are key to a good or poor educational offering at schools they are assigned to. Therefore, principals must possess at least the following characteristics and exercise their authority to do the following in inner-Northeast/North area schools:

- Should have the final word on the selection of teachers and aides who are to become a part of his/her teaching staff.

- Must support staff and provide incentives for staff to do an excellent job, offer assistance to teachers wanting to enhance skills, and seek change among teachers needing assistance.
- Must be visible within the school by visiting classroom, visiting teachers lounge, allowing student visits to office, attending school events, being on school playground, and having lunch with the students.
- Should be sure that discipline is carefully handled by staff, because it serves as an illustration of what fair treatment, trust, and use of authority is about.
- Must respect cultural plurality and insist on the same from staff.
- The commitment to education must be present to the extent that quality education for children is a personal reflection on he/she. If a child is doing poorly or failing, then he/she is doing poorly or failing.
- His or her expectations must be transmitted to staff, parents, students, whereby there is no mistake about commitment to excellent academic performance with such expectations being ever-present within the school.
- Must have the capacity to clearly articulate the school's goals and objectives - maximum participation from students, staff, and parents, quality instruction measured against higher student achievement, and a willingness to dismiss any staff due to consistently poor performance.
- The incorporation of parental involvement should be a

priority facilitated by encouraging an open-door policy for parents. That is, parental visits to his/her office, to classrooms, to staff meetings, meetings focused on key school issues and/or parental organizing; and objectivity must be maintained by total staff when questioned by parents.

- Good community relations has to be established where all involved can feel good about his/her school.
- That the principal require teachers to have goals and objectives defined in terms understandable to parents and students.

Teacher Responsibility

Curriculum has little meaning to students until it is presented to them through their teacher. The teacher applies the critical elements of presentation, time, interpretation, place and emphasis. The teacher also has the primary responsibility of assessment of the students' learning. Teacher's presentation should set the tone that lets students know they will be required to achieve, demonstrate self-discipline, and develop adequate study skills.

- The teacher's presentation should reflect the multicultural world in which we live.
- Classroom environment should have meaning to the students destined to occupy the space.
- The teacher must have an understanding of the community in which each student lives.

- Relevant assignments and activities must be utilized to teach students required tasks and skills.
- Provision must be made for students to complete assignments that will allow for individual interests and preferences to be reflected.
- Teacher must have expectations for each student that will challenge that student as an individual.
- Instruction should allow for individual student learning styles and encourage creativity.
- Teacher should relate how present learning may impinge on future learning and career choices - to both students and parents.
- Require teachers to have IEP or individual plans for all students who are below grade level.
- Strongly recommend that teachers give students homework.

RECRUITING STAFF

Black students make up approximately 20% of the student population in the Portland Public School District. To insure that our children have positive role models and that they are motivated to take advantage of the educational opportunities available to them, it is recommended that PPS develop a comprehensive affirmative action plan that will move representation of Black administrators, teachers, guidance and counseling personnel, and other supportive staff to 20% in each of the aforementioned categories.

To meet this challenge of eliminating the under-representation of Black people employed by PPS as teachers, administrators, etc., it is imperative that a Director of Personnel be hired. The individual who takes this position must be capable of developing with the Personnel Staff (and agencies such as the Urban League, NAACP, and representatives from the community) an affirmative action plan with equitable timelines designed to:

- Promote qualified Black staff to administrative positions at both the elementary and high school level, in the area offices, and the Educational Service Center.
- Recruit and employ qualified Black administrators (especially at the secondary level), teachers (especially those with norms in science, math, social studies, business), guidance and counseling and other support personnel (including librarians).

Recommendations

1. That the personnel department be directed to:

- make available a list of all the Black teachers and administrators including their certification, i.e., elementary/secondary norm or speciality area.

This will enable the Black community organizations to identify areas where students should direct their efforts if they are interested in working in the area of education.

2. That the personnel department be directed to:

- make available PPS's projected need for administrators, teachers, aides and other support staff over the next year to five years.

There are Black students in PPS now that in five years could fill those positions if they so desired.

3. That the personnel department be directed to:

- notify all minorities currently employed by PPS of positions open; send one announcement to each Black employed by the district

These announcements can be shared with others.

4. That the personnel department be directed to:

- send announcements of all open positions and projections for employment to the Urban League, NAACP, BUF, Metropolitan Human Relations Commission, OABSE, and other agencies so interested.

5. That the personnel department be directed to:
 - recruit first within Oregon.
 - contact all of the colleges within Oregon and identify all Black students in teacher certification programs.
 - the personnel department send notification to the colleges, specifically requesting Blacks to apply for forecasted openings (especially in areas such as science, math, counseling, guidance).
 - that visits be made to colleges within Oregon colleges and Black students seeking certification in elementary and secondary areas be interviewed.
 - recruit within the Pacific Northwest.
 - send a Black recruiter to Black colleges and universities located in the Midwest, East Coast, and the South.

6. That the personnel department be directed to:
 - send a representative from the department to visit Black high schools within the Black community at least once a year to explain positions that are open and what it takes to become a teacher's aide, teacher, or administrator in the PPS district.

7. That the personnel department develop a working relationship with the Urban League, NAACP, OABSE, in an effort to improve recruitment and hiring policies and practices.

8. That the personnel department, through the superintendent,

report to the Board of Education (and community) every six months the number of Black individuals who filled out applications, the positions applied for, the number interviewed and summarized progress toward the objective:

- to insure that Blacks are adequately represented in administrative, teaching, guidance and counseling and other supportive positions. No less than 20% in each area.

3879

THE BLACK UNITED FRONT KEEP POLICE OUT OF SCHOOLS

- Jordan's program teaches children that the police are fair and just...

BUT THE TRUTH IS...

BLACK PEOPLE ARE ARRESTED MORE THAN WHITE PEOPLE

- Portland's own study showed when police have the option of giving a ticket or arresting people, Black people are arrested in much higher percentages than white people.

BLACK PEOPLE SUFFER FROM UNCHECKED POLICE BRUTALITY AND HARASSMENT.

- *The Portland Observer, Skanner, Willamette Week, and KOIN's Northwest Illustrated* have all done stories that support the Black community's claim of **POLICE BRUTALITY.**

THE POLICE KILL BLACK PEOPLE MORE OFTEN THAN THEY KILL WHITE PEOPLE.

- During the last ten years 60% of all people killed by Portland Police were Black, yet Black people were only 4% of the city's population.

BLACK PEOPLE ARE NOT HIRED BY THE POLICE DEPARTMENT

- The police department has almost 700 officers, only 13 are Black.
- No Black person has ever held the rank of Lieutenant or above.
- There is only one Black Sergeant, his promotion was withheld for years.

**IF YOUR CHILD IS IN THE 6th, 7th,
or 8th GRADES, TELL THE PRIN-
CIPAL YOU DON'T WANT THE
POLICE C.J.O. PROGRAM IN
YOUR SCHOOL.**

THE CITY OF
PORTLAND



OREGON

OFFICE OF
PUBLIC SAFETY

CHARLES JORDAN
COMMISSIONER

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September 26, 1980

Carol Clark Edmib
430 S.W. Morrison, Room 312
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Dear Carol:

On Wednesday, August 13th the Portland City Council gave approval to an ordinance for implementation of a school-based Community Juvenile Officer Program.

However, since its passage the program has encountered some skepticism about its' intent and methods. Some members of the Albina Community are of the opinion that this is not an appropriate approach to Police/Community relations, and the reduction and prevention of juvenile crimes. Obviously, I disagree. True... all segments of the population have not enjoyed a positive relationship with the police bureau but I am convinced we can make a difference. The first step is to look ahead to what can be, and not back at what has been.

When I became Police Commissioner in 1976 I informed Chief Baker that prevention, not enforcement, was my number one priority. The successful Crime Prevention Program that we now enjoy is one of the changes. The Community Juvenile Officer Program is another change....from a negative approach to a positive one in dealing with our youth.

If I had it to do over again would I involve the community earlier in the process? Yes, but since we had been in schools for a number of years functioning as resource people, safety patrol and crime prevention I saw this as more of an expansion of an already successful program. Let me tell you more about it.

The Community Juvenile Officer Program is aimed at voluntary compliance with criminal laws and reduced juvenile criminal conduct. At present, the Portland Police Juvenile Division's primary functions are to investigate child abuse and neglect cases, investigate misdemeanor crimes, work with runaways and work specialized patrol activities. However, because I strongly believe that to make a difference, we must begin working with youth in their early years, this division was restructured to take a stronger role in preventive efforts.

Clearly, it is with young people that preventive efforts are most needed in crime prevention, and therein holds the greatest promise. The recidivism rates for young offenders are higher than those for any other age group and it is here we must intercede.

-3- Letter on CJO Program

Young people need to know that, contrary to what they might have heard, all police officers are not bad and police officers, in contrast to their visual experience, need to know that all juveniles aren't delinquent. THEY CAN LEARN A LOT FROM EACH OTHER.

What will be some of the key activities of the officers?

1. Make classroom presentations to each elementary school
2. Involve the uniform district officer when possible
3. Develop field trips that coincide with presentation topics
4. Attend evening school social functions
5. Attend and assist school programs of traffic safety and crime prevention
6. To present educational programs to parents, faculty and neighborhood organizations
7. Incorporate a community advisory board for each high school area in the program
8. Write a quarterly status report to community and school officials

The program is a voluntary one and the twelve officers selected were carefully screened. They recognize the difficulty involved in performing their mission, but the potential positive aspects to be derived from their efforts to make a difference have outweighed the negatives. They understand that they carry with them many images, a number of which are negative, but their interest and concern prevail. The determining factors were the opportunity for a better understanding, exposure, support, and a big step in reclaiming some of the mutual respect that seems to have been lost. However, the most important factor is, the officers WANT to make a difference.

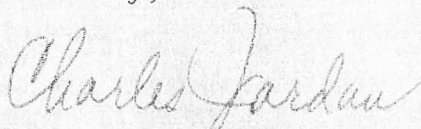
There is not the slightest doubt in my mind but that this program is important and will have positive long-range impact. I am equally convinced that the present design can be improved so I encourage you to monitor the program and make recommendations for change.

By the way, if a particular community doesn't want the program in their schools we will modify our implementation plan and honor the wish of that community. This, in my opinion would be unfortunate, but community support is vital to the success of the program.

Since the officers training will be on a continuous basis there will always be opportunities for input. We will be able to share with you, through some medium, the results of a pre and post survey of attitudes toward the police. The questionnaire will be administered by the teachers and completed anonymously by the student. At the moment I am exploring a pre and post test for the officers involved. There is so much more that I can say about the program but I will stop here and give you a chance....

Thanks for listening objectively.

Sincerely,



CHARLES R. JORDAN
POLICE COMMISSIONER

CRJ:mh

You can understand my concern when I found that last year's statistics for Portland showed that 35% of all crimes when an arrest was made involved youths between the ages of 10 to 17. Of those arrests 2,359 (42%) were for felonies and 5,637 (58%) were for misdemeanors. In our own school district vandalism in 1979 cost us over \$200,000.

We began to ask ourselves where and how could we, as law enforcement representatives, make a difference? More specifically.... what would deter young people from criminal involvement rather than just making more arrests? The search for an answer was not easy considering that a tightened budget ruled out new programs. We decided to abandon "business as usual" - to go out on a limb with existing personnel and see if we could make a difference regarding this alarming trend.

Our thinking was that to change this trend called for an educational process that affects perceptions, and in turn this brought our attention to the schools. Beyond the home the school is the major setting which affects the ideas and activities of youth. Therefore, this seemed the logical place to institute a program directed at the prevention of anti-social behavior through education. What was needed was communication and understanding of the role of the criminal justice system as it relates to the individual.

We collected information on the few similar programs which exist in the country, and made on-site visits to the most successful. The best features of each were condensed into our design. The School Principal's Association and the Superintendent of the School District have been very supportive of our effort. The understanding is clear between us that we will be guests in their buildings providing information of which they approve. Should an administrator have concern about the appropriateness of our program we will accept without question their decision not to invite us. The overall goal is simply this: to promote the role of police officers in our society which is to act fairly and justly in enforcing societal laws designed to protect both the individual and property rights of all citizens. Individuals have a right to be secure in their lawfully protected personal and property rights. Out of necessity, law enforcement officers intervene in those instances where some individuals choose to violate these protected rights. By exposing young people to those threshold situations constituting violation of laws they will hopefully respect the rights of others so as to preclude the need for law enforcement intervention. Furthermore, they will come to understand that should the need for enforcement arise it will be administered fairly and justly against those choosing not to abide in accordance with societal laws.

This program is not designed for any racial or ethnic group.... but for our city. It is of such importance as to demand "all hands on deck" and anything less will make the storm more difficult to weather. The Community Juvenile Officer will work closely with school administrators to develop approved classroom presentations on topics related to society and justice. In addition the officer will act as a resource of information to students, teachers, staff and parents; and, when requested, make referrals to community agencies for services. It is predicted that through their daily presence youths will come to understand that a uniform officer is doing his/her job for them, and is not an unknown and thus feared oppressor of individual freedom. The same officer that conducts classroom discussions will also perform the regular investigation follow-up functions that have been the responsibility of the Juvenile Division in the past. They will not be responsible for maintaining order in the schools. This activity has been and remains the duty of the School Security.

EDITORIAL/OPINION

'Responsible leaders'

"I am certain in my association with the leadership in the black community that such a recommendation will not be considered seriously by thoughtful members of the community." Those are the words of Dr. Robert Blanchard, Superintendent of the Portland Public Schools, regarding the planned school boycott.

Dr. Blanchard also had some things to say about what "responsible Black leaders" would do. Dr. Blanchard's statements demonstrate the lack of communication between him and the Black community. In all the years that he has been in Portland, Dr. Blanchard has not gone beyond the few he considers to be "responsible leaders" to see what others are thinking and saying. It has been too easy in the past to condemn those who speak out more forcefully as radicals and to blame them for the conflicts that continue to develop.

Dr. Blanchard held a "secret" meeting with some of those he considered to be "responsible leaders" two years ago during the controversy over the Newman Plan. Those "responsible leaders" knew the role chosen for them was to go out into the community, divide the opposition, and persuade the people to do it the school district's way.

It didn't work. Perhaps for the first time, the "responsible leaders" told the Superintendent and the members of his staff assembled that they must go to the people and listen to the problems and the demands. These "responsible leaders" did not join the School Board in its effort to fool the community.

Now, two years later, confronted with the same and yet more severe problems, the Superintendent apparently does not realize that the "responsible leaders" have joined the radicals. Dr. Blanchard -- whose contacts with this community are largely second hand -- does not realize how broad the base of support for the boycott has become.

The latest effort of the district to capture the

leadership -- an appeal by an Assistant Superintendent to a ministerial group -- served only to make the support of that group stronger.

Dr. Blanchard and the School Board will find that this time they will have to deal directly with the people -- to come and talk on an equal basis -- or they will face some difficult times ahead.

Investigate the murders

The House Assassinations Committee has finally submitted its final report. The report recommends that the Justice Department investigate the murders of President John Kennedy and Martin Luther King, Jr. There was no specific evidence, but enough to lend credence to the generally held notion that both men were the victims of conspiracy.

The Committee indicated that individuals or groups in organized crime might have been responsible for Kennedy's death. Now that the collusion between the CIA and organized crime are known and the inter-infiltrations of the FBI and organized crime are becoming public, the implication of organized crime in Kennedy's murder brings both agencies into suspect.

In the case of King, the FBI's hatred of him is paralleled only by its infiltration of and attempts to destroy the civil rights movement and all Black organizations. These activities are becoming increasingly revealed as more groups and individuals claim their FBI files through the Freedom of Information Act.

Not only did the FBI attempt to destroy all efforts to win civil and human rights for Black people, but its agents were actually involved in the harassment, brutalization and murder of civil rights workers.

These facts make the investigation of the two murders crucial. Not until the FBI and the CIA are either convicted or cleared can this government be safe

PHD Observer 7/19/79

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JUL 19 1979

Port of Portland
P. O. Box 33
Portland, Or

PRESS Conf. # 2

Boycott

(Continued from page 1 col. 6)
the BUF will outline programs to educate and care for children during the boycott. Five committees—Community Education, Collective Action, Transaction, Public Relations and Fund Raising—will address concern raised by parents at the last meeting.

Meetings will be held at King Neighborhood Facility every Thursday at 7:00 p.m. In the July 19th meeting,

United Black Front poll

Black community supports school boycott

The Black United Front announced overwhelming support for its boycott of the Portland Public Schools, based on a poll of parents attending the first in a series of community meetings held to discuss the philosophy and logistics of the boycott.

"Due to the negative impact Portland Public Schools Desegregation Plan has had on their children, 97% of the Black parents are willing to boycott Portland schools this fall, according to a parents survey conducted by the Black United Front and reported on last Thursday at its

community forum," Ronnie Herndon, chairman of BUF told a press conference Wednesday.

In addition, 98.5% of those who responded to the poll expressed overall dissatisfaction with the District's desegregation program.

"These figures are significant in that they reflect a view that is very different from that which Portland Public Schools has been projecting. These figures represent overwhelming Black disenchantment with the policies and practices of the District. They also indicate that Black parents

have reached the limits of tolerance with respect to the control that the District exerts over their lives—especially since that control is not in the best interest of those who have willfully abrogated some of their authority in good faith.

"The fact that 85% of the parents with children in the District's program feel that their children are being discriminated against significantly reflects that the good faith shown by Black parents has been betrayed.

"The use of the word 'betrayed' is very appropriate because 24% of the

parents surveyed actually requested that their children become a part of the District's administrative transfer program. Another 29% agreed to do so after being convinced by the District that it would be in the best interest of their children and, in the long run, society."

The survey demonstrates that 89.8% feel their children's achievement has not improved or has gotten worse and 82.3% believe the quality of their children's education has not improved or has gotten worse.

The negative effects of scattering

Black children to numerous schools is apparent by the fact that 93.7% of the parents feel their children's cultural identity has not improved or has suffered.

"For all Dr. Blanchard's protestations to the contrary, we believe that it is very clear that Black parents are dissatisfied with a program that has created more problems for Black children than it has solutions," Herndon said.

"The ultimate indignity is that the Federal Government has done nothing, and apparently will do nothing, al-

though it acknowledges that District's program is discriminatory.

"It is now up to Black parents to find solutions for themselves; become more involved and take a more active role in the education of our children.

"Dr. Blanchard attempts to let the community believe that a boycott of Portland Public Schools would be damaging to our children. His brand of education and social policies are evils which Black children need to be protected against."

(Please turn to page 8 col. 2)


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JUL 19 1979

Metropolitan Human Relations Commission

Multnomah County • City of Portland
July 26, 1979

TO: All Commissioners

FROM: Eleanor Davis, Chairperson 
Education Committee

SUBJECT: Proposed Boycott of Portland Public Schools

The attached documents are intended to enhance your knowledge of the Black United Front and the proposed boycott of Portland Public Schools.

The Education Committee would like to discuss this topic with the Commission-as-a-whole, and, if appropriate, formulate a response to this highly volatile issue at the August 21 Commission meeting.

We hope that you will follow developments in the situation to maintain a contemporary perspective of the issues. If you have particular concerns, it would be helpful if you could get any comments to me in advance of the meeting.

ED:ggp
Attached - 4



Corbett Building, Room 312
430 S.W. Morrison Street
Portland, Oregon 97204 • 248-4187



✓ Vernon Neighborhood Association ✓

- (1) Findings
- (2) Highlights
- (3) Current work

Used-
am.

Not so much interested in Busing....

✓ Solidarity Day For Working Kids ✓

PAUL MILLIUS

1530 NE 48TH 97213

EQUITY OF RIGHTS

STEVE RIDGE

(ADD HIS NAME)

Metropolitan Human Relations Commission

Multnomah County • City of Portland
August 15, 1979

Dear Friend,

The attached statement is intended to inform you of our stance regarding the objectives of the Black United Front. I am sure that you would agree that the issues are important to us all and warrant serious discussion.

The school board encourages community input. We would like to suggest that you publicly respond to the issue.

Sincerely.

Eleanor Davis

Eleanor Davis, Chairperson
MHRC Education Committee

ED:gg



Corbett Building, Room 312
430 S.W. Morrison Street
Portland, Oregon 97204 • 248-4187



In Portland community

Proposed school boycott unites blacks

By HUNTLY COLLINS
of The Oregonian staff

7/29/79

At 22, Abbie Ridgeway has no children, but she's decided to do what she can to support a black student boycott of the city school system in the fall.

"I would like for the boycott to go through," she said above the murmur of conversation at Geneva's Food & Drinks on North Williams Avenue. "When I have my kids, I would like for them to go to school in their own neighborhood."

From pool halls to church pews, the proposed school boycott has turned into a cause celebre in Portland's black community.

While not everyone is falling in line, the boycott has provided an issue around which various factions have come together despite their differences in the past.

That kind of rallying for a common political goal never before has occurred in the city's black community, according to longtime observers.

To head off a possible walkout by the city's 7,400 black students, school board Chairman Frank McNamara has

scheduled a private meeting with boycott leaders on Monday. Both sides see the meeting as a preliminary attempt to clarify the issues.

The central issue, according to boycott leaders, is the scattershot busing of black students to white majority schools as part of the school district's desegregation plan.

School administrators claim they have made significant progress in reducing the scattering since it was first exposed by a citizens' group last year.

Boycott leaders counter that the approach to the scattering problem has been "piecemeal" and that a comprehensive plan is needed.

Since July 11, when the boycott first was announced, supporters have put together a multifaceted campaign in support of their cause:

— The boycott has brought together new political bedfellows. For the first time, black radicals such as Ronnie Herndon, who runs a private alternative school in the black community, have joined hands with moderates like the Rev. John Jackson, pastor of the Mount Olivet Baptist Church.

The two are co-chairmen of the so-called Black United Front, the umbrella group which is coordinating the boycott.

— The boycott also has drawn the support of major institutions in the black community, including its main newspaper and an estimated 75 percent of its churches.

Organization of church support — a key element in the community's socio-political network — began months ago in private meetings, breakfasts and barbecues with leading pastors.

Thus far, the Portland-area chapters of the National Association for the Advancement of Colored People and the Urban League have taken no official stance on the boycott, but prominent officials of both groups quietly are assisting the boycott leadership.

The Urban League plans to issue a statement on the boycott early next week, while the NAACP will consider the issue at its August meeting. Both groups have gained new — and more aggressive — executive directors over the past year.

— The boycott has spurred creation of a grass-roots organization, which some liken to a wartime mobilization, to carry out the mechanics of the walkout.

More than 200 persons turned out at a boycott-organizing meeting, and they plan canvassing on a precinct-by-precinct basis to identify supporters.

Eight churches have been lined up to house black students during the boycott, and four committees already are working on activities for the youth.

Living room coffees, which have been successful organizing tools for political candidates, have begun in the homes of black families to galvanize boycott support.

Also fanning the fires of the boycott are what some consider major political blunders by school officials.

Schools Superintendent Robert Blanchard, in his initial press statement on the boycott, only served to whip up support for it when he suggested that responsible members of the black community would not go along with a walkout.

"We have a feeling that if Blanchard keeps talking, we'll have all the people

behind us that we want," said Jackson.

Another sore point is the school board's failure to select a black as one of three finalists for appointment to the board seat made vacant by the death of Phyllis Wiener. A board review panel has recommended three white women for the post.

"I think that was a mistake," said Freddie Petett, executive director of the Portland Urban League. "It makes people move closer to supporting the boycott."

Boycott leader Herb Cawthorne, one of five blacks who were turned away from the finalist list, said he intends to put his name before the full board for reconsideration.

"I can't say I can stop it (the boycott)," Cawthorne said, "but if any one person could, I could."

Additional details on Page B1.

Black discontent goes beyond ruling on school complaint

Story on Page One also

The immediate cause of a proposed black student boycott of the Portland School District is the federal government's recent rejection of civil-rights complaints against the district.

The complaints, filed with the Civil Rights Office of the U.S. Department of Health, Education and Welfare by two blacks, charged the district with unlawful discrimination in its desegregation program.

Among other charges, the complaints alleged that the district's busing program placed an unfair burden on black students.

While HEW agreed there was an unfair burden on blacks, it said the inequity wasn't great enough to constitute illegal discrimination under Title VI of the Civil Rights Act of 1964.

The ruling left leaders in the black community perplexed — and angry. "How can you be both guilty and not guilty?" asked the Rev. John Jackson, co-chairman of the Black United Front, which is coordinating the boycott drive.

But beyond the ruling, black discontent stretches back to Dec. 11, when school Superintendent Robert Blanchard, appearing before a packed school board meeting at Benson High School, rejected a citizen proposal for school pairing as a way to establish a fair desegregation program in which white students shared equally.

Blanchard said the proposal was unworkable from a practical standpoint and "a considerable overreaction" to a problem involving only 351 black students who were not assigned to a nearby middle school.

Following Blanchard's lead, the school board also rejected the pairing proposal, a decision that launched black leaders on their way toward the student boycott as the only way to bring about change.

While the board has come up with plans to reduce the scattered busing of black students, boycott leaders say it's too little, too late. "It would be 1985 before it's (the scattering) really reduced," said Herb Cawthorne, boycott leader.

Here are the major goals of the boycott, as presented by the Black United Front:

— A minimum minority enrollment of 40 percent in schools to which black students are bused. Currently, the district has set 30 percent as a maximum goal.

— A requirement that white students who voluntarily transfer into the city's early childhood education centers in the black community will stay in the centers for all grade levels.

Currently, most of the white transfer students leave after the first or second grade, prompting charges by blacks that whites are using the model pro-

grams as "baby-sitting services."

— Establishment of two middle schools in the black community so the 351 unassigned black students and others will have a neighborhood school to attend.

— Establishment of a minority hiring goal of 20 percent — the same as the percentage of minority students in the 55,000-student district — for both teachers and other staff, including administrators.

The boycott plank calls for specific time frames to achieve the hiring goal, with annual milestones to be set.

— Establishment of goals for achievement test scores in schools involved in the desegregation plan. The schools have traditionally had lower test scores than others in the city, a fact that school administrators blame on socioeconomic conditions out of their control, but that blacks maintain can be overcome.

— Adoption of a plan to correct alleged unfair treatment of black students in disciplinary practices. Among other things, boycott leaders want the number of black students suspended and expelled to be reduced, and they want consistent rules for student conduct on buses.

Boycott leaders say they recognize that the requests cannot be met immediately, but they are pushing for a comprehensive plan that will guarantee improvements, particularly in the scatter-shot busing situation.

Dec - 1974
minutes

MHRC Recommended Stance

On the surface,

The proposed boycott of Portland Public Schools by the Black Community seems to have emerged from the ~~frustration~~ ^{frustration} of the Community's ~~concerns~~ ^{disconcerting} with ~~the~~ ^{inadequate} responses by its ~~educational~~ ^{local} concerns by the ~~school board~~ ^{district} School Board, the ~~school superintendent~~ ^{school superintendent} and the Department of Health, Education and Welfare.

Compounded by a history of ^{arbitrary physical} displacement, and ^{chronic} disregard of ^{the} ~~the~~ ^{Black Community's} needs, ~~the~~ ^{and} ~~subject~~ ^{discrimination} discrimination atmosphere ~~dissatisfaction~~ ^{rights, privileges, and external determination}

careful inspection indicates that the driving force behind the decision ~~however~~ ^{the} ~~the~~ ^{Black Community's} ~~action~~ ^{decision} ~~is~~ ^{is} a culmination of a history ~~replete~~ ^{replete} of ~~many~~ ^{many} factors; compounded

by a history of ^{physical} displacement and disenfranchisement; replete with chronic disregard for the ^{of the} ~~the~~ ^{Black Community's} rights, privileges, needs and desires; pervaded by ^{as evidenced} ~~an~~ ^{acquiescence} tolerance to an ^{atmosphere} ~~of~~ ^{of} ~~subject~~ ^{subject} discrimination ^{enhanced} ~~prevalence~~ ^{prevalence}

The Metropolitan Human Relations Commission has shared in ~~the~~ ^{the} ~~Black~~ ^{Black} ~~Community's~~ ^{Community's} frustration, having actively encouraged and supported the Community Coalition for School Integration and its work ~~dear~~ ^{dear} ~~concerns~~ ^{concerns}, however, ~~the~~ ^{the} ~~Community's~~ ^{Community's} approach was limited by the District Administration's ~~reluctance~~ ^{reluctance} to ~~discard~~ ^{discard} ~~erroneously~~ ^{erroneously} ~~investigate~~ ^{investigate} ~~perceptions~~ ^{perceptions} of the Black Community, or accept a new definition of the Community's ~~own~~ ^{own} will.

The District is caught in the middle of a paradigm ^{wishful tolerance} ~~shift~~ ^{shift} wherein the ~~old~~ ^{old} ~~community~~ ^{community} ~~tolerance~~ ^{tolerance} has

needs and desires

DRAMATICALLY SHIFTED ^{THEY} ~~WAS~~ ^{ACTIVE} ~~WAS~~ ^{POGGED} ~~WAS~~ ^{DETERMINATION;} ~~WAS~~ ^{EVOLVED} TO INTOLERANCE; of today
THE STANDARD OF LEADERSHIP HAS BEEN PASSED TO A NEW GENERATION
Decision makers
OF LEADERS OF EXISTENTIALIST BENT ~~AND~~ ^{PROGRESSIVE} ~~AND~~ ^{INTENT.} ~~AND~~ ^{THE NEW}
WHO ARE LEADERSHIP ~~IS~~ ^{AND} INTELLIGENT, ASSERTIVE ^{AND} CAPABLE OF MAKING
~~THEIR~~ ITS OWN DEFINITIONS AND COMPROMISES.

PUBLIC SCHOOLS MUST ACCEPT AND RESPOND TO THESE
NEW PARADIGMS TO AVOID A POLITICAL ARMALOGEDON ^{FROM WHICH} ~~THAT~~
~~IT~~ CANNOT. IT CANNOT ESCAPE UNSCAPED.

THE GOALS SOUGHT BY THIS LEADERSHIP VIA A BOYCOTT ARE
CONSISTENT WITH THOSE OF THE COMMUNITY COMMISSION FOR
SCHOOL INTEGRATION AND OF THE METROPOLITAN HUMAN RELATIONS COMMISSION.

QUALITY EDUCATION

THE END OF SEGREGATION

~~CROSS~~ ~~BUSING~~ EQUITY

Consistent with our function as mediators to preserve and
enhance the ^{ad civil} Human Rights of all citizens, the
Metropolitan Human Relations Commission offers its
assistance to both the Black Community and the District
to help ~~with~~ resolve conflicts that exist.

-VERB-

PREPOSITION } ^{WHO}
WHOM

BLACK UNITED FRONT

Boycott Objectives

1. No retribution against any individual participating in this expression.
2. Acknowledgement of inequities and discrimination which lead to poor quality education for black students.
3. Willingness to create plans in relationship to these objectives and to discuss the plans with the community.
4. Reduce scattering and isolation of black students.
 - A. Minimum minority enrollment of 40% in schools engaged in transfers for desegregation.
 - B. Two-way transfer system must be used to achieve the minimum minority enrollment in desegregated schools.
 - C. Early Childhood Education program should be maintained provided every black child in neighborhood wanting to attend can, and all white children transferring in remain in the ECE's feeder patterns.
 - D. Establish a minimum of two middle schools from among the schools in the black community.
5. Strengthen general academic programs at both Jefferson and Adams, and ensure that neither school is closed.
6. Establish the percent of minority students (20%) as the percent goal for minority hiring for teachers and all other staff in the district.
 - A. Establish specific timeframe to accomplish this with yearly milestones.
 - B. Establish goal for administrative staff at 20% minority.
7. Establish a mandatory teacher training program in multi-ethnic education, black history and culture, etc., for all teachers and staff employed in integrated school settings.
8. Establish a plan for teacher placement that addresses current inequities and discrimination against minority teachers.
9. Establish annual achievement improvement goals for each school involved in the desegregation program, and demonstrate to the public progressive improvement in achievement scores.
10. Include better, more representative teaching of minority cultures, particularly black culture, in the curriculum.
11. Establish a plan to correct inequities in disciplinary procedures for black students.
 - A. Implement immediately the Coalition's recommendations on discipline categories.
 - B. Implement uniform and consistent rules/regulations for conduct on buses. No students should be put off the bus until their destination is reached.
 - C. Establish goals to reduce the disproportionate % of black students suspended and expelled and demonstrate progressive improvement in this area by reporting quarterly to the public.

ISSUES FOR COLLECTIVE EXPRESSION

Quality Education for All Black Children

We define quality education as the sum of institutional experiences which renders black children competent in basic skills, aware of their heritage and identity, knowledgeable about the world of work, and clear about their aspirations for the future.

1. Quality education is not possible under the method of scattering black children all over the district.
2. Quality education is not possible when neighborhoods are carved into very small and powerless units; parents cannot get involved and they cannot monitor the progress of their children.
3. Quality education is not possible when funds for compensatory education and basic skill improvement are sent to the far corners of the school system rather than concentrated where they will achieve the most good.
4. Quality education is not possible when children are sent to schools in no visible peer group relationships, when they are isolated in environments that do not respond to their needs.
5. Quality education is not possible when children are used as the pawns of desegregation, to "bring" integration to outlying white schools; in the process the focus on the academic needs of black children is neglected.
6. Quality education is not possible when the desegregation program is so fragmented and poorly administered that members of the black community have no clear and effective channels to express the aspirations we have for our children.

Higher Achievement for All Black Children

We define higher achievement as a forward movement in academic, social and personal development for all black children; we are particularly interested in solid documentation of the reading and mathematic levels for our children, and evidence that black children are being prepared for higher education.

1. Higher achievement is not possible when black children are sent in very small numbers to schools far away from home; in fact, those who may be doing well in a neighborhood school often do worse when taken from the supportive environment and placed in a more hostile one.
2. Higher achievement is not possible when the black community has been so divided into administrative units that the power of parents and concerned citizens is dwindled to almost no influence.

3. Higher achievement is not possible as long as white students can transfer into Early Childhood Education Centers, get quality early education, and return to their neighborhood schools -- resources are concentrated to insure quality for these early grades when whites are involved, but the quality drastically declines in the grades 1 thru 5.
4. Higher achievement is not possible when black youngsters are constantly recruited from neighborhood schools under the idea that they will get a quality education in predominantly white schools -- the best black students are recruited out and those that remain lose the peer examples which can inspire high achievement.
5. Higher achievement is not possible when the desegregation program seeks to create division in the community rather than pull its forces together to work for the improvement of black children.

Cultural Identity for All Black Children

We define cultural identity for the black children as the result of learning in school about the history of Africa and the black American's unique historical roots in the United States.

1. Cultural identity is not possible when children are scattered in small numbers of distant schools at which there can be no in-depth focus on the unique lessons of black history.
2. Cultural identity is not possible when black children are taught that the schools in their community can only give them an inferior education.
3. Cultural identity is not possible when children are sent to schools where their parents have little influence and cannot express forcefully the demand that black heritage and culture be an integral part of the curriculum.
4. Cultural identity is not possible when black children constantly face negative and hostile reactions from faculty and staff because their habits and mannerisms are different; we should be seriously concerned when black children are suspended at three times the rate of white children.
5. Cultural identity is not possible when less than 25% of the teachers in the district indicate that they have never had any training in working in a desegregated classroom.

Self-Respect and Positive Attitudes for All Black Children

We define self-respect and positive attitudes as the frame of mind which results from a school experience that fully recognizes the beauty of black

existence in this country and seeks always to insure that black people are treated with equality.

1. Self-respect and positive attitudes are not possible when the school district maintains a quota on hiring black people in important positions dealing with students; black children see a disproportionate number of their own race in unskilled jobs and fewer in professional positions.
2. Self-respect and positive attitudes are not possible when children are separated from one another with the official contention that they will gain a better education by avoiding their own people.
3. Self-respect and positive attitudes are not possible when the children in the black community are told that they participate in a voluntary desegregation program which they know is not voluntary.
4. Self-respect and positive attitudes are not possible when, because of isolation, black students are denied the peer foundation that leads to development of leadership abilities.
5. Self-respect and positive attitudes are not possible when black staff members in the desegregation program are given no power to demand the elimination of racism and prejudice in the school to which black children are sent.

BLACK UNITED FRONT

Boycott Objectives

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3. Willingness to create plans in relationship to these objectives and to discuss the plans with the community.
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 - C. Early Childhood Education program should be maintained provided every black child in neighborhood wanting to attend can, and all white children transferring in remain in the ECE's feeder patterns.
 - D. Establish a minimum of two middle schools from among the schools in the black community.
5. Strengthen general academic programs at both Jefferson and Adams, and ensure that neither school is closed.
6. Establish the percent of minority students (20%) as the percent goal for minority hiring for teachers and all other staff in the district.
 - A. Establish specific timeframe to accomplish this with yearly milestones.
 - B. Establish goal for administrative staff at 20% minority.
7. Establish a mandatory teacher training program in multi-ethnic education, black history and culture, etc., for all teachers and staff employed in integrated school settings.
8. Establish a plan for teacher placement that addresses current inequities and discrimination against minority teachers.
9. Establish annual achievement improvement goals for each school involved in the desegregation program, and demonstrate to the public progressive improvement in achievement scores.
10. Include better, more representative teaching of minority cultures, particularly black culture, in the curriculum.
11. Establish a plan to correct inequities in disciplinary procedures for black students.
 - A. Implement immediately ^{the} to Coalition's recommendations on discipline categories.
 - B. Implement uniform and consistent rules/regulations for conduct on buses. No student should be put off the bus until their destination is reached.
 - C. Establish goals to reduce the disproportionate % of black students suspended and expelled and demonstrate progressive improvement in this area by reporting quarterly to the public.

BLACK UNITED FRONT BOYCOTT
OBJECTIVES

Elimination of Busing Abuses of Black Children

1. Reduce scattering and isolation of Black students.
2. Minimum minority enrollment of 40% in schools engaged in transfers for desegregation.
3. Two-way transfer system must be used to achieve the minimum minority enrollment in desegregated schools.
4. Early Childhood Education program should be maintained provided every child in neighborhood wanting to attend can, and all white children transferring in remain in the ECE's feeder patterns.
5. Establish a minimum of two middle schools from among the schools in the Black community.

Guarantee Quality Education
for Black Children

1. Establish annual achievement improvement goals for each school involved in the desegregation program, and demonstrate to the public progressive improvement in achievement scores.
2. Strengthen general academic programs at both Jefferson and Adams, and insure that neither school is closed.
3. Establish the per cent of minority students (20%) as the per cent goal for minority hiring for teachers and all other staff in the district.
 - A. Establish specific timeframe to accomplish this with yearly milestones.
 - B. Establish goal for administrative staff at 20% minority.
4. Establish a plan for teacher placement that addresses current inequities and discrimination against minority teachers.
5. Establish a mandatory teacher training program in multi-ethnic education, Black history and culture, etc., for all teachers and staff employed in integrated school settings.
6. Include better, more representative teaching of minority cultures, particularly Black culture, in the curriculum.

Elimination of Disciplinary Abuses of Black Children

1. Establish a plan to correct inequities in disciplinary procedures for Black students.
2. Implement immediately the Coalition's recommendations on discipline categories.
3. Implement uniform and consistent rules/regulations for conduct on buses. No student should be put off the bus until their destination is reached.
4. Establish goals to reduce the disproportionate per cent of Black students suspended and expelled and demonstrate progressive improvement in this area by reporting quarterly to the public.

BLACK UNITED FRONT BOYCOTT
OBJECTIVES

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Black group's call for school boycott assailed

(Continued from page 1)

In a letter released a week ago, the Civil Rights Office of the Department of Health, Education and Welfare officially cleared the school district of allegations and complaints of discrimination in its busing program.

Although federal officials found that proportionately more black students than white are bused by the district, they determined that the practice is not illegal because it is part of a voluntary desegregation program.

How can you be guilty and not guilty at the same time?" the Rev. John Jackson, co-chairman of the Black United Front, asked of the ruling.

Jackson said he wished that the black community didn't have to resort to such tactics as a boycott, "but you've got to do it. How many times do you have to say something before somebody listens?"

The federal findings came in response to separate charges against the district filed by Vesla Loving, a teacher aide at Boise School, and Ruth Speneer, president of Oregon Minority Educators.

Mrs. Loving, who also was present during Wednesday's press conference, said she is not against busing to achieve racial equality, "but we want our children to have the same choice" offered to white children, she explained.

"The price black children are paying is way too high," she said.

Herndon said the aims of the boycott are to reduce the "scattering" of black children — he claims that black

students from a single elementary school have been sent to 42 different schools — the establishment of a middle school in the inner city and a guarantee of "quality education" for black students.

"We can no longer put our fate in the hands of the

board of education," Herndon declared.

The Black United Front has scheduled a meeting at 7 p.m. Thursday at the King Neighborhood Facility to discuss the boycott plans. A second meeting is set for July 26 to discuss the action with students.

Blanchard labels boycott of busing 'deplorable'

By KEN HAMBURG
Journal Staff Writer

A planned boycott of Portland schools, advocated by a black community group, is "deplorable," Dr. Robert Blanchard, superintendent of Portland Public Schools, declared late Wednesday.

Blanchard said he stands prepared to take "whatever action is necessary to see that the compulsory attendance law is observed" in the face of the threat.

Plans for the boycott were announced during a press conference Wednesday by the Black United Front, a community group angered by the recent federal ruling that cleared the Portland School District of discrimination charges in its desegregation plan.

Leaders of the group warned that the planned boycott is "just the beginning" of actions against the school district.

"I deplore the recommended action," Blanchard said in response to the boycott call. "I am certain in my association with the leadership in the black community that such a recommendation will not be

considered seriously by thoughtful members of the community.

"There have been, consistently, avenues for action, and will be additional avenues that can be pursued (to resolve conflicts).

"This is a major issue that faces all school districts that are responsible for desegregation. I think this issue is going to continue to be a very, very important issue before the board," Blanchard said.

"Black children are forced to participate in a one-way busing program that is insulting and harmful beyond description," Ronnie Herndon, co-chairman of the Black United Front, declared in announcing the impending boycott.

The federal Office of Civil Rights has decided it is not unlawful that Portland Public Schools' desegregation plan imposes burdens on black students that are disproportionately greater than the burdens imposed on white students.

"The Black United Front vehemently disagrees. We feel that not only is this unlawful, (but) it is unfair, it is disgraceful and it is immoral that our children and

community have paid the highest price and gained the least from this ill-conceived, racist desegregation plan.

"Too often we have sat passively while the school district shuttled our children all over town like cattle. The time has come for this to stop."

School Board Chairman Frank McNamara, attending a conference in Kansas City, Mo., said, "Efforts which can only divide the community are not going to be helpful to achieve their goals.

"I think a boycott, withholding students from their educational opportunities, is extremely unwise," added McNamara, who said he would prefer to see "the concerned members of the community take a more constructive route."

Herb Cawthorne, chairman of the Community Coalition for School Integration, said the broad-based citizens' group will have to review the efforts of the Black United Front before taking a position.

"I can't commit the coalition at this point," Cawthorne said.

(Continued on page 16)★

DON'T BUY 7UP

UNCOOLA



UNFAIR

**DON'T SPEND YOUR MONEY
WHERE YOU CAN'T WORK**

BLACK UNITED FRONT

Dear Friends,

As you may know, the Black United Front is boycotting the local distributor of 7-Up, Portland Bottling Company, because of its poor record of hiring black people. Prior to the boycott, the company had no black employees. Since the boycott was initiated, three blacks have been hired. The Front does not feel that this token gesture will solve the problem, and is demanding that the company develop an affirmative action plan which will insure that black people will be hired consistently throughout the company.

Many businesses, individuals and organizations, including our committee, have joined the boycott. We see no reason for the black community to financially support a company which discriminates against it. We hope you will join us in refusing to purchase the products distributed by the Portland Bottling Company: 7-Up; Nehi soft drinks; Squirt; A & W Root Beer; Natural Sun Juices; R. C. Cola; Perrier Water; Paul Masson Wines and Wild Irish Rose Wines. Please call us for more information about the boycott and ways you can support it.

284-9752
288-2910

Sincerely,
The Committee to Support the
Black United Front

Portland Observer

Black convention urges unity and dedication

GRASSROOT NEWS, N.W. — This weekend Portland, Ore. hosted the Fourth Annual Convention of the National Black United Front. Afro-Americans from Chicago, Houston, New York, Washington D.C., St. Louis and Seattle grappled with issues and formulated solutions to solve some of the problems facing people of African descent here in America.

The delegation heard keynote addresses from the national chairperson of NBUF, Rev. Herbert Daughtry, Dean Derrick Bell from the University of Oregon Law School, and cultural disseminators Sonia Sanchez and Dr. Maulana Karenga.

In a prepared text, Dr. Bell updated the national delegation on the situation of Afro-Americans in the State of Oregon. "Please, do not allow these individual appointments in the State to obscure the Black unemployment rate of twenty percent as compared to less than ten percent overall. You might see a few Blacks on the streets of Portland and virtually none outside the city. But the cellblocks of the State prison contain the highest percentage of Blacks as compared to the state population of any state in the nation save our sister state of Washington."

Bell says he believes the Supreme Court's desegregation decision has affected only a small percentage of the nation's Afro-American population. "No one here could have predicted that its impact on Blacks

would have meant so much for a few and so little for so many. . . . I suggest to you that there are few Black families today who do not have blood relatives dead too soon, locked away in prison too long, or seeking with suicidal fury an escape through drugs or drink from a life of subordination and poverty which in its own way is more devastatingly destructive than the existence when the law for Blacks was taught at the end of a whip."

Bell also believes that the industrialization of the last twenty years has helped to sap the strength of the Black family. "As large numbers of Blacks migrated to the cities from rural areas, Black males were unable to find work. As a result 48 percent of the Black families with children under 18 are headed by single parent females. These households are not less appropriate for the care and raising of children. But the 1979 median income for Black female-headed households was \$6,610 as compared with \$20,000 for all families."

Bell concluded by saying, "We must speak out for justice in a climate where the laws take bread from the needy so the rich may eat cake. We must seek justice as we patiently point out the obvious: that generations of overt discrimination have rendered half our people unable to take opportunities, and without the type of remediation we bestow on the worst forms of Right

Wing governments abroad, and on every billion-dollar corporation that has bungled its way to the brink of bankruptcy at home."

The National Black United Front started as the dream of a small group in New York. The chairperson of the National BUF, Rev. Herbert Daughtry, said that in the beginning many doubted the resiliency and strength of the concept of an organization formulated to voice the concerns of the conservative, moderate, reform, radical, nationalist and revolutionary constituencies in the Black community. "In 1979, there were many who thought we would not last the year. But we have survived and prospered.

"When we study the political scene it is significant that where political gains have been made you will find a Black United Front chapter playing a key role."

The growth of NBUF has been remarkable and testifies to the willingness of Afro-Americans to now set its own course to direct their future and control the present. Daughtry says, "We started with an organization of five local chapters to twenty chapters and a presence in forty cities. So, you can tell the detractors that NBUF is here to stay."

With Unity the theme for this year's convention, Rev. Daughtry concluded his remarks with, "Forward Together, Backwards Never!"

(See related stories on pages 2 and 5)

NBUUF

NATIONAL BLACK UNITED FRONT CALLS TOGETHER
IN CITIES ACROSS THE U.S.A. AND THE WORLD

A "MARCH AGAINST RACIST VIOLENCE"

3rd Annual



March
Begins at Noon in Alberta
Park on 19th and Killingsworth

Rally
Begins at 2:30 p.m. in King Park
on 7th and Wygant

The racist, right-wing, reactionary mood that is sweeping the United States and Europe has spawned an atmosphere, that has yielded a phenomenal increase in acts of racist and religious violence as illustrated by the abuse of police powers, the rise of the Klan and Nazis and the recent eruption

of deplorable violent racist crimes. We are urging Blacks and people of goodwill in cities across the US. and the world to come together and build massive local demonstrations on Saturday, April 30, 1983 that educate and speak out loudly and clearly against racist and religious violence.

CALL: **288-6700** FOR INFORMATION

SATURDAY — APRIL 30, 1983

COMMITTEE TO SUPPORT THE BLACK UNITED FRONT

The Black United Front is a powerful example of a community organization that has demanded changes in the racist policies in many sectors of Portland society. In August 1979 the Black United Front (BUF) successfully pressed for changes in the desegregation plan of the Portland Public Schools. The BUF felt that the plan neglected to meet the needs of Black children and failed to provide an equal education for them. Their work resulted in many changes in the school desegregation plan, but even now, the Portland School Board is trying to reverse the policy changes and promises made in 1979. Despite the gains won, the Black United Front must continuously fight for the fulfillment of commitments made years ago. In order to gain world-wide support the BUF has brought the crisis of Portland's Black population before the United Nation's Human Rights Commission. They are asking for recognition of the fact that the basic human rights of Black people in Portland have been and are consistently violated.

The Committee to Support the Black United Front (CSBUF) was formed in August 1979 by a group of white people in support of the BUF demands for quality education. The Committee wanted to make people aware of the issues the BUF raised because many of the problems affect all school children in the city. We have supported the BUF's proposed changes because, if implemented, they would help establish a school system which treats all students equally--where each child has the same chance for growth and knowledge.

At the same time, we want to work with other white people to fight against any and all forms of racism and discrimination, whether it be in the school, neighborhoods, or at our jobs. We envision an end to the divisions and inequalities that racism fosters. We want to devote our energies toward building a society based upon equality rather than privilege.

Our work has focused on local issues raised by the BUF. We have worked:

- ° Gathering widespread support for the threatened school boycott in the Fall of 1979.
- ° Disseminating information about school-related issues raised by the BUF.
- ° Campaigning for the resignation of School Superintendent Robert Blanchard whose administration was responsible for the desegregation plan adopted in 1970 which clearly discriminated against Black children and limited their educational opportunities.
- ° Organizing a city-wide coalition to stop the Recall effort organized by big business and banks, directed against those School Board members who called for Superintendent Blanchard's resignation and who pushed for even moderate changes in Blanchard's school desegregation plan.
- ° Lobbying for the reversal of devastating welfare cuts, especially affecting poor women of all backgrounds.
- ° Picketing along with the BUF at the Walnut Park Theatre, a Northeast pornographic movie house, in an effort to establish a family theatre in its place.
- ° Forming an anti-Klan/anti-Nazi committee which, along with other local groups, will work to halt the spread of extreme Right organizations in Oregon.
- ° Forming a Police Brutality committee to provide study and education about racist police activity in Portland.

The CSBUF has been and continues to be a strong visible group speaking out against racism. Our work has been substantial, but it will take the work and commitment of many people to begin to uproot the racist policies and institutions that are so deeply entrenched in our society. We are calling upon the white people of Portland to speak out against racism, to support the anti-racist demands of the Black United Front, to take a stand on the side of social justice. Only then can we work to make Portland truly a "liveable city". If you can donate time or money to this work, please contact:

Black United Front march protests decision

The recent reinstatement of the two police officers who dumped dead opossums in front of a Northeast Portland restaurant has—not unexpectedly—generated anger in the Black community.

Much of that anger was vented Saturday, Aug. 15, when more than 200 people joined in a protest march organized by the Black United Front. The demonstration, which began with a rally in Cathedral Park in St. Johns, ended in front of the North Precinct where the two officers were stationed at the time of the March 12 incident.

Effective with their reinstatement Thursday, Aug. 13, Officer Craig Ward was reassigned to the Central Precinct while Officer Jim Gallaway will work out of the East Precinct.

In announcing the protest march last week, Ron Herndon, co-chairman of the Black United Front, said that he is “incensed with the arbitrator’s reinstatement of the possum-tossing cops. It has insulted and angered the Black community.”

Herndon said he was “not surprised” with the outcome of the arbitration, particularly in view of the fact that the individual selected to handle the proceeding—Southern Oregon State College Prof.

Gary Axon—lives in an area with a very small minority population.

“I doubt if he comes in contact with 10 Black people a year,” Herndon said. He added that while he realized the arbitrator’s ruling cannot be changed, it was important to stage the protest march to vent community anger.

“Just because you can’t change something overnight doesn’t mean you shouldn’t act,” he said.

Others expressing anger over the arbitration ruling have included Freddy Petett, executive director of the Portland Urban League; Lucious Hicks, president of the NAACP; Rev. John Garlington of Maranatha Church; and Rev. John Jackson of Mt. Olivet Baptist Church. At a press conference Friday, Aug. 14, all four agreed that the reinstatement was a step backward but urged the Black community to work toward improved policed and community relations.

“As a Christian clergyman, I can forgive them both (the officers),” Garlington said. “But forgiving and forgetting are two different things. It will never be forgotten in the Black community.”

He encouraged Blacks to form “positive coalitions” to “seek justice for all” and said that “the white community needs to be aware that whatever happens in the Black community will happen in the white

community, too. It only happens to us first.”

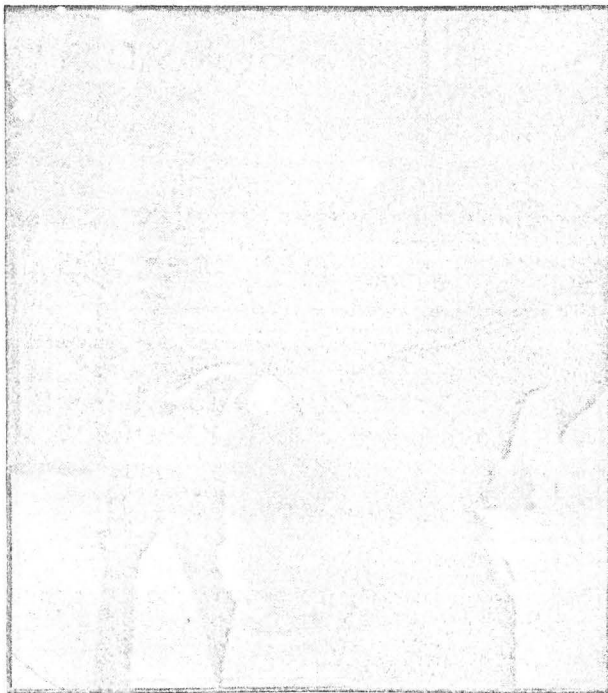
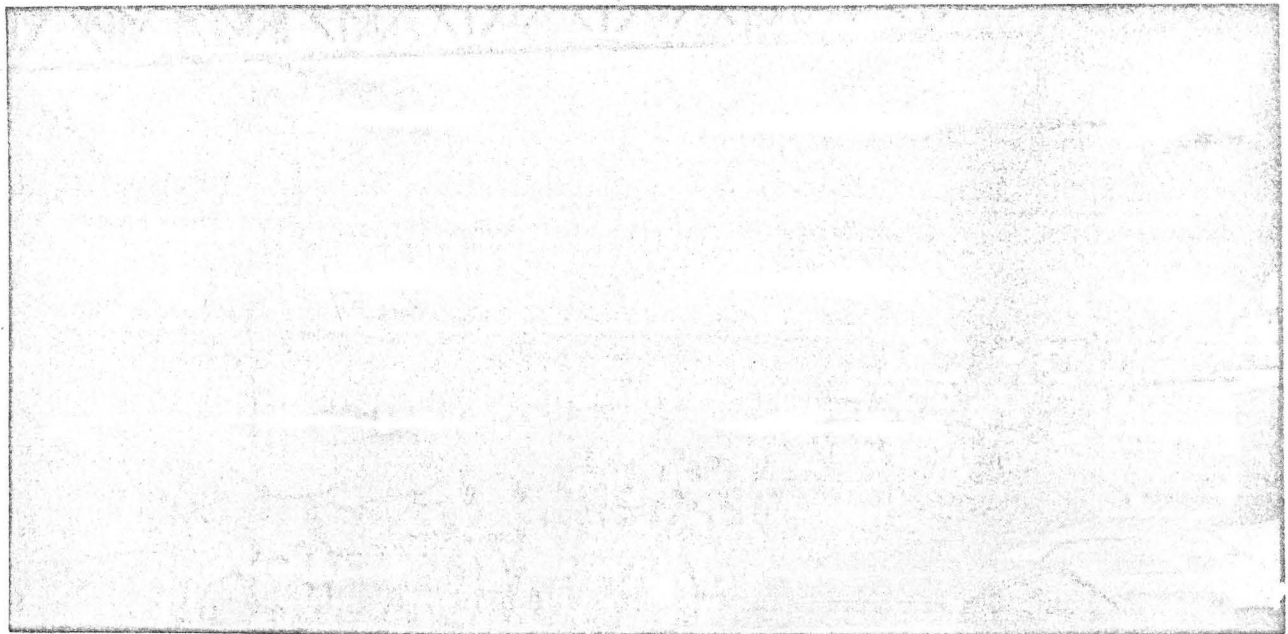
Petett said that while she probably would not participate in the march organized by the Black United Front, “any organization should protest in the way they feel is appropriate.” She listed letters to Police Chief Ron Still, members of the City Council and editors of local newspapers as effective methods of expressing dissatisfaction.

“I think it’s important for the total community to express their concern,” she said. “One way of doing that is by working with organizations to improve police and community relations. I don’t feel we can stop because of one step back. People still have to make their voices heard.”

Hicks, calling the arbitration outcome “just another pebble in the bedrock of Portland racism,” said that the NAACP is planning to conduct workshops on how to document police harassment. He predicted that the type of police behavior demonstrated by the opossum incident will resurface.

Jackson, who planned to attend the Black United Front protest march, said that the selection of an arbitrator was inept.

“What does this mean in the future?” he asked. “Does this indicate the kind of treatment minorities are going to get?”



Photos by Randy Lewis

~~BLACK UNITED FRONT~~

What To Do In Case of Police Brutality or Harrassment

It is important when you are the victim or know someone who has been the victim of police brutality, harrassment, illegal searches, or other illegal activity that you do the following:

1. If your injuries require hospital treatment, as soon as you are able, have someone take color photos of your injuries.
2. Have the doctor treating you sign the photos, verifying that the injuries photographed are the ones the doctor treated.
3. Have the doctor sign a statement identifying the nature of your injury, including who is responsible for your injury. Be sure the signature is witnessed by someone besides yourself. Be sure to record the date treatment was given and the time of treatment. Obtain copies of all medical records, including bills.
4. It is very important to locate and identify any witnesses to the incident.
5. Be sure to get the witnesses full names, addresses and phone numbers.
6. If possible, have the witness write a brief description of what he or she observed. All statements should be signed and dated.
7. After your treatment and as soon as possible, call a community advocate on the police brutality hot line: 288-6700.
8. If you are afraid to pursue your complaint and wish to have a community advocate assist you a BUF advocate will be assigned to you.
9. If you have further questions, please call: 288-6700.

BUF

Information sheet on police harrassment

Your name, address, phone:

Age:

Location of incident:

Date and time of incident:

Hospital treated:

Doctor treated:

Extent and type of injury:

Officer or officers involved, name & Badge No.:

Witnesses, names, addresses, phones:

Needs legal assistance: Yes/No

Investigation assistance: Yes/No

Were you arrested, jailed or charged with a crime? Specify.

Describe the incident:

If you have one, who is your attorney:

IT IS IMPORTANT THAT YOU CALL AND LET US KNOW OF ANY CHANGE IN YOUR ADDRESS OR PHONE NUMBER.

~~BLACK UNITED FRONT~~

What To Do When Stopped By The Police

For your general protection and that of your family, if you are stopped by a police officer for any reason while driving or walking in your community Please do the following:

REMAIN CALM AND POLITE; REMEMBER THE POLICE ARE ARMED AND MAY BE NERVOUS.

DRIVING

1. Pull over as soon as safely possible when signaled by a police officer to do so. When possible pull your car over in a well lighted area.

2. Remain calm. Make no quick or sudden movements. Roll your window down.

3. Place both your hands in plain view on top of your steering wheel.

4. Wait for the officer's instructions.

5. Identify the officer by name and badge number.

6. Do not consent to any search.

7. If you have youngsters in your car try to get out of the car to transact your business with the officer.

8. Although you have the right to ask why you were stopped, remain polite no matter how difficult it may be.

9. You must identify yourself, name and address, produce a valid drivers licence, and explain why you are in the area to the officer. Do not volunteer information beyond your name, address and reason for being in the area. If you are asked for other information, you have the right to remain silent.

10. Don't let derogatory name calling provoke you. Don't be intimidated by the officer.

11. Do not argue with the officer.

12. If you are arrested and handcuffed, when placed in the patrol car, sit sideways in the car with your back leaning in the corner of the seat. This will take some of the pressure off your arms and wrists while in transit. Be sure to bend your head when being put in the car.

13. If arrested request an attorney.

14. At your earliest opportunity call a relative or friend; let them know where you are.

15. If you have youngsters in your car when you are arrested, be sure the oldest can phone your nearest relative or friend. Tell your youngster the phone number to call in emergencies.

16. As soon as you are away from the police, write down everything that happened.

17. Report the incident to a BUF community advocate: 288-6700.

WALKING

If you are stopped by the police while walking in your community especially at night, do the following:

1. Remain calm.
2. Keep your hands out of your pockets.
3. State your reason for being in the area and identify yourself. Although you have the right to walk where you please, the officer may arrest you for failure to identify yourself or explain your presence. *(you can be arrested as a suspicious character.)*
4. Remember to get the officer's name and badge number; record the location where you were stopped and the time.
5. The officer may pat you down or search you. For practical reasons don't resist being searched, BUT DO NOT CONSENT TO ANY SEARCH.
6. Do not argue.
7. Do not volunteer any information to the officer other than your name, address and reason for being in the area. If you are asked for any other information you have the right to remain silent.
8. If arrested, request an attorney.
9. As soon as you are away from the police, write down everything that happened.
10. If possible, avoid dark streets. Stay on well lighted streets.
11. Report the incident as soon as possible to a BUF community advocate: 288-6700.

MIRANDA WARNINGS

If you are given Miranda warnings, you will be arrested. State clearly and loudly, so possible witnesses will hear you, "I want an attorney." Most attorneys advise you to say you do not understand the warnings and you do not want to talk, even if the officer says its off the record.

Chronology of BUF events as they relate to Justice Issues

- Oct 1979 in response to increasing brutality of PPB toward Black people
 (i.e., take the case of the Black woman who was stopped for routine traffic check. Kneed in her back, thrown over trunk of car--she'd recently had back surgery. She was taken in to custody but the officers left her children in the car. A passerby found the children crying, she asked where they lived and took them home. The judge threw out the Black woman's charges--a minor traffic offense and resisting arrest.)
 and because of their excellent success of organizing to boycott school busing, the BUF created a hotline to provide information and attorneys for Blacks who have been assaulted by police. Originally the hotline operated five days a week, 8:30-5:30, but now is available six days a week, 8:30-10.
- Summer '80 BUF came out against the community Juvenile Officers program because they felt officers in schools would teach children that police are impartial that they enforce the law fairly to all people when in fact this is not the case.
- Complaints of Civil Rights violations were sent to the United Nations.
- Northwest Illustrated presented a series on Police Brutality
- Willamette Week ran a series on problems with PPB as they relate to Blacks.
- Jan '81 Commissioner Jordan appointed a 13 member citizen Task Force on Internal Affairs after mounting dissatisfaction with police brutality and harassment complaints.
- April
 May '81 Broussard's Bourbon Street Forums/Coalition on Police Community Relations
- July 16, 1981 Storr's Committee released its report on Internal Affairs

*We Must Protect Our Children.
If We Don't—Who Will?*

**Boycott
Portland Public
Schools**

APRIL 19, 1982

**Don't Allow Black Children To Be Forced
Out Of Our Neighborhood Schools!**

**BLACK UNITED
FRONT**

Black United Front

Why Boycott on April 19, 1982?

MIDDLE SCHOOL

In April 1980 the Portland School Board agreed to create Tubman Middle School and put it at the Eliot School site. In March 1982 they broke that promise and decided to impose the school on the present Boise site. Every major Black organization told them it would hurt hundreds of Black children if the school is placed at Boise. NAACP, Albina Ministerial Alliance, Urban League, POIC, Black United Front, Albina Fair Share, Black Social Workers, Portland State Black Coalition, CRIB, Coalition of Neighborhood Associations, were only a few of the organizations that said no to the Board's plan. This broken promise will mean the displacement and scattering of 1,000 neighborhood children in the Boise area. Many other neighborhood children in the Black community will also be forced to scatter to make room for the Boise displacement. This decision by the Board is a betrayal of the Black community and a blatant disregard for promises made only two years ago. Boise is the only Kindergarten-through-eighth grade school left in the Black community. Robert Blanchard destroyed all the others. This is the only time the School Board has ever forced a middle school into a community; they have never done this in the white community.

OTHER BROKEN PROMISES

1. CURRICULUM

In August 1979, the Board promised meaningful changes would be made to upgrade overall curriculum, particularly in the areas of Black history and culture. Now three years later no real change has taken place. Money, time and energy have been spent—but no real and effective use of consultants or changes in curriculum, or teacher training, has materialized.

2. HIRE MORE BLACK STAFF

Positive Black role models are necessary in our schools. Teachers who have knowledge and sensitivity to Black children and their culture are necessary in our schools. Black teachers and administrators are necessary in our schools. Yet since 1979 no real increase in Black personnel has been achieved. Many Black staff with the School District are constantly told they may lose their jobs. Last hired first fired.

3. TEACHER TRAINING

In August 1979, the Board promised that teachers would receive training which would better prepare them to teach Black children. The training which has been done is totally inadequate and teachers are no better prepared to deal with our children than they were prior to August 1979.

4. UNFAIR DISCIPLINE

In August 1979, the Board promised that changes would be made so that Black children would not receive unfair disciplinary practices. Black children today still receive a disproportionate number of suspensions and expulsions. There has been no improvement.

5. EARLY CHILDHOOD EDUCATION

In August 1979, the Board promised that Black neighborhood pre-school children would have greater access to Early Childhood Education Programs. But today 46% of the Eliot Early Childhood Education program is made up of white children that don't live in our community. Was this why the white majority on the Board decided to dislocate our Boise students and leave untouched the Eliot program?

6. SCHOOL CLOSURE BROKEN PROMISES

This is not the first time the white majority on this Board has broken a promise to the Black community. The Board promised not to close Adams High School when it closed Washington Monroe because both schools had high numbers of Black students. Now Adams is closed while all the white high schools across the river remain open. Will the School Board ever feel obligated to keep a promise that affects the Black community?

7. A BLACK SUPERINTENDENT

The School Board has hired a new Black Superintendent. Do they think that is enough? The BUF and the Black community want *quality education* for our children. Will the majority white board allow the new superintendent to improve education for Black children or try to use him as a shield for their racist decisions? We are willing to give Dr. Prophet a chance, but we will not accept a decision that scatters and dislocates Black students at Boise and other neighborhood schools for the benefit of rich white families across the river.

THE SCHOOL BOARD'S WHITE PLANTATION MENTALITY

Since the election in 1981 of two new Board members with racist and paternal ideas the other white Board members have banded with them to form a hostile white majority which has little concern and no respect for the Black community and the education of Black children. They have demonstrated time after time that they, like the plantation masters of slavery time, look upon Black people as being inferior, and unintelligent. To them Black people must quietly do what they are told and stay in their place. Can we entrust the education of our children to such a Board? If we will not fight for and protect our own children—who will?

**We Must Protect Our Children
If We Don't—Who Will?
Boycott April 19, 1982**

Metropolitan Human Relations Commission

Multnomah County • City of Portland
April 14, 1982

TO: Gregory L. Gudger
FROM: Susan K. Hunter
SUBJECT: Possible charges, bail schedules, plan of action

Charge	Class	O.R.S.#	Bail	10% Bail	Recoggable
Riot	C Felony	166.015	1,500	150	yes, w/judge's o.k.
Disorderly Conduct	B Misdmnr.	166.025	250	25	yes
Loitering	C Misdmnr.	166.045	150	15	yes
Abuse of Venerated Objects	C Misdmnr.	166.075	150	15	yes
Obstruct Gov. Admin.	A Misdmnr.	162.235	500	50	yes
Criminal Trespass, 2nd Degree	C Misdmnr.	164.245	150	15	yes
Disorderly Conduct	City Violation		unk.		yes

Demonstrators should:

1. carry NO weapons -- not even a pin or pocket knife; and,
2. have no criminal record (i.e., no convictions, no cases pending, not on parole, no warrants).
3. be prepared to have someone not involved in incident have cash in hand ready for bail;
4. have proper I.D.;
5. bring phone numbers of employers, family and friends.

NOTE: Whether recogged or bailed, these people may have to wait in jail overnight because of the extensive fingerprint search which jailers will do and because -- depending on the number arrested -- it may glut the jail with a backlog of "cases" to process.



Corbett Building, Room 312
430 S.W. Morrison Street
Portland, Oregon 97204 • 248-4187




Metropolitan Human Relations Commission

Multnomah County • City of Portland

December 8, 1983

TO: Ron Herndon, Co-Chair
Black United Front

FROM: Linda Roberts, Executive Director 

SUBJECT: "WHAT TO DO WHEN STOPPED BY THE POLICE"

Enclosed is a copy of the flyer and the changes that we are suggesting. As you can see, we have added information on the citation process.

MHRC would have the flyer printed with both the BUF and MHRC's name and phone numbers. We would give you several hundred for distribution. Our ultimate goal is to have the flyer done in several languages for non-English speaking populations.

Once you have had a chance to review this, give me a call.

LR:gp
Enc.



1120 S.W. Fifth Avenue
Room 520
Portland, Oregon 97204-1989 • (503) 796-5136

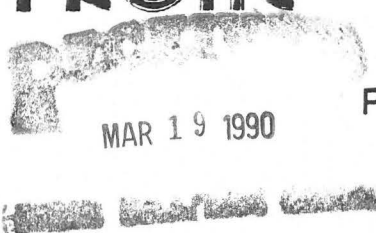


BLACK UNITED FRONT

"Now Is The Time"

FOR IMMEDIATE RELEASE

MARCH 15, 1990



P. O. Box 3976
Portland, OR 97208

On Saturday April 7, 1990, the Black United Front will have its 10th Annual March Against Racist Violence. The march, and immediately after a rally, is to begin at 12:00 noon, and we will be assembling in the parking lot behind NIKE's shoe store on Martin Luther King Blvd. NIKE is located at 3044 N.E. M.L.K. Blvd., and the rally will be held in Alberta Park on N.E. Killingsworth, between 19th and 22nd Avenues.

This year's event will feature three primary concerns: racist attacks and the attraction of avowed racists to the Portland area; the struggle in South Africa; and the controversy about the naming of Martin Luther King Blvd., which was known as Union Ave. We are anticipating a large number of people, and we welcome all organizations that have banners to be prepared to display them in the march and at the rally.

To name a few, some of the featured speakers will include Ron Haddon, Co-Chair, Portland BUF; Conrad W. Worrill, Chairperson of the National Black United Front; Cipriano Ferrel, representing the Tree-planters & Farm Workers United; Rev. Alcena Boozer; Betre Melles; Zee-nab Johnson, High School Student; Darryl Tufuku, Executive Director, Portland Urban League; and Waleed Sadruddin, Brothers Gaining Equality through Excellence.

For Further Information Contact:

Venita Myrick - 282-5447(Evenings)

Ben Priestley - 282-1830(Evenings)

230-9427(Days)

BLACK UNITED FRONT

"Now Is The Time"
P. O. Box 3976 97208
288-6700

The following is a summary of the Black United Front's plan for providing quality education for children in our community.

1. Black children deserve the opportunity to receive a quality education at their neighborhood school.
2. The BUF plan focuses on the improvement of education at neighborhood schools rather than the development of a complex system of redrawn school boundaries and reassignment of large numbers of children.
3. The option of all parents and children to choose schools outside their neighborhood remains in the current BUF proposal.
4. In order to provide Black children with sufficient positive role models, the Portland Public School system must develop a comprehensive affirmative action hiring plan. This plan will insure that schools will have at least the same percentage of Black administrators, teachers and support staff as the percentage of Black students in the system.
5. This plan gives the opportunity for parent participation in the selection and evaluation of teachers and principals.
6. The current school board desegregation guidelines require that the Black enrollment in a school cannot exceed 50% which implies that Black students cannot be educated without the presence of a white majority. This rule perpetuates a racist view of Black children's learning ability.
7. Existing desegregation laws and interpretations of the Constitution upon which these laws are based have been successfully challenged in other cities. The Board of Education and the community at-large should challenge laws that force Black children to participate in educational arrangements that have been academic and psychological failures.
8. The BUF ask that Eliot and Kennedy be made into middle schools so that children in our community can attend neighborhood middle schools.
9. The BUF insist that Black history and culture be made a part of the entire curriculum and that the total academic offering for our children be improved.