

# PORTLAND OBSERVER

Volume 8 No. 7 Thursday, February 9, 1978 10¢ per copy

## Democrats announce delegate selection plans

The Democratic Party of Oregon has released its Delegate Selection and Affirmative Action Plan for the selection of delegates to the National Party Conference to be held in December. Each state party is required to submit an acceptable plan to the Democratic National Committee to represent all segments of the party.

The Oregon plan basically requires each County Democratic Party to meet and to elect delegates to the state convention which will be held on August 19th. Each of the four Congressional Districts in the State will have one hundred electors, with any registered Democrat eligible to be an elector.

At the State Convention, each of the Congressional Districts will elect two

delegates to the National Convention — one man and one woman. Then three additional large delegates will be elected. The electors will be encouraged to consider "under-represented" groups (minority, youth, elderly, poor, etc.) in making these selections.

Persons who wish to run for positions as delegates to the National Conference can either file prior to the State Convention or can be nominated from the floor.

The plan will be open to public review and comment until February 25th, and thereafter can be challenged by ten or more Democrats. Fifteen Democrats can challenge the Party's compliance with the plan.

Between now and August 19th, the Party will publicize the selection process,

hoping to encourage persons of traditionally unrepresented groups to participate.

Jim Klonoski, State Chairman, explained at a Wednesday news conference that the local plan is the result of a national mandate and that minority participation is "not so much of a problem here." He emphasized that Oregon delegations have been representative of the state's population and the state has been a leader in including women. The effort to include representatives of all segments of the Party as delegates is a product of the 1972 McGovern reforms.

A fund-raiser is planned to assist delegates who would not otherwise be financially able to go to the National Convention in Memphis.

## Federal food program extended to family care

A new U.S. Department of Agriculture program is assisting day care providers to provide more nourishing meals for the young children in their care. The program reimburses providers for part of the cost of meals — providing they meet USDA standards.

USDA funding has been available to day care centers and schools for years, but only last fall was expanded to include persons who care for children in their homes.

With the child care payments averaging \$5 to \$6 for the first child, and approximately half that for additional children, day care parents find it difficult to provide meals for the children.

Day care homes in North and Northeast Portland can receive their subsidy through the Neighborhood Options for Child Care Project. NOCC takes care of the paperwork, makes the payment to the day care parent, and is reimbursed by the government.

To qualify, day care parents must be certified by the State Children's Service Division, then can apply for the program through NOCC. They are reimbursed a specified amount for each meal served that meets the USDA nutrition standard. "The day care mother can be reim-

bursed for breakfast, lunch, dinner and two snacks," Ms. Carol Bryant, NOCC Director explained. "Payment is provided if the meal fits the USDA specifications. This does not mean that every meal has to meet the standard. If for some reason, a day care mother does not want to prepare a USDA approved meal, that is alright. She just does not receive payment for that meal."

USDA requires that the meals meet the child's nutritional needs. For example: a child between three and six years is supposed to receive 1/2 cup of fruit or vegetables, OR a fruit or vegetable juice, 1/2 cup cereal and 1/2 slice bread, and 1/4 cup of milk for breakfast. Lunch must include meat or meat alternate (meat, poultry, fish, cheese, egg, dry peas, beans or peanut butter); two or more kinds of vegetables or fruits; 1/2 slice of bread, and 1/4 cup of milk.

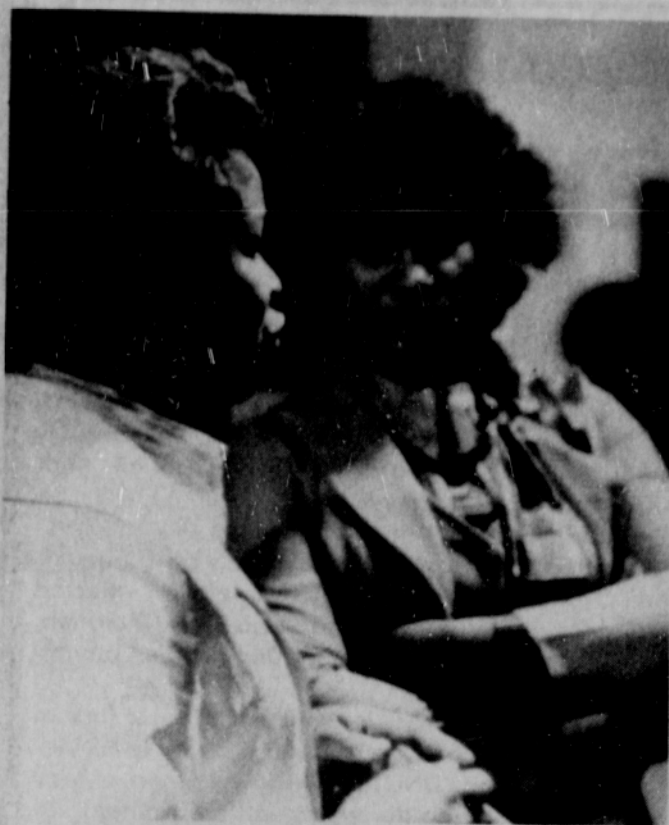
Reimbursement for the above meals would be 23.75¢ for breakfast and 42.25¢ for lunch. A day care mother can receive \$1.37 1/4 for breakfast, lunch, dinner and two snacks. The average would be from \$20 to \$25 per month per child.

An example of a typical day care parent receiving reimbursement through NOCC is Mrs. Jones who cares for six

children. Mrs. Jones is on Social Security, based on her husband's death, so feeding six children was difficult and cut deeply into her earnings. Now she not only receives the reimbursement for the six day care children, but for her own elementary school child who has his meals with the day care children.

Day care mothers can receive reimbursement for two of their own children, providing these children are part of the day care group and eat their meals with the day care children. This insures that the cost of providing more nutritious meals for the day care children does not increase the cost of feeding her own children.

NOCC provides information on nutrition and schedules nutrition workshops for day care mothers. "An integral part of the program is education — teaching families to provide better meals. I have learned a lot myself since we have been monitoring menus and providing information on nutrition. I have become more aware of what I am feeding my own child," Mrs. Bryant said. "We also send information in our newsletter to help parents coordinate their own menus with the diet the children are receiving in day care."



Black parents gathered to discuss their concerns with staff from Lincoln High School.



Lincoln Principal Mike Rumpakis explains the Lincoln program.

## Lincoln staff meets Black parents on own ground

Administrative staff from Lincoln High School, Black parents and students met last week in what was billed as the first time that a Portland High School staff came to the Black community. The purpose of the meeting was to explain the school's programs and to obtain parent cooperation in the education effort.

Ninety-one Black students are a part of the 1,050 member Lincoln student body. Most of these students live in the Albina area and attend Lincoln through administrative transfer.

Principal Mike Rumpakis explained that the school has made great progress in its race relations and that the staff is dedicated, but we "want to bring in the parents to help children get the most benefit...we want to be partners...we want to ask what should we do."

Parents and students expressed serious concerns about discrimination on the part of some faculty members and of overall neglect of Black students. Some of the problems expressed by students and parents were:

- Only nine of the nineteen Black seniors will graduate in June. Thirteen of the seniors have been at Lincoln for four

years.

- Black male students have a high drop-out rate.

- Students appear to be in the hallway and bathrooms when they should be in class.

- Black students are not made aware of special programs.

- Black students are not enrolled in the "International Studies" magnet program.

- Black students do not participate in student council and other student body organizations. There is no Black student body officer.

- There is no opportunity for participation in after school and evening social and cultural events because of transportation problems.

- Nothing is done by the school to make Black students feel part of Lincoln.

- There are no classes in Black studies to teach Black students (and the student body) their heritage and value.

- Disciplinary problems are handled more severely when involving Black students.

- Racial problems that do exist are not dealt with openly and frankly.

- Few Black graduates go to college

(60-70 percent of Lincoln's graduates attend college).

- There is a need for recognition of Black students who do excell.

One young lady explained to her mother that Black students who are friends at school have no opportunity to socialize at school except in the halls or bathroom. "We go in the bathroom so we can talk about what we want to talk about." These students live in different neighborhoods so cannot get together after school either.

Other students gave examples of how they felt a particular teacher had "picked on" them in class.

The staff related other concerns:

- Many Black students arrive at Lincoln with deficiencies in basic skills and with "learning problems."

- Many Black students have attendance problems.

- Black students lack interest in college and do not prepare by taking advanced classes or completing SAT tests.

Those present agreed to meet again in an effort to find answers to some of the problems.

## Nickelberry completes bricklayer apprenticeship

by Allison Fyle

Claudius Nickelberry recently became the first Black to complete the Bricklayer's Apprenticeship Program. Nickelberry, described by Charles Ganter, Director of Department of Labor's Apprenticeship and Training programs, as doing "an outstanding job" exemplifies the success Ganter hopes will become commonplace for minority workers.

Ganter emphasized Nickelberry's involvement with union and craft activities. "It is so important," he said, "for minority folk to participate in union meetings." Completing the Apprenticeship program and getting a job is not enough. Minority workers must stay involved with the organizations which affect their livelihood, he said.

Ganter specified the individual unions and the Apprenticeship programs as the organizations where minority workers

can make changes for their own good. Nickelberry is one who is doing just that, he said.

The Bricklayers Apprenticeship program is a four-year work and study effort. Apprentices complete 144 hours of study each year, usually two night sessions of two hours each per week. A pre-apprenticeship program is also offered. This is an eight-week course and prepares apprenticeship hopefuls for the full program.

## United Way volunteer weighs program expense

Kay Sohl believes smaller is better. When she finishes her studies at PSU to become a Certified Public Accountant, she hopes to go into management counseling for small businesses.

In the meantime, she is keeping her management and budget skills sharp working as a United Way Conference Panel volunteer.

She is among the 104 local volunteers who visit agencies, review budgets and programs and make allocation recommendations.

It is their job to see that United Way contributions are spent wisely.

Sohl, is serving her third year as a Conference Panel member. From an accountant's perspective, she says, the most important things for her on the budget are personnel costs and the geographic area the agency's services are reaching.

Besides her accounting studies, Ms. Sohl works as a technical specialist with Technical Assistance for Community Services.

This recently-formed agency provides training and some direct assistance to non-profit organizations and individuals



Mrs. Kay Sohl, United Way volunteer, visits day care center to view program first-hand before making funding decisions.

who are trying to set up their own business.

Ms. Sohl has been associated with United Way for several years.

In 1972, she helped prepare the

groundwork required to have St. John's Day Care Center in north Portland admitted as a member agency of United Way. She remains on the board of (Please turn to page 2 col. 4)

## Innovative school proves ghetto children can learn

by Pat Roberto

OAKLAND, CALIFORNIA — A pace-setting private elementary school which has provided first-rate educations to some of this city's poorest children — and high acclaim to the Black Panther Party which runs it — is facing an uncertain future as a result of charges of attempted murder, extortion and fraud brought against party members. The allegations, some believe, may threaten the survival of the Black Panther Party itself.

The accusations, including welfare fraud, extortion and two shootings supposedly connected with the murder trial of Panther leader Huey Newton, have already created a breach between the school and public officials such as Oakland Mayor Lionel Wilson, who recently resigned from the school's board.

Yet, while officialdom is maintaining a discreet distance from all Panther activities, the school's grassroots support in this predominantly non-white city of 328,000 has grown even more loyal.

"I go down there and I see for myself the love and concern they have for the children," said one mother. "Why should I care who runs it or what is being said about them?"

"You read that the Panthers did this or they did that," said another mother whose two daughters attend the school. "Then you turn around and see all the good things they do and the progress these children are making."

If reading and math scores and a demanding curriculum are indications, the progress of the Oakland Community School's 150 two-and-a-half to 12-year-old students is remarkable.

Children enrolled in the program from the start consistently score one to two years beyond grade level on the Comprehensive Test of Basic Skills, which the school administers at the beginning and end of each year. Transfer students from the Oakland Public Schools, where students score among the worst in the state and the nation in reading, usually reach grade level in two years' time.

The staff, who devised the curriculum and plan to market it, feel the achievements of their students are small cause to marvel.

"This is ordinary everyday stuff," said Carol Granison, language arts director and former staffer for *Scholastic* magazine. "For a child to learn is as inevitable as breathing. What is extraordinary is the millions of kids who learn nothing

sitting in public school classrooms."

What is also extraordinary is the number of services and the amount of attention available to students at the school. The staff consists of sixteen full-time teachers; fourteen Black and two whites. Class sizes vary from seven to twelve students, as compared to the public school average of 28.

The school provides before-and-after school child care, three hot meals a day, complete medical and dental treatment and overnight care at a Panther-run dormitory when parents request it.

All of this is free to parents who cannot afford the \$25-a-month tuition. And most parents are single mothers who cannot. It costs the school about \$30,000 a month to provide the services and pay salaries, with the money coming from a variety of grants, public food programs and private contributions.

"We do everything for our children," said Erica Huggins, director of the school. "We see to it they have their meals, that their noses are wiped and that they are feeling okay."

All of this adds up to an exceptionally heavy workload for the teachers, three-quarters of whom are credentialed instructors with public school experience.

At OCS they earn a flat \$800 a month, or an average of \$300 a month less than their public school counterparts. Most feel that the chance to work with small classes and the freedom from bureaucracy is ample compensation for the difference in pay.

But even with these advantages the work is rigorous. Teachers work eight to ten hours a day, including supervising children before and after school. They rotate breakfast, lunch and dinner duty, often serving the children and eating with them. They must also write brief weekly progress reports on every child they teach. And they are responsible to the other teachers if their homeroom students fail to turn in assignments.

At weekly faculty meetings, teachers and staff discuss the behavior and academic performance of individual children and plan strategies for improvement. A certain singularity of purpose — the welfare of children — pervades.

"Sure we sympathize with public school teachers who say they need more pay and better working conditions," said OCS curriculum coordinator Dr. Bill Moore. "But if you want those things, show us where your children are progressing and show us where they are not

shooting up on drugs or drinking alcohol or tripping in the hallways. Because if you are a teacher, these things are your responsibility, too."

There is an added dimension to the teaching zeal at the Oakland Community School: The majority of teachers and administrators are members of the Black Panther Party. With their social, political and professional lives largely focused on the school, they form the core of a crucial alliance between faculty, parents and community resource people.

"These people are visionaries without any economic motives," said one observer. "For the sake of that vision they have learned to fit into any structure that exists. They know how to organize, to get projects funded. Whatever it takes."

Non-party members at the school praise the party for its idealism but insist they see little influence emanating from a Panther ideology. "What binds us as a group is our commitments to the same goal, not politics," said mathematics teacher Jackie Nado. "We are working together to educate children so they can analyze and make choices. There is nothing more exciting."

Besides the dedication of teachers, Director Huggins says a crucial element

in the school's success is the heavy involvement of parents, who are asked to work twelve hours a month as classroom aides, cafeteria workers or office personnel at the school in lieu of tuition.

Family members are encouraged to participate in Panther-run teen projects and adult education courses at the school. In this way, the staff has constant contact with the parents and siblings of their students.

"Without prying, we try to know as much as we can about a child's home environment and we don't hesitate to make suggestions when we feel a change is needed," Huggins said.

For example, one four-year-old girl, labeled autistic by a county psychologist, had seen her parents fighting constantly, at times threatening each other with guns.

"That situation could not be improved. So we explained to the mother how deeply her child was being hurt and urged her to move," said Huggins. "She did, and the girl started to talk and later to read as much as any child."

Since ghetto children rarely have any alternative to the local public school, parents whose children go to OCS ex-