



Sherri Johnson of George School with family, after ceremony at which the School Board presented George students with the McPherson Memorial Award for interracial understanding. (Photo: Richard Brown)

BUF: Administrators, teachers, curriculum

"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."

W.E.B. DuBois, 1935

The Black United Front is recommending that rather than emphasize numerical desegregation, the Portland School Board improve teaching in Albina schools in order to bring them to and above the district norm.

The Scope and Sequence is the curriculum format that is used in the public schools, but implementation varies from school to school. The Black United Front recommends that changes be made to strengthen the curriculum, leading to expectation of higher student achievement.

Following are some of the curriculum recommendations for elementary schools.

Mathematics: Number/numeration; operation/computation (heavy emphasis), measurement (heavy emphasis), statistics/probability, functions (heavy emphasis).

Language Arts: reading (heavy emphasis where needed at particular grade level), literature (including contributions of Blacks), writing (heavy emphasis), speaking, listening/viewing.

Foreign Language: Languages should be taught at the elementary level, concentrating on conversational skills.

Art: Concepts of art, cultural concepts, 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.

Music: Rhythm, melody, form, expression, harmony. Appreciation is essential and can be done with recordings of Black musical artists illustrating their interest tied to above musical categories.

Science: Physical, biological and combined science.

Physical Education: Movement education, rhythm (including African dance styles, game skills, fitness).

Social Science: Skills (heavy emphasis with greater and more accurate emphasis on Black people internationally. It is suggested that Africa be recognized as the beginning of civilization. Political systems, social systems, economic systems, environmental systems).

Health and Safety: Caring of one's self; physical growth and development; growing and developing mentally, emotionally and socially; caring for and protecting our environment; safety, first aid and emergency care.

Staff Hiring

A personnel director should be hired immediately to commence recruiting Black teachers and administrators.

The Staff Selection Committee should be reorganized to include four community members and five administrators. The responsibilities of the committee should be clearly drawn and the School Board should monitor recruitment and the retention of Black administrators.

The Selection Committee, under the auspices of the School Board, should submit recommendations for hiring and transferring principals and teachers. Principals should work with local review panels in selection of teachers. This committee would also recommend hiring or transferring principals.

Administrative Responsibility

School principals are the key to education. The principal should:

- have the final word in staff selection
- 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.
- be visible within the school, communicating with staff and students
- besure that discipline is

carefully handled by staff

- respect cultural plurality and insist on the same from staff

- be committed to education to the extent that student's achievement is a personal reflection

- transmit expectations to staff, parents and students

- have the capacity to clearly articulate the school's goals and objectives

- make parent involvement a priority

- establish good community relations

- require teachers to have goals and objectives defined in terms understandable to parents and teachers.

Teacher responsibility

The teacher has the primary responsibility to teach and to assess the students' learning. The 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 multi-cultural world

- Classroom environment should have meaning to the students

- The teacher must have an understanding of the community

- Relevant assignments and activities must be utilized

- Provisions must be made for students to complete assignments that will allow for individual interests and preferences

- Teachers must have expectations for each student that will challenge that student

- Instruction should allow for individual student learning styles and encourage creativity

- Teachers should relate present learning to future learning and career choices

- Teachers should be required to have individual plans for students below grade level

- Teachers should assign homework

Recruiting Staff

To insure that Black children have positive role models and that they are motivated, the Black United Front recommends that the school district develop a comprehensive affirmative action plan that will move representation of Black administrators, teachers, guidance and counseling personnel and other supportive staff to 20 percent in each of the aforementioned categories.

BUF asks academic remedy

(Continued from page 1 col. 3)

The current capacity of Eliot is 600 students. The Front suggests that the middle school maintain a program for 500-600 students, from Humboldt, King, Eliot, and Boise upper grades who select the program. This would allow space for approximately 150 additional students to transfer to Eliot from outside the community.

Boise would continue as a P-8 program to provide for children who do better in self-contained classrooms.

Kennedy school, near 33rd and Killingsworth, would become the second middle school. Kennedy has

been closed as a school since 1975, used to house students from other schools which buildings are renovated.

Kennedy would house students from Vernon and Woodlawn, leaving over one hundred spaces for transfers, with a total enrollment of 480. This would relieve the overcrowding at Columbia/Whitaker.

These middle schools buildings would be renovated, with additional property purchased for Eliot, and they would be named after Black persons who have made contributions to the community and/or would.

DESEGREGATION

DRAFT II

Your Chance To Speak

* PUBLIC MEETINGS

7:30 TO 10:30 P.M.

- Feb. 22: Allen Temple CME Church
4236 N.E. 8th Ave.
- Feb. 27: Humboldt Primary School
4915 N. Gantenbein St.
- Feb. 28: Boise Elementary School
620 N. Fremont St.
- Feb. 29: Maranta Church
1222 N.E. Skidmore St.



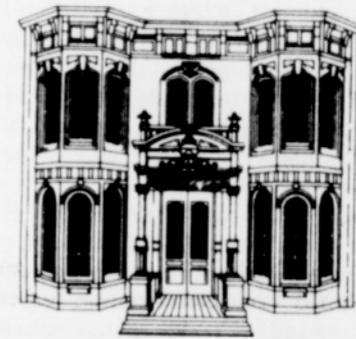
* PORTLAND PUBLIC SCHOOLS

Board of Education

FOR FURTHER INFORMATION, CALL:

DESEGREGATION INFORMATION CENTER - 249-3311.

The Morris Marks House
1501 SW Harrison Street
Portland 97201
Telephone: 227-2688



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If you have a problem that is not covered in this list, please call and ask whether we can help. Chances are, we can. If not, we can recommend someone else for you to call. One way or the other, we want to see you get the kind of professional legal counsel you're entitled to.

The best time to call us, or any attorney, is before you are embroiled in a legal problem. This is called preventative law and it makes a lot of sense.

Regardless, when you call us we will arrange for an initial consultation at your convenience. Cost: \$20. We probably can't solve anything in this meeting, but it is a chance for you to explain your particular problem and for us to give you some idea of what it'll take to reach a solution. If you want us to proceed, we'll give you an estimate of the fees you should plan on. In writing.



A PERSONAL MOMENT FOR THOSE WHO CARE

We adjust our driving to traffic, our clothing to weather. Our relationship with others calls too, for adjustments. We must talk louder to one that is deaf. Are all these adjustments worth harmony? How many adjustments are others making for me? Maybe the lack of harmony comes from measuring the adjustments. When love is alive an adjustment becomes positive, the maker of all harmony.

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