

Kuwait student follows parents to school

When 20-year old Mohammed Saleh first came across the world from Kuwait to Portland Community College the airline company put him on the wrong plane.

Saleh had intended to stop off in Pittsburg, Kansas; but an airline attendant "helping" the foreigner looked at his ticket and told him he was on the wrong plane, and pointed the way to a jet departing for Pennsylvania.

When the plane landed and Saleh found himself in the wrong city and the wrong state, he laughed, got back on another plane and continued the trip.

"There are lots of funny things that happen when you travel to America and it helps to laugh," Saleh said with a smile.

Saleh's parents are elementary school teachers in Kuwait who studied at Oregon College of Education for about three years in the mid-1950s. Saleh had visited Oregon with his parents when he was in High School and renewed old friendships with Oregonians in Monmouth.

"But when I came to Portland I didn't know anybody," Saleh said. "It took me four months to make friends."

Everybody is friendly in Portland," Saleh said. "When I learned English it was easy to make friends. It is the friendliest city in the whole U.S."

Saleh briefly tried attending classes at Pittsburg State University in Kansas before settling on PCC's Cascade Center. His close friendships in Portland and Monmouth are a contrast to his recollections of his midwestern experience.

"I've made a lot of friends at PCC," Saleh said. "When I was in Kansas you can't believe it. We fight all the time. People see you as a foreigner. They throw bottles at us, break windows. We just walking on the street and they threw a bottle at us. People stole clothes from us. You just can't believe it."

Saleh said no similar incidents have happened since he moved to Oregon.

He is planning on remaining in Oregon long enough to attend four years of college plus graduate school so he can become an engineer. In addition to studying advanced writing in the PCC English as a Non-Native Language program with Sandy Rosengrant as his teacher Saleh is studying mathematics, critical thinking and philosophy,



MOHAMMED SALEH

and participating in volleyball.

Saleh's English and mannerisms are similar to that of most teenage Americans. Saleh credits the friendships he has here and the quality of teaching at PCC with his success in

learning idiomatic English.

"My girlfriend is an American and she helps me a lot," Saleh said. "I live with Americans and speak English all the time at PCC. It's easy to learn."

Quilters display works

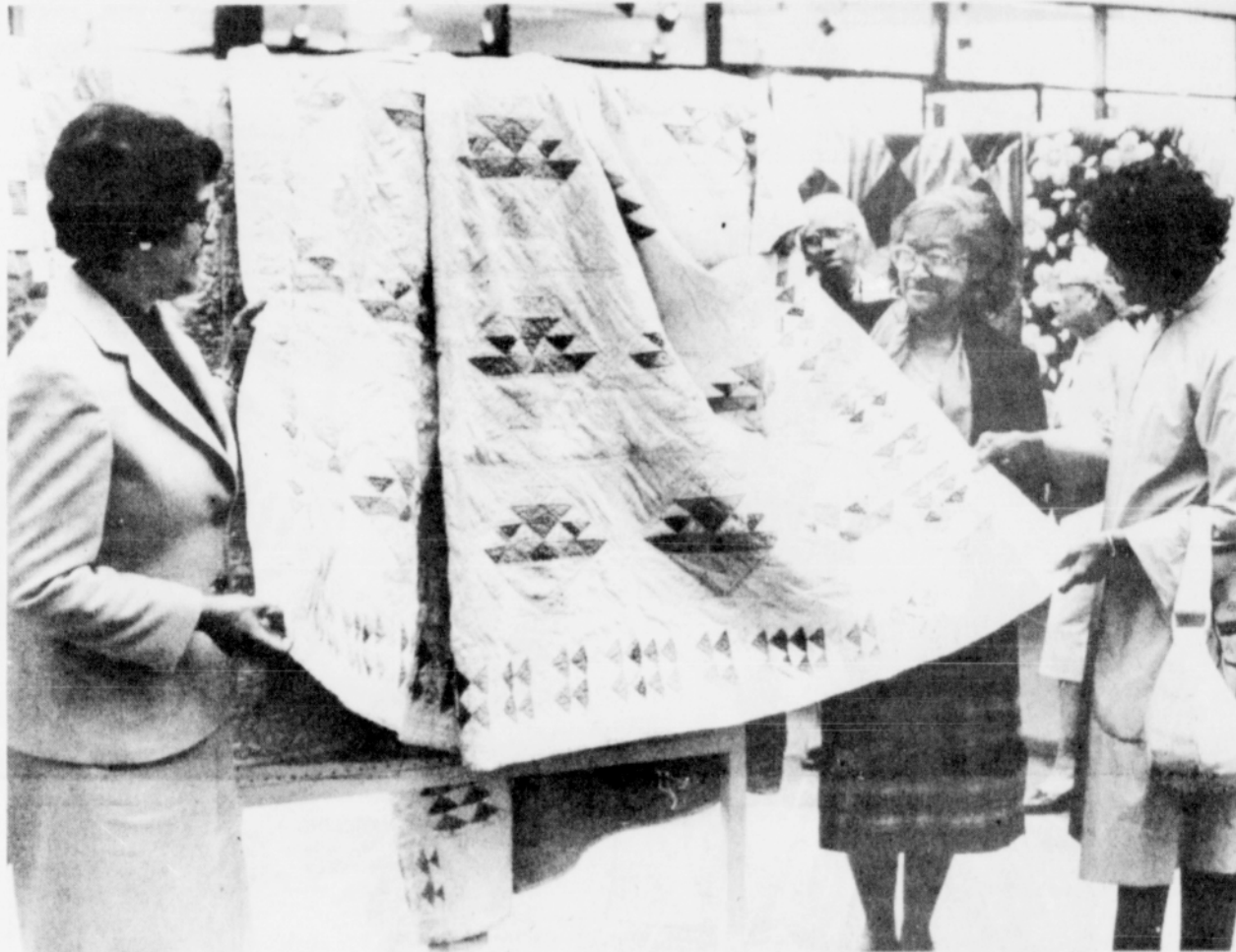
by Kathryn Hall Bogle

A veritable garden of quilts displayed by Afro-American women residing in Portland drew the attention of throngs of people visiting the U.S. National Bank Plaza recently.

The quilt exhibit was the work of the North Star Quilters, a group composed of Portland women expert at the craft. Accustomed to working individually, they were brought together to form their group by Mrs. Oslly J. Gates. They are expressing the pleasure that most artists experience in the communication and awareness of the techniques and skills of other kindred souls.

Many of the women who exhibited have been quilting since childhood, learning the separate phases under a watchful maternal eye as their fingers gained dexterity.

Visitors expressed admiration at the intricate detail of the stitching, the lot contrived and the old patterns with their sometimes amusing names.



Mrs. Oslly Gates (second from right) shows her "Basket of Flowers" quilt to Mrs. Mildred Reynolds and Mrs. Gertrude Crowe. Mrs. Gates used over 2900 pieces in the triangle pattern, taking six years to complete it. Part of the quilt

was made in Japan during the two years she lived on the Tachikowa Air Base on Honchu Island while her husband was Athletic Director for the U.S. Army.

(Photo: Richard J. Brown)

Statistics imply school funds misuse

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\$23,895. Fernwood with 195 transfer students received \$21,771.

The interesting factor is the combination of Title I, ESAA and State Disadvantaged money.

Marysville, a K-8 school with 347 students including 9 transfer students, received State Disadvantaged and ESAA funds totaling \$27,607, or \$4,427 per administrative transfer student. What is especially significant about this school is that the ESAA program served 47 students. Eight transfer students and 39 resident students were served, a ratio of 1:5, although the district's policy mandates a 1:2 ratio and federal spokesmen suggest 1:1. This is clearly a misuse of funds.

Beaumont receives \$34,627 State Disadvantaged and \$18,924 ESAA, a total of \$372 per student. Beaumont's ESAA instructional program serves 50 transfer and 20 resident students.

Rose City Park received \$39,849 in SDA and ESAA funds for 33 students, or \$1,207 each. Rose City Park served 15 transfer and 28 resident students.

Mt. Tabor did not receive SDA money but was allocated \$21,968 ESAA funds for 9 transfer students.

This money was used for eight transfer students and 101 resident

students, a ratio of more than 1:12, clearly a violation of district and federal policy.

As is usually the case, figures provided the *Observer* last Spring and those in the district's ESAA evaluation vary somewhat, but the implications are the same.

Schools that are not in compliance with the district policy are: Bridlemile, 7 to 15; Capitol Hill, 14 to 34; Mt. Tabor, 8 to 101; Rieke, 6 to 49; Bridger, 9 to 20; Lee, 8 to 31. Some of the same schools were out of compliance 2 years before, in 1977-1978; Bridlemile; Lee, Rieke, Bridger, and others have since been corrected.

Questions that immediately come to mind are: does the district allocate funds earmarked for Black students in a manner that assists school programs but not Black students, as in the case with Marysville? Does the 1:2 policy bar Black students who need assistance from the program that is made possible only because of their presence?

A more fundamental question is whether the ESAA special instruction programs are improving the student's reading and math skills.

Although the district has just released the 1979-1980 ESAA evaluation that will be submitted to the U.S. Department of Education to justify the grant, the evaluator, Berna Plummer, was unable to obtain test results from the evaluation or the statistical departments to analyze student achievement. The *Observer* has requested this information from Superintendent James Fenwick.

There was no evaluation of the 1978-1979 program, and test infor-

mation was requested last Spring, the *Observer* was told they would be included in the 1979-1980 evaluation.

The 1977-1978 evaluation provides the objective that "students will show significant increases in reading and mathematics." Gains of ESAA assisted students were smaller than those of district students as a whole, with gains progressively smaller in the higher grades.

ESAA students	District Totals
Grade 4 +3.9	+4.2
Grade 5 +1.8	+2.7
Grade 6 +1.5	+2.6
Grade 7 +.9	+1.5
Grade 8 +1.4	+2.1

In math ESAA students gained about the same as district students in grade 4, more in grade 5, and less in grades 6, 7, and 8.

ESAA	District
Grade 4 +7.4	+7.7
Grade 5 +6.6	+5.5
Grade 6 +1.4	+4.8
Grade 7 +2.1	+4.0
Grade 8 +1.4	+3.7

Therefore, ESAA students are not gaining on the district non-ESAA students, but are falling further behind, and fall behind in greater degree in the upper grades.

Use of funds in the Albina schools is another question often posed. Although most of the special money appears to be used for staff and supplies, there is questionable spending. King School, then headed by principal LeRoy Moore, was the only Albina school using significant amounts of Title I money for staff travel.

For example, during 1978-79, sixty staff members attended a workshop on "Building a Positive School Climate" at the Airtel at a cost of \$1,391.

Ten staff members spend a weekend at the Inn at Otter Crest, working on curriculum staff assignments for the next year, test results etc., at a cost of \$680. A dinner meeting for 12 staff members on staffing, scheduling, and special needs at Beef and Brew, cost \$114. Orientation to Title I for new staff (20 person) cost \$224. Twelve management persons went to a Child/Parent Relations workshop near Olympia for \$714, additional workshops and travel came to over \$700.

During the 1979-80 school year, nine staff members held a workshop at Gearhart for \$700. Another group went to Wenne for \$700. The management team went to Wenne at a cost of \$420. Additional workshops came to more than \$300.

King also had \$4100 in its SDA budget for out-of-state travel, meals and lodging - the only school in the district to include these.

The State Legislature does not require an evaluation of its State Disadvantaged Program.

The ESAA evaluation of the 1979-1980 program, does not contain the evaluation's summary and recommendations. Mrs. Plummer told the ESAA Parent Advisory Committee that the evaluation had been heavily censored and her recommendations removed. Educational progress was not included because test scores were not made available.

Ms. Plummer was reluctant to discuss the evaluation with the *Observer* but indicated that material she felt should be included in the evaluation but which would have been negative was excluded by Dr. Ernest Hartzog, who is in charge of the ESAA program.

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