

# School district reorganization

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Principal on Special Assignment to coordinate Early Childhood Education.

5. Reassigned Colin Karr Morse, formerly principal at Lincoln High School, to head up an Office of Instructional Technology.

6. Promoted Dr. Walter Hathaway to Director of Evaluation to replace Dr. Victor Doherty who is retiring in September. The position of Assistant Superintendent for Evaluation is dropped.

7. Separate the Public Information and Intergovernmental Relations function, merged in 1980, into two distinct administrative functions.

8. Dr. James Sullivan will head up Intergovernmental Relations and a professional Public Information Director, to be chosen after a widespread search, will head a restructured Public Information Office by January 1.

9. During the 1982-83 school year, further analyses will be conducted to reorganize and redefine the Community Relations Department functions and to develop fully the Property Management functions.

10. Continue existing area decentralization under Dr. Don James and Will Fletcher.

These changes are to become effective on September 1, 1982.

### Changes reflect tasks

These and other changes in reporting responsibilities represent a consensus of widespread consultation with all elements of the school family, parents, other citizens, teachers, administrators and staff members. This type of consultation and involvement is essential if the schools are to remain viable institutions, responsive to the community. While these changes are substantive adjustments, they do not represent dramatic or major reorganization. The system is far too complex to propose radical changes too rapidly. It is too early in my tenure as Superintendent to make a major realignment.

My goal is not to implement shallow plans of doubtful long-range benefit to the education of Portland children. Instead, what is needed is

continued in-depth analysis and community input in the evaluation of a sound educational delivery system that will engender and deserve the confidence of the people of Portland.

During the coming months it is my intention to continue to introduce into and expand the voice and will of all elements of the community in the decision-making process to assure the success of the District's educational mission, which is, after all, our only reason for existence.

### Process to continue

As I have said, my report does not represent the "whole package." I plan an extended process of dialogue with all elements of the educational community. Based on these continuing considerations, I will, from time-to-time in the future, recommend modification or elimination of policies and practices which do not enhance the ability of the school system to effectively operate and improve the quality of education in the classroom. The process of review of policies, regulations, legal requirements and other mandates that limit our ability to deliver maximum support to the classroom, will be thoroughly examined.

My primary task, and that of other central and area administrators, after all, is not to exert power and authority, but to support the teaching process.

### Consultation to expand

In meeting these goals, I intend and expand my circle of consultation to include:

1. **Building administrators:** Principals and Vice Principals are the key to improving education. The way in which they provide leadership in the buildings is the key to good schools. I shall continue to seek their advice in making management decisions.

2. **Teachers:** As planning for the future progresses, I will call on a representative sample of teachers to help identify important areas that can be most supportive of their needs. They will be asked to evaluate the quality of the services and support they receive. The challenge for them will be to identify the ways and means by which they can per-

form more efficiently for the betterment of children. The thoughts of teachers are essential to quality long-term reorganization. I will aggressively address any reasonable changes to make the teaching process more productive.

3. **Parents:** A representative group of parents will be consulted to provide input on ways to improve the schools and the delivery of services. When parents and teachers work together, education is automatically improved. Too often, in my opinion, school administrators do not take care to solicit the opinions and feelings of parents as decisions are made.

4. **Community at large:** About 82 per cent of the people in Portland do not now have children in the schools. Despite this fact, it is essential that this group be included in school planning. All members of the community have a stake in the quality of education in this community.

I have instructed my staff to begin to develop a process by which a sample of households in the city can readily respond to ongoing educational concerns and be systematically involved in school planning. People who do not have children in school still pay taxes to support the schools. They benefit from the educated and well-prepared children who graduate from the public schools. Good schools are as important to them as to the parents of children who attend the public schools. The community can provide valuable input in direction and operation of the schools. I shall actively solicit the opinions of these citizens from all walks of life who believe that public education can survive and prosper.

### Business help to be solicited

I will put in motion a set of procedures designed to obtain and put into the mainstream of future school planning, input from major businesses and industrial corporations in the community. As a first step, I intend to circulate to them a questionnaire on the major issues facing the school system. Once responses have been received and analyzed, I will meet with and report to the business community the findings of the survey. It is my in-

intention to fully tap the resources of this vital element of the community in charting the course of the schools for the 1980s and beyond. Their vision and leadership are invaluable in educating young people.

It has been my experience that when education is improved, the business environment is also improved. It is mutually beneficial partnership. I do not intend to design only a few cosmetic programs to give the impression of coordination with the business community. I expect to take enough time to create programs and opportunities that produce tangible results for children.

### Students

Not be overlooked in these evolutionary processes of school reorganization and management are the views of students in the schools. They have invaluable insights into the ways in which education can be altered to challenge them at deeper levels. An important aspect of this process for me will be to develop processes for promoting increased interaction between my staff and students who will be invited to contribute their thoughts and suggestions on an ongoing basis.

### Portland system "excellent"

Portland has an excellent public school system. The purpose of these temporary changes and adjustments are more in the nature of fine-tuning a functioning organization to make an excellent school system even better. The short four months that I have been Superintendent in Portland have been exciting and enlightening. In this time I have met with and talked to hundreds of citizens, parents, students, teachers and administrators. My dialogue with them has convinced me that this community desires educational quality for improved and more effective schools. But they want those changes to be orderly and consistent with a common vision for the future of Portland as an excellent place to work, to live, and to learn. The people of Portland are committed to, and deserve, quality schools.

It is my intention to deliver it. These "temporary" measures are the first steps toward achieving that goal.

## Lebanon: One Jewish viewpoint

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been brought into perspective. Many of the refugees, in fact, are those returning to their homes in the south, abandoned after the PLO usurpations since 1976. The fact is that the invasion has solved or redressed a refugee problem even as it has created or perpetuated one.

Representatives of Oxfam and other agencies are now all over Lebanon, trying to find a way to spend the money they've raised and are still raising. The truth is that there is no emergency in basic human needs: food is plentiful and cheap. In the few areas where electricity was still out there was a shortage of flashlights; many people said there was not enough gasoline or kerosene; one farmer told me that insecticide was scarce. The hospitals are, as one medical director put it, "not especially worse off than before." "The one real need is for construction supplies to help people rebuild," the supervisor

of the Joint Distribution Committee's operation in Lebanon told me. "But the need is not insurmountable and it is being addressed." ... Most people said to have been displaced were displaced for only a few days. One indication: David Ottaway reported on June 16 that Jezzin "is said to have become a major refugee center with 200,000 now camping in and around it." When I spent a day in Jezzin a week later they were not there. I don't think Ottaway would vouch for his numbers.

What is clear is that Israel's attack was measured and careful. I was also in Lebanon after "Operation Litani" in 1978, another Israeli action that was, in my view, neither measured nor careful. ... Nothing comparable could be said about the events of recent weeks. This time, Lebanese of all persuasions and origins have expressed—I heard it myself dozens of times—gratification at their liberation from the PLO.

[To be continued next week.]

## Jackson fight on

(Continued from page 1 column 3)

the Portland Public Schools. Therefore, I urge the Board of Education to show the foresight, the vision, now, to bring this matter to a resolution that is best for the entire district. To do so requires our leadership. We cannot wait. We cannot leave it to some other jurisdiction. It cannot, in fact, be solved to the best interest of our district by any other jurisdiction except ours.

Finally, I would like to assure the Board that, in acting with sympathy and concern toward the Jackson community, we do not have to worry about citizens refusing in the future to accept any controversial decision made by the Board of Education. I know some Board members fear this. But I do not think it is an appropriate fear. In my tenure on the Board, I have made some difficult, controversial decisions. But I have found that as long as the Board followed a fair and equitable pro-

cess, as long as we took the time to listen and interact, as long as we respected our patrons enough to explain our positions and defend the needs of the district, the reaction was always comparatively short-lived. But, in those cases in which we were arbitrary and indifferent to the voices of the people we represent, acceptance was not possible and our decisions were rejected.

I urge the Board to deal with this matter from a positive position of leadership, not from a defensive posture of wait and see.

Thank you, Mr. Chairman.

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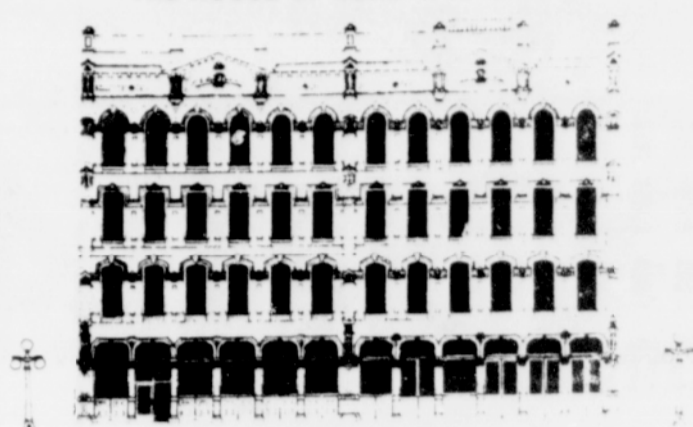
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