

## Apology From Roseburg

The following statement was given to Nyewusi Askari December 14, 1987, 11:00 a.m. by Mr. Steve Ibersen, Principal, Roseburg High School.

"On behalf of Roseburg Senior High School and on behalf of the community at large, I would like to share that this community is deeply hurt by the allegations related to the football contest with Benson High School. It is very disappointing that a few people can give off a message that's certainly not representative of this community or Roseburg High School. This community, nor Roseburg High School, will not have any part of, or contribution to, any forms of racial incidents.

It is my hope that the alleged racial incidents are not construed as

a philosophy, a way of thinking, a practice or a racial perception on the part of Roseburg High School or the Roseburg community by students of Benson High School or the community at large in Portland.

To the contrary, we feel really good about what has happened in Roseburg in the past in our contests with the basketball and football programs that have come down and participated. It has been a very positive experience for our community. Many times team members have stayed overnight at the homes of both our students and athletes, and it's been just a super, rewarding experience.

It would be a sad time, I believe, for interscholastic athletics and academics when school cannot come together and share blessings of fellowship and competition. That has

been our experience in the past. It would be our hope, and the hope of our students, that we can continue to work to develop the type of school relations that will bring about the kind of world where all people can live and share with each other. We're certainly not going to allow anyone or anything to prevent us from making a very positive step in this direction.

I think one of the things both communities can now work on is engage in more athletic contests, and give more articulation of our arts and academic programs. I think the more contact we have between both communities, the closer we'll get to our ultimate goal of productive growth of our students and citizens.

Whether this contact be cultural or athletic, there is always going to be those who don't see the greater good of the purpose. Those people certainly don't represent Roseburg

High School or the larger community of Roseburg. I have heard some really positive comments about the relationship between the teams from the city of Portland and the Roseburg community. The good far outweighs the ugliness or the problems we've had.

I certainly apologize for the actions of anybody who caused problems for the students and fans from Portland's Benson High School. I am not aware of who they are or who they were, but for the best interest of everybody, I would not want that to represent the school of Roseburg or the community. We will work hard to maintain a positive association with our neighbors from Portland and elsewhere.

We would welcome, at any time, groups, schools or individuals to contact us to further discuss this issue. I am confident that our students feel the same way."

## Parent Advisory Committee Reports on School Transportation Safety Recommendations

by Nyewusi Askari

After many hours of observing boarding and unloading of buses, examining training and safety records, talking to school bus drivers, school staff members, bus loaders and community agents, the Transportation Parent Advisory Committee has submitted its recommendations for the safety of young school children.

ation tags during the entire school year and be instructed by bus loaders. This measure must be adopted and enforced by all schools;

- Identification tags must be standardized for the entire district and should be the same in size, material and information on them;

- All pre-kindergarten students must be met. Drivers must assure students are met. Students' grade, not age, shall determine if they must



Photo by Richard J. Brown

The Committee found that the existing Transportation Guidelines clearly identified the extra care that must be given to four-year-old students, but felt that the existing procedures should be strengthened by the adoption of uniform identification methods. The Committee also found that King, Boise-Eliot and Chapman schools have used outstanding efforts to assure the safe return of their students. They have been successful in using color coded tags, check-off lists or roll calls.

The Committee's report is the result of a request by Superintendent Dr. Matthew Prophet, after several young school children were mistakenly allowed to get off school buses without anyone to meet or escort them to their destination. Dr. Prophet asked the Committee to conduct a department review.

The Committee made the following recommendations:

- All pre-kindergarten through second grade must wear identification tags from the start of school until October 15th;

- Pre-kindergarten and kindergarten students must wear identifi-

be met at their home bus stop;

- In the beginning of the school year, parents should be encouraged to volunteer to ride buses during the first few weeks;

- Schools should be encouraged to establish a "buddy-system" in which an older student assists new, young students to acquire bus riding skills;

- Parents should be encouraged to practice with their children the best, safest way to and from the bus stop. They should also discuss with their children alternative plans in case they are prevented from meeting their children when the bus arrives.

Upon submitting its report and recommendation, the Committee said that all persons contracted to participate in the review, including Mr. Ed Green, Mr. Peter Gregg, and the staff of Laidlaw Bus Service, were very responsive and gave their full cooperation.

Members of the Committee said they hope their recommendations will prove to be helpful and contribute to the added safety of students in Portland Public Schools.

## Education: Not to Despair, The Genes are Still There

by Professor McKinley Burt

Correction to last week's article: Dr. Helen Edmonds was brought here in 1969 to conduct a Black History Workshop for Portland High School 'teachers', not teenagers.

It is in the area of science and technology that most committed educators and parents find the most alarming trends and omissions in the preparation of our children for full participation in the modern world.

It is not debatable whether those of African descent can make major contributions to our sciences or culture. They have always done so, from 4000 B.C. to our space program: Plato gave Africans credit for originating mathematics, astronomy, and letters<sup>1</sup>; Isaac Newton Crediting the African astronomer Atlas with developing the concept of the sphere (spherical geometry)<sup>2</sup>;

### EDUCATION

and Dr. Tompkins documenting the intricate mathematics and geodesic mapping incorporated into the Pyramids at a time when the Greeks were illiterate barbarians (like Homer) — not yet having attended the Egyptian Temple Schools (like Pythagoras, Thales and Democritus)<sup>3</sup>; we note here that Isaac Newton, that great researcher into African History, Science and Religion, held up his Theory of Gravitation for two years, awaiting confirmation from Africa of the coordinates of the

earth and solar system as given by that Mensa Perpetua, The Great Pyramid at Gizeh<sup>4</sup>.

But, is it necessary to perform these feats all over again — even through the seminal contributions of the Black Inventors, whose innovations subtended the Industrial Revolution — before we can persuade educators to provide Black children such illustrious role models for their motivation?

I cited the following disabilities in the preface to the lesson plans I used at the Albina Science For Kids program at St. Andrews (OMSI-sponsored): "... The innercity student is demonstrated to have special needs in terms of comprehending the effect of technology upon his life in general, and specifically upon his academics, career path, and his economic future. Experience has shown that, generally, we may not expect to find the same frame of reference or the same familiarity with technical terms and activities as found in the majority population. I find that less than a fifth of Black students have such regular science-oriented experiences as watching television series like "Nova", "National Geographic Specials," "Newton's Apple," or "Cousteau" — The number of homes receiving science publications is pitifully low. Children do not pursue interests or activities for which they have not been given the proper frame of reference or cognitive tools."

But certainly there are areas of the country and successful school

systems to which we can look for guidance in structuring an effective learning process — and hiring proven practitioners, meeting whatever financial considerations necessary. How many of the readers know that the recent installation of state-of-the-art computer systems for both the Nike Shoe Company and the Portland Oregonian Newspaper was supervised by a young Black graduate of Tuskegee University (John Timberlake)? What may we say here about the 'caring' environment of certain southern Black primary and secondary schools or colleges?

One again I would like to furnish the reader with one of those magnificent historical documentations of the innate Black genius: Slave Inventor at the United States Naval Academy. This letter was written to one of the persons who had provided funds to buy the freedom of a slave, Benjamin Bradley. Bradley helped pay for his own freedom and eventually paid back his 'benefactors':

Dear Sir: — I am very happy to inform you that the freedom of the slave Benjamin Bradley has been accomplished by the payment of \$1,000, to which you contributed the final \$122 necessary to make it up. . . .

Bradley was owned by a master in Annapolis, Maryland. Eight years ago he was employed in a printing office there. He was then about sixteen, and showed great mechanical skill and ingenuity. With a piece of gun-barrel, some pewter, a

couple of pieces of round steel, and some materials, he constructed a working model of a steam engine.

His master soon afterwards got him the place of a helper in the department of Natural and Experimental Philosophy in the Naval Academy at Annapolis. He sold his first steam engine to a Midshipman. With the proceeds, and what money he could lay up (his master allowing him five dollars a month out of his wages), he built an engine large enough to drive the first cutter of a sloop-of-war at the rate of sixteen knots an hour. . . .

Professor Hopkins, of the Academy, says that he gets up the experiments for the lecture-room very handsomely. Being shown once how to line up the parabolic mirrors for concentrating heat, he always succeeds afterwards. So with the chemical experiments, he makes all the gasses, and works with them, showing the Drummond light, &c. Prof. Hopkins remarks of him that "HE LOOKS FOR THE LAW BY WHICH THINGS ACT."

He has been taught to read and write, mainly by the 'Professor' children; has made very good progress in arithmetic, and will soon take hold of algebra and geometry.

The Anglo-African Magazine, Vol. 1 (November, 1859), p. 367. Reprinted from the Journal of Commerce.

Aha! The youth had mastered the 'Scientific Method' (caps above). How many of equally intelligent youngsters can we rescue here in our local system. It will take all of us, administrators, teachers, parents, and THE COMMUNITY AS A WHOLE. Let us work at it — Not to despair.

Cited in text: <sup>1</sup> Plato, The Timaeus; <sup>2</sup> Manuel, Isaac Newton: Historian; <sup>3</sup> James, George G.M., Stolen Legacy; <sup>4</sup> Tompkins, Peter, The Secrets of the Great Pyramid.

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## Academy Nominations Advisory Committee Meets Dec. 18th

Congressman Denny Smith announced Dec. 9, 1987 that 44 young men and women will be considered for nomination to the various service academies when his Academy Nominations Advisory Committee meets at his Salem office December 18th.

"These kids are impressive. They are achievers who are active in their schools and communities, and excel scholastically. I'm delighted that so many people are aware of this excellent opportunity to get a top-notch education," said Rep. Smith.

Serving on the Congressman's Nominations Advisory Committee are: Brigadier General Staryl Austin, chairman; Lt. Col. Jerry Gooley; Col. Wil Unverricht; and Major Doug Carl. The committee will review the applications and then submit names for nomination to Congressman Smith.

People between the ages of 17 and 21 and who will hold a high school diploma by July were eligible for consideration. The deadline to apply was November 30th.

It is up to the service academies to make the appointments from among the nominations submitted by Congressman Smith.