GENERAL ASSEMBLY

RESOLUTIONS PRESENTED TO THE GENERAL ASSEMBLY COMPOSED OF SOUTHEAST SAN DIEGO STUDENTS, PARENTS, AND INTERESTED COMMUNITY PERSONS.

PURPOSE OF GENERAL ASSEMBLY

"To plan and make a community response to the educational needs in ALL Southeast San Diego Schools."

Meeting held at 2 P.M. on Sunday, April 20, 1969 at Southcrest Recreation Center

SUBJECT: A PLANNED RESPONSE FROM THE COMMUNITY WHEN SCHOOL OPENS

FROM: The Lincoln Student/Adult Committee, convened at Southcrest on the evening of April 17, 1969. The following resolution and recommendations were formulated at that meeting and are to be made to the "General Assembly" meeting on Sunday, April 20 at 2 P.M.

RESOLUTION: The anxiety, tensions, and sufferings due to unwarranted police action, and the personal sacrifices on the part of community people, parents, and students has been far too much to restrict the question of relevant education for black and brown students to the issue at Lincoln High School ONLY!

No community of people can be forced to go through what the Southeast community has been subjected to in the past week to achieve only a token, out of context, settlement of a small piece of a total community problem.

In this context, the acceptable settlement is now bigger than Lincoln. By the Board's actions -- it is a total community problem.

If students are having problems at Lincoln, Morse, and San Diego High, it is because they have educational problems at Gompers, Memorial, and O'Farrell. If there are problems at Gompers, Memorial, and O'Farrell, it is because of inadequacies in the feeder elementary schools. If there are problems before the elementary school level, it is because of conditions imposed upon a people by a racist society that sanctions and supports a racist school system.

In this context, and ONLY in this context, must the educational process in all schools, and particularly and with first priority in all schools in the Southeast area,be restructured. This is necessary so the sacrifices of Lincoln students, parents and community persons shall not have been in vain for a limited, unsatisfactory goal.

WE THEREFORE RECOMMEND:

1. A continued boycott of Lincoln High School regardless of any action taken by the Board of Education regarding Lincoln, specifically.
2. A boycott of all Southeast San Diego schools, elementary and secondary, including Morse, and San Diego High.
3. That such boycotts continue until the School Board deals directly with the issue of reconstruction of the entire educational system, particularly as it relates to black and brown students.
4. That the point of departure for educational reconstruction discussions begin under ground rules unfettered and unencumbered with observance of any rules and regulations; local, state, or national that stand in the way of complete reconstruction.

We, therefore, further, categorically reject the idea of separate assemblies, by grade levels, for Lincoln students. We reject this because it is simply a ploy to divide and conquer the student body in a compromise "system" settlement designed to maintain the status quo for the other 21 schools in Southeast San Diego.

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Resolution Number 1

SUBJECT: PARENTS' ROLE IN SUPPORTING THE EDUCATIONAL PROGRAM

FROM: The parent Committee, convened at the Southeast Y.M.C.A. on the evening of Friday, April 18, 1969. The following recommendations were formulated at that meeting and are to be made to the "General Assembly" meeting on Sunday, April 20 at 2 P.M.

After discussing our assigned subject, parents' role in supporting the educational program, we agreed upon certain specific recommendations.

WE THEREFORE RECOMMEND:

1. That all parents take an active part in helping the children select their schedules for the coming year or any year.

2. That parents listen to their children.

3. That periodic reports from the schools be requested and obtained by the parents.

4. That a Parent Board in each school be established. This Parent Board (composed of parents only) will deal with any and all school problems.

5. That a system which teaches our youngsters that they are men be implemented.

6. That a time and date for parents to meet be arranged.

7. That Dr. Hornback publicly retract his statement accusing "outside agitators" as being the cuase of the trouble at Lincoln.

SUBJECT: TO DISCUSS METHODS OF ACHIEVING:

1. COMMUNICATIONS
   Internal
   and
   External

2. COMMUNITY UNITY

3. COMMUNITY EDUCATION

and present the results to the "General Assembly" on Sunday, April 20, 1969 at 2 P.M. at Southcrest.

RATIONALE AND BACKGROUND: The education of our youth is of the highest interest priority to this community. The quality and type of education being received is being seriously questioned and challenged at this time and the students rejection of this educational process has created a situation of a most urgent and emergent nature. During this past week our youth have behaved in a model way in demonstrating their maturity in dealing with the problems they face daily in their schools.

The community of parents and other adults, students and non-students have all joined in an effort to keep all the people informed of the true facts and lines of communication open among all groups of their community.

Many facts have already been taken out of context and twisted in their meaning. (See the attached editorial from the San Diego Union of this Saturday 4-19-69 and contrast it with the attached editorial from The Independent of 4-17-69.) Because of inaccurate, distorted, or insufficient communication and reporting many rumors continue to spread. Without an organized manner of dealing with this total community crisis, there will continue to be a lack of information with regard to what is actually happening and by whom.

But, with good communication will come greater understanding and with greater understanding comes greater trust, hope, and unity regardless of the problem to be solved.

This is an opportunity to build a unity which will be a continuing unity within our community.

DISCUSSION AND DECISION: This committee therefore discussed ways and means of building a system of internal communication which will build greater community unity and an increased awareness of community problems; and which will link all elements and segments of the community, such as religious, social, youth, adult, political, and nationalistic groups into one vast effective community communications network. From this, individual and group action can then be directed toward achieving our common goal.

(over)

It also discussed external means of reporting the news in a context which would not create false images and erroneous impressions and negative reactions.

This committee will meet later to draw up a list of formal recommendations. It was impossible to complete this at this initial meeting, but definite directions and guidelines were established, making this meeting a most significant step in achieving this community unity through effective communication.

SCHOOL AUTHORITIES DRAW THE LINE

Reprint from The San Diego Union
Editorial
Saturday, April 19, 1969

The anarchy that closed several high schools and junior highs in San Diego and disrupted classes in others presents San Diego with a crisis of the first magnitude.

Despite specifics, the principle is clear-cut.

The school board and Supt. Jack Hornback are insisting, correctly, that they are the duly constituted educational authority in San Diego -- the professionals responsible to the people.

A growing number of students are directly challenging the operation and curricula of the schools. They are young and impressionable. Their tools are violence, harangue and hookey.

Disturbing, ugly elements always are present in such confrontations.

The technique used by the students is the same as that employed across the nation by all anarchists: Develop a cause, real or imagined. Trigger an incident -- at Lincoln High it was a tardy student breaking windows and display cases. Whip up emotions to fever pitch. Confront the authorities. Submit a list of demands, some of which are ridiculous. Brook no compromise.

The organization of the anarchy was smooth. It even included speakers from Lincoln High, the eye of the hurricane, actively working to set violence in motion at other campuses. Bullhorns, not a typical tool of high school students, appeared readily. And outside agitators joined the pupils in challenging authority even before the first dust settled.

Fortunately, the San Diego Board of Education and Supt. Hornback so far have showed good judgment, responsibility to their duties and accountability to the taxpaying public.

"We will not be intimidated by those who would use students to shape their personal or political destinies," said Mr. Hornback.

The superintendent should not yield to blackmail.

Proper, democratic channels exist within the administration in San Diego schools to discuss legitimate grievances, solve problems and hear student complaints. These are the adult channels that must be used. Under no circumstances should school authorities be coerced by violence and illegal activity.

(over)

To do so would turn education over to any student who wants to stir up a riot -- to those least qualified to judge educational needs. Today the anarchy has reached the high schools and junior highs. If it is rewarded, the exhibitionism will be in the kindergartens tomorrow.

And to yield to the whims of juvenile emotions will assure anarchy in all education for the future. The pupils of today's high schools are tomorrow's college students.

To hold the line, the San Diego School Board will need the full support of the community.

Parents, especially, should support the school officials and pay close attention to what their children are doing when they are not at home.

San Diego is proud of its schools and San Diegans will not have them used for any purpose except the common good in education.

CELEBRATE PUBLIC SCHOOLS WEEK

Reprint from The Independent
Editorial
Thursday, April 17, 1969

During Public Schools Week, April 20-26, parents have been urged by the school system to visit their local schools, to talk with their children's teachers and to see how well Johnny has done in competitive fingerpainting.

According to San Diego City Schools Supt. Jack Hornback, during Public Schools Week, "citizens of our community will have every opportunity to become familiar with all aspects of their schools and the educational program being offered."

The walkouts of students at Lincoln High School Friday and from San Diego High School Tuesday, have made the citizens of the community aware of an aspect of the schools that Hornback was perhaps hoping Public Schools Week would smooth over.

The walkout of the majority of Lincoln High School students last Friday and of 50 per cent at San Diego High Tuesday, transcends the 27 demands of the striking students.

Thus saying something about our whole education system and the society that perpetuates it.

In a ghetto high school that consists of 90 per cent blacks and Mexican-Americans, members of the San Diego Public School system have been so insensitive to the needs of the students that they could not even conceive of this kind of student reaction.

Dr. John Ford, a member of the California State Board of Education, told the press Monday afternoon that unless school systems and administrators become sensitive to the students' needs, walkouts and strikes will continue throughout the state.

As a Reagan appointee, Dr. Ford's tenure on the board of education may be a tenuous one.

What is important is that not only the students at Lincoln and San Diego High know that they are being dehumanized and denied a useful education, but the parents know it too.

The student walkouts at Lincoln and San Diego are probably the most meaningful and honest presentations that could possibly be made during Public Schools Week.