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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

3944 ½ Third Avenue, San Diego, California 92103

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PROJECT YES BEGINS

Project YES, (Youth - Education - Society), a project developed and submitted to the Department of Health, Education and Welfare by a coalition of local groups interested in integrated education, has been awarded $223,828, by HEW. Here is what Project YES is and how it came about.

It all started last summer when Melba Margolis, CURE member and indefatigable worker for integration, read of federal funds available to school districts for programs aimed at reducing or eliminating racial isolation in schools. Melba discussed the possibilities of a local program with Lynn Stuve of the League of Women Voters. Melba and Lynn met with an official from the Office of Education to get background information. It was learned that funds were also available for community programs which would be supportive of school integration. The League Board authorized Lynn to explore the opportunity. Lynn and Dot Lloyd met with the Education Committee of The San Diego Human Relations Commission. They decided to call together local groups which might be interested in such a project, give them the information concerning the law, and encourage a coalition to submit a proposal.

The first meeting of potentially interested groups was held in late October. The non - profit groups that came together and decided to form a coalition were the Council of Pilipino - American Organizations, American Indian Talent Search, Guamanian Alliance, Union of Pan Asian Communities, Model Cities, Cooperative Educational Systems, Inc. (a Chicano Organization), National Conference of Christians and Jews, League of Women Voters, CURE, and the Urban League. (The Urban League later withdrew). Lynn Stuve was selected as chairperson. Virginia Glass and the HRC staff provided administrative support. That was the beginning.

The law under which the funding was sought is Public Law 92-318, the Emergency School Aid Act. Its purpose was to fund projects with one or more of the following objectives: "(a) Meeting the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools; (b) Eliminating, reducing, or preventing minority group isolation in elementary and secondary schools with substantial proportions of minority group students; (c) Aiding school children in overcoming the educational disadvantages of minority group isolation."

The task of the coalition was to develop a proposal for a program that would complement and support the San Diego Unified School District's ethnic transfer policy. It was a crash program. The Coalition began by identifying the educational needs of the students of their communities. Goals were set and activities developed to meet these goals. In this process the educational goals set by the community in the spring of 1973 were also examined. There was consultation with administrators of the San Diego Unified School District, who were also developing a proposal. The coalition, first named "Education Unlimited", worked to coordinate its proposal with the school administration's plans. Further meetings were held with officials from the Office of Education. Outside consultants were also utilized.

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A STUDY OF BUSING

New Haven Project Concern

by Dr. Joseph M. Samuels

This is the second in a series of articles by Dr. Samuels on school integration. The first appeared in the March issue of the CURE Newsletter. In this second article, Dr. Samuels reports the New Haven Project Concern, a busing program of which he was the director. A third article will report on some recent experience with integrated programs and some successes with compensatory programs.

The New Haven Project Concern began in September, 1968. As reported in the previous article it involved busing Black elementary school children from Black schools to suburban schools. In studying this program a comparison was made of the effectiveness of projects representative of compensatory, busing, and non-compensatory programs for inner-city students.

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PROJECT YES

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Partly because of the shortness of time and the difficulty of developing a single, unified proposal in time, each group, (LWV, NCCJ, and CURE acting as one group), submitted a separate project as part of a single proposal. In any event, after several hectic weeks, after review by the San Diego Unified School District, the proposal did go forward to HEW in San Francisco for consideration.

In early March the coalition was notified that it did not qualify for funding at that time, principally because of a number of overlapping programs. They were also notified that they had not been eliminated, but could still qualify. This would require resubmitting a revised proposal within ten days. The consensus of the coalition was that though it would take another crash effort, since so much had already been invested it would be worth the additional effort. So all the groups rallied together again and with much help from the Office of Education, invaluable and extensive help from Tom Erickson and John Walters, professional consultants, and support from HRC, a pared down (and better integrated) proposal of three basic components was resubmitted. This was done on March 19. The Project was now called Project YES. It was approved in late June.

Goals Include:

1. Improved Communications

The programs in Project YES are designed to help students as directly as possible to overcome the effects of racial isolation. There is also an effort to be responsive to goals established by the San Diego community in the school-community goal setting effort in the spring of 1973. Over 4,000 citizens participated in this goal setting process. One of the priority goals was to improve communications between the Board of Education, school administrators, city and county officials, teachers, parents, community members, and students. The coalition also identified improved communications as an important need. In response to this need several of the programs provide human relations training involving mixes of these school and community elements. A primary function of human relations training is to improve communications. Greater understanding follows almost inevitably.

Another program to improve communications is a Rumor Control Center to provide a "hotline" to defuse damaging misinformation and miscommunication between the community and the schools.

2. Appreciation of San Diego's Diverse Cultures

A vital feature of the project is a number of inter-cultural, interracial activities to promote appreciation of the numerous diverse cultures that enrich San Diego. These activities cover a wide spectrum; discussions, cooking, dancing, arts and crafts, sports, and weekend camping. These activities, too, will involve not only students, but the larger community and will be available to the schools to enrich the curriculum. These inter-cultural activities will supplement the human relations training by providing informal opportunities for our multi-ethnic peoples to come together just for fun and the enjoyment of each others differences.

3. Educational Support and Motivation for Students

A serious and important element of Project YES are several programs aimed at providing educational support and motivation to students. There will be language and mathematical skills laboratories and weekend tutoring for students who wish to strengthen their basic skills or seek special help. There will be information disseminated on post secondary educational opportunities to encourage those students, who normally do not think of continuing their education beyond high school, to consider such a possibility, and to help them realize it, if they choose. There will be parent and community workshops to involve them in the design and development of social/multi-ethnic studies units.

Information Resource Center Established

Another element of Project YES will be the information resource center. This center will collect information on services provided by the school district and inform parents of these services. It will list local groups that can assist in human relations training and in multi-ethnic cultural programs. It will collect information on the many cultures of San Diego. It will obtain catalogs, journals, magazines, films, and other such material on these many cultures. It will gather information on successful inter-cultural programs and integration efforts in other areas, on support available to districts wishing to reduce racial isolation, and on the law as it relates to segregation. This information will be made available to administrators, classroom teachers, students, parents, the community, the media, for their use in inter-cultural programs and to increase understanding of integration. Workshops will be conducted to create a greater awareness of some of this information.

CURE

Office 295-5800

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The purpose of this newsletter is to provide a forum for the dissemination of information and the expression of opinions among those concerned with combating racism. CURE believes the opinions herein need to be expressed, although they may not represent official policy of CURE.

Board of Directors

Pat Backman, Loudin Beam, Richard Berry, Joan Bigge, Bertha Crowell, Jane Emerson, Virginia Gilloon, Helen Halyburton, Joe McGuire, Viola McKern, Mary Eunice Oliver, Verna Quinn, Jane Senour, Shuf Swift.

Project YES is directed by an Executive Board with voting representatives from each group in the coalition. The Executive Board receives guidance from an Advisory Board with even broader community representation. In addition to input from the community through participation of community members on both boards, built into Project YES is a program to obtain grass-roots feedback from the total community to measure the effectiveness of the project. The Human Relations Commission is acting as fiscal agent for the project. The project is funded for one year, with the possibility of further funding.

During the summer staff people were hired and a location obtained at 4275 Market Street. Sidney Glass, a graduate of UCSD is the Director. Carol Monzon and Furahaa Saba are coordinators, with a third coordinator being sought. An open house at the Market St. headquarters is scheduled on September 23. Watch for further events in the coming months.

A STUDY OF BUSING

Continued from page 1

The total sample in this study was comprised of one hundred and thirty-eight second grade subjects from New Haven. These subjects were randomly selected from three different sources: Project Focus, Project Concern, and the Comparison School. Identical procedures were used in selecting each group.

Prior to the study, the Project Focus and Project Concern subjects had participated in two different experimental treatments. The Focus Group subjects received their education in New Haven. They had a compensatory educational program. Many special teachers and facilities were utilized to enhance the academic, and cultural growth and self-esteem of these students.

The Project Concern subjects were bused to the suburbs of New Haven for their education. They attended regular suburban classes and received additional academic assistance as it was needed. A supportive team consisting of a qualified teacher and an inner-city teacher aide accompanied each group of twenty-five students to a suburb.

The Comparison Group sample received a regular inner-city education program.

The 138 subjects in the present study (who were kindergartners in New Haven during the 1968-1969 school year) were administered the Monroe Reading Aptitude Test during the spring of 1969. The results of this testing were used to test for randomness, along with the variables of sex and age.

The instrument utilized for the measurements of achievement in this study was the Metropolitan Achievment Test. - Primary I. The end of the year scores in total reading, and mathematics were taken in the May, 1971 testings. Also, the youth's self-image trends were measured in May. The tool used for the measurement of self-image was the New Haven's self-image test, "All About Me."

Comparisons among the three groups were made on these end of the year test scores in achievement and self-image.

The results indicate that the bused group did significantly better than the Focus and Comparison Groups in reading and total reading. Further, the bused group had a higher (non-significant) mean score than the other two groups in word knowledge and self-image.

On the other hand, the Comparison Group had a higher mean score in mathematics than either the Project Focus or Project Concern Groups. Only in the case of the Focus Group, was this mean difference significant.

These findings show that the bused group has been academically more successful than the other two groups, especially in reading.

The following conclusions were reached:

1. This study has shown that New Haven's Project Concern has been academically more successful in reading at the primary level than the other two groups studied.
2. It is further concluded that the Project Concern subjects have a stronger self-image tendency than the other two groups.
3. The Concern and more so the Focus Group need to have additional emphasis placed on computational mathematics.

Project Concern is a viable educational intervention. It led to positive educational achievement for inner-city students.

Copies of, YOUR CHILD AND BUSING, prepared by the U. S. Commission on Civil Rights are available in the CURE office.

ANNUAL MEMBERSHIP FEES For Fiscal Year June 1, 1974 to May 31, 1975
(includes a newsletter subscription)

Student . . $2	Contribution . $25	Donation . $____
Individual . $5	Sustaining. . . $100	
Family . . . $8	Organization. $15	

NAME . . . . . PHONE . . . . . .

STREET ADDRESS . . . . . .

CITY . . . . . ZIP . . . . . .

I am unable to send money now, but want to remain on the mailing list. ____
Sometimes CURE receives requests for use of its open mailing list from groups dealing with solutions to racial problems. Should your name be included on the ____ open list or ____ restricted list?

FINANCIAL JOB FAIR, "Making It In Money", sponsored by California Banks and Savings and Loan Associations has been set for Friday, October 4, from 9 a.m. to 7:30 p.m. in the San Diego Convention Center, 202 C Street.

Plan to attend for information about the nature of financial institutions and career opportunities that exist, especially for minority candidates.

SPONSORS NEEDED

Volunteer citizen sponsors who will visit men, women, and youth incarcerated in state prisons are sought - someone to simply be a friend to one of these isolated persons in prison, to make at least one visit a month and write between visits.

For information on how you can become a sponsor, call 239-9341 or write: M-2 Sponsors, City of San Diego, Community Relations Department, 1348 "E" Street, San Diego, California 92101

CAREERS OPEN IN STATE PARKS AND RECREATION

The California State Department of Parks and Recreation is trying to interest minorities in careers in the Park and Recreation field. Presently, only about 5% of permanent positions and 11% of seasonal positions are filled by minority employees. Applications for the required State Civil Service examinations have been sent to the CURE office for the use of anyone interested.

SCHEDULE A PANEL

Now is the time to schedule a CURE panel for your Church, PTA, professional organization, or service club. Each panel is selected to meet the needs of the particular group for whom it is presented. To arrange a panel call the CURE office, 295-5800 or Viola McKern, 469-3777.

ELECTION RESULTS

The following people have been elected to fill vacant positions on the CURE Board of Directors:

Pat Backman
Loudin Beam
Richard Berry
Joan Bigge
Virginia Gilloon
Joe McGuire
Verna Quinn

Congratulations to all! Douglas Regin has been transferred to Washington, D. C. as of August 1, 1974 so his position is now open.

The Board meets in the office on the first Thursday of each month at 7:30p.m. You are welcome.

LETS ECONOMIZE

Reminder letters cost CURE money. If you have not already paid your 1974-75 membership fees, please send your renewal soon and help us avoid this extra expense. Thanks.

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