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CURE

CITIZENS UNITED FOR RACIAL EQUALITY

ROOM 502, 520 E STREET, SAN DIEGO, CALIFORNIA 92101

VOLUME I NUMBER II

MAY 1969

COME TO A DESIGN FOR UNDERSTANDING PARTY

The Cabrillo Foundation To Debut

The Cabrillo Foundation night at the Civic Theatre on Friday, June 6, will bring together participants from all the Design For Understanding programs and their guests plus all those interested in and engaged in any type of human relations activities.

The Cabrillo Foundation is a newly formed group whose purpose is to raise money for the improving of race relations and racial conditions in San Diego County.

The program for the evening, titled San Diego Involvement, 1969, "A People Concerned," is designed to recognized the efforts of people as they work as individuals or as groups to better human relations in San Diego.

The evening will be highlighted by awards and presentations of recognition, an Afro-American Culturama show, a keynote speaker and other celebrities all working to make this a "first" for San Diego.

Among the efforts to be highlighted will be the "Design For Understanding" programs. Cabrillo Foundation itself was a direct result of the Torrey Pines Design For Understanding. According to the Foundation's President, John H. Williams, "the Design really provided us with the awareness to know we must act, the education to know how to act, and the concern to want to act." As a result, by-laws and articles of incorporation were drawn up and a tax exempt status secured.

Tickets are $5 per person. A special section is reserved with seats at $25 per person. Further information and ticket reservations can be made by calling the Cabrillo Foundation at 459-1024 or writing: Cabrillo Foundation, P.O. Box 1301, La Jolla, Calif. 92037.

A spokesman from the United States Civil Rights Commission in Washington, D.C., said recently, "San Diego seems to be one of the only cities where really meaningful things are happening in the area of human relations and white people actually are becoming educated and concerned."

This is going to be an exciting evening for San Diego. Why not plan now to reserve a block of tickets and bring your families and friends? Renew acquaintances with old DFU friends, panelists, speakers, and dialoguers.

ADVANCE TICKET RESERVATION

Friday, June 6, 1969 — Community
8 - 11:30 P.M. — Concourse

San Diego Involvement: 1969

Enclosed is my check or money order for:

$ ..... for ..... reservations @ $5 per person

$ ..... for ..... reservations @ $25 per person for "Special Seating"

Name ..... Phone .....

Address ..... Zip .....

Please make checks payable to: Cabrillo Foundation

.....Mail my tickets

.....I will pick up tickets in my name at Concourse Box Office

Send this reservation blank to: Cabrillo Foundation, P.O. Box 1301, La Jolla, California 92037.

NEW 15 MEMBER BOARD ELECTED BY CURE, MAY 7

Fifteen San Diegans were unanimously elected to CURE'S Board of Directors at the first annual election May 7, at the Unitarian Church.

Mrs. Kirk Abbey, President of the San Diego League of Women's Voters; Jack Walsh, county supervisor; Reverend Dick McKenna, Director of the New Adult Community; discussed effecting change through practical politics with the audience.

The newly elected board consists of: Mrs. Fran Abelman, who serves on the Pacific Beach Fair Housing Committee, Urban Coalition Housing Task Force, and is active in PTA; Mr. Martin Bloom, an original board member, an attorney, a member of the ACLU legal panel, the Law and Justice Task Force of the Urban Coalition; Mrs. Helen Burke, teacher, member of the Urban Coalition Education Task Force, on sabbatical to study the most effective ways of teaching minority children;

Dr. Larry Carlin, was secretary of the Citizen's Committee on Report on Equal Educational Opportunities, head of Education Department UCSD extension services, Education task force, facilitator for the Center for the Study of Persons; Mrs. Aimeelee Check, newspaper work, director of press relations Hollins College, co-editor of the CURE Newsletter. Involved in community organizing in Fayetteville, Arkansas;

Mrs. Dorthea Edmiston, Executive Director and Vice President of the Citizens Coordinate, original member of CIC; Mrs. Dorothy Lloyd, original board member

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CURE

VOLUME I MAY 1969 NO. XI

Published monthly by Citizens United for Racial Equality, Inc., 520 E Street

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

Chairman Board of Directors: Shuf Swift 223-6602

Co-Editors: Nikki Symington, Aimeelee Cheek nesfield

Editorial Board: Richard McKenna, Eric Odendahl, Susan M. Burson, Clarence Irving, Al Urista, Jeanette Cohen,

SCHOOL BONDS: A DISSENTING OPINION

by Philip M. James

As a founder and first Chairman of CURE, I would like, as I retire from the Board, to comment on its decision to oppose the recent school bond issue.

The concept of CURE was developed some 18 months ago by a few of us in the Pacific Beach Dialog who sought an effective means for translating into action our concern for an America free of racism, with dignity and equal opportunity for all. This concept, of an organization which would educate and involve white San Diegans in the fight against racism, survived those tumultuous first days of formation, and as a result CURE has become an important influence in our city.

If CURE remains committed to its high purpose and keeps its constituency well in mind, it can lead San Diego inexorably toward racial harmony. But it is easy for an organization to lose sight of it's charge and in so doing to weaken it's influence and delay it's objectives. As the only dissenting member in the Board decision to oppose school bonds, I feel that that decision was a step away from CURE's charge.

I fully understand and support the concern of many of our citizens for safe and racially balanced schools. I also recognize that many well-intentioned people, including the CURE Board, felt that opposing the bonds was the only effective way to register a protest against the inaction of the Board of Education on this issue. However, in my view, to deny funds to the public school system will ultimately hurt most seriously those who need quality education the most. If the "No on school bonds" philosophy continues to prevail and succeeds ultimately in closing the schools or greatly diminishing their quality, the white and affluent will find alternatives for their own children -- private schools, tutoring, etc. -- while the poor and minority children suffer. It is significant that southeast San Diego was among the areas of strongest support for the bonds!

As the new CURE Board takes over, there is a moral and legal imperative to chart a course of responsible leadership aimed at reducing racial imbalance not only in our schools, but also in housing, employment and all other areas where injustice exists. I am convinced that constructive approaches can be found which will not jeopardize the positive aspects of our institutions.

Lincoln: Fact and Fiction

By Shuford Swift

The walkout at Lincoln High School and the sympathetic demonstrations at other schools in San Diego are only the most recent communications from the community to the Board of Education, calling to their attention the serious educational problems racism has created in our schools. On at least 19 separate occasions since 1963 informed citizens, including public officials, school administrators and teachers, advised the Board of various school shortcomings caused by racism and the resulting segregation.

1963: The San Diego Chapter of NAACP submitted recommendations for reducing school segregation.

1964: An Ad Hoc Committee of lay and school people appointed by Superintendent Dailard recommended leadership by the Board in promoting integrated schools.

1965: The Board resolved "to exert all effort to avoid and eliminate segregation." Appointed "blue ribbon" Citizens Committee on Equal Educational Opportunities to study effects of racial imbalance. U.S. Civil Rights Commission Study of Racial Isolation in the schools showed a high degree of segregation in San Diego schools.

1966: The Citizens Committee on Equal Educational Opportunities confirmed segregation existed and is harmful to students. Unsatisfactory conditions existed at Lincoln High School, and segregation was increasing in San Diego schools. Thirty-nine recommendations were submitted to the Board.

1967: Superintendent Dailard reported segregation was still increasing. Over 40 civic, professional and religious groups organized support for the "blue ribbon" committee's report. The Board reaffirmed determination to reduce segregation, but immediately stated, "this position statement does not establish any new programs nor does it commit the district to any specific new course of action." A law suit was filed against the Board for not ending segregation. The County Grand Jury reported racial imbalance was severe, increasing, and harmful. The jury urged the Board to reduce the imbalance.

1968: A Principal's Advisory Committee at Lincoln submitted a list of problems related to segregation. The Board's own survey showed segregation was still increasing. Citizens groups urged the appointment of a black principal at Lincoln.

1969: February--State Board strengthened regulations to prevent and reduce segregation. March--Reese Jarrett, Lincoln student body president, appealed personally to the Board. April--student body walked out.

Both the self-discipline of the students involved in the demonstration at Lincoln and the wide community support were noteworthy. Dr. John Ford, a Reagan appointee to the State Board of Education, personally involved himself in support of the students. Although a San Diego Union editorial referred to "outside agitators" and "anarchy," CURE has not been able to discover non-student participants other than concerned parents and community leaders, many of whom were working with school officials to maintain order. And at a public meeting in Pacific Beach on April 29, four members of the School Board said they would not characterize the behavior of the students at Lincoln and the other schools as anarchistic. Superintendent Hornback's initial response and his face-to-face dialogue with the students were commendable, sensitive, open and sin-

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CURE'S FIRST YEAR: An Agenda For Action

The most obvious, concrete accomplishment of CURE during its first year was the publishing of the monthly newsletter. The purpose of the Newsletter is to provide a medium for the dissemination of information and expression of opinion among those concerned with combating racism. It has tried to serve as a guide to ongoing action and action needing a volunteer.

CURE entered public debate on issues of racial concern. The Board of Directors have made written and oral presentations to governmental agencies such as the board of education, city council, city-community dialog, county board of supervisors, state board of education.

In this way CURE supported an increased budget for CIC; urged that the county adopt the surplus food program; recommended that the city have a leased housing program; recommended that there be minority representation on the housing advisory committee; and urged the appointment of minority people to fill the council vacancies. CURE has also suggested there should be a black principal at Lincoln High School and minority officers on the police force.

CURE objected to the Clayton Brace editorial concerning CIC and the police department; to the San Diego Union editorial concerning Lincoln High Schools student walkout, and to the absence of plans to reduce de facto segregation through the recent school bonds.

CURE's telephone tree has provided a rapid communication network through which messages can be passed. These emergency messages called members to action, and have transmitted information which could not wait.

Members have been informed of and urged to attend meetings and demonstrations to influence community leaders to move toward equal opportunities for all. Members learned of the TORCH protest concerning the housing crisis; the Black Panthers clothing drive at Christmas; the Christmas party for disadvantaged children given by Jim Jones; the Mexican-American Legal Defense Fund raising dinner dance; the Chicano protest to the Life magazine ad of the San Diego Gas & Electric Co.; and Black and Brown Coalition pickets against unfair hiring practices.

Cure helped create and execute several educational programs designed to disseminate information about racism and how to combat it. These programs have been designed to mobilize and aid the white middle-class community. 650 San Diegans attended a CURE-UCSD Extension Workshop last September with the hope of becoming actively involved in the struggle against racism.

CURE has one over-worked woman Volunteer Bureau and frequently fills requests for special help and volunteer needs. CURE has experienced a year of existence. However, 500 voices don't seem to speak loudly enough to the councils of government, so along with continuing with what CURE has begun, a membership drive will be a project. CURE has many plans for growth, future activities, social and other campaigns. CURE is so we may get to know each other, work together, and achieve equal opportunities for all in San Diego. If you share, or have shared our goals, join us. Roll up your sleeves, enough of last year, let's begin work on this year.

N.S.

TEENS AND TREES PRODUCE GREEN

A project to give jobs to needy youths and, at the same time, to beautify San Diego, is underway in the Logan Heights area.

Boys living in the community are planting trees on the parkway, and, are receiving wages of $1.65 an hour. Trees have been given by nurseries, and funds to initiate the project were donated by La Mesa and Old Mission Rotary Clubs.

The project was the brain child of a San Diego State undergraduate, Jeff Minkin, who is coordinating the work with Father Gallas of Christ the King Church. Trees will be provided for planting in the summer, Minkin says, but more money is necessary to pay the young workers.

Two blocks, J and K Streets just off Imperial Avenue, have already been planted.

Organizations or individuals that are interested in offering financial assistance, donating trees, or suggestions are asked to call Father Gallas at 233-0700, or Minkin at 286-8963.

☆☆☆

To Expose Myths of Poor

Two myths damage our society: (1) that people need only to work hard to earn a decent living; (2) that poor people, particularly of minority groups, are lazy and prefer public assistance to working.

The facts are otherwise: Although more than 75 per cent of the poor receive no public assistance, they are taxed more heavily than are affluent citizens. One third of all poor people live in families where one or more members work full time. (In San Diego, although most poor two-parent families have more than one member working full or part time, their low wages, not unemployment, create poverty conditions.) Another third receive their total incomes from part-time employment. Ten per cent live on meager pensions.

San Diego Urban League, Inc., is sponsoring a public information campaign to inform citizens about these and other problems of the working poor and about the potential help that can ensue for everyone through a responsible program of income maintenance. If your group or organization would like to hold a forum on this important topic, the Urban League will provide leaders and basic information and help groups organize and conduct their own forums. Write the San Diego Urban League, 520 "E" Street, Suite 401, or call Fred Patterson (234-3312) for further information.

URBAN LEAGUE URGES ECONOMIC DEVELOPMENT

San Diego Urban League, Inc. recently received $48,000 from the Economic Development Administration in Washington D.C. for 1969. San Diego is one of eighty cities to receive such a grant administered through the National Urban League.

Planned expansion of the League includes an increase in staff and new quarters at 4267 Market Street.

In inclusion of the House of Africa, in the Fiesta 200 was an early result of San Diego Urban League's economic development thrust.

LINCOLN: Racial Crisis In San Diego Schools?

Recently San Diego school's educational problems erupted into public concern and visibility in the walkout by Lincoln High School students.

The following are a series of questions we asked of four people who played four different roles in the Lincoln Boycott; Mr. Carroll Waymon, Executive Director of CIC, Mrs. Louise Dyer, President of the San Diego Board of Education, Reese Jarrett, Associated Student Body President of Lincoln High School and Robert J. Gennette, teacher of social studies, Lincoln High.

Mr. Waymon and Mr. Gennette responsed to the questions in time for printing. Mrs. Dyer after reviewing the questions felt she could not answer them. She felt as a member of the Board of Education her answers might be harmful to the attempt to "cool things".

Mrs. Dyer did send in reply, the May 1, official Board statement, which talks of proper channels of complaint (boycotting was noted as improper and threat to school system), the priority of law and order, proper punishment for the few who attempt to disrupt the majority, and a endorsement of the Superintendent.

She made no note of racial problems and/of the implications for Lincoln's crisis. Citizens armed with the facts and problems facing its schools can and will resolve them responsibly. However, leaders and elected officials must be able to relate the true and whole picture to the people and must assume that responsibility--even if it should not prove popular.

The Lincoln Boycott exposed racial problems in San Diego Schools. San Diego must know what it is facing and find adequate leadership to deal with the realities, and rights of it's minorities.

But how can this come about if those in positions of leadership and officials elected in serving education will not talk about the facts to the community? Do you have questions? Some answers, some knowledge? Share them with your neighbor, your schools, and your Board of Education. N.S.

I. What do you feel were the causes of the recent student boycott of Lincoln High School?

WAYMON:

I feel it was the inability of the school district and the school board in particular to hear the parents and the students over the five to eight years and what they were saying about the schools. This writer met with the school personnel of the district and the members of the Board of Education five years ago and voiced the same concern. The Lindsley Report spelled out the same demands and concerns. There was nothing new about these demands.

The basic reason was the existence of an administration over the past fifteen years or so of a bigoted and racist nature who preferred to keep the majority of whites in San Diego believing everything was all right.

GENETTE:

The Black community for a long time has been dissatisfied with the offerings that their children have been receiving from the public high schools. Particularly, students and parents alike have felt slighted in the social sciences and English studies. Essentially, despite what individual teachers may do, White history is all that Black students find in their books. This denial of their past, their rich heritage, they feel is a continual effort to keep them in a kind of economic bondage, but what is worse, an intellectual bondage. The causes of the recent boycott are complex. They are not simple to define; they go back to many years of striving to achieve what their birthright says they already have but of course do not.

II. In your assessment of the roles played by the people involved; had the students conveyed their concerns to administrators and other school authorities before walking out? In your opinion was their handling of the boycott responsible? What was the response of teachers and administrators? Have there been any positive outgrowths out of the attempt by teachers and administrators to cope with the problems facing them?

WAYMON:

The citizens supported the students' right to seek corrections for their grievances and these people supported the demands themselves.

The adults met with the administration and the students to help clarify both their roles and the issues involved.

The adults also helped prevent the boycott from becoming a riot or escalating into other kinds of disturbances.

The students had conveyed their concerns to all levels of the school administration over the past several weeks. The students had met with the local administration and had presented the Board of Education with written demands during the month of March. These youths handled the boycott with great responsibility.

The response of the teachers and administrators was first one of shock and bewilderment. They also were somewhat threatened emotionally by the action taken by the students.

Yes, there has been positive outgrowth in the attempts of the teachers and authorities to resolve this dilemma through on-going meetings between local administrators, the students, and personnel of the Education Center as well as through meetings with community adults.

GENNETTE:

Yes, the students and parents had expressed their concerns in the past. I am a classroom teacher, and I have heard it in the classroom and out from both sources. I must say that this vocal dissent came from a minority of the students and parents, and I think that is why these discontents went largely ignored. Unfortunately, there is a vast amount of apathy in the Black community. I think the handling of the boycott was responsible.

I think both teachers and administrators have made every effort to face this problem. There is no longer apathy in this quarter. As for the positive outgrowths:

New sensitivity training for teachers who will work at Lincoln.

A revamped curriculum plan to take effect in September; one that will strive to meet the needs of minorities at Lincoln.

A more selective hiring program for Lincoln.

A new awareness for the students themselves; this is important; they are our future citizens; they must know themselves if they are to serve their country and their own interests.

II. What responsibilities does the Board of Education have in solving the problems which led to and grew out of the Lincoln boycott?

WAYMON:

The responsibilities of the Board of Education include: Dedication to listen more to what is being said. To seek out black and brown community people and ask for their assistance. To support the community in its efforts to resolve this problem. To follow up on its promises. To refrain from telling the white in San Diego that everything is all right. To refrain from the kind of public relations that stresses a hard line of "Law and Order". To face the truth that there are problems of a black-white nature in the school. To utilize this situation to better educate themselves on the nature of the deep-rooted problem between black, white, and brown.

GENNETTE:

The Board must recognize that it can no longer ignore the real needs of the Black community. There are differences in people; There must be differences in educational method; This is not denying the Board's authority, it must means they must make adjustments in individual cases.

IV. What role did the community, parents, and local leaders play in resolving the boycott?

WAYMON:

The role the community, parents, and local leaders played in seeking solutions to the school's problems was of crucial importance.

They met with the school authorities. They met with the local administration and students to help bring about a peaceful solution. They helped clarify rumors that would have made the situation worse.

GENNETTE:

All three groups cooperated or worked to resolve the crisis. This did not mean merely trying to get the students back to school. All groups endeavord to start the process which in the final analysis should help to alleviate the underlying causes of the walkout.

V. By who's authority were the police called in? Was the calling of the police a necessity? Once on the scene of the boycott how did they handle the situation?

WAYMON:

The police were called in by the authority of the school district personnel, obviously with the concurrence of the local school administration.

They were not needed. Students were using the democratic process to express their grievances and were overpowered by the raw authority of the state. They learned dramatically that there is little use in trying to use legal and peaceful means to settle their grievances. They learned that even when they used the channel set up for them the raw power of the state will still be invoked to crush them and prevent their orderly expressions.

The officers handled the situation in a manner that again told the students that whether they were legitimate or not they had little opportunity to make these demands known through the proper channels.

The students and the parents witnessed the officers using their power and their authority to break up a peaceful assembly and insult and embarrass the adults and parents of these students in the presence of these youths.

This experience has not only reinforced the already bad images held by the youth of police but left a bitter taste in the mouth of many youths and adults who up till that time had held a positive image about the police.

GENNETTE:

To my knowledge the police were called in at the request of an official of the educational center. Necessity is a strong word, and I supose hindsight tells us always what should have been done. In my opinion, I would have called on the police myself on a stand-by basis, because no one can ever determine what a crowd will do (there was a crowd; there were some pretty rabble rousing speeches). However, I would not have used the police to clear the patio once they were there. No violence had occured, so I would have merely kept the police on hand to protect taxpayer property, and to be used if an emergency did arise. Again, hindsight is 20-20!

VI. What is the present situation as Lincoln now? What is the mood?

WAYMON:

The situation at Lincoln is uneasy and uncertain. But it is also one of growing optimism and careful planning to make Lincoln a center for a complete education for youth with a dedicated faculty headed by Dr. Hartzog.

GENNETTE:

What is the situation and mood at Lincoln now? The situation is uneasy. Things have not settled down to normal. There seems to be a kind of electricity in the air. Some students seem to defy authority (although school directed authority is certainly less than it was before the boycott), teacher morale is poor as evidenced by the high number of transfer requests. The new principal, Dr. Hartzog, has promised a kind of "new deal." But it is too early to see any reaction from this promise. This is not pessimism, just honest appraisal of the present situation.

VII. Do you feel that the boycott was a case of anarchy or outside agitation as has been claimed by some of the news media?

WAYMON:

No, I do not feel that the student boycott was an example of anarchy or outside agitation. Instead it was planned by and carried out by the students themselves. Furthermore, Lincoln High School (and all other schools) belongs to all the citizens of San Diego. The

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LINCOLN: Racial Crisis In San Diego Schools? (Continued)

parents and other adults of the community are not outsiders. The local newspaper articles referred to are an example of the "establishment" laying the foundation in the minds of many whites that the situation in San Diego was part of a national conspiracy to bring about violence. The situation at Lincoln included no violence and was handled beautifully by some community people as well as by the students. Further, by using such an attack in the papers it is possible to convince many whites and others that certain community people should be investigated by both the grand jury and other law agencies and charged with a felony of a conspiracy to disrupt schools, etc. etc.

GENNETTE:

I think there is evidence of some outside influences (I won't use the word agitation). Students who have led the boycott espouse the Black Panther philosophy to a degree, and Chinese propaganda has appeared on the school campus.

VIII. Do you foresee situations of this sort arising in other city schools?

WAYMON:

Yes, I do foresee situations of this sort arising in other schools. For example, Crawford High School has an awful situation with regard to black and white. The worst situation, according to our data, exists at San Diego High School which, according to some observers on the scene there, is much more potentially explosive than the situation was at Lincoln.

GENNETTE:

Yes, to lesser degrees (it, of course, already has). I don't, however, see anything of the magnitude as to the situation here at Lincoln High.

IX. Has your experience with Lincoln suggested means of dealing with student problems before they reach a point of crisis?

WAYMON:

My experience with Lincoln suggests that problems of this nature can be handled before they reach a point of crisis by the simple process of involving the community people who know something about the problem at the Education Center, and by the local school administrators. This also implies a willingness to admit that there is a problem and to do something about it.

GENNETTE:

I think so. (1) Involve student leaders in school affairs (a) committees (b) curriculum (c) activities etc. Basically, we live in an age of well-informed young people. Ask them to help. Demand that they help. This is what they want. And in my opinion they'll meet the challenge. This means, of course, you can't expect students to react the way you want them to.

X. Do you believe the main source of Lincolns problems to be racial? If so, do you think integration is answer?

WAYMON:

The problems at Lincoln were racial to the exclusion of all other factors.

At this point in time it is obvious that integration will not work by previous definitions. This is because the school district is not committed to integration. Further, it is obvious that the three communities of white, brown and black are more physically segregated today then they were last year because the whites, including the school administration, do not want to live next door to black people and thus do not want their children attending integrated schools. The answer, therefore, lies in the direction of doing something the schools the way they are, while holding integration as the ultimate solution.

GENNETTE:

Yes, but not one of racism as coming from the teachers and administrators on campus. I believe it to be more subtle, more far reaching. I think the underlying problem to be one of race, but directed generally toward the inequities that exist in our society.

Yes, but how do we achieve integration? Complete integration has been too slow for Blacks, consequently we have Black separatists today. Personally, I feel that miscegnation will solve the race problem before integration will.

XI. Who has the responsibility of informing the citizentry of what is happening and why, in their schools?

WAYMON:

The responsibility of informing the citizenry of what is happening, and why, with respect to the schools, lies solely with the Board of Education. This responsibility has obviously been neglected and misdirected in as much as most of the citizens do not know what the truth really is with regard to the schools and the black and white and brown problems.

GENNETTE:

I don't think anyone has the right to assign this responsibility away to someone else. Therefore, teachers, administrators, community leaders, students and the citizens themselves should make it their business to stay informed. Schools have been too much used as places to park kids for only babysitting purposes. The blame for lack of communication between school and citizen falls on everyone's head.

XII. What would be your ideal solution to the educational and racial problems confronting San Diego?

WAYMON:

The ideal solution to the educational and racial question confronting San Diego would be: To call in black and brown people on a regular basis and have these people educate the Education Center to what is really going on.

For the school district to engage and utilize the public media to educate the citizens in what is going on by the use of open-ended discussions, talk shows, special features in the newspapers, etc.

For the Education Center to stop appealing to the "downtown business groups" and the bigotry and racism as a basis for support of their educational program.

For the Board of Education to face squarely the racism belief perpetuated by the Education Center that black and brown kids do not have the ability to profit by the same educational experiences as do the whites. And the belief that the black and brown communities do not

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LINCOLN: Racial Crisis In San Diego Schools? (Continued)

deserve the same kind of consideration relevant to their needs as does the white community. And finally, to have the local citizens of each school exercise the power of decision making to change a local situation after it has become outmoded and irrelevant to its own local needs.

GENNETTE:

This question in my opinion is the most difficult of all to answer. I don't believe there is an ideal solution. All we can do is to strive as individuals and aspire to the goals we personally believe in. Higher educational standards in Southeast San Diego is a step towards alleviating the racial aspects in San Diego, but I don't think the term ideal solution is realistic.

XIII. What is the role of the citizen concerned with equality and quality in education in San Diego Schools?

WAYMON:

The role of the citizen is to: Stop believeing everything the Education Center puts out.

Not to believe too much of what is in the local press about schools.

To invite black and brown people involved to come to their communities and explain the truth of the matter.

For the white citizens to get as angry about the situation as the black and brown citizens have begun to get and join one another in demanding that the system of education change.

The citizen has to realize that if education is irrelevant to the black and brown students as presently taught, it is equally irrelevant to the white student. Unless and until the black and brown parents and other adults continue their anger and displeasure with the system and their determination to change it through whatever legal means necessary, the whites will have no hope either in bringing about changes to make education relevant to all students.

GENNETTE:

For one thing, do away with teacher tenure. Too many mediocre teachers would be fired in industry, because of their lack of teaching ability. Yet tenure gives teachers a security after three years many of them don't deserve. I think quality could be improved upon in this manner along with mandatory refresher courses in subject fields. I also feel teachers should not be required to teach out of their major field.

I don't think you can legislate equality into education. Citizens will react to improving quality, where they will do nothing about equality. This is unfortunate, but it is reality.

BOARD MEMBERS ELECTED (Continued from page 1)

and Secretary of CURE, serves on the Mission Bay High School PTA board, on the Board of Social Outreach and a member of the Committee for Racial Justice of the Pacific Beach Congregational Church, the Business Enterprise task force of the Urban Coalition;

Mrs. Melba Margolis, an original Board member, was active in Tels, Chairman of the Sierra Mesa Human Relations Council, active in PTA; Reverend Richard McKenna, Executive Director of the New Adult Community, Action in Ministry, the Inner-Faith Emergency Council, Message Information Center; Mr. Charles Mc Mahon, Heartland Human Relations Council, Crisis Center volunteer;

Mrs. Mary Smith, worked with VISTA in Tennessee, is concerned with housing, active in League of Women voters; Mr. C. S. Swift, Chairman and original member of CURE's Board, Student Activities Advisor at San Diego State College, Chairman of the Pt. Loma Dialogue; Mrs. Nikki Symington, co-editor of CURE Newsletter; Mrs. Virginia Thompson, Co-Chairman Committee for Racial Justice, Artist and copyreader for CURE Newsletter, editor church newspaper; Mr. Paul Young, Electronics engineer, St. Andrews Presbyterian Church Interracial Council, member of the Interfaith Emergency Council.

The board meets once a month for information on time please call the CURE phone 279-8809.

LINCOLN: Fact and Fiction (Continued from page 2)

cere. The School Board appears to have listened and -- more important -- to finally to have moved. We applaud this action.

However, our concern is not only that this movement continue, but that it must of necessity accelerate. The Boards, own reports indicate that the problem is outpacing us rather than our gaining on it.

Let us hope, too, that the Board's recent refusal to change the name of Stockton School to Martin Luther King School is not an indication of a regression to the old insensitivity and inflexibility. If such a simple request is denied, what will the Board do about the hard decisions it must make? Finally what will happen to our confidence in and support of our democratic process if our legitimate appeals, presented again and again in compliance with and in support of the law, are yet ignored? Change simply must come.

CITIZENS UNITED FOR RACIAL EQUALITY
279 – 8809

☐ I want to help; please call me. My telephone number is _____

☐ I cannot send money now but will contribute, time, services, facilities.

Enclosed is $_____ for:

☐ I would like to write, research or publish in the newsletter.

_____ Subscription to newsletter
☐ To my address
☐ To names and addresses enclosed

I would like to be on the
Open ☐ Restricted ☐ Mailing list.

_____ Memberships for me or those whose addresses are enclosed

I am interested in helping in the areas of:

☐ Education ☐ Housing ☐ Employment ☐ "Telephone Tree" ☐ Other (specify) _____

ANNUAL MEMBERSHIP FEES:

STUDENT	$2
INDIVIDUAL	$5
FAMILY	$8
CONTRIBUTING	$25
SUSTAINING	$100
LIFE	$1,000
Subscription to Cure Newsletter	$2
Organizations	$15

A Membership to CURE includes Newsletter Subscription

where the ACTION is

One person makes a difference! We know it, do you? We need you to prove it!

Last summer operation Stimulation proved so successful that plans have been made to continue this effort.

The purpose of Operation Stimulation is to provide black children with a positive self-image. Checks are tax deductible when made out to the Episcopal Community Services and mailed to George Scott at the Walker Scott Co. 1014 Fifth Ave., San Diego, Calif. 92101.

San Diegans for La Huelga urge continuing boycott of stores selling California grapes. They urge shopping at the Hometown Markets as they no longer sell California grapes. Hometown locations are:

Linda Vista: 2221 Linda Vista Rd.
Imperial Beach: 914 Palm Avenue
Clairemont: 4340 Moraga Avenue
Lake Murray: 6145 Lake Murray Dr.
La Mesa: 8693 La Mesa Blvd.

Let them know you appreciate their efforts. Also let other markets know why you are not buying. For further information phone 295-4200.

The Black Panther Party has planned to begin a free breakfast program for hungry children from Stockton Elementary School and the surrounding area.

Free breakfast for these children will be provided at Reverend Oxley's Bethel AME Church on 31st and K. To feed 200 to 250 children every day for as long as necessary requires support from everybody in supplying transporting goods. The basic needs are meat, dairy products, canned foods, fruits, canned and fresh, paper products, etc. If you can donate foods or services please contact: Friends of the Black Panthers 463-4725, Tuesday the 9th Committee 286-6577, or 444-5684.

A two week workshop in Mexican-American culture for those that work and serve with Americans of Mexican descent will be offered at the University of San Diego August 4 to 15. 4 units of college credit may be earned. The fee is $150 - some scholarships are available. Field experience in the barrios of San Diego County will be a part of the workshop.

Sister Irene Lawrence, Chairman of the University's department of sociology, is in charge of the field experience phase of the workshop. Jannette Jensen, a member of the sociology faculty will present the Analysis of the Mexican-American Culture.

Three hours of the 7-1/2 hour daily workshop will be devoted to conversational Spanish offered at three levels of competence. For further information, phone 295-2145.

This is the time to begin to dream of and plan summer vacations. How about providing the joy of a summer camping experience for a child with less fortunate financial circumstances?

Last year the Greater Parish Ministry and Metro summer ministries provided more than 400 children with the gift of a church camping experience. The generous gifts of individuals and groups make this possible.

Why not share a summer's dream, offer a campership? $25 gives a campership (tax deductible), for day camps, Heming Ranch, beach camps or mountain camping. This year half of the staff will be composed of paid minority persons from San Diego who need summer employment. The other half are unpaid volunteer college students. A gift this year not only helps send a child to camp but also a youth to college. Checks may be made to Greater Parish Ministry or to Metro. Phone 234-3158 or 286-8080 for further information.

You can fight the War on Poverty. Job Corps young people are returning to San Diego. You can be a friend to them. Someone to help, advise and care, that's what a JAC's volunteer is.

Joint Action in Community Service Inc., is an agency of volunteers formed to help young people adjust to a new job and help them to become useful productive citizens. Contact Mrs. William Emerson, Youth Opportunity Center 233-8221 or 223-8998.

Project Jobs - Hire a youth this summer. Urgent and immediate action is required by business and industry of this area to provide summer jobs for needy youths. The Urban Coalition has taken on the job of coordinating all committees and councils implementing this program.

If you or your firm would like to hire young people this summer phone or write the Youth Opportunity Center, 1025 12th Ave., 233-8221.

CURE had a total income last year of $3,762.33. The Newsletter costs including mailing were $3,071.91. The Newsletter has received a generous contribution from the Scott Foundation amounting to almost half the annual cost of the Newsletter.

If we are to continue we shall have to seek the rest of the necessary funds from membership and subscriptions.

CURE

CITIZENS UNITED FOR RACIAL EQUALITY

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