New Superintendent's Plans Unveiled On Television

Dr. Patterson's plans forecast new era in Baltimore schools

Speaking to the people of Baltimore for the first time on public television Tuesday night as superintendent of public instruction, Dr. Roland N. Patterson addressed himself to several immediate objectives for the 1971-72 school year. He takes office Oct. 1. The following is the full text of his address.

I am Roland Patterson, your superintendent of schools. I wish to take this opportunity to express my enthusiasm about the future of the Baltimore City Public Schools.

Obviously, as a new resident of Baltimore and superintendent of its schools, there is much for me to learn and a great deal to become acquainted with, as well as any number of problems to resolve.

You should know, however, that I am extremely optimistic and expect to approach my new position in a manner which will foster further development of Education City U.S.A. throughout the school year, there is much to be proud of.

In addition to these schools just opening, we should keep in mind that these are added to seven schools opened over the past three years to serve our students.

OLD SCHOOLS

However, while we are talking about new schools, we must not forget that the task is only beginning.

For example,

As you can readily see, no one could possibly suggest to you that the children in these still-to-be-replaced schools are receiving an adequate education.

The environment makes a tremendous difference in the education of a young mind.

However, you should know that the Board of School Commissioners and the administration recognize the need to continue the building program as exemplified by the fact that there will be three new schools opening during the school year.

Let us look at "Education City U.S.A." and review some of the fine programs in which many of our youngsters will participate.

These successful programs are to be applauded and hopefully expanded. However, the parents and other citizens of Baltimore City should keep in mind that such things as the number of pupils in a classroom, the kind of instruction they receive, the type of environment in which they receive that instruction are wholly dependent upon the extent to which you as citizens are willing to support your schools.

The superintendent and staff must be provided with the resources necessary if we are to be charged with the responsibility of placing Baltimore City in the forefront of the American education scene.

DOUBLE SHIFTS

Unfortunately, some of our schools continue to have double shifts with general overcrowding in a few others.

It is important to eliminate this situation as soon as possible.

I hope it will be possible for all citizens to join together in making a total commitment to the full development of education for all youth within the City of Baltimore.

At this time I take great pleasure in introducing to you the President of the Board of School Commissioners, Mr. Robert L. Karwacki.

It seems to me that I should express to you some of my beliefs and concerns as they relate to education not only in Baltimore City but in all of the large urban centers of the nation.

Generally speaking, the large urban centers reflect our most serious national problems.

The priorities of the nation at best are questionable.

Our country is experiencing unusual divisions as a consequence of the war. Economic problems of some magnitude confront us.

Our failure to solve the American dilemma concerning human rights has brought into question all that we stand for as a democracy.

And our schools have often been at the center of the storm.

Operating under a kind of "crisis management" school systems across the country find themselves beset and beleaguered, [illegible] the task of being "all things to all people."

This school system as well as those elsewhere at every level has been both the focus and locus of the social revolution. This is as it should be.

No other institution has promised so much, yet the chasm between our promise and our performance, particularly for the urban poor and minority groups, is there for all to see.

All of this is not yet behind us. Indeed, in our drive to systematize approaches to teaching and learning, all must be involved — students, parents and teachers.

We must seek to be involved in a meaningful way.

There can be no hope for our educational system until significant numbers of community people are involved in a collective effort to resolve the problems confronting our urban schools.

COMMUNITY INVOLVEMENT

In Baltimore our hallmark will be a relentless search for the improvement of basic skills for all children. We will use every available resource to accomplish this task. However, as I have said before, the varied elements of the community must work together in order to develop, coordinate and utilize those resources.

Throughout the United States schools have moved away from the position of serving their community and in some instances have reached the point of discouraging parental visits to the campus and classrooms.

Obviously this cannot be permitted.

Schools are not the private domain of educators to be left alone to do their "thing."

It is my firm conviction that until such time as this is fully understood by educators serving urban communities, we will continue to face charges of irrelevance, lack of support and turmoil in some of our buildings. Token acknowledgement is not enough; a total commitment is necessary.

TEAM ACTION

I am just as convinced that an excellent plan of community involvement carried to its ultimate in implementation does not necessarily carry with it a resolution of all the ills in urban education.

It is no panacea but a mandatory beginning.

It is just as important as the need to develop an organizational process which will enable every member of the team — students, teachers, parents, administrators and school boards — to be accountable for his actions and performance.

It is utterly ridiculous to assume that any member of this education team can carry out his responsibility in an efficient and desirable manner if he has no understanding of the nature of the responsibilities of other members, no means of identifying the link between his responsibility and that of others on the team and no method of determining if he is fulfilling his responsibilities.

Obviously, if his responsibility is not clearly defined, the authority to carry it out becomes questionable.

We must begin almost immediately to develop plans for a process through which every individual can be held accountable for fulfilling his responsibilities in an effective and efficient manner.

Students must be accountable for the action in their classroom. Teachers must be held accountable for the instruction provided.

Administrators must be accountable for all that takes place within their sphere of responsibility.

Likewise, school boards must be accountable.

However, none can be held accountable if the community does not provide for an identification of its educational goals and the resources with which to reach them.

MISTAKES OF THE PAST

This brings us to another area which I feel compelled to comment on.

If meaningful educational goals are to be identified, we must be willing to acknowledge mistakes of the past in bring this being a new America — one based upon a commitment to the concepts of equality, dignity, respect of one for the other; a commitment to confront our complex problems and resolve them in a manner which is beneficial to all; a commitment to see that poor black and white children in the ghetto share equally in the fruits of this land.

A commitment to eradicate the forces within our society which destroy our youth for economic gain.

There must be a commitment demonstrated by involvement. In new America there can be no such situations as those which exist in our leading cities where one finds the heart of the city being abandoned to the poor with our resources escaping to the suburbs.

Schools unfit for children will not be tolerated.

As I take the office of superintendent for Baltimore City, I am convinced that working together we will resolve many of our problems.

ABOUT THE BOARD

I expect my relationship with the Board of School Commissioners, other city agencies, school administrators and teachers as well as students to be one of a cooperative partnership collectively working together to insure that Baltimore City becomes the model urban center of which it is capable.

As we function together the Board of School Commissioners will continue to be the determiner of policy.

The superintendent's office shall carry out that policy as it administers the schools.

Out of our collective and cooperative action, it is my fervent wish to bring to their attention the need for in-service training programs for administrators and teachers, increased attention to early childhood education beginning not at age six but at age three throughout the city, and the crucial need for the improvement of our communication channels. I would like them to know that we must give increasing attention to individualized instruction.

We must improve upon our ability to respond to the creative ideas of those working within our schools. There must be greater employment of community people in the schools.

We must concern ourselves with the removal of the dehumanizing elements from the school system, in whatever form such elements may be found. I expect to develop an Office of Resource Development.

SEARCH FOR RESOURCES

The function of this office will be to seek out all possible available resources which might be of potential value to the city schools, be they resources of funds, time, equipment, materials, or anything else that could prove useful to the school system.

We must examine closely the potential of decentralization of the schools in this city.

Through decentralization it is possible to place administrative authority closer to the individual school sites, to improve the delivery of services, supplies and program resources to schools, and to augment community involvement in order to more effectively utilize this important resource.

In order to place the school system in a posture to begin to accomplish some of the things discussed in this talk, I have set for myself four objectives for this school year.

I have tested each of these objectives to be sure, first that they are constructive, and second that they are not in violation of the dignity and well-being of not only those for whom the schools were created but all others connected with the schools. Obviously, any objective to be accomplished must have the cooperation and full support of the Board of School Commissioners, other officials of government and citizens in general.

OBJECTIVES

I expect this year to achieve the following objectives:

1. Initiate an analysis of the total school system

2. Develop a plan for decentralizing the school system in a way which will provide maximum community involvement.

3. Expand those innovative programs which have been successful as determined by defined standards.

4. Initiate the necessary planning to bring about greater accountability on the part of all concerned with schools, including students, teachers, administrators and parents.

In order to formulate objectives, we must have goals that are district-wide and widely accepted by all so that as the various departments of the school system establish objectives, they will relate to long range goals.

Consequently, we will present a set of tentative goals to the Board of School Commissioners as a point of departure. I anticipate that the commissioners will want to hold full and complete hearings to receive a number of additions, deletions, and amendments. Your input will be crucial.

The goals that we propose will be developed out of my experience with urban education, out of the experience of senior staff members, from various studies yet to be done as well as those already existing and from documents which show what this school system is doing performance-wise for children.

I've stated about six things that the school administration will accomplish this year.

You can hold us accountable if we don't do it.

Since the schools are a total community enterprise, I urge you to commit yourself to at least two objectives to be accomplished by the end of this school year. objectives which will result in an improved school in your local community.

You can demonstrate your understanding, interest and/or support by accepting this responsibility.

MONEY MATTERS

Thus far in my discussion I have not touched upon a most vital issue — that of restructuring the funding base for the schools.

As I view Baltimore City from the vantage point of a new resident, it seems apparent to me that the state government must begin to assume a greater share of the cost of education.

We cannot long continue the built-in discriminatory process by which we now finance our city schools.

The urban centers are confronted with numerous complex educational problems, the resolution of which is costly. There must be a willingness to broaden the base of financial support for schools at the state level.

We must initiate a more aggressive program of seeking funds for education from the federal government.

There are some who would disagree, but this must not deter us. The local taxpayers' burden is heavy.

Yet, if we are going to really help the urban child, we will need additional financial aid. There must be an equalization of support for education throughout the state.

The suburban child needs less but gets more in terms of per pupil dollar support. The urban child needs much more but acquires much less in terms of the per pupil dollar support.

In addition, there is an attendant responsibility on the part of those of us concerned with education.

Our management processes must be updated and modernized.

Nineteenth century management methods will not suffice for an organization as large as the Baltimore City Public School system.

Physical facilities which are worth millions should be maintained in excellent condition in order to maximize their life span.

The taxpayer is entitled to the same protection for his investment as is the stockholder in the private sector.

FIRST DAY—Students at the new Walbrook Senior High School busily prepare registration forms in the homeroom class of Richard Smith, a teacher of Mathematics. According to one administrator, "the school is beginning overcrowded." First day of classes for the students was Tuesday.

Who Runs The City Schools

THE MAYOR
Thomas J. D'Alesandro III

ROBERT L. KARWACKI
Board president

DR.
ROLAND N. PATTERSON
Superintendent of Public Instruction

NOTE: Not shown are Dr. Vernon S. Vavrina, associate superintendent, Curriculum and Instruction; and board members Robert Thiebiot and Stephen McNierney.

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Board

LARRY S. GIBSON
Board

MRS. MAREE FARRING
Board

ELIZABETH MOSS MURPHY
Board

JAMES L. GRIFFIN
Board

KALMAN HETTLEMAN
Board

WILLIAM PINDER HUGHES
Assoc. Superintendent Personnel Services

STERLING S. KEYES
Associate Superintendent, Administration, Finance and Planning

Superintendent Patterson is expected to appoint a new Deputy Superintendent for Administration, Finance and Planning, Mr. Keyes was largely responsible for the successful fruition of one of the most daring construction programs in the country.

This year there are three new high schools: Walbrook High, at Edgewood and Clifton Sts. built at a cost of 10.2 million dollars; Lake Clifton on St. Lo Dr., built at 13.9 million dollars; and Southwestern High, 200 Font Hill Ave., built at 10.2 million dollars. Northern Parkway Junior High School was completed at a cost of 7 million dollars.

Most notably Walbrook and Lake Clifton were built with the newest architectural features in mind. Construction as interior fountains and courtyards, wall-to-wall carpeting, blackboards consisting of an entire wall and the most advanced science and laboratory equipment are minimal structural innovations.

LAKE CLIFTON FLARE-UP

However, the construction of new schools even brought a serious racial flare up in the community.

It was the intent of the Board of School Commissioners that as of 1971-72 no high school in the city be run on a "shift" or "double session" basis.

Lake Clifton, one of the new facilities, was expected to have accommodated the tenth graders from Northern High School and eliminate overcrowded conditions there.

Parents of Northern students protested so bitterly, however, that the school board members reluctantly permitted Northern to be placed under double shifts; allowing the school to accommodate tenth graders; but on an overcrowded basis.

Parents, asking for the change, insisted their request was not predetermined on the fact Lake Clifton would be a predominantly black school. Nonetheless, during the turbulent jammed-packed board meeting when the request was approved there were repeated whispers of "they should stay in their own neighborhoods."

SCHOOL BOARD COURAGE

This was not the "straw that broke the camel's back." The Board had already approved the selection of Dr. Patterson as superintendent.

(Continued on Page D-16)

How the schools are at the moment

By PAUL EVANS

"Are we in the same homeroom? Who do you have for science? Girl, I have new shoes, new notebooks and a new boyfriend! You know I'm something!"

In Baltimore, this can mean only one thing.

When the traditional school bells summoned 192,320 city children back to class Tuesday one sensed a general excitement and awe which has always made the first day of school a special day in the lives of American children.

Baltimore was no different.

Although the city has not yet found itself directed by the courts to implement busing to eliminate segregation inspired by the city's housing patterns, the role of the black teacher, the black student and the black administrator depends largely upon the mood of a city entrenched in an election campaign in which education has been given particular attenton.

"EDUCATION CITY, USA"

Once called "Education City, USA" by Thomas J. D'Alesandro III, the name continues to typify the energy exerted by school administrators, politicians, school board members, parents and students — each in their own particular way — to provide meaningful and fruitful educational opportunities for all.

PLUS FEATURES

In the middle of efforts by the community to provide innovation and change, the 1971-72 school year has begun with several "plus" features.

Most noteworthy would be the new superintendency of Dr. Roland T. Patterson to be commenced on Oct. 1.

The other is the construction of 11 new school facilities.

Notwithstanding, the Board of School Commissioners has indicated it intends to give Dr. Patterson every leeway in his expected efforts to invigorate and invigorate personnel in the school's hierarchy at "Twenty-fifth St." and to lend a greater ear to the voices of teachers, students and parents in the school themselves.

Although the atmosphere is generally quiet this week as administrators and teachers begin to "dig in" for the year, everyone is waiting for Dr. Patterson to make his first moves.

The dilemma in which the School Board and the outgoing Acting Superintendent Sterling S. Keyes find themselves is ironic.

Mr. Keyes succeeded Dr. Thomas D. Sheldon, who asked to be relieved of his position earlier in the year, to accept a deputy superintendency with the New York State Department of Education.

Mr. Keyes assumed the position as acting superintendent with the proviso he would step down when a permanent head was named.

In his former position as associate superintendent for Administration, Finance and Planning, Mr. Keyes was largely responsible for the successful fruition of one of the most daring construction programs in the country.

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(Continued on Page D-16)

MANY GET AWARDS, CITATIONS

Model A Council Membership Day termed a great success here

Council "A" of Model Cities held their First Annual Membership Day Sunday, September 5 from 2:30 to 5:00 p.m. in the gymnasium of Johnston Square Elementary School located at Valley and Biddle Streets.

The six Model Cities councils were organized 3 years and one month ago at Johnston Square Elementary School.

Lee Douglas, director of the council, stated, "This is a day of looking back and seeing how far we have come and how far we have to go."

The Soul Creation Band provided music for the affair, which presented certificates to 235 members who have served the council for a year or more.

Special awards were presented to the following persons who are not members of the council, but who have helped the council operate and provide efficient service to the community: Mayor Thomas J. D'Alesandro III; Model Cities Director William G. Sykes; State Senators Robert Dalton and Clarence Blount.

Also Councilman Robert Douglas; Mrs. Elva Edwards, assistant director of Model Cities; Edward Dupree, deputy director of Model Cities' Community Information Division; Dennis J. Taylor, director of Housing and Community Development, Mrs. Hattie Harrison, president of the Community School in Dundalk; Norman Ress, director of Model Cities' Cultural Arts Program; Lenwood Jennings, director of Model Cities' Finance Department; Clarence Duburns, director of recreation at Dunbar High School; Oscar T. Jobb, president of Community School No. 16; Mike Calvert, city planner; William Evans, bookkeeper at Council "A"; Irving Conway, director of Council "B"; and Mrs. Esther Vines, health coordinator for Model Cities.

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YW has interesting travel schedule

Trips to Bermuda, Spain, and Mexico for periods varying from a week to ten days are being planned for members of the Madison Avenue YWCA during the coming Winter and Spring.

In addition, a one day trip to Harper's Ferry is offered for September. It is stressed that participation in the trips is open to all who take a YWCA membership at a low $5 fee.

YWCA members will fly to Bermuda on December 27, 1971 and return January 2, 1972. Breakfast, dinner and double occupancy of a hotel room are included in the $295.50 fee.

Cocktail party greets the guests on arrival. Half of fee must be paid by October 31; remainder by November 27.

The flying trip to Spain is scheduled for April 2 to April 8, 1972. A bus tour to view castles in Spain, plus day trips to Toledo and Almagro, lace making center, are included in the $350 fee, as well as breakfast, dinner, and double occupancy of a hotel room.

Half of the cost of this Spring trip must be paid by January 15; the remainder by February 26.

The trip by air to Mexico is scheduled for June 26 to July 5 and is being planned to appeal especially to college students and young adults. Cost of this trip has not been finally determined.

A bus trip to Western Maryland and Harper's Ferry is scheduled for Saturday, Sept. 25. Cost is $13.50 for adults; $12.50 for children under eight.

Adult members of the Madison Avenue YWCA are also planning a dinner dance for Oct. 22, to be held in Overlea at a cost of $10 per person. An open house is planned for September 23 at the Madison Avenue Center.

In addition classes are offered at the YWCA including parachute jumping, ballet and modern dance classes, piano classes, a theatre group for children, choral ensemble, sewing, and gymnastics.

Especially designed for teens are classes in creative dancing, fundamentals of broadcasting, slimnastics; macrame, modeling, and millinery.

In addition, the teen age department offers twelve teen clubs and participation in tutoring, teen rap sessions, leadership workshop, newspaper, choral group, and international drop-a-line club. Teen YWCA membership is $2.

Cost of YWCA classes is low, partly because the YWCA is a member of the Community Chest supported by the United Fund. For information call 669-1881.

BACK TO SCHOOL DAYS find some 9,000 teachers such as Western High's new faculty members, Miss Precious Tindall, Mrs. Eugenie Tindall Watkins and Miss Freda Watts, recent Coppin State grads, ready to greet smiling pupils.

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GROP Hunger March needs Volunteers in Baltimore

GROP, the Community Hunger Appeal of the Church World Service will sponsor six walks in the Baltimore city area to raise money to help slacken the hunger of millions around the world, Sunday, Oct. 24, participants are needed.

Over 20 per cent of all the contributions collected then will be forwarded to the Maryland Food Committee to fight hunger in Maryland.

The six walks will start 1:00 p.m. in Towson, Dundalk, Glen Burnie, Catonsville, Pikesville and Baltimore City.

Each walk is 10 miles long and will end at Charles Center.

Sponsors have agreed to contribute a certain sum for each mile a walker walks. Checkers along the line of march will verify the distances covered.

GROP will conclude Sunday's activities with folk singing at Charles Center.

Last year GROP sponsored walks in 32 states and collected $2.7 million.

For walk booklets and further information contact: Ellsworth Bunce, 727-3764; Charles Boyle, 945-2700; David Horn, 532-6321, John Kuschel, 426-1001; or Jeneve Cassels, 944-1128.

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Constellation Celebrates 175th Year

The restoration committee of the U.S. Constellation celebrated the ship's 174th birthday this Tuesday afternoon. Only committeemembers, a few carpenters and several members of the press were on board for the cutting of the flag decorated birthday cake.

Next year, however, for the Constellation's 175th year since her launching at Baltimore, Sept. 7, 1797 a week of public festivities are planned.

Earle H. Burger of Cockeysville, an assistant director of the restoration project, said he is inviting several international sailing craft to sail into Baltimore harbor for next year's celebration.

The Constellation may be towed out of Baltimore harbor and then escorted back in by the visiting sailing ships.

While restoration of the Constellation will not be completed for two and a half years, by next September the Frigate Constellation's three masts will be 60 feet higher and the shipwill have a new berth, along the Pier 1, presently under construction.

Setting alongside the new Pier 1, the Constellation will be the highlight of Baltimore's harbor renewal program.

The restoration committee is part of the private, non-profit corporation, the Star Spangled Banner Flaghouse Association. Only privately donated funds and receipts from souvenir sales are used for the restoration and preservation of the Constellation.

Completed restoration will cost $600,000 and maintenance of the finished Constellation will cost about $100,000 annually.

Theft and vandalism have added to the maintenance cost. Last year timbers from the west coast was stolen from the old Pier 1. That theft cost the restoration committee $10,000 to replace.

Vandalism has yet to result in much financial lost, but fire is the committee's greatest fear. Thirty per cent of the Constellation's hull is from the original ship and is considered priceless.

Considerable historical investigation has allowed the committee and its carpenters to rebuild the Constellation as it was originally built. There have only been a few concessions to the 20th Century.

Instead of hemp rigging, the restored ship will have rigging of polypropylene plastic. On top of the completed masts will be placed aircraft warning lights.

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Ask venue change

SAN RAFAEL, Calif. — The bloody escape attempt in which six men died at nearby San Quentin prison has "so poisoned the atmosphere" that Angela Davis can't receive a fair trial, her attorneys said.

They said her scheduled Sept. 27 trial on murder, kidnaping and conspiracy charges should be postponed or moved if the charges are not dismissed outright.

Overnight mail delivery

Postmaster Warren M. Bloomberg, amplifying on a new mail service program, today identified local areas which are to receive overnight delivery of zip-coded first-class mail originating within the Baltimore Metropolitan Area and deposited by 5:00 p.m.

Mr. Bloomberg said 88 associate offices contiguous to Baltimore, will benefit from the next-day deliveries under this second National Service Goal. This encompasses zip code areas 210, 211, 212 (Baltimore, Md.) and 214.

"This program," said the postmaster, "will affect more than half of all first-class letter mail sent in the United States, therefore postal customers of every post office in the country will be benefiting from the new service goal."

Postmaster Bloomberg went on to indicate that the offices outlined above are those which next-day delivery will be provided for zip-coded first-class mail deposited by 5:00 p.m. on weekdays in business areas and at collection points on main thoroughfares.

STUDENTS WHO APPLY FOR SCHOLARSHIPS
PRIVATE HIGH SCHOOL AND COLLEGE PREPARATORY SCHOOL
COURSES INCLUDE READING IMPROVEMENT. HOW TO STUDY. ENROLLMENTS ACCEPTED FOR GRADES 9 THRU 12
• ALL ACADEMIC SUBJECTS OFFERED
• COLLEGE PREPARATORY COURSES FOR HIGH SCHOOL GRADUATES
• HIGH SCHOOL EQUIVALENCE COURSES FOR HIGH SCHOOL DROPOUTS
GRADUATES ATTEND LEADING COLLEGES
SMALL CLASSES PLUS TUTORING
MORE INDIVIDUALIZED INSTRUCTION
COEDUCATIONAL
30TH YEAR ACCREDITED
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