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Prices effective through Sat. July 1, 1978 in Giant stores in the city of Baltimore, and Anne Arundel, Baltimore, Harford and Howard Counties. This merchandise is not offered for sale or available to retailers, restaurants or other commercial enterprises.

TURN THE PAGE FOR MORE VALUES FROM GIANT

Minorities 'learn, baby learn' at ghetto school

A respect for all is key to success

Afro American FEATURE PAGE

By Carrick Leavitt

OAKLAND, Calif. — "What we've got here," says the incoming principal of John C. Fremont High, "is a rush-and-shove school. It's 1,300 and one-half acres of hell, yet it works."

Like any ghetto school, the aspecter — and the reality — of violence lurks in and around the grounds. One teacher never came back after his students knocked him over the head with a chair. A student was fatally beaten and shot at a party last month and a blind girl was raped near the campus.

But principal Hall Zuckerman says a "funny thing" is happening at Fremont, located in the heart of East Oakland's poor, predominantly black and Latino district.

Despite the state of siege — a chain-link fence surrounding the asphalt grounds, guards at the gates by adult monitors — learning is catching on. Absenteeism is on the wane and some students, looking to a better education, are even transferring into Fremont from other schools — something previously unheard of.

Fremont High houses 20 students in 61 crabby, portable classrooms. The racial mix is 73 percent black, 27 percent Mexican-American, Filipino and white.

Served in the lunch room on recent day were pizza, tacos, burritos, barbecued beef sandwiches, hot dogs, hamburgers, spaghetti and mashed potatoes.

Around the corner are Mexican-and-soul-food restaurants. The Hells Angels motorcycle clubhouse, Muslim headquarters and cheap stucco houses set up as apartments — Black Panther headquarters is 10 blocks away.

When he came to Fremont two years ago, Zuckerman, 52, said, "ten-sion ran high. The white kids "congregated on the hill, the Chicanos were out back, the blacks were up front and the Asians in the library."

Enrollment was 1,300 and absenteeism was a steady 20 percent. Today there are no gangs of "haters" lounging against the walls, spoiling for a fight. Enrollment has increased and absenteeism fluctuates between a respectable 10 percent to a high of 16.

The first goal was to "create a comfortable environment," Zuckerman said. "When they're spending all their energies protecting their flank they're not going to learn. Then we needed some tightening up, a better curriculum, better teaching and more discipline."

Last year we had a black kid, Marvin Patton, win a $11,000 National Merit Scholarship to Yale in physics. This year, an Oriental boy, Danny Lam, is the graduating valedictorian with straight A grades and the runner-up is a Mexican-American, Janie Heredia. They both want to be engineers."

Another program aimed at easing tensions and stimulating community interest is the selection by a school committee of a "family of the year."

A bicycle repairman, Alfonso Aguilar, and his wife were honored during commencement exercises this year. They were presented with a cap and gown. Aguilar addressed the student body through an interpreter and the couple graduated alongside their son, Manuel.

Last June Mr. and Mrs. Joe Howard, who sent nine children through Fremont High, won the honor.

But the biggest advance in easing racial tensions is an offered to be the school's three-year-old bilingual program.

Bilingual teaching has won steady acceptance at Fremont even though it's a hot issue at other schools in the United States. The federally funded classes are taught by teachers who fluently mix both English and the students' native language. Question-and-answer sessions club and bowl in Spanish and English, depending on the student.

Classes are also taught in Tagalog and English for the benefit of 20 students from the Philippines.

Gonzalo Toscano, 18, says the bilingual classes cut him and the other Mexican-American kids an identity that it makes them proud.

Problems inside the school system aren't so bad, when they can be talked out in Spanish, he said. "The students don't feel that the teacher doesn't like me because I'm Mexican — and they seem to get more out of the classes."

"We've seen a tremendous change in students who used to be cutters. Many of these students now identify with the school," said language arts teacher Wenceslao Abeyta. "Our attendance in bilingual classes is near 100 percent."

Russell Romero, 17, was having a smoke across the street. The school is closed to smoking and portable radios, so Russell walked off.

Actually, Russell has supposed to be taking the roll for Antonio Sanchez' social studies bilingual class in the office, but he'd taken the long route.

"Don't they want you back in class?" Zuckerman said gently.

"I'm thinking about it," Russell said.

A few moments later Russell was back in class, reading about Operation Wetback, the movement in 1954-59 to push illegal aliens back across the Rio Grande.

"Two million of us were deported," Russell read.

"The war was over so they didn't need so many of us."

"Okay," said Sanchez. "George, read the next passage in Espanol."

A black youth read in Spanish.

"Elizabeth," the teacher said. "What's it say on page 109 under the plate?"

Elizabeth foundered in English for a moment, then broke into fluent Spanish.

Inside the principal's office a little sign sits on a shelf. It says: "When you get to the end of your rope, tie a knot and hang on."

"Obviously we are a school that has a long way to go," said Zuckerman. "But we're making progress. Last year we won scholastic accreditation for the first time in 10 years. We have a winning basketball team. The cops had to marked as a heavy campus, but we've had few crime problems this year.

"I think what has happened, the campus has become a model for a good environment."

To top it off, Fremont High is scheduled to move next fall into a new $8.5-million home under construction next door.

Zuckerman's inner calm was shattered by funky disco music. He grimaced.

"That's David Rice. It's 2:30. He checks out his radio from the desk every day at 2:30 and turns it on so he leaves the school premises. That's his independence." (UPI)

GETTING IT TOGETHER — Student Russell Romero (C), 17, and bilingual social studies teacher Antonio Sanchez, stroll the campus at John C. Fremont High in Oakland, Calif. Bilingual teaching has won steady acceptance at the ghetto school and is credited with helping to ease racial tensions.

UPI Telephoto

LION TALK — Dressed for the role, Michael Leslie, who is taking over as the lion in the smash Broadway musical "The Wiz" is getting some pointers as he visits the lions at Central Park Zoo in New York.

UPI Telephoto

Teachers blueprint 5-year plan to give mathematics new image

By Patricia McCormack

Math has an image problem.

Mom or dad tend to excuse a child's poor performance in the subject with "So what. I was a dunce at math. The kid inherited no math ability from me."

The National Council of Teachers of Mathematics thinks math deserves better treatment. At its annual meeting in San Diego, the council added for a five-year plan to improve math's image and the public's attitude toward it.

President John C. Egsgard, who teaches children not math" in Ontario, Canada, said the goal is "a generation of boys and girls happy in math."

To be good at math is to be happy at it. However, Egsgard said children could be proficient without homework — a not so happy word with many of today's boys and girls.

In math, as in many other fields, practice makes perfect. Without the practice, the student can't learn to be good at square roots, fractions, division, addition and all the other sometimes puzzling mathematical things.

"Math teachers," he said, "must combat the trend away from homework."

Egsgard also told the math educators they must find a way to interest students in geometry.

"Students are turning away from geometry in droves," he said.

An update on hand-held calculators, presented at the annual session, shows they do not hurt student performance. Some math teachers feared that might be the case when the calculators became fixtures in classrooms.

Marilyn Suydam, head of the Calculator Information Center at Ohio State University in Columbus, reported:

About 50 percent of studies on calculators favor the calculators, showing that students with calculators generally do better than students without.

About 50 percent of studies came to the conclusion there is no significant difference between students who use calculators and students who do not.

"As long term studies come in, the no significant difference figure may go to 60 percent," she said.

A proponent of calculators, George Immerzeel, University of Northern Iowa, told the math teachers he believes the calculators help young children to learn basic math facts.

Multiplication tables, for one example, are learned by repeating, according to Immerzeel. They are repeated until they form a picture in the mind.

He said the picture is far more much faster by seeing it repeated by you on a calculator dial.

An urgent question for the math teachers, according to Suydam, is this: "Are we going to teach math differently because of the calculators?"

The council plans to nurture development of materials that use calculators and other computing devices.

The math teachers also took on the minimum competency movement, lambasted as an outraged public demands that graduates of the nation's public schools have at least survival skills in math.

President-elect Shirley Gill, the University of Missouri, cautioned against teaching for the competency tests. In other words, making the goals of a math teaching only good performance on the tests.

The easiest course, she said would be to raise math scores by "teaching rote learning in a mechanistic way."

The trouble with that, she pointed out, students would not learn to think and to solve problems — goals the teachers said are vital in math education.

The math teachers also were told the council is going to re-evaluate priorities of math education.

A $92,000 grant from the National Science Foundation will fund the project.

PRISM, Priorities In School Mathematics.

The search for a school math blueprint suitable for the needs of the 1980s will include a survey of teachers, parents and mathematicians, of course. (UPI)

Job Service Centers

An option often overlooked by unemployed

WASHINGTON — In the rush for jobs as thousands of high school and college graduates flood area employment agencies and scan newspapers, an all-too-often overlooked option for assistance are the 2,500 local job Service Centers.

Run by the state employment security agencies, under the direction of the Labor Department's U.S. Employment Service, the centers serve all who seek employment — and all services are free.

Upon entering a state Job Service Center, applicant is interviewed to determine the type of work for which he or she indicates an interest and aptitude. The interviewer also determines if the applicant is "job ready" or if counseling and/or testing services are needed.

Many of the centers have a self-service Job Bank, a computerized listing.

Many of the centers have a self-service Job Bank, a computerized listing of public and private sector job openings, that is updated daily. Here, applicants who know what type of work they are qualified for can examine a Job Bank book or microfilm viewer and select job openings of inetrest to them.

The applicant then sees an interviewer who provides a more detailed description of the job and arranges for an interview with the prospective employer, usually that same day. Referrals are based on qualifications in relation to the job requirements.

Job Service Centers also assist job seekers who are uncertain about their qualifications, and the types of jobs they desire.

Most centers are staffed with a specialist who furnishes complete counseling and testing services. Counselors help job seekers choose and prepare for an occupation based on their qualifications and interests. The aim is to help individuals become aware of and develop their job potentials.

The U.S. Employment Service published a special semi-annual edition of its bulletin, "Occupations In Demand," which identifies and gives the location and salary range of occupations with high demand for young job seekers. It shows jobs that generally require high school or college preparation, based on the experience of the Job Bank system.

To find out if actual job vacancies exist, applicants should visit a local Job Service Center.

The bulletin is available from the Consumer Information Center, Pueblo, Colorado, 81009.

Each year, local Job Service Centers conduct a Summer Youth Employment Program to provide full and part-time summer jobs for youth age 14 and 21. The program, which gives priority to disadvantaged youth, arranges for jobs in schools, libraries, community service organizations, hospitals, and private nonprofit agencies.

The Job Service also refers applicants to job and training opportunities under the Comprehensive Employment and Training Act (CETA); Youth Conservation Corps (YCC); National Alliance of Businessmen (NAB and other Federal and community programs concentrating on youth employment.

YOU BE THE THE UMP — If you were the umpire how would you call this play? The ball is almost in the glove of Expos baseman Tony Perez and Dodger Dusty Baker is almost on the bag. Umpire Doug Harvey called Baker safe and Expos manager Dick Williams thought he was out. Baker went on to score on a single by Bill North.

UPI Telephoto