

BRIEFING FOLDER  
FOR  
BERLIN AMERICAN HIGH SCHOOL

Regarding

Assorted Questions and Priority Items

2-5-13

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Some Possible Areas About Which Questions May Arise in the Berlin Community

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1. Minorities Studies Program (see attachment II )

Summary

a. Current Student Programs

- (1) Ethnic studies course taught to most social studies students
- (2) Black literature as an elective course for one (1) credit
- (3) Periodic student seminars
- (4) Black student union
- (5) Periodic idea list to staff on what to do in the classroom for minority studies. (Samples included in minorities studies section, see attachment II b.)

b. Current Adult Programs

- (1) Race Relations Seminar:
  - (a) 18 hours on school time from Aug. - April, Mandatory (See attachment IX b for personal commitments and evaluative comments from the last seminar.)
  - (b) A voluntary weekend Race Relations seminar in April.
  - (c) A voluntary Race Relations seminar during week of 12 March.
- (2) Workshop with Art Mc Coy for integration of minorities studies.
- (3) Grass roots school community to identify and help solve problems.

Members: M.Sgt. Gandy  
M.Sgt. Wilson  
Brigade Sgt. Maj. Wise

- (4) Minorities studies committee to help plan appropriate curricula and seminars

Members include five (5) staff and following community members:

Mrs. M. Grae  
Mrs. Blue

2. Drugs (See attachment III )
3. Black Student Union

The B.S.U. is an organization who's goals are to promote a positive identity of black students and to promote good relations among all races. It is comprized of students, jonior and senior high, faculty sponsor and parents. It is open to students of all races.

4. Accusations and suspicions of prejudice among teachers.
  - a. We are having eight (8) race relations seminars between Aug 72-April 73. All teachers are attending these. They are run by trained Army personnel.
  - b. JAG office lawyers has briefed teachers on legal descriptions of what can be termed racial discrimination, what is defamation and what legal processes apply as accuser and accused.
  - c. Individual concern are carefully researched and appropriate action taken.
5. Crowded Conditions in School.
  - a. New building is projected and funded. It should be completed in September 1975.
  - b. If conditions are more crowded next school year, Berlin Brigade is exploring possibility of an additional (temporary) facility then. There is no consideration at present to either "staggered schedule" or 1/2 day schedule.
6. Why don't more students have a study hall?

Only about 20 per hour do not have a scheduled class. Both the school library and student union are open for them.
7. Rules for students' behavior.
  - a. See 5 March 73 letter to parents (attachment IV c) for philosophy of discipline and general guides.
  - b. See sheet attached to that letter titled "Clarification of some Basic Discipline Items" for some specific rules and procedures.

- c. Reports from USDESEA coordinators have all been very positive concerning "climate" in school.

## 8. Attendance System

- a. See 12 Sept. 72 letter (attachment ix f) to parents for new system which is basically that we are sending notices to parents when a student is absent for any reason rather than to require notes from home. Students who prove unable to live by this system then go on our "Preferred Attendance List" for special action.
- b. The system is a success with one family exception. That's being handled!

## 9. Community School Involvement. (See this section of report for details)

### Summary

- a. Joint parent - faculty organizations, meetings, committees and endeavors.
    - (1) Communication workshop 12 Feb 73
    - (2) Race Relation seminars, Aug 72 - April 73
    - (3) Curriculum review committee
    - (4) Minority studies committee
    - (5) Progressive dinner involving all high school staff and 320 families on 8 April 73.
    - (6) Ombudsmen
    - (7) Principal's open office on Mondays 9:00 - 10:30
    - (8) PTA
    - (9) Volunteering administrators and staff to visit with formal and informal meetings in the community for school briefings and question and answer sessions (see Jan. letter to that effect.)
    - (10) Mini Courses
- (See newspaper article describing the week (attachment ix h) and letter to teachers giving evaluative results (attachment ix h).

## SOME POSSIBLE QUESTIONS

**MINORITIES STUDIES AND RACE RELATION PROGRAM**

## MINORITIES STUDIES PROGRAM

### BERLIN AMERICAN HIGH SCHOOL

#### GOALS FOR BOTH STUDENT AND ADULT PROGRAMS

1. To integrate subject matter and materials in all areas not later than school year 1973-74.
2. To promote good relations among all people, among races and within them.

#### MEANS

1. Race relations seminars and workshops.
2. Sixteen hour ethnics studies course to most students in social studies.
3. Idea handouts.
4. Accountability from teachers-What are you doing?
5. Coordinated plans in departments.

#### STUDENTS' PROGRAMS

1. Faculty Minorities Studies Committee

Purpose: To integrate minorities studies in the curriculum.  
formed on 21 Aug 72.

2. Ethnics Studies Course currently taught in Social Studies.  
(Taught by trained ethnics studies teachers on loan from Berlin Brigade.)

Purpose: (a) To teach main areas of minorities studies (as they pertain to social studies) in a 16 hour block of time this year.

(b) To train teachers for next year. Began on 3 Jan 73 and will continue until Mid-May.

3. Black Literature Course (1 credit)

Purpose: To teach as an elective course in Black Literature.

4. Idea lists to Staff

Purpose: (a) To give ideas on integration of minorities studies materials and content in all subject areas.

(b) To give ideas for such things as bulletin board displays.



5. Black Student Union

Purpose: To promote identity of Black students, to promote good relations.

Formed in September 1972. Meets regularly.

ADULT PROGRAMS

1. Seminars

Purpose: To involve staff in solutions to racial problems in an 18 hour race relations seminar taught by Capt. J. Gentry. Three hours per session spread out from Aug 72 to April 73.

2. Workshop

Purpose: To further teachers' involvement with integration of all aspects of minorities studies. To be held on 1 April by Mr. Art McCoy.

3. School Community Committee

Purpose: To get school and community together to work on any race problems. This is not the Schools' Advisory Council but rather a committee composed of community members who want to work on the grassroots level to help make the school reflect the needs of the local community and to solve problems.

4. Visits by Minorities Studies Coordinator, Hessen District, Mr. Art McCoy, 1 Dec 72, 19 Jan 73, and 11 April 73.

5. Minorities Studies Resource Center

Purpose: To provide a place in the library where staff can go to prepare lessons. Both books and book lists are there. This is a temporary measure to enable easy access to materials for preparation at a time when some do not know where to look.

6. Evaluation and Suggestions

Purpose: To have an experienced individual observe over a long period of time what we're doing and what needs to be done, and then to give specific help. Spec. Miller is doing this now. Mr. Art McCoy is also periodically making these evaluations.

## CURRENT ACTIONS IN MINORITIES STUDIES

### Social Studies Courses in Ethnic Studies

#### 1. Purpose

(a) To teach main areas of minorities studies (as they pertain to social studies) in a 16 hour block of time this year (1972-73).

(b) To train teachers for next year.

#### 2. Who teacher it?

(a) Four Ethnic Studies instructors working under the direction of the Race Relations Officer and under the control of the principal.

(b) These instructors are USAREUR Race Relations School graduates and in some cases have professional teaching backgrounds.

#### 3. For whom is it taught?

(a) 3 out of 6 7th grade social studies classes  
3 out of 6 8th grade social studies classes  
2 out of 3 10th grade World History classes  
1 out of 3 11th grade U.S. History classes  
1 out of 3 12th grade classes (Contemporary Problems)

(b) Because of the availability of only 4 instructors, all students could not be included in the program.

#### 4. How is it scheduled?

(a) Each of the classes meets one hour a week during the last period of the day.

(b) Beginning on 3 January and continuing until Mid-May (16 weeks, each class will have been involved in 16 hours of studies.

#### 5. What is the content?

(a) The course covers the historical contributions and problems faced by all minorities in America today.

(b) Topics covered are: Black History, Indians, Puerto Ricans, Orientals, Chicano/Mexican Americans, Appalachians, Jewish, White Arrogance, and the Kerner Commission.

## IDEA SHEETS FOR TEACHERS

### Suggestions for Minorities Studies in the Classroom

#### ART

1. Assignment: take any "fact from "Fact Sheet on Institutional Racism" and illustrate it.  
(other criteria such as time limits, materials, length of assignment, background knowledge of subject, style, medium, size, shape, viewpoint, and lesson objective should be set by instructor as needed, Grading should also be set up by the instructor: the suggestion here is to grade for awareness by the student of the attitude he is expressing as well as the technical quality of his expression.)

#### ENGLISH OR ART

2. Assignment: give student two advertisements which show something obviously racial, for example two black models in The New York Times magazine (or any fashion magazine) and ask for 100, 200, 300 word composition on the differences and why they are important. NOTE: One model has "Afro" hair and one has straight or "process". Grade as composition, but encourage discussion of values expressed.

#### ENGLISH OR SOCIAL SCIENCES

3. Assignment: JET Magazine and Time or Newsweek frequently run articles on the same subject. Ask for a composition on the differences and why they are important. NOTE: All three magazines are highly respected by certain segments of our nations, why can they be so great and yet so different? If you get a discussion going on this subject, resist the urge to endorse or condemn any view expressed.

#### ENGLISH AND ANY OTHER SUBJECT

4. Set up a class "Show and Tell" of Encyclopedia, pick subjects and compare what each has to say. In English, the comparative composition should be analyzed as well as the "reference" value of each. Subjects can be chosen at will, for the sake of relevance. NOTE: If you can get this gimmick to work it is not only a vehicle for racial awareness, it can be used for anything like drugs, sex, violence, war, or any other touchy subject you may feel a little ill at ease with. The material is guaranteed clean.

#### ENGLISH, ART AND MUSIC

5. Popular music is a frequent source of controversy. In this case the students are likely much better versed than the teacher, which is beside the point. Remembering that the value of art is in the eye of the beholder. Rock and Roll, Blues, Jazz and Soul are highly expressive media, and the popularity of any one will depend heavily on its ability to evoke feelings. There is an art to discerning the words to a song but even if you can't catch all the words you can get the tone and general meaning. In short, say lyric song is just a poem, and can be treated as such.

SUGGESTED ASSIGNMENT: take a piece of popular music or several related pieces, transcribe the lyrics as best you can and then present (either in class orally or in these form) your observations as to why they mean what they mean.

NOTE: Grade this somehow, for some criterion you have established beforehand. The very act of grading is a bridge between you and the establishment (teacher) and the student's non-school life. You are showing him or her that the same analytical tools can apply equally to Edgar Allen Poe and the Rolling Stones. You don't have to know anything about the song itself.

### BIOLOGY

6. BIOLOGY teachers will have to become well versed in the scientific data available on race and racial differences. RACE is a great example of an artificial taxonomical entity imposed for social rather than scientific reasons, but which is frequently treated in a scientific way, as if there were clear out lines dividing WHITE, BLACK BROWN, etc.

This is a subject on which there are very few clear cut answers. The teacher will have to be speaking from confident knowledge of several viewpoints, among which:

1. the 5-race classifications of humans.
2. the subspecies-level classification of almost any cross breedable domestic animal such as dogs, cows, chickens, rabbits, and slaves.
3. the subspecies-level classification of humans (crossbreedable and often domesticated) like brown-eyed, brown-haired and white skinned, as opposed to blue-eyed or dark-skinned.
4. the idea of a pedigree and its human correlation.
5. Darwinism and the scientific strengths and weaknesses of social -Darwinism.

NOTE: Needless to say, this will take a lot of careful organizing by the teacher. Someone could make a fortune with an acceptable high school level text on this.

#### TWO Suggestions:

(1) The subject is worth a mimeographed text supplement, which is also something on which tests and reading assignments can be given.

(2) It lends itself to graphic representation and can double as material to demonstrate Mendelian genetics, so may be two birds will fall with one stone.

**ENGLISH:** A bibliography of relevant, recognized works accompanied by some lists of books which could help to develop a viewpoint for the teacher to take: examples-Decline of the Wasp (Schnag) The Rightness of Whiteness (Clovis) For Whites Only (Terry).

**SCIENCES:** Biology: Deal with race, perhaps as an example, when methods are examined.

Math and other: Concentrate on meaning of STATISTICALLY derived information-superficially emphasizes problem solving actually brings science together with social sciences and race into the open.

**GYM:** Deal with it openly in health classes, perhaps with SEX EDUCATION.

**LANGUAGES:** Point up nuances of PR or Mexican Spanish. We have a comprehensive German program of German I through IV. Plus flexibility allows students to work at their own level regardless of age. In addition we offer French, Russian and Latin.

PLANS FOR SCHOOL YEAR 73-74

Following memo sent out to teachers:

BERLIN AMERICAN HIGH SCHOOL  
OFFICE OF THE PRINCIPAL

TO: All English and Social Studies teachers

SUBJECT: Plan for Minorities Studies for school year 73-74

1. Request each of you give to me in writing, by 4 May 73, a realistic plan for the integration of appropriate Minorities studies (ethnics studies) in the subjects you are teaching this year. (The plan is to be for next year regardless of next year's schedule.)
2. Request these be coordinated within each department (i.e.: if you're in English, coordinate with other English teachers, etc.)
3. Project Chairmen are:  
English: Mr. Sullivan  
Social Studies: Mr. Benson

PAUL R. BRITTON  
Principal

AFRO AMERICAN WEEK (12 - 16 FEBRUARY)

1. The Black Student Union brought a small portion of African-American culture to the students and community of Berlin.

- Activities included:
1. A thought for each day by some famous Black person.
  2. Music
  3. Art
  4. Poetry
  5. Dance

2. During this week special efforts were put forth to try to lessen racial tension and strengthen understanding between Blacks and Whites.

BERLIN AMERICAN HIGH SCHOOL

STAFF

Number	43
Teachers from minority group	8
American Indian	1
Mexican American	1
Oriental American	1
Black American	5
Minority group teachers hired locally this year	3



SUBMITTED TO PRINCIPAL FROM SOCIAL STUDIES DEPARTMENT

Integration of Minority Studies in Curriculum for SY 73-74.

This is what is currently being done. A future program fully integrated would be an expanded version of this in depth and breadth.

A. Seventh Grade / Southern Lands.

Black African history is studied as part of the regular studies. Projects and reports are encouraged along with the regular textbook materials. African culture and life style compared and contrasted with European, American and Asian types.

Latin American development and problems are studied but little is done about Latin American immigration to U.S.

B. US History (8th and 11th grade).

The minorities are mentioned as they enter the historical picture. More time and space is devoted to the Indians than was previously. The approach is basically chronological and not problem centered. There may need to be some basic changes in this approach.

C. World Regions (9th grade).

The culture regions are studied, not only their life styles but also literature and music are to be included. These are studies in depth.

D. World History (10th grade).

Attention is given to various racial groups in the anthropological studies. African backgrounds are studied along with the various types of slavery. Jewish, Greek and Roman contributions to the historical development are emphasized but also included are eastern and other groups outside the mainstream of western culture.

E. Government (12th grade).

In the study of government attention is given to minority rights within the concept of majority rule. Civil rights are a normal part of this course.

DRUG EDUCATION PROGRAM

## DRUG PROGRAM AT BAHS

26 Jan 73

### PROBLEM

Drug abuse is a social and cultural problem as well as sometimes a medical one. Coordinated effort between the school and community is necessary if we are to find solutions.

Families with drug abuse problems often become defensive and critical and the person with the problem often rigidifies his negative identity when there is a focus on one aspect of his behavior such as drug abuse.

Basically drug abuse is not a problem which the student can speak about in a logical cause and effect manner for he has learned to use drugs as a block to genuine communication.

### ACTION

Above is a brief description of the problem. What is being done?

1. Rehab: There is, and has been since shortly after school began, a rehabilitation group. A social worker from the hospital and our school nurse meets with the group.
2. Coordination with parents: Parents of all these students have been contacted about the group and its meeting.
3. Professional Consultative Committee: A new committee is now being formed composed of the following personnel. It meets with individual families.
  - School principal
  - School nurse
  - School counselor
  - Psychiatrist
4. Teen Involvement Program: 15 students trained in drug education to work with other students at TAR and BAHS. These students spent 4 days training at a workshop in the zone. They meet weekly as a class to learn more about drugs and to plan appropriate activities to prevent drug abuse.
5. Experts:
  - a) Dr. Smith was here at BAHS twice during the week of 22-26 January by courtesy of the PFA to talk with students.
  - b) All day drug workshop on 12 February for students, parents and teachers, directed by Mr. John Jessup.
  - c) Mr. J. Jessup has been here 4 times this year to help in drug education program.
  - d) Visitation team to evaluate drug program and suggest improvements.

Dr. Harvey Friedlaen, Co-director of National Drug Training Site,  
Adelphi University.

Dr. Larry A. Bear, Director, National Action Committee for  
Drug Education, U.S. Office Education

Dr. Don Danona, Coordinator, Drug Education, USDESEA

Mr. John Jessup, Coordinator, Drug Education, Hessen District,  
USDESEA.

6. Teachers: Teachers are responsible for notifying the nurse of students who are suspected of drug use or being under the influence of drug at school.
7. Drug Assistance Center: Each Wednesday and Thursday afternoon. Drug Assistance Center is at the school for consultations.
8. Parents: Several parent volunteers are working with school nurse and principal to help in local program and to help the drug workshop on 12 February.

COMMUNITY-SCHOOL INVOLVEMENT PROGRAMS

BERLIN AMERICAN HIGH SCHOOL

Faculty-Parent Race Relation Seminar

27 Feb 1973

PROBLEMS

1. Hostilities, fears and self expressions

2. B.S.U.

3. Specific problems

4. Students & discipline

PLANS

- a. Progressive dinner
- b. Parent-Teacher Contacts
  1. Faculty-Parents meetings
  2. More individual conferences (Parents & Teachers.
- c. Rumor mill: call 6393 (counselors) to research any rumors.
- d. Teachers, personnel pledges to do more to open communication.

- a. Clarify to all both purpose & membership.
- b. Get rid of racism
- c. All help toward appropriate goals.

Pledges to go directly to sources rather than to let fester.

Clarify rules to parents through letter.

COMMITMENT

MOST HELPFUL

LEAST HELPFUL

10. I'm committed to the students and I always

The best part of this workshon was the discussion between parents and teachers and all the points made or rather discussed about the student union for the black children. I never knew anything about the group, but I think I've seen some good come out of it.

The worst was jumping of subjects.

11. To meet people over half way. I intend to call immediately upon the parents to view the situation with them.

Communications were finally open. Some rumors were clarified others were not-but generally they were brought out into the open.

Predjudices and biases were still sensed by me. Nothing was really really solved.

12. Nothing done toward getting rid of the polarization which confronts this school.

We discussed current school problems and not general overall racial problems.

I get the impression that certain students will still be given special treatment-or the velvet glove-even when teachers proved here they are against this policy.

13. To fight the fear factor that seems to be prevalent in the school and to continue to treat all students with equal standards and to insist that all students behave and respect others as human beings.

A chance to speak freely about difficulties.

A reluctance to cite incidents after the incident was brought into conversation.

14. Keep trying to understand and keep perspective.

Joe Gentry is a terrific and exceptionally talented leader and I'm grateful for him.

Unsubstantiated accusations as referring to "basketball".

15. Try to reach more black parents to participate.

I think we came to an understanding that there is a problem existing between the

Least of all; attaching behavior of students instead of trying to reach their needs.

FACULTY - PARENT

RACE RELATIONS SEMINAR 27 FEB 73

COMMITMENT

MOST HELPFUL

LEAST HELPFUL

- |   |   |   |
|---|---|---|
| 1. Be more aware of the total problem.  | The open discussions.   | Not enough small group discussions.   |
| 2. Greater awareness.   | The opportunity to interact about problems.   | The social actions officer.   |
| 3. Discuss BSU etc. in my classes more. Contact <u>more parents</u> .                             | Open up about the problems that exist.  | Refusal to admit there is a problem by some.  |
| 4. Be more receptive to other person's feelings.  | Gave opportunity to say what has been bugging a person.   | Not enough small group discussion.  |
| 5. Call parents more often.   | Way to communicate different ideas.   | Blacks are gathering material against whites. (school affairs) Not giving teachers a chance to answer. Our questionnaires were not discussed. |
| 6. To continue treating people as individuals and evaluating them on their own merits.            | That rumors about the BSU are to be dispelled and if it does not work toward its goals, it will be abolished. |   |
| 7. More understanding in my classroom approach.   | School problems were discussed.   | No concrete and/or general guidelines on the above made.  |
| 8. To promote a better understanding between Blacks and Whites.                                   | To learn about some of the incidenced, attitudes and general discussions about pupil teacher relationships.   | Display of indifferent attitudes.   |
| 9. I shall continue to evaluate my teaching and my personal interactions in my classroom as I go. | The best aspect was including parents.  | The least desirable aspect was the passing on of situations in a numbulous manner.  |



Seminar 27 Feb 71

<u>COMMITMENT</u>	<u>MOST HELPFUL</u>	<u>LEAST HELPFUL</u>
22. None	The fact that we had parents present. Hope that we have more in the future.	I was hoping that we would discuss some incidents in the school and really put our finger on them.
23. Attempt to see things from the students' viewpoint?	Getting the program down to our immediate situation.	Discussions about Open House-etc. a waste of time because the parent who should come, do not
24. Working on curriculum change on how to foster self esteem thru the arts.	Having parents present.	Not having students present.
25. Will make an effort and volunteer my service where needed.	Had the feeling of clearing the air a bit and the effort on all parts to provide information where needed.	Some rumors still exist wish more black parents had been present.
26. As a teacher I'll check my own feelings after any encounter to try to determine the real reason is prejudice involved in my judgments?	I could empathize with many people as they expressed opinions and feelings whether I agreed or not.	The people who needed the seminar most, left early.
27. Greater effort to contact parents. I must give up too early.	Feeling of openness. Concrete results (dinner communications).	Group too big. Unnerved by lack of substance to rumors that are concerning community.
28. Continue to talk with parents-teachers, etc. More community involvement.	Opportunity for teachers and parents to express themselves. Actual problems that have occurred in classrooms, etc. Rumors from both sides (parents-Teachers).	Certain persons personally criticized.

Seminar 27 Feb 73

COMMITMENT

MOST HELPFUL

LEAST HELPFUL

16. BSU-I feel it is needed desparately in order to bring the students together all students expressing rage, like of self control.

Was getting together communications.

Helped least-the teacher that saw the incident and didn't report it.

17. I intend to report specific names and details of problems. I intend to call parents and invite them to my class.

Hearing about specific problems and suggestions of how to go about solving these difficulties.

Sgt. Stark made some very vague statements and accusations which he didn't back up or give basis for.

18. I have no current contacts where I can help.

Recognition that problems are small, immediate, and need to be taken seriously enough to try to deal with now.

Desire to minimize the fact that frictions exist by de-emphasizing or forgetting about race problems. It is past time to deal with race relations in general, but it is time to pay detailed attention to the particulars.

19. Continue to conduct classes as before without any prejudices.

Participants were outspoken.

No individual problem was followed through to the point of possible solution.

20. None.

Problems were discussed that had been avoided in the past.

Meeting too long.

21. None.

To be able to hear things that have affected others (i.e. incidences, problems, how to solve them & how this has caused other problems, etc.) & to see how these things relate to me & how I can compare these things to myself.

I feel that at the next seminar Sgt. Starks should be here to discuss these "rumors" -- basketball, double grade standards. I feel he is not fair in making these accusations.

Seminar - 27 Feb 73

COMMITMENT

MOST HELPFUL

LEAST HELPFUL

29. As usual do what I can on the spot when I can.

Persons with something on their chest had the opportunity to get it off.

The problems did not have solutions right now.

30. To report more incidents dealing with our present problems.

Truthfulness-Also being able to hear the parents side of the problem. The meeting was personally most rewarding.

To report more incidents dealing with our present problems.

31. I will continue to have an open mind & hopeful outlook.

That we had the chance as parents to hear some teachers.

The chip some folks still have on their shoulders, no matter how one extends ones hand and says "let us reason together".

32. I'll be myself and treat each student as an individual without regard to the students' race.

I got some first hand information about what's going on at BAHS, that I was not aware of.

Not practicing what the preach. (Sgt. Starks was making accusations without going and speaking to the person personally.

33. I will attempt to extend my hand further. Believe me it is already considerably extended.

None

None