

NEWS ONE

O.N.E. NEWS LETTER

P. O. BOX 8228, CLINTON HILL STATION - NEWARK, NEW JERSEY 07108



PRESIDENT'S MESSAGE

SOME THOUGHTS REGARDING BLACK EDUCATORS

by Fred Means - June 1969

Increasingly, the responsibility of educating the children of Newark will be placed on the shoulders of Black educators. Black educators must thoroughly equip themselves to be prepared to meet the challenge. The first order of business is Self-Blackenization. Many Black teachers are uncomfortable with their Blackness and seek comfort in continuing an impossible quest to be white. Black educators must begin to see themselves as beautiful Black men and women who have developed out of a proud heritage and a rich culture. Then to aid Black youngsters in a discovery of the beauties of Blackness.

It is certainly true that the most valid education does not necessarily occur in schools; however, the bureaucracy still requires certifications. You have a continuing obligation to your children to return to school and obtain those necessary bureaucratic documentations so that you will be ready to assume the guidance, reading administrative and other positions that are becoming available.

Concurrently, you must search for answers to the question, "Who am I?" Many of the answers to this question will be found in many places where community people gather as well as in the street. This can be seen as an in depth search for soul via independent study.

There are voices emanating from segments of the community charging that Black teachers do not care about Black children. In far too many instances, the charge is valid. Examine yourself now to see if this complaint is about you. Ask yourself some questions and seriously consider the answers. "Do I really care about Black children?" "Do they remind me too much of all I find distasteful and am trying to escape?" "Am I hesitant to physically touch Black children? Why?" "Do I give anything extra? - time? - talent? - love? - money?" "Do I rush to leave the building the moment the final bell rings?" "Have I developed any methods for communicating with the parents of children I teach?" "Do I visit the homes of my children?" "Am I involved in any community organizations or activities?" "What is my attitude about people on welfare?" "Do I feel that these children should be able to pull themselves up by their bootstraps like I did?" The answers to these questions should enable you to evaluate your true feelings about Black people, poverty and America.

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N. J. B. E.

by Beverly Williams and Lois Thomas

On May 17, 1969 the New Jersey Black Educators convened for a day of serious mind-searching at Trenton's Junior High School No. 3.

The N. J. B. E. Conference convened with remarks from Dr. E. Watson who stated that revolutions are painful but the fear was more painful than the process. However, meaningful change brings about improved conditions and Black leaders from within and without must work together to achieve equity and relevancy in education for our Black students. His remarks were followed by the speaker LeRoi Jones who emphasized 'value systems' "Students must get a value system in order to judge. A value system must benefit you as you actually exist, which deals with the reality of life in these United States. Europe is centered on a European Western world map, but Europe is not in the center of God's world. You don't prepare chicken like you prepare gefilte fish. We are not characters out of a Samuel Beckett play, or homosexual existentialists. These are taught because it is what the society value system is based on. If you are an indian and using cowboy philosophy, then you must jump in front of the gun and your kids as cowboys must kill you first. Black does not mean power and death. We were separated when we first got here. We are not the separatist. Rap Brown did not create the South Ward. A value system is what is being taught." After the speaker the group broke for workshops.

Workshops reconvened at 1:30, with Nate Johnson and Assemblyman George Richardson leading a discussion on Politics and Education. George Simms and Herbert Douglas headed a dynamic sensitivity workshop, in which everyone explored "changing self images in today's world."

Educators weren't alone in their mind-searching. Students from Junior High School No. 3 held their own session— Student Involvement. The major topic of discussion was the "students' place in education". Joe Moore and Barbara Hancock, students from the school, handled it beautifully.

Fred Means attracted a vast audience when he reflected on Community Control. To Control or not to Control... that was the question.

"The Role of the Black Teacher in a Changing Society" couldn't help but be a most fruitful workshop. Phyllis Gudger, a high school teacher from Paterson, threw out some interesting and really Black food for thought. The Black teacher must capture the "uneducable". The Black teacher must capture the student in meaningful dialogue. The student might know his textbook from cover to cover, yet never really know its meaning. Why? That book means nothing to him. But, perhaps a book like Look Out Whitey: Black Power's Gon' Get Your Mama would. First, it is Black, so naturally beautiful, as well as



Eugene Campbell, Chairman of N.J.B.E. left
Fred Means, President of O.N.E. right.

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WHY ONE . . . an Editorial

NTA, NTU, and now ONE! Why? An association and a union orientated to the specific needs and vested interests of Newark pedagogy. Why ONE? Is it supplementation or parallelism we're after?

It's more than - who is not for me, is against me. It's more complex and still, very simple. Over eighteen months ago an organization was founded. Its nucleus a spin-off of Black men and women who were union and association members. Why? Numerous why's could follow, but suffice it to say, why not? No Black administrators other than a few "political" appointees, a "second class" point of view advocated by the majority of the Board and 1.9 million dollars turned back to Title I. Can't we go on to catalogue the sins of the oppressor!

Who spoke for the Black teacher? ONE addresses itself to that query. We do - ONE does! We speak loud, with authority, with compassion for our community, and respect for a noble calling. Though we act in concert with the other existing organizations, we, only we, are responsible for the self-determination of our Black education community.

Elected Officers 1969-70

- President – Fred Means
- 1st Vice President – Eugene Campbell
- 2nd Vice President – William R. Jackson
- Recording Secretary – Melody Wooten
- Corresponding Secretary – Ethel Sykes
- Treasurer – Jean Oliver

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- Howard Caesar
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- Charles Haynes
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- Erma Lowe
- Kenneth Travitt
- Martha Washington
- Owen Wilkerson
- James Wright

Newsletter Staff

- Editor – Pat Curvin
- Staff: Mildred Moss
- Lois Thomas
- Beverly Williams

“CHAD”

For those who have not availed themselves of the opportunity to visit the Black Youth Organization, Inc. at 78 Clinton Ave., it's a must. Members of B.Y.O. visited O.N.E. and explained their Chad program.

Chad, named after a small African country, which is young, resourceful, growing, and Black, is an educational venture for Black youngsters ages three to fourteen years old. The program, designed to provide Black youngsters with a concrete foundation in particular educational skills such as reading and speech, will run for six weeks during July and August. The instructors, supplied by the organization and the Newark YM-YWCA's HI-Y program, will consist of college and high school senior students.

These young people are indeed to be congratulated for their sincere dedication to the enhancement of knowledge for all young black people.



WANTED —

Negro males to Teach in the Primary Grades.

by George Cureton



As a male Negro teacher who has himself lived with the social ills of the ghetto community, including the absentee father, this is a plea that educators, and all concerned with the problems of ghetto children, involve Black males in the education of the very young boys in ghetto schools. Moreover, those selected to teach should, if possible, themselves come from the ghetto. Not until ghetto children can see their own people succeed will they believe they, too, have a place in our society.

If the supply of Black male teachers is insufficient, then boys should be recruited for teacher training from the high schools in ghetto communities.

The elementary school should help to provide the positive self-image and the self-pride which the ghetto child so desperately needs. But, if the elementary school is to be instrumental in alleviating the problem of the inadequate or absentee male, it must include male and female teachers in the lower grades. At present the elementary school tends to perpetuate the pattern of deprivation by excluding men from teaching the very young child. This limits the child's perspective and damages his chances of obtaining an adequate male image during the years when he needs it most.

By the time the child has his first encounter with a male teacher it is usually too late for a desirable effect. By that time too many children have formed inferior self-images and absorbed negative attitudes toward the world they will be entering.

Anyone who had seen the riots of last summer had watched the misguided youths flirting with death, and had observed the mania of angry young men, would have realized their unmet need for early exposure to men who have headed them in the right direction.

It is true that boys in the ghetto often have a listening problem. However, it is my contention that boys “tune out” on women teachers because they hear women all the time at home. I believe that just the sound of a male voice commands attention.

Who will help our children before it is too late?

JOIN US!

“END OF YEAR FLING”

STERINGTON HOUSE
MONTCLAIR, N. J.

JUNE 25, 1969— 4:00-8:00 p.m.

NO PACKAGE GOODS.

DID YOU KNOW...?

that 60% of the people on the welfare rolls are white?

that of the more than 200 delegates representing the N.J.E.A., only two are Black?

that the Mississippi Educational Assn. (M.E.A.) faces expulsion from the N.E.A. after the predominantly white M.E.A. membership voted against merging with its Negro counter-part.

that the Black Community in Pontiac, Michigan created its own Board of Education to deal with problems faced by Black students in a white educational establishment.

WE REAL COOL

The Pool Players.
Seven at the Golden Shovel.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

Gwendolyn Brooks

BLACK BOOKS

Robert Deane Pharr—The Book of Numbers. An account of Black numbers racket operations in a Southern city during the Depression.

Harold Cruise — The Crisis of the Negro Intellectual. (In paperback now.)

Jean Toomer— Cane
Written in the 1920's this is an avant-garde approach to life in the South and in Washington, D. C.

Gordon Parks—A Poet and his Camera
Life photographer unites poetry with pictures.

Frantz Fanon—The Wretched of the Earth. The handbook for the Black Revolution.

Anne Moody— Growing up in Mississippi. A compassionate recall of life in the 60's as a young civil rights activist.

Herbert Aptheker— American Negro Slave Revolts.

A moving account of desperate efforts of Blacks to make their way to freedom.

Lerone Bennett Jr.— Before the Mayflower. Full history of the Black man from the empires of the Nile Valley to the Black revolution of the 60's.

William E. B. Dubois— Souls of Black Folk. Reissue of Black classic written by a man who refuted the conciliation represented by Booker Washington.

John Hope Franklin—Reconstruction. An excellent history of the period which dispels many anti-Black myths and distortions.

J. C. Furnas—Goodbye to Uncle Tom. Mrs. Stowes erroneous knowledge of the Black man's life perhaps did more harm than good states Furnas.

Melville Herskovits—The Myth of the Negro Past.

Refutes the racist charge that the Black Man is inferior.

ONE AT OCEAN-HILL BROWNSVILLE

Lois B. Thomas

On Wed. March 26, Education at Ocean-Hill Brownsville became a reality for ONE members worth more than the three credits you might receive for a verbal approximation of same Schools were PS 87, JHS 271, IS 55. After a tour of 271, faculty and administration gathered to discuss and exchange ideas. Excerpts from the discussion follow:

What is Community Control?

How did it come about?

Disenchantment with the farce of integrated schools due to segregated housing was a major factor. The concept itself is not new, but rarely practiced in urban communities.

Can the Community Deal with Educational Issues?

Laymen are often more aware than those capable of being involved. It does not take a professional educator to identify with problems.

What is the Black teachers Role?

Black teachers often play the wrong role. There is no in between. One is either with the revolution or with the oppressors.

What is the philosophy of the school?

To teach the child how to survive. In a hostile, demoralized society it must help the child to determine which are the real values.

Is Higher Education Stressed?

For scientific and technological skills only! There is no necessity for other 'ologies.'

Why Emphasize Survive and not Compete?
Black minds are capable of competing, but not prepared to survive. Many are 'hung up' on dope, etc. because they haven't been trained to survive!

Is there a Moral Issue?

We must build on moral issues. Do we tell children to become teachers and doctors to make a lot of money, or because they are noble professions where one can help others?

What Can Interested Groups Do?

Create Programs! The revolution must begin at the grass roots, perhaps with the students, but remember, 'A fool can tell a wise man something even if he doesn't know what he's saying himself.' Community control is necessary for these programs.

Will More Property Owners in a Area influence procedure for Community Control?

No. Albany must still make the decision. The 'property' with which we should concern ourselves is not our mortgages— but our kids!

Mr. Leslie Campbell sees many Black concepts such as Black Capitalism, as tricks in this system of things, reinforcing illusions. Concerning student unrest: They are only reacting to what they see. They are seeking truth. Clothes, mannerisms, and professional titles are meaningless. One must prove his worth to the community. Therefore, the teacher and the policeman must continually assert their commitment to the people they serve.

THE QUOTABLE

KARENGA SPEAKS ON:

Black Cultural Nationalism

The seven-fold path of "Blackness is to think BLACK, talk BLACK, act BLACK, create BLACK, buy BLACK, vote BLACK, and live BLACK.

Revolution

There is no such thing as individualism, we are all Black. The only thing that saved us from being lynched like Emmett Till or shot down like Medgar Evers was not our money, education, or social status, but our absence.

SOUL QUIZ

Who was the soldier, in the American Revolution, who said: "The British weren't as brave as we were. They were not fighting for the same reason that we were. We were fighting for freedom."

Answer: *PETER SALEM, a black soldier who was a hero of Bunker Hill.*

Who was the mathematician and astronomer appointed by George Washington to survey and plan the Capital of the U. S. and who planned the layout for the streets of the new city of Washington, D. C.?

Answer: *BENJAMIN BANNEKER*

The North Pole was reached on April 6, 1909 by an expedition led by Commander Robert E. Perry. His co-discoverer, an expert on the use of navigation instruments and a linguist familiar with the language of the Eskimos, was...

Answer: *MATTHEW ALEXANDER HENSON, a black man.*

Who was awarded the Pulitzer Prize in Poetry in 1950?

Answer: *GWENDOLYN BROOKS.*

Religion

Christianity is a white religion. It has a white God and any "Negro" who believes in it is a sick "Negro". If you believe in him, no wonder you catch so much hell.

House System

A man has to be a leader and he has to be a man who bases his leadership on knowledge, wisdom and understanding.

Art

Black art must be for the people, by the people and from the people. That is to say, it must be functional, collective and committing.

Liberals

We flatter whites to talk of being equal to them. To say equal to them is to use them as the standard.

CULTURAL NOTES

Charles Gordon's "No Place to Be Somebody", N. Y. Shakespare Festival's Public Theater.

Life and times of an ambitious hustler, Johnny Williams; set in a Villiage bar.

Negro Ensemble Company

Returns to New York this summer after London engagement to repeat dramas shown earlier: "The Lusitanian Bogey" and "God is a Guess (Who)".

"Cotton comes to Harlem"— flick based on Langston Hughes' short stories in production in Harlem. Ossie Davis, director.

"Ceremonies In Dark Old Men"

Third avenue at 12th Street— Pocket Theater acclaimed slice-of-life play re-released after being a hit of the Negro Ensemble Company.

Melvin Van Peebles, director of "The Story of the Three Day Pass" next directs Godfrey Cambridge in "The Night The Sun Came Out on Happy Hollow Lane".

See the immortal Otis Redding in "Monte-rey Pop", Kipps Bay 31st Street, at 2nd Ave.

YEAR'S RE-CAP OF '68--'69

- opened and equipped a new office - 800 Clinton Ave. Newark.
- provided a forum for Rhody McCoy, George "Specks" Hicks, George Cureton, Black Youth Organization, Gladys Hinton, David Campbell, and Thelma McCloud
- enabled members to buy new cars at fleet prices - Newark Chrysler-Plymouth
- presented community forum "Moving to Community Control" and developed workshop resolutions
- visited Ocean Hill-Brownsville School Complex.
- organized the "Black Caucus" at the N.J.E.A. Convention
- played a leading role in the development of New Jersey Black Educators
- instituted an association with the Bronze Shields (Black policemen)
- pressed for an increase in the number of Black administrators
- assisted three of our members as intervenors in the suit regarding the change of selection procedure for hiring administrators
- presently fighting to obtain equal pay for acting administrators
- giving ten \$100.00 scholarships this year to Newark high school students
- assisted in the reinstatement of the plan to make regular teachers of substitutes who have worked three consecutive years.

Our greatest challenge for the coming year will be to develop a meaningful relationship between teachers and the community. Your assistance is a must in the attainment of this goal.

It is imperative that Black people begin to come together in all areas and on all levels. One suggestion is that in every school in Newark, as well as at the Board of Education, a Black caucus should be established that would meet regularly. The group would be able to pool information and develop ways of utilizing the information for the benefit of Black people. These sessions could also be used as training sessions in what it means to be Black. The major overriding purpose of the Black caucuses would be to put the Black house in order before dealing hyper-critically with the white house.

Another integral role that Black teachers must play is to constantly teach children all of the information that they must possess to survive in racist America. This, of course, begins with the teaching of basic skills. Moreover, Black teachers must develop methods of teaching children about the realities of politics, economics and racism. If we are to survive as a people, our children must understand the true nature of America and its institutions as related to Black people. How does one deal with a merchant who claims he is selling chickens for \$.29 per pound when in fact he is selling them for \$.59 per pound? How does one deal with a landlord who refuses to make repairs and does not supply sufficient heat? How does one deal with a teacher who allows the children to dance to records day after day and does not teach? There are real problems which our children and our people must learn to deal.

In summary, Black teachers must get themselves together to meet the challenge of educating Black children. This crucial responsibility must begin with the necessary documentation as well as Blackening of Black teachers. Black caucuses at every level are key in gaining insights and revitalizing strengths to sustain the fight for Black survival. Finally, Black teachers must prepare Black children to cope with and survive in the real America and not continue to perpetuate a cruel, false myth about the ideal America, which has never existed.

N. J. B. E. —
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educational, which is beneficial. Mrs. Gudger concluded: "Let's get with it Black teachers. We have for too long been cut and dry; Creativity! Yes, creativity is the thing. Why feel obligated to the textbook?"

Discussion followed when resolutions were made. A resolution to re-evaluate and revise textbooks was suggested. A few of the many other resolutions were:

1. Establishment of storefront guidance centers.
2. Establishment of a Black Braintrust.
3. Divorce ourselves (N.J.B.E.) from the N. J. E. A.

New Jersey Black Educators ended its Convention in the true Black tradition. . . with soul food and soul music at the Hildebrecht Hotel. During the course of the Dinner, George Cureton was presented with the Harlan Bruce Joseph Award for his outstanding work in the science of reading.



FRIENDS OF ONE

Edna Alexander, Jean M. Anderson, Mr. Baldwin, Marion H. Bell, Mr. & Mrs. Bond, John E. Bowles, Mr. & Mrs. R. Braxton, Miss Nevada Brown, Miss Celestine Burns, Rozalind Bush, Mr. & Mrs. Howard Caesar, Richard S. Cooke, Mr. & Mrs. Bertram Coppock, Pat Curvin, Adrienne Davis, Woodrow F. Davis, Mrs. Esther Elliott, Anzella K. Fields, Mr. Fredericks, A Friend, Gino & Kenyatta, Marilyn Harris, Mr. & Mrs. Horace Hayes, Daniel C. Hill, Mrs. Devator L. Hooks, William H. Horton, Harold Wm. Hutchinson III, William R. Jackson, Mrs. Elizabeth Jacobs, Mr. & Mrs. George Johnson, Mr. & Mrs. Herbert Johnson, Leon & Adele Johnson, Miss Geraldine Jones, Matthew Lasus, Miss Alice Leary, Oliver Lewis, Mr. & Mrs. Sidney Lovell, Erma Lowe, Jean E. Oliver, Mr. & Mrs. Maddox, Frederick D. Martin, Miss Carolyn McCray, Fred E. Means, Helen Means, Horace Montgomery, Miss Mildred Moss, Mrs. Rosa Lee Parker, Miss Henrietta Parker, Wilbur Parker, Mr. & Mrs. Joseph Perry, Mrs. Roxanne Price, Mr. James Daniel Roberts Jr., Mrs. Mary Roberts, Ruby Roberts, Lucille Russell, Benecia Rutherford, B. H. Rutherford, Miss Jonetter, Sconion, Ethel M. Smith, Mr. & Mrs. Percy Smith, South 10th St. School, Thelma E. Sullivan, Mr. & Mrs. Clifford J. Sykes, Lois B. Thomas, Kenneth Travitt, Olivia Travitt, Anita Warren, Olie & Martha Washington, Kenneth W. Waters Jr., Mr. Phillip West, West Side Swim Team, Charles Wiley, Mr. & Mrs. Matthew Williams III, Mrs. Thelma Williams, Bernard Willis, Mrs. Meade A. Wilson, Mr. & Mrs. L. Wooten, Robert Wright, Rose Jackson.