

103

XERO COPY XERO COPY XERO COPY XERO COPY

San Francisco
JEWISH COMMUNITY RELATIONS COUNCIL

Serving San Francisco, Marin County and the Peninsula
BENEFICIARY AGENCY OF THE JEWISH WELFARE FEDERATION
40 FIRST STREET, THIRD FLOOR (Zone 5)

EARL RAAB
Executive Director

May 17, 1966

Telephone YUkon 2-4000

The Jewish community is, of course, made up of individual citizens, taxpayers and parents whose interests are as broad and whose viewpoints are generally as diverse as those of the total population. But the organized Jewish community, as such, in its interest in the preservation and growth of the democratic society, has developed special interest in certain aspects of the public school system as a prime vehicle of that democratic society.

The feeling prevails among the Jewish organizations of the city that it would be proper and important for the Board of Education to query a prospective Superintendent and evaluate his qualifications partly on the basis of his convictions, experience, competency and commitments in the following areas:

1 - A Heightening of Quality Education for all children

All evidence indicates that the strength of our democratic civilization depends upon the development of a broad-valued citizenry. A prime function of the school system, then, is not just vocational preparation but general education in the broad band of knowledge and humanities, of as high and intense a quality as every child is capable of. This may mean, in this

new period, innovative programs. There should be an awareness of changing times and educational philosophies - a willingness and openness to consider new ideas and techniques. This also means the fiscal support to mount such a program rather than "doing the best we can within the present budget."

2 - Compensatory Education

Educationally disadvantaged children should receive remedial education in the basic skills and "cultural enrichment" programs when needed. These programs should be addressed not only to basic skills but to provide a foundation for increased motivation. They should be under the direction of teachers and administrators who are sensitized to the special needs of these students. However, these children should learn and play with "achievers" so that they do not become psychologically isolated from their classmates.

3 - Racial Imbalance

Positive approaches to reduce racial imbalance in the schools should be affirmatively sought. The broad range of programs that flow from the Elementary & Secondary Education Acts and the Economic Opportunity Act should not deter school administration from seeking new solutions to this problem.

4 - Communication

There is need for a systematized and open communication between the interested public and the school system. It is incumbent upon public school administration to utilize community

resources, open up new avenues of communication and further, seek out the people in the neighborhoods.

The school administration should concern itself with overall civic planning, urban renewal, and other social concerns that affect the cities' population and have an impact on the eventual makeup of the school population.

5 - Intergroup Relations

There should be a comprehensive and meaningful program of intergroup relations education in the schools for the students, faculty and administrators. The in-service training of teachers should be intensified in this area by utilizing the skills of intergroup relations professionals to help plan the program and serve as resource persons.