

COALITION FOR EDUCATIONAL AND ECONOMIC JUSTICE

P.O. Box 6082
Kansas City, Missouri 64110

FOR IMMEDIATE RELEASE

June 29, 1992

DON'T BE MISLED BY THE SCHOOL DISTRICT'S LIES AND SOPHISTRY

School Board members Dr. Julia Hill and Paul Ballard have been quoted as saying that the **Coalition for Educational and Economic Justice** has its facts wrong when we complain about the diminished role of African-Americans in the leadership of the Kansas City, Missouri School District.

The *facts* are clear.

The KCMSD Leadership is as Follows:

1. Walter Marks	Superintendent	White Male
2. Pendery Clark	Assistant to Superintendent	White Female
3. Robert Brogi	Deputy Superintendent	White Male
4. Art Rainwater	Associate Superintendent for Instruction	White Male
5. Bill Dittmeier	Chief Legal Counsel	White Male
6. Brenda Thompson-Kistner	Director of School Programs	White Female
7. Tonnes Staave	Director of High Schools	White Male
8. Tom Evans	Director of Middle Schools	White Male
9. Pauline Moley	Director of Instructional Training	White Female
10. Larry Ramsey	Director of Planning	White Male

Most of the important and critical decision making positions which have a direct impact on the education of our youth, especially at the vital secondary level, are held by whites.

We ask Dr. Marks and Dr. Hill, is this equitable? Is this in the best interest of the educational and psychological development of our youth? Why is the trend toward diminishing and eliminating African-American male influences and roles in the education of our children?

(over)

THE KANSAS CITY, MISSOURI SCHOOL DISTRICT'S LONG RANGE MAGNET PLAN IS BASED ON RACIST PRINCIPLES OF CULTURAL ELITISM

The current draft of the Long Range Magnet Plan contains the following statements:

1. **Classical Greek** – “The academic program is appropriate to the classical Greek theme. Reading and language lessons are organized around readings in **Greek Mythology**. Art lessons are built around extent ancient **Greek art and architecture** . . .
2. **Latin Grammar** -- “All students participate in a daily Latin class in which language instruction is enhanced by activities to build familiarity with mythology and other elements of **Roman culture and history**.”
3. **Foreign Language** – “The goal of second-language teaching is the achievement of functional communication through content-based instruction of the target language and its culture . . . The understanding and appreciation of different cultures in other countries as well as in our own community are integral elements in second language education. Resource teachers at all elementary sites teach aspects of the **language's culture, history, and achievement**.”

Why is it acceptable, educationally effective, and desegregatively attractive to build magnet programs centered on ancient Greek culture, ancient Roman culture, European and Asian culture, but not African and African-American culture?

We ask Dr. Julian Hill, Dr. Walter Marks, the School Board and the N.A.A.C.P. do they accept and adhere to the offensive, demeaning, and Afrophobic motion that African and African-American history, contributions, and culture are not educationally significant or desegregatively attractive?

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