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DR. COLLINS: Thank you to the Eisenhower Foundation as well as to the Newark community. This is a city in my time here that I've seen care so deeply about its history and so deeply about the events of 1967 and it's really an honor to have a few moments to address you.

I was asked here to speak about the project that I'm working on, which is a documentary which seeks to bring out the experiences of young people during the Newark rebellion of 1967 and to also reach out to young people in Newark today and get their perspective on what they know about 1967 and how they think it affects their lives.

And on the latter part of that documentary, what I'm hearing from the young people that I'm speaking with for this project and with other projects that I'm doing, is that some students -- it's a minimum of students who are aware of what happened in 1967, and I'll speak a little bit about that later, but for those who do know, for those who are attending the new history high school or who do have history teachers that teach about the events of that period, what they tell me of how they think it affects their lives is through the preconceptions that people have of Newark.

When they tell people that they're from Newark, people say, wow, it's dangerous there or they associate it with the riots, and they feel that that preconception about the city causes that to reflect on people's preconceptions about them and that troubles them. They know it's not just. They know it's not fair, and they try to get the message out that those preconceptions are unfair.

However, as I mentioned, most of the students in the city have very little awareness of what happened in 1967. When I speak with them, they're curious, they're interested, they want to know, but they really haven't been given the opportunity to learn about it.

And so what I'd like to suggest is that since young people want and I would say, and I think many of you would agree, need to know about the struggles of 1967, need to know about the struggles of the '60s in their community and in other cities across the country, that message needs to get out more clearly and it needs to come from the elders, from the community, from events like this, from personal conversations.

Sometimes when I speak to students, they say, yeah, and then I went to my grandmom and I asked her where were you in 1967, and they get those stories from their family, they get those stories from their neighbor, but that's not enough.

We really need to make a commitment in our schools to making learning about the 1960s, making learning about 1967, even though it's hard, even though it's complicated, even though it's controversial, a part of our school curriculum.

There are elementary schools in Newark today that only have 40 minutes of history and social studies a week for their kids. This is not enough for kids to get this kind of knowledge about their own past, this kind of knowledge about their history.

And that's drawing from -- that kind of situation where they're getting so little historical knowledge is really being driven by this emphasis on math and reading tests. Not that kids don't need to know math, not that kids don't need to read, but if all your time is spent drilling for those tests and you're losing historical knowledge, I would argue that in the long term that's as dangerous for our children, that's as dangerous for our cities as anything that has gone on as of 1967 and beyond.

So thank you.