

The following interview was conducted on behalf of the oral history program of Century High School. The interviewee is Mr. Phil Barnekoff. The interviewers are the first period class. The interview is taking place on Thursday May 23, 2002.

PB: Well, to start with, it's pretty exciting to put this building in some type of historical perspective and long term. One of our goals was when we started this building after looking at the other two schools in the district, there's no real historical context. We never kept track of the things we did and how it evolved, the philosophies of the school, did we meet the philosophies and so forth.

As you go through your interviews I'm sure you've already touched on the fact that number one the first bond issued for which turned out to be century high school was voted down. In that bond issue, when you talk to Dr. Miller tomorrow, I think there's an auditorium for Hilhi there's some renovations at Glencoe and some retrofitting at Thomas (which was for) asbestos and so forth and a new school which was a lot larger than the 270,000 sq. ft. that we have right now. As you know, typical of Hillsboro, except for the last time, it went down. Bond

We decided at a meeting that we would put the new school up, modify what we had done, bring the school down a little bit in size and still have the auditorium for Hilhi, which they needed. They brought in a consulting crew to see if that would float or not, and that consulting crew said we need to separate the Hilhi thing out, not have that in the ballot so when this was passed, it was just Century High School, modified. We had to shrink the size of the school, the number of gyms.

I was telling Ms. Duyckinck that when you shrink things, things sort of change perspective and the architects were responsible for making sure things go well. One of the things that you will notice is the bathrooms out here, the ones right here with the half wall. When we shrunk the school those bathrooms were supposed to be separate. Two separate entrances. Well they shrunk it; you see what happens – you make mistakes. You have that half wall and the kids have been great but we were very concerned about that, you know, going from one to the other. But those were the things that happened. We also had to stack the gyms. To cut the skin down, to cut costs.

But one of the things we did do is we basically kept the philosophy of the school pretty much intact and we're very proud of that. I think that when you start a philosophy it's very easy in construction to lose perspective and (we/they) did a good job in making sure those philosophies carried though in the school, as much as possible, when you're cutting. V. 17

When the school passed, they obviously had to make a decision about who was going to be the pilot principal for the school. The superintendent at that time, Dr. Squire, in December, appointed me to do that and probably as much as anything (I've/I'd) been in the district for quite a few years and knew a lot of the people, knew the district so and also she was a good friend of mine so that helps out, you know, having people in high

places. We had been vice-principals together at Glencoe so we knew each other quite a bit.

So at that point I was appointed the pilot principal, stayed on as principal at Hilhi until the end of the year. Stan Miller, Dr. Miller, was doing a lot of the planning of the school through that time, we were meeting with different groups of people in different curricular areas to see what kinds of thing we wanted to do to make the people, teachers, students happy. Then I had two years in which to plan the school. A rather daunting task if you think about it. I was given about 3.9 million dollars. Now it seems like a lot of money, it is a lot of money. But when you put in perspective what it is in a school that you need to buy and purchase everything from technology and basketballs – everything came out of that 3.9 million dollars and one of the things we wanted to do with this school was to have a lot of technology.

planning
principal

You know there's a lot of technology in this school; I know it's frustrating because keeping up with technology is a difficult thing. But we didn't have the money to do all the technology so we had all these computer labs, all these computer setups in the rooms and didn't have the money. We needed another, oh, about 1.1 million dollars; we needed about five million dollars by that time to really equip the school. Well, as you know, we met with Intel for quite a while and they came thru so basically that allowed us to do pretty much philosophically what we had planned to do.

In February, before school opened I was allowed to pick the planning team for the school. The way that worked was that teachers would apply, to be a part of the planning team and they would be an integral part of what we were doing, how we organized the school and so on and so forth. I picked, I believe, sixteen people at that time from a very large list, which is neat – its nice that people wanted to come and be involved.

choosing
PT

We picked sixteen people and that group of people, which you've interviewed some, came from a variety of schools. And remember at that time, which is critical, that we were moving ninth graders to the high school, so it just wasn't high school to high school we had to move teachers and that was big move. But really there were two things opening the school getting the ninth graders into the high school, three high schools, so teachers are moving all over the place – very frustrating (and time consuming).

We met many times throughout that period of time set up philosophies, how we were going to get things organized, and two people came on permanently with me. Mrs. Lindberg, who came from Hilhi as my head counselor, came on at midyear of that last year to do a ton of things. And then Mr. Grubestic was the first librarian that came from Glencoe and he also was on to order books and do those kinds of things. So, I had some permanent people, plus my secretary, Pat Hazen, who probably was the most critical person as it usually turns out to be – the brains of the system is not who's running it but who's running the people who are running it. So she did a great job; she did all the specs for everything. It really was a godsend that I found a person that could do all of the things that she could do.

The architects, (?), and (?), the contractors did a great job. If you remember, back at that time - you may not - it was the worst winter in the record of Oregon and this has a floodplain, so to be able to get this school built on time and face all the disasters that we did with weather and so forth was amazing. The other school across, Skyview, over in Vancouver, which was scheduled to open earlier, didn't even open on time. We're very proud of the fact that those people worked hard to get this thing done on time and have students in and ready to go. That was really a critical component and as they say - it's amazing that you did such a wonderful job and kept intact the philosophies of the school and what we wanted education to be.

Construction

I guess, with that quick overview, I will answer any questions you have. The people I talked to say you did a great job at asking questions so that's good to hear.

Mrs. D. - Well that's great to hear.

PB: I know

Mrs. D - Well (unintelligible) what great questions do you have?

Student - How would you describe the philosophy?

PB: Well, really there are quite a few philosophies that we combined. One thing that, we had two things: what did we want for students and what did we want for teachers. You've got to remember that if you got to the other two schools you always find things that aren't done right and when you build a new school you find things that aren't done right but there are some things there that we learned. The flow of students - we wanted to make sure there was a natural flow of students. We didn't want to segregate students into freshmen, sophomores and so forth, even though we did have sort of a CAM philosophy initially in the school, kind of houses. But if you go around you'll notice that we took and put the rooms throughout the building, in other words we didn't have all the computer labs in the same area, we don't have special ed all in the same area they're spread out so we can set up different kinds of communities as we progress. The school is set up so it wasn't really one group of people in one area all of time, and you'll notice all your activity areas are on one side, all your academics on another. We tried to make sure that we kept noise levels down. How do you do that? Well, what makes noise in schools? Obviously lockers - you notice there are no lockers in educational areas. We wanted to keep noise levels down. We wanted a lot of natural light. The other schools - Hilhi has some, Glencoe in the interior rooms its dark - you don't know what's going on outside and it's a very, you know, it's really a claustrophobic feeling. So the teachers wanted a lot of light and I think in this school and any (new?) school you go to you'll find that there's a lot of natural light. There's a flow and a separation in academic areas; we kept the noise down - we tried to as much as possible. One thing that teachers wanted, (unintelligible) have their thing too, are separate bathrooms. That sort of, that always pops into my mind. At Hilhi and Glencoe the teachers have very few bathrooms and at Glencoe the teachers' bathrooms are in the student bathrooms so teachers (unintelligible) anything, well they had some privacy. So as you notice we've done that,

Vision

Vision

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and so they, sometimes it's almost too much because then they become sort of clannish and they don't move out and get out of those area because we really, I think we really did a good job at giving the teachers some professional areas where they could really you know meet and confer and they're supposed to be interdisciplinary areas - notice we didn't have social studies together, we didn't have English together - those department areas were set up so they're integrated and that became sort of ugly at times too. They can be very possessive on who they're with and who they're not with.

Vision

Student: On a follow up to that, so you wanted to sort of integrate because in the very first plans there were plans to make pods—like freshmen pods, sophomore pods, and stuff like that...

PB: Ummm...

Student: Were they part of the original plan?

PB: They were apart of the original plan when we first put together...we sort of thought at that point of time, going back to the state mandates of CIM and CAM, which I'm sure you're sick of hearing, but the CAM was something that nobody understood, and I still don't believe that they understand it. Ya know school and work are both a component. One thing that we wanted to do was to have certain areas and even though we had a freshmen area, it was into maybe one of the canards, so even though the freshmen were in a certain place, they were entirely isolated. We didn't think that that was such a good idea because they need to learn from the upper classmen, and when they are isolated from them it doesn't work really well. Really even though they were separate, and had groups in the CAM areas, there was some integration of those kids with the upper classmen. It was much more then this school is now. Broken down philosophically and structurally into separate CAM areas. We can still do a lot of that if you look at where technology is if your fine arts are all together, so we did a lot of that. But when we consolidated, we had to break some of that up because the school was larger then. We could do more things. But I think philosophically we still can do some of those kinds of breaking up large into small. Everybody knows that the ideal size of a high school for proper education for students is about 6-to 800 students...well, you're a little bit beyond that. You're about 2100, and this school was built basically for about 1800. And remember 1800 means that every student is in the right spot at the right time. So really 1800 is pushing it because all of the facilities don't limit themselves to capacities. Our gyms are now...we've never been able to put our classes in; we had to shrink the gym because we had to lose space so much. We didn't want to lose classrooms (we still don't have enough of those), but some things we made decisions on and that was one of them; we had to lose some space in the gym. But, at any time that you change what you're doing and re-structure and cut down it's very difficult to keep that initial perspective. And one thing to notice is that when we started this school the architects had 6 million drawings, we didn't like any of them. One thing we decided was that we're going to do everything around...and then they came in and drew things for us and said, "Well, what do you think about this?" and "What do you think about that?" We had a team, and one thing we decided was to have a central hallway where everything broke off of, and so we started

Crowding

with that philosophy. And we broke down academic areas, and we broke down the auditorium and the PE areas so we could have those on different sides...so it really started with the philosophy of a central hallway or highway (if you will), and it served itself extremely well. We had a few years ago a science fair, the state science fair, and it was beautiful because it flowed well and we could set up booths along the way, and people really like that openness. Couple of other things that are important to remember that the superintendent and the board wanted and when they want things they usually try to comply with it a little bit. A: The other two schools, the heating systems don't work well with tiddlywink. Never have, never will. Now they're working on it. So they said we needed to have a heating and cooling system that works. This one is very sophisticated and we've already had problems with it...as you probably already know. We even had chillers out back, and they were too noisy and the people around us would complain. We had to figure out how to buffer those a little bit because there's a noise level that the UPA would come in and say that's too noisy...yadda yadda yadda. And the superintendent also said, "I want a formal entrance to the school." If you go to schools like Tualatin, which is a beautiful school, you don't know where to go because there is no one entrance. You go in and all of a sudden you're in the cafeteria. It's bizarre, so she said, "I want a formal entrance" so when people come, parents, people from the public; they know where to come, so we did that. That was her thing, and roofs that don't leak. There are schools that leak. Glencoe has had enough roof repairs, and nothing against Glencoe, but that's just what happened. It wasn't done right, and it leaks. So these are sloped to drain, and they did a great job. Our roofs basically over the time have not leaked. Those were the things that the board wanted and those were the things that we tried to do. Over time, the heating and cooling system I think is excellent but they're so sophisticated that it's hard to keep it in balance. So that's sort of an overview of those things, yes?

Vision/bldg

Vision/bldg

Student: Have you noticed any significant changes since the school opened?

PB: One thing I think that we've always wanted to do which I think still may come around is to try to set up smaller schools of learning. One of the problems is when you set up separate schools though if you have one group of people in one CAM area or something. If you take a group...we don't have...let's say you take an AP History class. There are two of them. There's the example. If you put those people in one area, there's only two of them, so what happens to those areas? If you take your bright kids in there in one CAM and then history and then their English is there. And pretty soon what you have is...you sort of have an elites breakdown. There are not enough of the higher-level classes to spread out the four or five pods so you really have integration of educational opportunity for all kids in different areas. I think that has been a frustration. We really wanted to do that and it really hasn't worked. We also felt that if we could get our lockers. Lockers are a big issue. We had a conversation about not having lockers in this school. I don't know if you've ever had that conversation. But at the time that we built this school, Newberg had already eliminated all of their lockers. And we had a conversation and argued back and forth...eliminate lockers or create space? Eliminate lockers...cut noise...eliminate lockers...cut vandalism...da da da da...but then you also don't have a place that you could call your own, where you can get together, and so forth. So we felt, overall, that lockers were critical.

Vision: smaller schools

Pods...

Lockers/ noise

Mrs. D- Wasn't that a good choice?

PB- I don't know what you think but it's hard to imagine not having lockers. People said, "Well if you eliminate them think of how much money you'll save...you don't have to replace doors..." But I think more importantly we felt that kids needed a place where they can get and go and have some privacy, and some ownership, so lockers became a part of the plan. What we wanted to have was your lockers in your areas where you were going to be most of the time. Well, first of all, we haven't been able to get a student in the area for most of the time because we couldn't create a smaller school of learning. We have a problem of too many students. When we first organized this school, we thought we would have fewer students...I think one thing that has been a very positive thing for us is the very ethnic population. We really are diversified...the most diversified, and I think that that's a strength and a weakness. We hadn't planned on quite that much diversity and how the people drew the boundaries, and so forth, really impacted a lot of the things that we did...and the needs that we had. The number of students, I think, that pretty much the majority of the philosophies that we had to start with have been pretty much intact. You never know what's going to happen until you put students into an environment. You say, "Well, this is how they're going to walk" or "this is how they're going to go." Well, you don't know that. Until they're there and then you see them and you say, "Oh my god, why did we do that?" I think we have a very beautiful cafeteria, but then if you think of some of the things that will drive students nuts. Waiting in lines and the area where you're going to is too small, when you wait in line for a single thing, you're out in the middle of everything, and where does the cafeteria flow when it's overcrowded? Well, it's overcrowded to start with. We didn't have any area where we could let the population flow out...some access area. So where do they flow? They flow into the formal entrance, which the superintendent wanted to be formal and private and so on and so forth. And it's not the students fault, we just didn't...that was one of the mistakes we made. The cafeteria is not big enough and there's no place to flow out. So that's something that has driven us nuts. There's just things that you don't realize until you're in a school and students are there and they tell you what you did right and what you did wrong. So everything else is sort of...you try to imagine all of this stuff...and depending on past history and past things it never works out. So you certainly try and do the best you can by learning from what the other schools did and try to make this a better situation, and I can tell you a few things that I would definitely do different. But, overall, I think we did a pretty good job. We took a philosophy and we grew it into a school. When Glencoe opened, what we did was (if you don't realize) we replicated Hilhi. The weight room had to be the same size, the science rooms had to be the same size...even though one school is two levels and the other is one. We replicated the schools because we didn't want anybody to be angry. Well, it's like building a new house and putting old appliances in it...it doesn't make any sense. So we built this and restored it, and we said, "Well let's throw out all of those old philosophies of the other two schools and build what we think is an appropriate school." The new school now [Liberty] is really a replication, with some changes of this school. Which makes sense. Take what you have that's working and modify some things that will make that school better. We did have to go back and start from scratch, which we did with this school.

Diversity

Cafeteria & crowding

vision

Student: Would you like to share some of things that you're changing for Liberty based on what you think should have been changed here?

PB: Yea, I have met with Mrs. Argenbright a few times, and really haven't had a lot of time, but we've talked about things that happened; that need to change. The cafeteria is one of them. We have a beautiful cafeteria, it's a neat place but it isn't big enough. They are going to have a huge gym. One reason is because I think the superintendent wants to have graduation in gyms. It's not like, "Oh, they got this big gym," they're not going to have the whole area filled. They're going to have an area where they can do things like graduation. Bathrooms...I'm a fanatic on supervision and control. Like, if you notice this school at night, we could close things off...doors and so forth. Well, I made sure that we could. That we could shut areas off and not have them all open because it cuts down vandalism and the custodians can keep things cleaned. And that's one thing that we did pretty well. When we stacked the gyms, and tried to keep two gyms and keeping kids from going from one end to another is still a problem, but we've been able to try and explain that. So I talked to her about keeping things secure, and how you can cut off areas...bathrooms, always a problem in every school. Where does vandalism take place? The bathroom. We've never figured out what the bathrooms did to people, but...people don't like them. If I were again doing it, I would have the bathrooms situated where if there's vandalism you can have somebody in a position of seeing who goes in and out, and then try and catch the vandals and try and keep that down. There's a lot of money that goes into taking care of the vandalism. Well, these bathrooms are not very accessible through the visual...especially these over here [bathrooms upstairs]. So that was a problem. The Gymnasium...they put tinted windows throughout the building, and the first thing that they did was they put untinted windows in the gymnasium. Well, when the basketball players were in there. The first time around, they couldn't see the basket it was so bright. So they had to go back and change the windows. Our student government...why we put our control boxes for our sound system away from the gym, I'll never know. You have to turn it on and then run out and see if you can hear anything and if it's working right. One thing I suggested was put your control system...because it's the students who run it...where they can be in the gym. So when they turn it up, turn it down, they can hear the volume...they can do all of that stuff. Here it's bizarre. Those kinds of things that you really don't think about. Storage...never had a school yet that had enough storage. This place just doesn't have enough storage. Ask your coach or the PE people...they want more storage then they know what to do with. I would put another room, a classroom, for my drama...probably one of the most beautiful one around. It's wonderful, and we spent a lot of time thinking about it. What's something that kids can be proud of? We can be proud of? Also, something that could be timeless. We wanted it to be timeless. Where someone could come in and change a few colors and change that whole thing. Ya know, things in this school are pretty subdued. They're not bright. No, and we learned that from Glencoe. So we said, "Let's have subdued lockers and not put a lot of color because color creates a lot of anxiety whether you believe it or not if you've been in a school with a lot of color. And this school can be changed by modifying the colors of walls, of the auditorium...can really change that quite easily because the carpet is good, it's very neutral, the seats are the best we could get at that time. But there's no

classroom...I mean the dressing areas are beautiful, but there's no classroom where my drama director, Stu Cabe, can go and take his class. So I thought it was good to have it in the auditorium. The reason that the auditorium is so nice is because that group of people, of kids, said, "This is ours and we're going to take care of it." We're going to wipe down...and every time I go in there I'm so proud that I have seen others where there's crap on the backs of the seats and they take care of it and take pride in it because that's their teaching area. That's where they live, that's where they do things. But also did what they needed to, and it goes up to the second floor. There's another entrance on the second floor. We looked at sight lines and noise. And we need to get a better grating on those seats so that the sound would be good for everybody. To do that, we decided that we would put an entrance on the floor level, but the main entrance is up above [second floor]. So we put a slant on those seats so that everybody in there, the sound system is good, and you can hear everything. That's the reason we did that is simply because we learned from other areas that we've traveled to that didn't have good sight lines and so forth and couldn't hear well, so to get that gating we had to do that. We also believed in having a full fly, and this is the only school that we know around here that has a full fly. We felt that it's important that if we're going to have a drama program we need the right auditorium and the public can use it too, and we needed a full fly so we can move stuff up and down. We've done a lot of revisions in there. We had to re-do the floor; we didn't do that right. The first gray, if you look at the gray in there it was chalky, so when kids would go by or it didn't have to be kids...it could be any dumb adult could go by and run there finger down and that was it. So we had to go back and repaint it three times to get the right kind of paint on those walls, so it didn't stain and so forth. We did corner darts. We added corner darts around the school. We also added the tack board. We didn't want tacks on the walls and I think it's very important to keep the walls as clean as possible, so we put the tack board up, so if you are going to put stuff up you needed to put it on the tack board, and that was the change that we made to save the walls so to speak.

Mrs. D: Have you heard about some of the issues in this school in terms of conflicts between kids and I don't know how much of that is rumor and how much of that is true, how would you describe the very first months in this school as far as disciplinary actions and the conflicts between the kids?

PB: I think the fist couple...well actually the first six months a lot of things went very well. I think, I was fortunate at being in the district as long as I was, and to be able to...our staff was, for the most part, an amazing staff if you can consider what other schools got and what we got. And it's hard to imagine that unless you've known most of the teachers. I knew most of the teachers; I knew what I wanted. I didn't get everything, but we did a pretty good job. So we had a sound staff. We opened up, and we were supposed to be smaller...we were about 400 more then what we were supposed to have. Well, you know what that does at this point. The thing flew down the drain, and we didn't really have time to really deal and set things up and deal with students more one on one. When Glencoe opened they did great job. They only had 800 kids. Think about it. 800 kids in that building and think of the things you could do with those kids and modern their behavior and see the flow. When you put in 1600 to 1700 kids and you're planning on 1400 or less, it blows your mind. Our population...when they did the lines is not what

I expected. We had bright kids, but also we had a very tough population. Tough in the sense that we had a lot of students who really weren't educationally oriented. We had a real diverse population. Which caused some very neat things and some real problems. There was sort of a cult group at both schools, at Glencoe and at Hilhi. I don't know if you'd call them a cult group or call them Satanists...whatever you wanted to call them. They dressed in black, they were very private...they weren't in my opinion, they were different but they weren't all out to destroy things. But they took their little group and they went in the back of the cafeteria, and they sat in the back of that corner back there. And they did some bizarre things, but some of the things that they did was just different. But then you take the outside group who wants to antagonize that group and they'd come up to them and throw things and pretty soon you had this devil thing. People talking about religious T-shirts vs. well how come I can't wear mine that says that I love the devil...I then met with the administrative association and they thought that all hell was coming down to Century High School. I tried to explain to them that these are some of the things that we have to work through. These are a couple of kids who were eliminated for obvious reasons on both sides of the corner. We worked through it. Now I see it as something positive. I mean it was hell on wheels because they thought already that the administrative association already had these devil worshippers out there... "How can you do this?" or "my kid has got to go through school" So we went through this whole negative experience, but the good thing was the word quote "bad kids" because they were different...they were very bright kids, but they got picked on. Well, you've seen it...it doesn't take rocket science in this day in age to see what happens when you get picked on. There is some retaliation. So I think we did a great job. Teachers worked with it. We spent a lot of time on how we bring everybody into the population. It's still something that you've got to work on. How to make everybody feel involved and wanted. We hadn't planned on such a large population...such a diverse population, and then this one group came from both schools and they clung together...but pretty soon, over time, and students understanding students, and teachers working with it...it's sort of like everything else, it disappears...something else takes its place. For a while, it was really distant to me because I saw it as ya know, we had an interesting group of people...we had a lot of diversity, but people on the outside and some on the inside were trying to create this thing that really wasn't there. It's more fun to have people saying, "Look what's going on over there" and someone saying "Oh they'll work it out." If you go and make an issue out of it and then the people on the outside will go and make an issue out of it, and that's what made it hard for people to handle their own situations. Basically, it was kids and teachers working through it that made it happen.

Student: Can you tell us about the block scheduling and your views and the districts view is?

PB: Yea, I can. I spent a lot of time studying block schedules. I have been in a situation where, maybe you can't remember much now, but a 50 or 45-minute period is probably the most bizarre thing in education. It doesn't make any sense. The one thing you can control in education, somewhat, is time. How much time do you have with your students. Well, some may say that it's too long. I think it's the most educationally sound thing that we've done. We went through a process. When I interviewed teachers I said that we were

going to use the block, but I didn't know when that was going to be. When Westview opened, I'm sure most of you know that they went straight to the block. Well our planning team said, "Well we're going to do it this way and this way"... how we were going to do it, and no teacher put no nothing. Well, I had some problems in the second year re-educating teachers because it's not something you can just do naturally. You don't just go for 45 minutes and now you say, "well we'll just double everything we do." No, no we have to take what you do and modify it. And present it in different ways, and in different activities so students aren't just sitting on their butts for 90 minutes. You're going to have a lot of creativity, so the first year we went through the 45-50 minute periods. Then after a time, we sat our teachers down to talk to different schools... we had panels in... we did everything. And teachers and then talked to our staff and said, "Well what's good," and "what's bad?" One of the most amazing things in my educational history is that I was in a meeting with all of the administrators and we got a call saying that all of our teachers have voted on going for the block. And they voted 98% to go for block. Now you can imagine... nobody in the world, especially teachers, go 98% for anything... I mean really. And it was so neat. So then we had to decide on what kind of philosophy... what kind of block. Well I personally believe 4 X 4 is, except for some of your... things like choir and band, is the best way to go because then students have less "balls in the air." You know then you have three classes... and it's tougher for most teachers because they have to grade papers a lot faster. But I think that the block schedule makes a lot more sense educationally then the 50-minute period. Teachers obviously have nothing to complain about because if you put them back into a 45-minute period... say tomorrow, they'd go nuts because they don't know how to do it... they can't get anything done. How many times have you started up and then stopped at an eight period day? You know the only time that you have to transition is when you go to your locker and pick up your English book and put your social studies book back in. You started it up and then you stop, you open your book... you take roll... all those things are wasting time. What other place in society is there where you have to start up and then stop eight times a day? And sometime in the middle you go have lunch if you can get into the cafeteria. See? I think it makes a lot of sense... I'm not going to get into what I think the district is doing or not... but I will say this. That the trimester plans that they're talking about... you've probably done a lot of talking... it is the most sophisticated blocks. It's at the top. The scheduling is horrendous. Even more than at this school. So it's a process where you get to after you've been through a process of maybe a 4 X 4 and you've talked a lot. And the ultimate thing is that for the kids really to have the trimester thing. Well the district, in my opinion, is saying let's start the most sophisticated. Remember, all these schools in the district haven't done it. This is the only one, the only high school in the district that has done any blocking. And it's not something that just happens naturally. Teachers will say, "Oh I'll just put two of those together and there's my 90 minutes." And let me tell you who those types of teachers are, they are boring. And they try and teach it up there, and some people have done. I guarantee you. Well, we can't do that. We watched math teachers... ya know, math can be pretty deadly sometimes. And you think about... if you can do one thing... if you do one thing everyday that could kill students in 90 minutes. But if you do at least 4 different things: one where they work with each other. They would need at least 4 different every single period so students up their interacting, sometimes they're listening, sometimes they're doing their homework. But if you just sit there and

say do the same thing for 90 minutes then you're going to do the same thing for 90 minutes then you're going to kill students. You've all been there. There's not one person here that does not have a teacher who doesn't basically do 2, 3, or 4 different kinds of activities that keep you involved. To keep your mind doing different kinds of things. Sometimes it's real; sometimes it's interactive and so forth. Students learn in so many different ways, so this is your 4 opportunities to reach all of those different intellectual capacities. I'm an auditory learner. I can listen and take notes and learn. But think about the person who can't. Let's say I go up here and make you guy do that. It doesn't work very well unless I'm an auditory learner who is very quiet. Now the other 90 percent of the class are going, "Oh my god get me out of here"...schedule change, schedule change, schedule change...yes?

Student: With building programs like sports and performing arts and you start from scratch. Well, how do you keep the programs going?

PB: Programs always start with whom you put in charge of it. I was fortunate in some respects and some I was not. I think you take a program, and you also need the students, but you have to start at a base, and you start with whom you hired to be in that position. I can pat myself on the back in some cases. For example, I think our drama program, especially with the block...blossomed. There are hundreds of students. Stu Cabe was wonderful. When I interviewed, I had four drama teachers, all of them good. He was just amazing! For the staff, he really was a magnet. He brought people in. Students who weren't in the block came and the drama program flourished. Uhhh...choir. Of course I knew Bernie Kuehn for years at Hilhi. The band man, who I call the band director. Another great man...just walked in. He was from Jefferson. Ya know, he faced a lot of different obstacles at Jefferson, and our teachers always complained about the kids and he said, "Oh, I think this is heaven." Go to Jefferson and talk about the kids and what's going on. He thinks well there's a guy who can draw kids in, he's a good educator, who motivates kids...but the bottom line is parent involvement with the kids...need a philosophy and what you believe, and I think one thing with block there's more involvement in those programs. I'm not talking about athletics. I'm talking about ya know drama, your art...we don't have enough room in our art rooms...we need another art. We can't take away anyone else's classroom because then they don't have a classroom. We need another art room because block scheduling expands students' opportunities to get new worldly experiences. Bottom line...you know when I was in high school I could take any of those things, and believe or not you don't realize until you're way down the road that things can kill you because there's things...music probably does the one thing that uses both sides of the brain more than anything else. And the more opportunity you have to get in the dramas, the music's, and the arts...makes you a more complete person down the road. So I think that has been a really healthy thing. Which has only happened in the block. Last one...thoughts about that.

Student: How did you evaluate your staff...what qualities were you looking for? And how did you manage to keep a balance between schools so you didn't just take all of the good teachers...?

PB: Well I tried...well I...I had my vision of what I believe about teachers and what makes an effective teacher. Also, say an effective teacher who is also an effective staff member. That means the teacher's job is not just in the classroom...it broadens over to helping students outside the classroom. Doing the dance, a variety of things...helping out when you need help. You always ask, "Can you help us out?" Then a teacher should say, "No problem, I'll do it. What can I do to help? I want to be apart of the system that works." Those are the kinds of people that I was looking for. Plus, people who were flexible. Who could move from what they did to moving into a different kind of environment. Teaching with other teachers, integrating instruction...we have a lot of that. So I look for teachers who are flexible. They didn't just do everything my way and to hell with everybody else because that kills you. There are some people that I've brought over that I thought wasn't going to do well, and it ends up really killing you. They're going to do it their way and theirs is the best way...and this block is da da da...so I tried to find people who were flexible who were motivators in the classroom as much as possible. Who work collaboratively with eachother, and also teaching at a broader level than in the classroom. Who work with eachother, and were social. You don't think that's important? Well I think it is. But yes I did...luck out. I thing that I think I had which is only because my wife was in the district for years. I have been at Hilhi, and that's where I came from. That's where I started and that's where I left. I knew all of those teachers, and I knew they had a great staff...uhhhh...Glencoe...I was there for ten years so I know a lot of those people. So what we hear is one thing, but what we know is another thing. So I knew a lot of these people and how they worked with eachother, so I had that advantage...anything else?

Student: Have you been keeping up with the current events that have been happening at Century?

PB: Example?

Student: Have you heard about all of the fire alarms that have been pulled?

PB: As a matter of fact, I did hear that they are using the dust and they caught one. But it's not unique, it's sad because that's a criminal activity. I mean, when you pull it in a public environment basically that is in the area of a felony, if they want to pursue it. I don't know why they do it, but yea. Kids like to pull them so everybody can go outside. Ol' fun and games...well, that cuts into your class time and everything else. The first couple of times we've had...tried some of the dumb things we did. We had the little kids room...ya know, we have the little children? They put the fire alarm about this high off of the floor. Well the little kids saw the little red box and pretty soon we were all going nuts because all of the little kids kept going by and pulling them. So initially we had that problem. It sort of goes in phases, and really the only way to solve that problem is if the majority of your population, which is a great group of people, monitors that and reports it. The most bizarre thing at schools is the minority controls the majority. We can't nark on those people. They destroy the bathrooms...and yet it always impacts the majority, and I don't understand it, and it always drove me nuts. Why won't they take that responsibility? Only the kids can stop it because there's a ton of kids. You can always

look around and say, "Look, no teachers" but there are always usually kids around...usually. So, yes and no. I sort of talk to VP's periodically and they sort of tell me they finally caught somebody but it's no different then at any other school. It's amazing that those are the things that they do because it takes time. It can be dangerous because when you pull a fire alarm and you evacuate the school, kids and teachers are going to get injured. You have to have one once a month so every once in a while you say, "Well let's just go and get it done with and record it so the state thinks we've done it." Yea, it's a frustrating thing and those are some of the things that you have to work with your students and your teachers...and try to be visible and be out...and this school is unique. The thing about block scheduling, teachers can't give a lot of supervision. Unlike the other schools where they have free periods and study halls, and so forth and so on...yes?

Student: What would you say was the most frustrating thing that you had to deal with and how did you deal with it?

PB: As far as planning the school or when it opened?

Student: As far as planning and before it opened...

PB: I think there were two things. I think one of the frustrating things turned out to be (this may seem sort of ludicrous to you) but the athletic fields. We spent so much time concentrating on the building and maintaining the philosophy of the building because they said, "Well if we're going to cut, we're going to cut the classrooms." And I said, "You aren't cutting any classrooms out, I don't care what you do to make that happen." So the fields went to seed. We didn't do them right, they weren't graded right, on the baseball field you couldn't see the right fielder...I mean, he was down and he was throwing up hill! The grass wasn't seeded right, and we thought we did everything right. It turned out that we did everything wrong. The grass was dying because we got someone who didn't know what he was doing. Finally, we got some farmer out here that knew how to fix up the field. We had to re-do those fields...it cost thousands of dollars to re-do all of those fields. Now if you do it right, you save money...and that was just bizarre...it was one thing after another. And we finally figured...ya know, we were supposed to have an outside concession stand and I don't know where that went because that's not there. We finally had to get a drinking fountain out there. We had the reader board out there. We knew we were going to put a reader board put there well we put in the wrong size conduit in the ground, so we couldn't run the cables through the conduit out there. So that was kind of a dumb thing because we had to re-dig it, put in new conduits, run it into (now it's in the principal's office). Those types of things...I think another thing that seems stupid to people right now...paint. The paint in this building, well...it stains. We had a teacher that would say, "You keep that room clean." Well, they would rub it and the paint would come off. Be steal...we would go through those hallways and me and the custodian would say "We're going to paint and we're going to keep it nice." But the paint has...I don't know...they said, "Oh it's fine paint." Well, the teachers would rub the walls and the paint would come off. So that was frustrating. We had to put in screens and they put them in the wrong spots, so the teachers were a bit angry. But these are just

things that you don't think about, but the paint was probably the most frustrating thing because we wanted the building to be beautiful and kept that way. Teachers kept trying to, but everytime they try and clean we're down to the plasterboard. So, paint is still an issue. Check your paint because if you're going to have something that stays clean, you're going to have to be able to wash it. It makes sense, ya know? Can't wash it here because it comes off and it leaves it all flat, and I just think they used the wrong kind of paint.

Student: Why did you choose the Jaguar as our school mascot and why did you choose our colors?

PB: Well, first of all, it wasn't me. We went through a process. First of all, let me sort of get the name. Put those things in perspective. The district put together a committee: teachers, administrators, parents, students, senior citizens, historians, and so forth. And we put things in the paper. Put in your suggestions and stuff. Well, we went through a series of meetings with this committee and then we eliminated some that had been voted, and it all came down to three that had the most, which were Century, Heritage, and Horizon. Those were the three. It went to the board and out of the three they selected Century. I think two reasons: the little girl who never went here who was a really neat kid. I mean she could sell snowballs to Eskimos. She got up and she said, "Century is the best." And I don't think Hillsboro wanted another HHS, so we became Century. Then we decided well what are we going to have for colors and a mascot? So we basically put together a committee of people from students who were going to be coming here, parents, a couple of teachers...they put out flyers to the schools in the paper, and everything. I got all this information back and there's not a creative...there's not very creative minds in Hillsboro...I mean the names that they came up with and the colors...it was pretty sad. Well anyway, our planning committee wanted to be the Sharks...or the Orcas...the most popular name turned out to be the Silverbacks. This guy that did our logo he came in and he said, "Look what I found, I got a shirt for you. It's a Silverback." And everybody was like, "Oh yea, we like Silverbacks...they're great." Well then we decided we'd better do some research on Silverbacks, which was probably one of the best things that we did because if you know what a Silverback is...well you know apes are in sort of pods, he's the...if I can put it correctly...he's the male "stud." Well, and so we said...even the women said, "We don't care." You know the female Silverbacks basketball team just didn't seem right, so we came up with like three Jaguars. We liked the Panthers, but that is Brown Middle School; sharks, there were three...and it really had something to do with like a symbol or a typhoon or something, which is always difficult. You know sort of like the Tide man...ya know what's a tide? The Tide man...the "drip." So we came together in the committee, we voted, we took the top three names that came through from people...from all of our input, and the three names. So what I did was I took card swatches of all three colors: Teal, black, and silver; there was dark green, blue, and silver; there was something else...and along with the names. We sent them out to the schools that were going to feed this school and the kids voted. And those were the most popular. If you want to know the truth about what I think, among the colors, the Jaguar wasn't my first choice. I think that if you look around the more you see to get the right teal, silver, and black are classic. If you think about it, what's an original color? Well,

before this school... Westview... the last four schools were all sort of red, black, and silver... all of them. Some crimson, black, and silver... white... black... you know all of them are all the same. Some of the professional teams picked the teal. The more I see it, the more I say it has to be the right teal, and the guidelines always change. It has to be a brighter one, not the dull one. So, the Jaguar wasn't my first choice. But we did do research. If you look what a Jaguar is... if you look it up it's a very unique animal. Ya know, it crunches people by its teeth. It's quick but it's not fast... it's pretty much nocturnal... not much is known about it. You assume they're gold and black like the one drawing there, but a lot of them are pure black. You can see the muted black spots on them, but there are black Jaguars. So it turned out to be good and we learned a lot about them, and they are very unique animals. Not much is known about them because they're not very visible. You don't hear much about Jaguars. You hear about Cheetahs, and Lions, and all of those things... this animal is hard to find. He lives in trees... night predator.

Student: What was the funniest thing that happened through this whole process?

PB: Oh boy, I don't know. There were a lot of them... I don't know if funny... I think probably the most frustrating thing was probably the technology in the building and knowing that we weren't going to have it. And have all these empty rooms without computers. Then being able to get some help from Intel. Dave Parker who is now a Vice Principal here got some kids from Hilhi and kids coming here, and one of the neatest things was that during the summer they built all of these computers, and put them all in. If you notice in this building there are different sizes of rooms, which has a purpose. There are big rooms with multi computers and we have small rooms and we have rooms that separate and integrate. That was one of the most difficult... that and selecting teachers. Funny, I suppose, is when we opened the doors and expected 1400 and there was 1600 to 1700 kids, and I thought that was pretty exciting. I think overall, it was nice that our architects and our contractors worked well with us. They actually listened to me, which was amazing. I think that was... I'm not sure if funny is the right word... I think it was more frustrating than funny. I think probably one of the worst days is when we did the ground breaking here. It was in November and it was about 30 degrees out and it was blowing like heck and people were out there looking like they were having fun, ya know, with their shovels and their hats... it was, it was terrible... it was a good experience and I think we've done some good things with this school, and the reason I say that is I took a lot of tourists through this school. I've met with a lot of people who tour a lot of schools. Until you've done that, you don't really realize how really amazing this school is. It has nothing to do with me, but the architects, the technology; how we colored... we spent a lot of time on colors or lack thereof. We muted tones. This is a reaction to Glencoe High School. Nothing wrong with Glencoe because I was there for ten years, but these are muted tones. We also wanted to say you're in the purple section, you're in the teal section, you're in the red section... probably the most difficult thing that we had to do was to select colors for the auditorium. We ended up having two big teams, and we couldn't decide on anything, so it basically came down to me, and one person, and two of their people, and we finally came down to some decisions...

Mrs. D: Wow, well thank you very much Mr. Barnekoff...

PB: We'll take one more question

Student: What about Century exceeded your expectations...in what aspects or anything?

PB: I think the toughest thing that you ever have to do with a new school is create traditions, and creating an environment where students behave appropriately. I think that's the biggest challenge, and we didn't do a great job. I think it's still in process. I think we did a good job integrating a lot of kids into what we do. It may have to do with the block and having more kids in the area. I think the building has done pretty much what we've asked it to do. Of course I've mentioned the things that don't work such as the cafeteria. Overall, I think it has met the expectations. I'm very proud of the fact that we taken a population that is very diverse and ethnic population. As I mentioned which is a strength, some people say that it isn't a strength. I think that that was the most exciting thing to see...different kids, different types of kids even quote "the black kids" integrating with eachother, and sometimes it can be one of the most frustrating things you go through. It also strengthens kids, and their bond with eachother. Because one thing that we all do is judge a book by its cover. I can tell about you, I don't have to meet you, I know about you because you're wearing that shirt. Well because of all of the things that have happened, a lot of people had to communicate and come together and work together. So I actually learned about you by actually talking to you and interacting. I think kids have taken good care of this school, except for the bathrooms. Look at the lockers. Everytime I walk into this building the lockers are all pretty clean, and they haven't destroyed them...I mean I think that's a sign of something important. We did put locks on the lockers, and there's an interesting story behind that...why we put locks on the lockers instead of dials. They're silent lockers so they don't make a lot of noise. Those are the things I look at...how does a school look? It's bright because of the light...uhhh...you guys weren't here when we first did the stairs. The stairs were supposed to be concrete. And when we met with the architects and the contractors they said we couldn't have concrete in the middle of the stairs. So what they did was they put bluenose, little rubber things that go over the edge of the stairs. They also added tile under the bluenose. Well everytime the bluenose would rock because it wasn't solid the tiles would crack. So we had this beautiful school and all of our stairs were filled with cracked tile. So finally we got some money, tore it all up, and fixed it. It took a long time to get that black rubber in there. It's really hard to clean, but it looks really good and it's better than having concrete for stairs.