

Katrina Jaureguizar-- Interviewing Mr. Bob Orme today, it is Friday the 24th of May 2002. Mr. Orme was the first vice principal of Century High School for the first two years in opening. To start off we have a couple questions about your involvement with CHS. We know you were the VP, but did you have any reasons that you wanted to come to Century originally?

Bob Orme-- Yeah, Phil Barnekoff, I worked for him as vice principal over at Hillsboro High School for five years. And, he had asked me if I wanted to come over, along with Dawn, who is the present principal right now. And, Dawn and myself were the first two principals, I mean vice principal's here when we opened up. We worked all that summer before and then opened up in the fall.

KJ-- Ok, were you a part of the planning team at all?

BO-- No, I wasn't, neither Dawn or myself were really part of the planning team. Prior to that, as far as working the full year long we started in the late spring before the opening and we were a part of the planning team at that time. For the whole summer, the spring and the whole summer. But many people, I think like twelve of them, had been working for, six of them for the first year, and an additional six the second year, so there was about a dozen people that had worked about twelve, or excuse me, two years prior to the opening in the fall.

KJ-- Oh ok, just some things about being vice principal what, probably were some big challenges you faced as vice principal and how you dealt with any of them?

BO-- Well, the big challenges of course, opening a four year high school. And, they were going, mostly going into freshman and sophomore and junior and senior, we didn't have a senior class of course the first year. We just started with freshman, sophomore, and junior. This would be a brand new school and about 1800 capacity. Quite a few things, that set up, I mean, number one involving all the teachers, making sure with room placements, the assignments, the master schedule, which was a pretty tough one. Putting all those things together, making sure that everyone worked in a school, that was a big thing. Dave Parker and his crew along with Ted Zehr, they put together the whole computer system in the school. And that was a program or a grant that was worked out with Intel. But they gave so much dollars in computers, I think about a million dollars worth. And then we had to match it and then we had to of course put them all together, and they put 800 computers together. Give or take fifty. I think that whole summer, i think they worked on it from spring in June, through the fall. And then everything had to be implemented and put in the computer system. make sure the whole system was wired correctly. We did that, we meaning the school did that. There wasn't anybody outside who came in and put all those in. Parker and Jim Harrington and Zehr and those guys, they wired the whole school for computers. I mean everything. And it took a lot to make sure that's happening. Then the phone system had to come in, although the phone people did wire it with the master control on the second floor behind the library. That's the master one, the phones, everything had to be centralized there. So that was really quite a chore. And probably at the time we opened, I'm not too sure right now, where other schools are in the state, but the time we opened it was probably one of the most advanced schools as far as computer programs and technology, communication technology was set in the school. Some of the other problems, of course, along with parents and students, and the teachers, when you open a new school you know you always get the people from different areas and we got people from the Glencoe area, from the Hillsboro area, and the downtown core area as well as the outline area. And the feeder schools, different feeder schools came into it and then junior highs as well as the

elementary schools. One of the things that happens, and it's much better now, is the first year and you get people in there and they come in and there's everybody establishing their own turf and we had, the first two months were very difficult, as far as fights, as far as different problems.. I mean PE , you have all this, all these things come together. And you have the theft problem in the lockers, in PE, fights. As juniors, excuse me not so much the juniors, but the freshman and sophomores coming in and everybody getting involved in it and it was really not too much a headache but it really was quite extensive and six weeks into the term into the year Mr. Barnekoff, Phil had applied for and received permission to get a third vice principal and that's when Ted Zehr came in. He came in six to seven weeks into the term and it really helped us because it's the old expression "If you couldn't find your hind end with both hands" i mean, it was really a tough deal. I remember Dawn and I had by about the fourth day, we opened on Monday and on Thursday we had four fights at one time. And it involved 8 or 12 kids and the first week I think we had, I'm trying to remember, nine or ten fights. And the second week we had nine or ten and the third week, it was just one deal after another. And there was more kids i think we had in suspension, i don't know how many, 30 or 40 with two or three weeks. But then things smoothed out and you just, we got our security people helped and you had, Century's a little different as you well know that the accessibility by cars and people coming and kids from other schools coming on the parking lots and everything. It's very easy. We're not fenced in like Hill-Hi or Glencoe. Maybe down the road, I hope maybe that they'll get that. I think that would sure help. Instead of other kids from Beaverton, Sunset, Glencoe, Hill-Hi, other schools or not even in school coming through cruising along taking advantage. And that was a big problem another problem at the time was that the kids coming to our school like this, there wasn't a main gate, there was about five ways out of here. And so a lot of kids were skipping school. And then we had a problem you go up to Fred Meyer and there'd be a couple kids getting into a big fight up at Fred Meyer or there'd be 4 or 5 kids who swiped some merchandise or there'd be guys over at the shows parking lot I mean it just never ended. It took a good six months to get things calmed down and kids to realize that this was their school and they cared about it and actually take care of meeting every day's physics and quite a bit of backgrounds.

Sean K

KJ-- Were there any certain things that you did to smooth some of this over? Like with so many fights and...

BO-- Well, Yea. The teachers, they really helped, they were asked, all of the break time between classes, they were asked to be in the halls. And they did and that really helps a lot for one. The second thing is being aware of what's going on in the lavatories and stuff. The restrooms were built more or less kind of on the theme of like an airport. No doors. And there was reasons for that. First one, it'd be easy to get in and it's quick to get in and out and you're not closing the door on anyone's face. At the same time it's easier, much easier to patrol, much easier to take and there's still you know things going on in the restrooms that shouldn't but you have a lot better access to it you know and kids know that. And students as well as faculty, and they did a good job of it. Policing them and taking care of that. The cafeteria was another real problem. Some of the design we thought was gonna work out real well and some of the design not. Some of the times, as you people well know now, the lines go into the hallway across and it's difficult to get in and kids you know save me a spot in line and save one spot an 16 kids come in and the other kid gets excited. It's just a never ending battle of logistics and statistical places to put specific names on. The student store worked real well compared to the cafeteria. The cafeteria you gotta have people in there. I know that even in the last year I was here and for the first two years, we were actually on duty, the vice principal's were on duty four hours in a day. Half hour before school, half hour after school, and two hours at lunch. You got a thousand kids on lunch like you have right now and everybody's got to be some place. It takes more than

one person or two of them to watch them. So you have a couple of people in the cafeteria and one upstairs, downstairs in the north and south halls and let alone the parking lots. That's a chore.

That's a full big deal. It isn't like the army. In the army they use a threat and a little intimidation and say hey that's it and you're out in the cold. But here it works a little different. The secret I think, and it's worked out pretty well, and Mr. Parker and Mr. Zehr I know work on it occasionally, not occasionally, daily. And that is, that you know you got to be out where people see you. You gotta be, the teacher's have to be visible, the faculty has to be visible, the staff has to be visible. The janitor's help a lot. Security helps a lot. It takes a fully cooperation of everybody to make it run, to make it click. And when you're in the cafeteria, we went out of our way, and I know they still do today, if you're gonna get along, and you know as well as I do, that the school divides. The cafeteria is where you have all your divisions. You have the jocks, and you have the athletics and they sit here and you have the girls and the guys there and then you have the Hispanics over here, you have cowboys over here, you have all the different molds of humanity in students. And they're all over the cafeteria and they all have their little niche and Lord help the person that sits at their table and shouldn't be there or get there first and then get out and you know that. AS far as racial, as far as religion as far as everything, it all comes together in the cafeteria or at meetings and also in the gym. But if you make it, if you're a staff member or you're security or you're a vice principal, you need to just walk right into those groups and get something you need, touch base with them every day and they'll look at you and you know Who's that yahoo, what's he tryin to do? And what's she doing? You don't have to come over and sit with us we don't need you. But you do this consistently, let them know you're there. And it's not the idea of befriending them, it's just letting them know hey it's a part of the program. I'm as much interested in you at this table as I am at the Asians over here, or we have whatever part we have. You gotta be interested in them and you gotta take... and they look at it and they like it. Down the road at the end of the day, at the end of the game at the end of the year, they can actually say, yea you didn't shy me. And you read accounts at different schools and different things that happen, and it's easy to happen. It's easy to look over here and have a table of guys that are rough looking and, I'm not going to go sit with those guys I'm gonna stay away from those guys, but the minute that you develop that they also, or a group of people, they can also say, Hey we.. he's not gonna jump in here. This is our turf. We're gonna run it. So you gotta let other people know that it isn't, that it's all part of everyone's. I used to tell the kids in the office, and say you guys go to Fred Meyer, and i said this is my turf, I don't care what you do away from home, but here at Century this is my turf, and Fred Meyer's my turf. You're gonna screw around at Fred Meyer you're gonna be out of here. We gotta live with these people in the community. You're gonna screw around at the church deal over here, you're gonna be in trouble. That's our turf. We have to live in this certain area here and we gotta get along with these people and we have to have them get along with us. And they ask me, thinking toward our educational process on a positive note, so if you're gonna screw around on that you're gonna, you'll be in here. You'll be in the office.

KJ-- Did you have any like initial visions or expectations of Century before it actually opened?

BO-- A couple of them I did. I anticipated the problems that we would have socially, you know with kids. And that's just a normal thing with a school. Because we dealt with a lot of the same kids that we had at Hill-Hi that switched over here. But, the big vision, as far as academically and putting the school on programming. We were told and everything in meetings and all that stuff that we had been involved in as far as computer and the advancement and the latest technology at this school. And that came to pass I think. I was real pleased with that. Real pleased with the building itself. As you get going you find some

of the things that aren't gonna work and you go, God I wish that would've worked better, but it didn't. Some of the food lines. The gymnasium. The actual gymnasium is too small. It could've been 40 feet. It would've made a big difference. But the way the back lobbies, and the gym and the area to the boys and the girls lockerroom. And the way into the gym. Those worked out real well. And then to dump the things out onto the field, and the kids in the classes. I think worked real well. The entrance to the school was pretty well. You have to, as every school, you have to have security there and they have to be able to watch it pretty well. The auditorium was a blessing. And that worked extremely well. The cafeteria where it is as far as the light and bright and easy to move around and access out of the building. That seemed to work real well. Fire Drills coming down from upstairs that still is a problem, or was. We worked on that and we worked on that coming along. The access into the parking lots in the front and the back work alright. There's little arrows pointing on the ground and people seem to move a lot better. Some things that didn't work well, as far as I can see. I mean the access by other people, outsiders entering the building. It's quite easy to let it happen. There's a lot of entrances. And that system was built there's a lot of places and kids leaving the building. And that always has to be addressed. The parking lot on the other side, pretty soon, 234th will be blown all the way open and that's gonna be an advantage to getting here, and it's also gonna be another disadvantage, cause there's gonna be a lot of people gettin in hit and miss a lot quicker on the program as far as the availability of roads in and out.

Maribel Arciga-- What issue, would you say, you had to deal with the most? Is there one specific one?

BO-- Well, the first year, the issue that was getting everybody was, I think one of the issues was just the daily routine of kind of like, it's not like herding cattle, it's very similar, is convince people around to your way of thinking. You know, that's the secret to any success, is convince someone around to your way of thinking and then let them think they thought of it. If you're gonna sell anything, if you're gonna do it, you gotta buy into the program. And the more you get people and kids and students and faculty and staff to buy into the program even though there is the good and bad, and positive and some negative, you gotta into it and you gotta take part of it. Then you'd be even happier and give your plus or minus. But you gotta have a feeling to it. If you don't like the way things are going, you know too much heat in the kitchen, get out.

KJ-- Did you have any expectations of like the philosophy like learning wise, of how people would learn, like pods...?

BO-- Yea, because we had gone over that a lot and especially when we went into the block system. And I'm a firm, and I wasn't in the beginning, a firm proponent of block. And next year it's gonna be a little different. They're gonna have trimester from what I understand. I haven't really read a lot of that. We started the block and it was what, 90 minutes. Where are they now, they're 85?

KJ-- No, they're still 90 minutes.

BO-- They're still 90 minutes. The 90 minute block is probably the longest of any school in the state. But a lot of people fought it, and I wasn't, I questioned it in the beginning. But the true, you know in any academic, any business that you have. Or company that you have or industry that you have. You're gonna have the good, bad and the ugly. You have the people that are go-go getters and they're outstanding in their field and they would be that if they were collecting garbage, or teaching Einstein. They would be, they're head of the

class. You're gonna have other people that are gonna get along and run along with it and you know, lead follow or get the hell out of the way, it's just, that's what they're gonna be doing. Then you're gonna have people that are just gonna be there existing and they've got a good job and they're gonna come eight to five, and they're not gonna do anything outside of the ordinary and they're not gonna participate in anything extra activity, no extra, someone else can do that but I'm not going to. And that again is part of gettin people to buy into the program, but I think that it's done very very well as far as totally looking back on it. It seems to work out, I know it's always been, dances and it started out very, in the beginning it started out strong. But then as time wears on, in anything else you know people, Oh I did that last time put me down for this week, or put me down for that. But expectations as I said, especially in the block system. Well, if you stop to think about it, the block system I mean you go from an 8 period to a 4 or 5 or a 3 and kids are in the halls cause it's that much less. I mean yea, they have a longer passing time, but really the teaching time and the academic is so much stronger, so much better. The teachers that, just in the class that you're in right here, you're gonna remember this class a lot longer than you are a lot of other classes, and not just for the dynamics of the class, but just for the quality of the education that you're getting out of it. And you're gonna get into college, or some phase and they're gonna tell you... and you're gonna already know how to, well just what we're doing here. You are going to be able to just walk in and say ok I've done this before, bam bam bam. And the teacher has 90 minutes to give it to you. And that's a great asset really. you have a 45 minute class. You have five minutes to get into the room and screw around and the last five or ten minutes for the same type of deal so you actually have about 25 to 30 minutes of actually instruction. That's so much better. I can't.. it's tough.

KJ-- What was your biggest satisfaction as vice principal? Something with the school itself, the learning programs, just probably your favorite thing I guess you could say?

BO-- Well, I don't know if there's any real favorite, but seeing something you know working with kids working with the teachers. And if the teacher knew, you know you always try and say what you mean then mean what you say. And I try telling the kids, I mean if you don't mean it and you can't back it up, then don't say it. Because you'll end up further down the rung on the ladder than you will if you ever hadn't said anything at all. And so the point is that working with kids and working with teachers and the satisfaction that hey you've been there and done that and they say hey I got a problem here and you try and get it and try and work it out to their expectations along with anything that involves with the student or parent, along with the same type of a situation. The one thing that I always try to do with the kids and occasionally you have it.. you never holler, never holler at them, never yell at them. And I know Parker and Zehr they've followed along with this. The other thing is that when a kid leaves the office they usually sit with the kid and say hey you know, you can't do this. You did it, ok fine, but you can't do this. Next time this is what's gonna happen and yadda yadda yadda. You go through the whole thing and before the kid leaves, ok what did i, do you understand what I said? Oh yea Mr. Orme I understand, I do, ok then if you understand repeat it back to me, tell me everything I just said. Oh well, you said, and then they'll get hung up and I'll say well then what's gonna happen? What I want you to understand is that when you leave here, when you leave the office, there is no question in your mind what's gonna happen. Said, do you understand so that you aren't gonna come back, I understand. Then we're not gonna have a problem cause I'm not gonna see you. You know, if they know where they stand and you always give a kid a back door to crawl out of or a window to crawl out of, I mean no one ever likes to be just thumped on and jumped on. Even in a fight. You get the girls in there, and girl fights, believe me, are much worse than guy fights. And there was a point there that Dawn, I mean you get involved with a girl fight, and it's she said this and she said this. And it was something that she told this girl when they were in the sixth grade at Brown or at Poynter or I mean, you never heard anything. She'd call me a... in

fifth grade. Oh well we were at Summer Camp and we did this, and so now they're hands down, oh ok it's three years later and I understand why you're so upset. That's just the name of the game. But, if you, kids want to be instructed. I don't care what it is, and kids want to be told, kids want to know where the line is. Some will push the line and hit limits, some will go over the limits. Teachers will too. Teachers will too. I remember we had a teacher early 60s and you couldn't wear beards to school in the early 60s. No that was right yea. At Hil Hi in the old college. You couldn't have a beard. And then we had an art teacher. And he wore a beard, he didn't have a beard, but he wore real long sideburns. And he kept getting these side burns real long and very last day of school his sideburns came together down at his chin. Right there, he always kept it open, and the last day of school. So I mean he just pushed the system. He went into, the guy's a millionaire now, he went into his dad's garbage business. But anyways, so teachers, they all push the system, everybody pushes the system. But you have to know where the system is. And you have to know that if you go beyond the line, you have to expect what'll happen to you. And they're always well, Mr. Orme send me home, well, I did it, yea you're right. Well, now why did you do it? Then you get going and you get into something different. So, as far as working, you like to see some people, you like to see people grow up, you like to see people mature. And you have to accept criticism. I mean like myself. I'll never forget a kid comes to me and says well, you never say Thank You. And I look back on it and you know he was right. So you gotta be, it's a two-way street. You know, all arrows can't point down. You can't be pushing all the buttons. You gotta be able to accept criticism. In fact that's probably one of the hardest things for kids, as well as faculty I know. Is you accept criticism, or accept comment. You could do this better. And you get into that delicate view when we would evaluate teachers. We would always divide those up, we'd have 30 teachers here. The very first year we had 90. Each one of us had to go through. And you'd have to come up and say Hey, you're not getting across to the kids. You gotta be, you can't teach sitting behind the desk all the time. You gotta get up and move around. Well, the kids in the back room... well, the kids in the back of the room are gonna kill you if you don't get up and move around. So those are some of the things.

MA-- What was the most significant thing about Century? Like, what did you get out of this whole experience?

BO-- You know the big thing, cause you can teach a lot in your life, and you don't have the opportunity to be involved in the opening of a school. And that was really, that is a great thing. I mean your input and all the teachers had input, all the staff had input all the faculty had input. And meaning, when you say teachers, staff, faculty, that's everybody. That's the secretaries that's the janitors that's the everything coaches everything. They all put input into this thing. And maybe your one idea you didn't, but a lot of things, you're gonna have a say in. And the school's gonna only be as good and it's only gonna be able to build up as fine and in your programs and in your staff as you guys make it. And so that was really great. I mean it was really a great thing to see. I mean opening day and at the end of the opening week and we'll sit there and holy cow we made it through another week. What are the positive things? Phil would say, what did we learn? And then his basic line, all throughout every meeting we ever had, and Phil Barnekoff was not a real strong one for a lot of meetings, and the staff knew that and so when we had meetings we got right to the question, right now, bottom line and this is what we're gonna do folks. And we'd get into it and then he was good for delegating. Well, get your advice from Ted Zehr, or check with Ted, check with Bob, check with Dawn on this. But you'd get right down to it and you know again as I said, say what you mean, mean what you say. And then he would let you do it your own. But you didn't want to cross him and you didn't want to go off on your own tangent down there and say oh yadda yadda yadda yadda. But those were great. It's a great feeling to get it off. And after the first year we had a graduation and we got through it

and even now, it's in its fifth year now, and it's doing well. And you gotta keep working on it. And just the program that you guys are doing now to keep the history and get it up of Century is a great idea. And you didn't do it because you lose, well I know there's a third of the teachers here that I don't know. And in two or three years there's gonna be another third gone, and in another five years, they'll all be gone. So, but it is, it's a great feeling. The expectations and accomplishment and feeling of accomplishment. It's like building a building. It's like putting all your little kids in there and you get the thing going and you hit a button and it starts working.

MA- Did it change you as a person?

BO-- Yea, it changed me, yea. It changed me because I got involved later on in my life. I mean, and so I had to make a lot of mental changes. Mental changes meaning, that I was never that involved in computers, I was never that involved in the new technical data. And you either sink or swim. You either change and go around to that way of thinking or you're gonna go back to your old cave and sit there and work things out. And they're gonna have a program here and in order to do that you gotta get in and join them. You know, sink or swim, but... as I said earlier, lead, follow, or get the hell out of the way. If you're gonna lead, if you're gonna be in there, if you're gonna be a vice principal and you're gonna be expected and people are gonna, not so much loom up to you, but they're gonna call you on the carpet because you're on the firing line. Vice principal, the only difference between the principal and the vice principal, the principal he gets the final, it stops right there. That's where it stops. And he's responsible to everybody also. But we're responsible, the vice principal's responsible to the principal to get his program out. And what he says goes. Or what she says goes. Or what they say goes. And then you get your orders from the principal, you get your flak from the parents, from the students, from the staff, from the faculty, from the teachers, I mean, there's a guy.. from the neighbors, there's a guy shooting golf balls on the football field out here. And so we go out there. And you're gonna have to come out and convince him cause he's not gonna leave until you go out there. And his idea is that he paid for the taxes he and his dog can play golf out there all day. That was a time to convince him to our way of thinking. And it finally ended up that if he didn't want to talk to me he could talk to one of the boys in blue. And that's where it ended up. To answer your question, does that answer your question? I mean it really, it really does change you. I mean to get things to work, and we were getting to school, I know I got to school at 5 o'clock every morning. And five to six worked out in the gym down there, and then six o'clock I was at the desk and a lot of parents would come in. I always had my parents come in for conferences in the morning. And my reason on that was that .. well two fold, actually three fold... 1. selfish on my part, cause I didn't want to be hooked into meetings from five until 7:30 at night. 2. There was always a lot of stuff to do after school. There was meetings, there was different activities that we had to supervise or get ready. 3. That you find out if parents come into school, they've worked all day and they've gotta come, and you've called them in on your turf and there's always a little nervous coming in. And they're on the defensive, so sometimes some parents come in there and make a real strong offensive measure. Like warn bam that kind of thing. So what you end up doing is everybody's worked hard all day and the kids been in class all day and he's going to. So you get them in the morning they're at least fresh maybe they haven't had their second cup of coffee yet, but you got them there, they come in you know that they have to be at work, they say well, i can't be there, i have to be to work, so I say well what time do you want to meet? Five, six, seven doesn't make any difference I'm there at five, we can go at five we can go at six, I'll have coffee and a donut for you whatever. And then you know at seven thirty I had to go up and do supervision, end of meeting. And so you really get down to brass tacts is what you do. And the kid comes in and you say well what do we got here? What's the problem? What do you see? And then your time is very well spent. You're not sitting

there messing around.

KJ-- Just something else, how do you think Century is perceived by the other schools around here, the other high schools in the community?

BO-- Ok, that's a good question. Century is perceived, well you know any time they're opening a new, well they're opening a new school now over here Liberty, any time you get on a deal like that you get, see it's the age of the, in other words the teachers the staff the faculty and all those guys. Now when Century came along they got the Intel grant. Well, that's gonna be, oh those guys, they get this that and the other thing. And some of the parents will say hey I want my kid to go to that school. And then some of the parents in the elementary and the problem they have now, hey we don't have enough computers. And that's a very strong case you know, we need the computers we need this, Century can't get it all. That's what happens a lot. Well, look at the building, the building cost 300 or 200 million dollars or a hundred million, whatever it cost and they got 800 computers and we've got 30 you know and of the thirty, five don't work. And four of them have a program that was made in 1898, you know so there's always room for criticism. You're always gonna get criticized. You're always going to take flak from different aspects. Dress codes, you know, behavior of kids. Oh well that kids from Century, well those kids are from Century. They're on a panel there, oh well my kid could do that too if he was from Century or if he had that computer knowledge or if he had this or that. So you're going to get that wherever you are. As far as in the community, I think the community has accepted the school. I think the school design and the staff is outgoing and very positive. Downtown I know is the core area and the people they accept them just as they are. And they're accepting and they're going to be working down with Liberty on the other side of the highway. Kids, their opinion of, and you know that you know better than I do, what do you think of the kids at Glencoe? What do you think of the kids at Hil-Hi? Well, they're, well they're Hil-Hi, there's cowboys over there and farmers. You just set that see, and then they turn around and go over here, but actually kids when you get them together, they all mold, they all get together well. I mean if you had, I mean like Jagapalooza day today, kids at Century or the kids at Hil-Hi they want to come over. They want to get over here in the worst way. That was one of our bounds was to keep kids out, and they would skip all day over there. Kind of mold into the society, be in the halls, and they're there. When Hil-Hi has their Spring Tide or Glencoe has their Spring Tide or Art Quake and kids here want to get over there. They have friends, just like you know your church or your neighborhood or different programs you're in, you have good friends and cousins that go to the other schools. And they tell you what's going on. So, it's just the same thing. But you have to work, you have to work on an issue. I mean the teachers aren't going to make this school well-liked or positive. I mean it's everybody together. Kids say well, I don't like it. well, other kids can dress this way. Well, you're as much a part of that school as anyone else. And you get down to the drugs or anything and it's every students responsibility to see that the school is drug free to see the way things are going. And if there's parties going on and everything you just have to, you know, you're going to be involved in such things like that, and situations and life's full of choices. And it's just like, one kid I remember had someone in the backseat of his car smoking a joint or something and they got caught and were stopped by the cops on Sunset highway and he was the driver he got nailed. It doesn't make any difference that's a choice. So if you're going to make choices like that or going to let yourself get involved in choices like that, then you have to pay the price. And it's getting down to zero tolerance. And a lot of other things. I mean pick up the paper. You're seeing zero tolerance. Or making choices has to do with, I mean you see all this stuff with the Catholic church is getting criticized for now. You see all this stuff and zero tolerance and on the stock market, all the different things. The Enron situation with PGE, it's everywhere. It's all a matter of choices. So school is only gonna make it as well as the faculty can do their part, and the

staff, but the kids have got to get in there too.

Maribel-- As far as like the staff and faculty are concerned do you think that there's a good balance? Because I went to Hil-Hi and I see that you have really good staff here, so do you think that when they picked the teachers it left a balance between the other two schools?

BO-- Yea they did. Part of that was regulated by the district office. And there was a lot of work that went into that selection. Meaning that, there was a whole, there was a specific process followed all year, in all 2 of the schools. Those two of them being Glencoe and Hil-Hi. And we got the people that were interested, and the people one way or the other. See a lot of people don't want to go to a new school. And right now, Liberty, I don't know how they're having the choice, but a lot of teachers, if you're a teacher and you're in here, you've been here five years and you went through all of the work and the development of this program, the last thing you want to do right now, or maybe it'll be the other way, if you didn't have as much and they didn't listen to you and you want to have more input, or you don't like the way something's going, then you're gonna want to apply to leave to there. If you have a specific axe to grind, you have a specific program you want to see involved or implemented, then you want to do that. But I know that all the guys that did the science I mean the Harrington's, the Parker's, the Zehr's that put all that, I don't think they'd be real eager right now, and I'm not speaking for them, but to go over and start a whole another program again. And it takes money and it takes time, and as far as the time, you're not gonna get paid anywhere for the amount of time you took and put into the school. And it just isn't there. So they had the process and then the other thing is, you don't want to have, you have an A school over here at Glencoe or Hil-Hi or Century and it's hold of great staff, they don't want to see it bleed and have bad staff out there too, above that school. So it's a difficult process. And then it's gonna be the problem where you're gonna have it at all the schools, because it's like where are you going to go, we're gonna be here at 2100 next year. And then the following year we'll be down to like 1400. Well, that's 700 less, 700 kids less, I mean just generally speaking. That's a heck of a lot less teachers. So some teachers there's a possibility at this school, and at Glencoe and at Hil-Hi of some teachers being moved and some staff members being moved, who didn't want to be moved. I don't know. That could be. So that's kind of how they did that you know. But there is a rigger process that they go through to try and keep everybody kind of happy. And keep the whole program going.

KJ-- Just a final question, does the overall I guess culture and philosophy for education-wise meet up to the expectations that you have of Century, like currently?

BO-- Oh yea, I think so. Although I was involved in more of the day-to-day physical plan, I mean with the kids just making sure, you know there's two ways of looking at it. One is that if you have, you could be the best teacher in the world, but if you can't control a classroom you're not going to get anywhere. You guys know, and people don't believe me, but you guys as juniors and seniors, are you guys seniors?

Katrina & Maribel-- Juniors.

BO-- Juniors ok. You know as juniors right now, if I handed you this piece of paper and said of all the teachers that you've had in the last three years, you sit down and you tell me, you write down the ones that you really learned something from and the ones that you haven't learned something from, and number two the ones that you like as a person, maybe you didn't learn anything from them, but you like them. And staff, I mean include the

janitors or anyone or hey that janitor always says hi to us or always is cleaning up in the cafeteria or picking up after a kid spilled something on the floor. I mean I always thought that if the kid spilled something on the floor, the kid should clean it up. Walk over and bring the bucket, I mean. So there's all these little decisions that you're involved in generally. And you're growing up, and the kids in your own family, and whether it be social, church or whatever, that you develop. I mean you can see, and then you take a look at it, well, how does that affect you here at school? What part of that are you a part of? So is everything coming out the way that you would expect it to be? Well, I think today, as I said your class is a perfect example, but the only, but that again is only as good as you're gonna have all the perfect kids and good teachers, and if good teachers can't teach, then they're not gonna learn anything either. So, it's a two-way street. So it takes a lot of perseverance and a lot of work to become a real good teacher. And it takes a lot of work to become a real good student. And if you're gonna be a good student, you have to be able to look at the teacher and you have to look through them. The teachers are like anyone else. They're gonna have bad days. Your mom and your dad, I mean your mother and your dad are probably the closest friends that you'll ever have. I say friends because you love them and they're the closest friends you'll ever have. If you don't have a mom or dad, you're gonna get somebody that does, that you're gonna look up to and is gonna help you. Maybe you look at it differently but the teachers will get through. and just like mom and dad they have good days and bad days. And then there's teachers that you know that what they say they mean. Or you know that they're not a lot of BS. They're not doing that just to be your friend and pat you on the back and say hey here's what we need to do. And those are the , and other teachers you know that that's all it is. It's a popularity game or a name game or staff people or friends. And you can even get down to friends. You know the friends that you can trust and that you can rely on, reliable dependable. And you have that, and I think there's staff, you know, again as I said, the good ones and the bad ones. Well, you know not bad, but ones you can rely on, the ones that are dependable, the ones that are always there. And it gets down to integrity doesn't it? I mean it gets down to integrity with kids, and it gets down to integrity with people. If a person has integrity, that's about the only thing they have. I mean we all like to be popular, we all like to be accepted and we all like this, that and the other. Well, you can say what you want, but integrity brings out the qualities in an individual. Because that's reliable. You can luck out on a lot of things, or you can have a lot of bad luck. But I think that the staff here and some of the things that they've been really trying to do and the things they've been accomplishing. I think it's turned into it today. Sometimes, and in order to do that you have to have things like you guys are doing or questions. And then you know, you can go off the track, but you got to be able to be big enough to get back on the track. And I think that it's a very successful, of course I'm bias, I'm here, and that is a bias opinion. But I think, I come back and look at the school's and the halls are well kept, everything seems to be right on line, you know and the classrooms still look great. You know appearance is a lot. I know if we had any graffiti, and we had very little here at the school, but if we had any graffiti at all, Barnekoff was on the phone I'd get here at five and say hey they hit that wall, and we'd have that paint erased and covered before the first kids came to school. And we did that at Hil-Hi and at Glencoe, it's the whole philosophy. If kids can't see it, there isn't any bragging rights there isn't anything. All in all, I'm very proud of this school. I think you guys should be too. And if you have any suggestions, you got to work as teams, and as your student government and that kind of thing, and work to solve something.

KJ-- All right thank you Mr. Orme, we appreciate this very much.

MA-- Oh, I had one more question.

KJ-- Oh, go ahead.

Maribel-- Ok, As far as the architecture is concerned, I know that the student involvement was very little if any the guy told me yesterday, so I was wondering if on the planning of the school, was there very much student involvement?

BO-- You know, I have two answers to that. Number one, I really don't know because I wasn't involved in the early planning on. Number two, money dictates the school. We wanted the gym, everyone wanted the gym forty feet longer and the original design was that way. It, hold off on the money, so it got shortened. And it was either shortened gym or shorten every classroom 10 feet or five feet. So, there's a lot of stuff that even as kids, because not so much that they're kids, but because they haven't been there and back. I mean do you think that right now, do you think your mom is smarter than you are, right now?

KJ-- I know my mom is.

BO-- Ok, but the only reason is for sheer reason of what?

Katrina & Maribel-- She's older.

KJ-- More experience.

BO-- She's older, yea, right. So, if you throw everything out the window, just the same thing on the design, what really works out? I mean we screwed up on some things. I mean some of the design in the cafeteria didn't come out the way we wanted it, some of the design in the gym didn't come out the way we wanted it, some of the design in the parking lot. So you work around it and you say hey, next time you build a building, like Liberty, it's gonna be very much similar to the same, but you say do this, do that, you know, so you change on them. But to get the kids involved in the design, I think as far as the structural, I mean the physical actual implementation of the building, it's real difficult. It's real difficult. You can come in and say yea we want more air spaces and stuff, so kids like more air, more light, so a lot of the things were built that way. You go to the inside core of the building at Glencoe, you ever been to Glencoe? upstairs?

Katrina & Maribel-- yea, oh yea

BO-- Well, I was there 8 years, and hey, that's a dungeon. If the lights or power goes out there, you'd better be like an elephant, because you'll never get out of there. And there's emergency rooms and everything, but you see those are two different things. And the kids... and some of the, even some of the outside rooms they're not as bright as the rooms that you guys have here. So you see. And what goes around comes around. They'll come around and say hey, there's too many lights, and there's too many people who can come on and we have to protect our building from terrorists and all the rest of that stuff. So you can make arguments for anything you want. But as far as really getting involve in the, to get back to your question, involved in the real design of the building, unless they really had the ability to say hey, take your junior year off and I want you to travel these 55 high schools and here's fifty thousand dollars and get on the plane and you and your friend, you know. Mr. Barnekoff went to quite a few schools along with the district office because if you're gonna build a school make it right. The other thing is, the haughty criticism to the school. Well, yea Century got all this and say well you don't need all that, you don't need tiles... Now let me ask you something, if you were building a house, tomorrow, and you built the

house and you were gonna build the house, and I gave you each 200,000 dollars to build a house, you're gonna start looking around. Would you not want to put the very latest and the best materials and the best designs and the best elements that go in, in that house? You would. Well, that's the way they look at it. And they say, you know we don't need that, we don't need, I mean we can get along without computers, not for very long, but you don't need it. But as long as we're wiring this building, we're gonna wire it for computers, we're gonna wire it for telephones in every one of those classrooms. Because it makes sense. And it isn't gonna cost anybody, it's gonna cost some, but if you ever want to go back and do it again, it's gonna cost a fortune to rewire Hil-Hi. They're planning to do that. I mean it is. And they're doing a lot of it. But that's just the way it is. So, things have to keep up. Things change and you have to keep up with changes and you have to invent changes. So I think that the kids, while you can get them involved in the design and say hey what do you think is gonna work or what do you see that we as the staff can do to implement and help your educational process. But as far as the regular design of the building, they would have to as I said take a year off and have to do something, because the knowledge is... I mean I could give them my ideas, but I couldn't, I've never been there. I'm not an architect. I can tell them what I think and the offices and some things that would work, but as a general deal. And then the other thing comes in, if you're gonna build something, how many monkeys do you want to have on the team? I mean isn't it easier with three of you guys sitting down to make a decision than it is with 303? Sometimes we get to the point, I've often said this, that we're so democratic we work backwards. We do. I don't say, I'm not arguing for a dictatorship or anything like that, what I'm saying is sometimes we are so democratic we.. have you ever gone down a highway, you go down the highway, next time you go down I-5, I just drove up to Boise and back, every time you go underneath an underpass, ok you know an underpass is, it goes over your head. You go down I-5 and you go down to Medford or Salem and every overpass, that you go under.. underpass, overpass.. every overpass that you go under it's all different. Every one of them are different. You'll never see, very few times, only right after in the early 50s up toward Boise, you'll see there're steel overpasses and there's about six of them that are the same. But every one of them is different. You know why? Because if your dad was an engineer or if he was a private contractor and he built the overpass at Charbonall, and then they went down a quarter of a mile or two miles down and they're gonna have an overpass at McDonald's or Woodburn or something like that, and it was the same design, do you think your dad would have an advantage on bidding on that? So they have to change every one of them up. To make it democratic. So everyone has that same equal chance. So all the overpasses in all the states and everything, do you think how much more expensive does that make it? It'd cost more. It'd cost thousands, millions of dollars more. But it's a perfect example of we're so damn democratic it's ridiculous. Anyways, that's just an off the, does that answer your question? I mean I think kids really need to be involved in it, but I think that sometimes it just isn't in the cards. Was that the bell?

Katrina & Maribel-- yea.

KJ-- Alright, thank you.