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CALIFORNIA ADVISORY COMMITTEE  
to the  
CIVIL RIGHTS COMMISSION

ASIAN-AMERICAN PUBLIC HEARINGS  
SAN FRANCISCO, CALIFORNIA  
Volume I  
June 22, 1973

REPORTER'S TRANSCRIPT

## 1 COMMITTEE MEMBERS PRESENT:

2 Chairman Herman Sillas, Jr.

3 Mr. Joseph F. Jimenez, Vice-chairman, Northern Subcommittee

4 Ms. Aileen C. Hernandez, San Francisco, California

5 Ms. Nadine I. Hata, Gardena, California

6 Ms. Frankie W. Jacobs, San Francisco, California

7 Mr. Gordon J. Lau, San Francisco, California

8 Ms. Helen Davis, Los Angeles

9 Mr. William D. Rogers, Los Angeles, California

10 Mr. James Hesburgh, Los Angeles

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## P R O C E E D I N G S

JUNE 22, 1973

CHAIRMAN SILLAS: The hearing will now come to order. I am Herman Sillas, Chairman of the California State Advisory Committee to the United States Commission on Civil Rights.

The other members of the Committee here in attendance are to my immediate right, Vice Chairman, Northern Subcommittee, Mr. Joe Jimenez, from Sacramento. To my immediate left, Aileen C. Hernandez, from the San Francisco area. To her left, Nadine I. Hata, from Gardena. To Mr. Jimenez' right, Miss Frankie W. Jacobs, from San Francisco. To her right, Mr. Gordon Lau, from San Francisco.

There will be other members of the Committee arriving as their planes come into San Francisco, and I will announce and introduce them as they arrive.

Also with us are the staff people from the Western Regional Office, whom I will ask to stand and identify themselves so that those of you in the audience who may have questions or want to turn in additional information will be able to contact them directly and give the information directly to them: Mr. Michael Ishikawa, Sally James, Mr. Tom Pilla, Mr. Joe Brooks, Mr. Charles Ericksen, Mr. Philip Montez. Additional people from staff will be arriving, and I will introduce them as they arrive.

Also now with us, joining us this morning, is Helen Davis of Culver City, and Mr. Bill Rogers from Los Angeles.

1           This open meeting is being held pursuant to rules  
2 applicable to state advisory committees and other requirements by  
3 the United States Commission on Civil Rights.

4           The Commission on Civil Rights is an independent agency  
5 of the United States Government, established by Congress in 1957  
6 and authorized by the Civil Rights Act of 1957, 1960, 1964, and  
7 1973, to do the following things:

8           First, investigate complaints alleging that citizens are  
9 being deprived of the right to vote by reason of their race, color,  
10 religion, national origin, or sex.

11           Second, to study and to collect information concerning  
12 legal developments which constitute a denial of equal protection of  
13 the laws under the Constitution.

14           Third, to appraise federal laws and policies with respect  
15 to equal protection of the law.

16           Four, to serve as a national clearing house for Civil  
17 Rights information; and,

18           Five, to investigate allegations of voter fraud.

19           I would like to emphasize at this time that this is an  
20 open meeting and not an adversary-type of proceeding. Individuals  
21 have been invited to come and share with the Committee information  
22 relating to the subject of today's inquiry. Each person who will  
23 participate has voluntarily agreed to meet with the Committee.

24           Every effort has been made to invite persons who are  
25 knowledgeable about the problems and progress in the areas to be

1 dealt with here today. Any individual may offer information which  
2 points up differentials in the treatment of minority-group persons.

3 In an effort to get a well-balanced picture of the  
4 situation in the State, we have invited individuals and representa-  
5 tives of organizations of five Asian-American communities, Chinese,  
6 Filipino, Samoan, Japanese, and Koreans, as well as federal, state,  
7 and county and city officials, and others with direct responsibil-  
8 ity in this area.

9 Since this is an open meeting, the press, radio,  
10 television stations, as well as individuals, are welcome. Any  
11 person discussing a matter with the Committee, however, may  
12 specifically request that he not be televised, in which case it  
13 will be necessary for me to comply with his wishes.

14 We are very concerned that we get all of the information  
15 relating to the matter under investigation. We are, however,  
16 concerned that no individual be the victim of slanderous or  
17 libelous statements. As a precaution against such a happening,  
18 most persons making statements here, or answering questions, have  
19 been interviewed prior to this meeting.

20 However, in the unlikely event that such a situation  
21 should develop, it will be necessary for me to call this to the  
22 attention of the person making the statement and request that he  
23 desist in his actions. If the testimony the person is offering,  
24 however, is of sufficient importance, it may be necessary for the  
25 Committee to hear the information in a closed session. The person

1 against whom the allegations are being made will have ample  
2 opportunity to make a statement in closed session before the  
3 Committee, if he so desires.

4 In any event, prior to the time the Committee submits  
5 its report to the Commission, every effort will be extended to get  
6 a complete picture of the situation as it exists in this community  
7 now.

8 At the conclusion of the scheduled meeting, should any  
9 one else wish to appear in open session before the Committee, he  
10 should notify the Western Regional Staff people here, introduced  
11 here today, before Saturday afternoon.

12 Let me also indicate to you that we will be hearing  
13 from approximately thirty-two to thirty three witnesses over the  
14 next two days. I need not tell you that that is not sufficient  
15 time to give everybody an opportunity to, perhaps, express their  
16 opinions and give us all the information. For that reason, we  
17 have requested that written statements be submitted.

18 We will attempt to allow everyone that we have scheduled  
19 to speak as much as they can about the information. I recognize  
20 that the problem of condensing information in this type of hearing  
21 is difficult. I will attempt to be as liberal as I can with the  
22 time allotment to you.

23 The general procedure will be that you will present your  
24 main statement and then be available for questions from the chair  
25 and other members of the Committee.

1           The first participant is Mr. Thomas Mellon, Chief  
2 Administrative Officer of the City of San Francisco, from the  
3 Mayor's Office.

4           Mr. Mellon?

5                           MR. THOMAS MELLON

6           MR. MELLON: Mr. Chairman, and members of the Committee,  
7 I came over here this morning, really, to extend to all of you a  
8 cordial and hearty welcome to San Francisco, representing the  
9 Mayor of San Francisco and the official family.

10           I do not have a prepared statement; I am not really  
11 prepared to give you any testimony this morning, only to tell you  
12 that San Francisco welcomes this kind of inquiry.

13           We felt that by having a public hearing in our area on  
14 the subject matter that you have included in your agenda, that you  
15 will develop information that will be helpful not only to your  
16 Commission, which you are advising, but to the City of San  
17 Francisco and the people who are responsible for its operation.  
18 For that reason, we welcome this kind of inquiry.

19           I notice you haven't included the minority group to which  
20 I belong, the Irish-American community. You have limited it to  
21 the Asian community, but that is all right, too.

22           I have more than a passing interest, let me say, in the  
23 subject matter, the general subject matter of these hearings,  
24 because just about ten years ago, a little short of ten years ago,  
25 the then Mayor of San Francisco, Mayor John F. Shelley, appointed

1 me to the interim Human Rights Commission. That was at a time when  
2 we were having a great deal of difficulty in the employment area,  
3 discrimination in employment. You may recall the demonstrations  
4 on auto row on Van Ness Avenue where several automobile agencies  
5 were occupied, and some demonstrations also down at the Palace  
6 Hotel, all associated with discrimination in the employment area.

7 Out of that came, of course, the legislation by the  
8 Board of Supervisors. We created a permanent Human Rights  
9 Commission.

10 While my jurisdiction does not include the Human Rights  
11 Commission, I am responsible for Public Works, Public Health,  
12 Purchasing, and a number of other areas where, indeed, we have  
13 tried to make some progress in this area.

14 Ladies and gentlemen of the Commission, I would be less  
15 than honest with you if I told you we have made as much progress  
16 as we want to make, that we have achieved all of our objectives  
17 and/or targets. We haven't done this, but we have made a great  
18 deal of change, as we look back ten years ago to the creation of  
19 that interim Commission and compare the results then, the number  
20 of minorities, members of minority groups in city government at  
21 that time and now. There have been great changes in the area of  
22 employment of minority groups in city government, and also in the  
23 San Francisco private employment area.

24 I don't have any statistics this morning. As I said, I  
25 wasn't prepared on it, but I must say that there have been very,



1 very substantial changes in city government in this respect.

2 I refer to my own minority group where, twenty years ago  
3 in San Francisco, a majority of the Board of Supervisors were  
4 Irish-American. Today, we don't have a single member on the Board  
5 of Supervisors.

6 As I look up and down this bench, I see all the names of  
7 the members of the Board of Education. Not one is of Irish-  
8 American extraction. As I look at the makeup of this Committee,  
9 I have to come up with the same answer.

10 We are not complaining as yet, but we may be.

11 Here, again, is another example of change, no question  
12 about it. This thing is shifting, and I would be the last to say  
13 that the change hasn't been good. It has been good; it has been  
14 progressive.

15 And, so, as you sit here in San Francisco for the next  
16 two days, I hope, I know that you are going to hear a great deal  
17 by way of pointing up areas in which the City hasn't been able to  
18 accomplish the objectives that we have. And this information  
19 that comes from the witnesses may, indeed, be helpful to us in  
20 getting closer to some of the targets. But this is not, as all of  
21 you know, the easiest thing to accomplish. We should, however,  
22 continue to make a lot of progress, and we should, in all  
23 probability, move a little faster than we have been.

24 Thank you.

25 CHAIRMAN SALLAS: Thank you, Mr. Mellon.

1 I was wondering whether we might be able to receive from  
2 the Mayor's Office a breakdown of the appointees by the Mayor's  
3 Office, and the number and percentage of those appointments that  
4 have been made of Asian-Americans. Can we receive that  
5 information?

6 MR. MELLON: Yes, it is public property. I don't think  
7 there is any question about it; sure.

8 CHAIRMAN SILLAS: Any questions from members of the  
9 Committee?

10 I want to thank you for appearing this morning.

11 MR. MELLON: Thank you.

12 CHAIRMAN SILLAS: Our next participant is, as I under-  
13 stand it, Sister Bernadette Giles, from the San Francisco Human  
14 Rights Commission.

15 Sister Giles?

16 SISTER BERNADETTE GILES

17 SISTER GILES: Members of the Committee, I am here this  
18 morning to present to you a survey of the needs of the Chinese  
19 residents of San Francisco as perceived by the Human Rights  
20 Commission of this city.

21 The Human Rights Commission was established in 1964 and  
22 mandated by its ordinance to give effect to the rights of every  
23 inhabitant of the City and County to equal economic, political,  
24 and educational opportunity.

25 No area of the City has been of greater concern to the

1 Commission than that of Chinatown, and no group of minority people  
2 has elicited more concern than the Chinese immigrants who have  
3 flocked to our city in the last decade or so.

4 I do not intend at this time to present you a complete  
5 list detailing explanations of the many needs of the Chinese  
6 community. During your hearings you will listen to stark and  
7 disturbing facts from others who are directly involved with the  
8 problems of the Chinese community on a daily basis and who are,  
9 therefore, more competent than I to bare them before your  
10 Committee.

11 Drawing upon a report prepared eight months ago today  
12 by the executive director of the Human Rights Commission, Mr.  
13 Becker, I will attempt to point up the main problem areas and  
14 suggest some possible solutions for your consideration and  
15 implementation.

16 The experience of the Chinese people in the United States  
17 during the nineteenth century is a matter of history. During the  
18 construction of the first transcontinental railroad, the Chinese  
19 made up a large, highly mobile work force which toiled long hours  
20 for low pay, and which was kept in line by threats of bringing in  
21 European refugees from the East. As time went on, the need for  
22 Chinese labor declined and the Chinese people moved from being an  
23 exploited people to that of being an excluded people.

24 In 1882, the United States Government cut off entrance  
25 of the Chinese into our country by enacting the Chinese Exclusion

1 Act which was not lifted until 1942. Left with the static  
2 population for nearly eighty years, Chinese-Americans went through  
3 a long period of benign neglect.

4 The removal of restrictive immigration standards by the  
5 federal government, and the consequent renewal of large-scale  
6 Chinese immigration to the United States, has introduced a totally  
7 new set of problems for the Chinese people.

8 First, a word about immigration statistics. The 1970  
9 census count showed a total of 55,000 Chinese in San Francisco. At  
10 the same time, the San Francisco Department of Public Health  
11 reported a population of 61,000 Chinese in the City. Many  
12 community groups feel that the actual number is even higher.

13 Language barriers and culture patterns inhibit many Chinese from  
14 participating in census counts. Suffice it to say that at this  
15 time approximately 30,000 new Chinese resident immigrants have  
16 settled in San Francisco, bringing with them language, housing,  
17 and a variety of other financial needs which have dramatically  
18 overreached the community's resources for providing for them.

19 An analysis prepared by the San Francisco Department of  
20 City Planning, based on the 1970 census, points up the present  
21 overcrowding in Chinatown and its impact on a new and highly  
22 vulnerable population. The population density in Chinatown is  
23 228.1 persons per net acre, 7.2 times greater than San Francisco's  
24 average of 31.7 persons per net acre.

25 Bear in mind, members of the Committee, that San

1 Francisco ranks second in the list of American cities when ranked  
2 according to population density.

3           Between the years 1960 and 1970, according to the City  
4 Planning analysis, housing units in Chinatown declined by 5%,  
5 representing a reduction of some 1,442 housing units. Of all the  
6 buildings in Chinatown, 87.5% were built before 1939.

7           Nearly 30% of all the households in Chinatown were  
8 classified as having incomes below the poverty level.

9           These are harsh and disturbing figures, and, I might  
10 report, they remain precisely that, only numbers. The pains,  
11 and fears, and deprivations, and inhuman conditions imposed upon  
12 and experienced by the people who make up the stark statistics  
13 will, of course, be exposed during these hearings.

14           It is with the harsh realities of life and living that  
15 the Human Rights Commission has been concerned, and its service  
16 has been to the people who are forced to endure them.

17           Sympathy and short-term, band-aid solutions are not  
18 enough, however, to meet the needs of the appalling situation as  
19 it now exists in our city.

20           The Human Rights Commission has long seen a parallel  
21 between Chinese immigrants in San Francisco and Cuban refugees in  
22 Florida. In both cases, immigrants requiring immediate language  
23 training, education, housing, and employment were thrust upon an  
24 alien scene, one in which the immigrant found himself set apart  
25 by language, custom, and culture.

The federal government came to grips with the Cuban refugee problem by spending to date three-quarters of a billion dollars on programs encompassing both emergency, temporary relief, and long-term health, education, and employment development programs.

The tragedy of the situation is the fact that Chinese-Americans, in particular, have largely been ignored in the recent development of federal and state special ethnic assistance programs. The stereotpye of Chinese, as a group of people who take care of themselves ., is unjust, unreasonable, and completely out of touch with the reality of the deprivations of the Chinese people in San Francisco. For many years, the Chinese community has shown its initiative and determination in trying to help themselves in the face of discrimination and disadvantage in employment, housing, education, citizenship, and civil rights.

The people of Chinatown are working hard on programs that attempt to meet the influx of refugees, but none of these programs has sufficient funds to have real impact on the alleviation of problems and the meeting of immediate needs. The problems are inter-related and must be concurrently funded in order to have an effective influence in upgrading living conditions and working conditions within the Chinese community.

Let me indicate a few areas in which federal dollars not only could be, but must be, profitably spent.

Number one, education and language training, in order to

1 meet the needs of Chinese immigrants, children as well as adults.  
2 San Francisco schools will continue to need money to provide the  
3 type of in-depth services newcomers to our community require.

4           Second, an increased supply of adequate housing. As you  
5 will hear from others who will follow me in giving their testimony,  
6 sites are available. Funds are lacking, funds which only the  
7 federal government can supply.

8           Third, financial assistance for the aged, for families  
9 with dependent children, and for other categories of dependent  
10 persons; funds payable directly to the needy on a short-term  
11 basis.

12           Fourth, health services to relieve over-burdened  
13 facilities where the demands for the delivery of medical services  
14 far exceed the limited supply available.

15           Fifth, labor law enforcement. Many Chinese are being  
16 denied the full protection of the law in areas such as collective  
17 bargaining, minimum wage, overtime compensation, unemployment  
18 insurance, and the enforcement of health and safety standards.  
19 Fair employment legislation must be accompanied by enforcement  
20 procedures which will ferret out employer violations of the laws.  
21 All too often, abuses prevail because employees are afraid of  
22 reprisals by their employers if they dare to complain to the  
23 appropriate law enforcement agency.

24           Sixth, employment. Perhaps the most serious problem in  
25 Chinatown is the underemployment. Far too many Chinese are working

1 specific questions with relation to housing, unemployment, and the  
2 like.

3 CHAIRMAN SILLAS: Thank you, Sister Giles.

4 Any questions from any of the panel members?

5 MR. ROGERS: Yes, I would like to ask one very important,  
6 I feel, question.

7 Most of your testimony has been regarding the Chinese  
8 community. I'd like to know what the Human Rights Commission is  
9 doing in regard to the other Asian community problems. What kind  
10 of surveys and statistical data do you have regarding unemployment  
11 and the other issues you brought up?

12 SISTER GILES: The Human Rights Commission has done some  
13 very extensive surveys on the employment of other Asian groups, as  
14 they are identified in the City of San Francisco, with regard to  
15 employment in the public sector of the community. The Human  
16 Rights Commission has been supervising the Affirmative Action  
17 Program in San Francisco. Unfortunately, it does not have  
18 the staff to do as complete a job as it would like to do. But  
19 it does monitor the hiring and the promotion opportunities for  
20 minority group people who are designated as Chinese, Japanese,  
21 Filipino, and other Asian groups.

22 I understand that the Samoan people are now being  
23 included in a separate category.

24 The Human Rights Commission is adapting its surveys as  
25 the City itself changes and refines its identification of Asian-



1 Americans in the City.

2 MR. ROGERS: Am I to understand that, at the present  
3 time, most of your efforts are primarily centered toward the  
4 Chinese-American communities? You do have some problems as  
5 regards staff and being able to do something about the other Asian  
6 community problems; is that correct?

7 In other words, is it a budgetary problem? Is that what  
8 you are saying, you don't have enough money for staff?

9 SISTER GILES: That is one of the problems. I would say  
10 that the thrust within the Asian community has been with the  
11 Chinese in Chinatown, but there is emerging now a real identifica-  
12 tion and investigation of, and support of, the Filipino people in  
13 San Francisco. At this point, I would ask Mr. Stanley Lim to reply.

14 CHAIRMAN SILLAS: Would you identify yourself for the  
15 record?

16 MR. LIM: My name is Stanley Lim. I am an employment  
17 representative for the Human Rights Commission.

18 In answer to your question as to what the Human Rights  
19 Commission has done for other Asian-Americans in the City of San  
20 Francisco, I would like to point out that the Human Rights  
21 Commission has staff members that include Chinese, Japanese, and  
22 Filipino. And we put emphasis on the Affirmative Action Program  
23 for all major Asian groups. At this point, I don't think we have  
24 any Samoan staff members, but efforts will be made to include  
25 Samoans, as pointed out by Sister Giles.

1 CHAIRMAN SILLAS: What of the Koreans, have there been  
2 any Koreans?

3 MR. LIM: At the moment, there is no Korean-American on  
4 our staff.

5 CHAIRMAN SILLAS: Any other questions?

6 Let me go to my left. Ms. Hernandez?

7 MS. HERNANDEZ: Could you tell us how many members there  
8 are of the Human Rights Commission, members of the Commission  
9 itself?

10 SISTER GILES: The Commission is composed of fifteen  
11 members.

12 MS. HERNANDEZ: Could you tell me how many Commission  
13 members are of Asian-American communities and which Asian-American  
14 communities?

15 SISTER GILES: Mr. John Chin has been a member of the  
16 Commission since its establishment nine years ago. Mr. Chin was  
17 elected to the Community College Board, and his place has not been  
18 filled to this date.

19 MS. HERNANDEZ: Mr. Chin was the sole Asian-American on  
20 the Commission?

21 SISTER GILES: Yes.

22 MS. HERNANDEZ: And he is of Chinese ancestry?

23 SISTER GILES: Yes.

24 MS. HERNANDEZ: Thank you.

25 CHAIRMAN SILLAS: Mr. Jimenez?

1 MR. JIMENEZ: Is the Human Rights Commission appointive?

2 SISTER GILES: The Human Rights Commission is an  
3 appointive commission.

4 MR. JIMENEZ: Appointed by whom?

5 SISTER GILES: The Mayor of the City and County of San  
6 Francisco.

7 MR. JIMENEZ: Then, I gather from your testimony, the  
8 Human Rights Commission views that there is a lot of problems that  
9 need to be solved.

10 What do you find is the obstacle for the Human Rights  
11 Commission to solve those problems, other than the budgetary  
12 problem that you mentioned?

13 SISTER GILES: Perhaps one of the difficulties is  
14 arousing general public opinion to the needs of various groups of  
15 people. I think ethnic groups and racial groups are concerned  
16 about their own immediate needs, but arousing the total population  
17 to the multiplicity of the needs of various groups of people is  
18 one of communication. It would seem to me that that is one of our  
19 difficulties.

20 It is like tossing a lot of balls up in the air at the  
21 same time. The Commission is concerned with the needs of black  
22 people at Hunters Point and in the Western Addition, concerned  
23 about the Filipino people, concerned about the Chinese people in  
24 Chinatown, and all these things are going on at the same time.  
25 But the degree to which everybody in the City can be aroused to

1 and informed on both what is going on and what needs to happen is,  
2 without a doubt, a basic problem.

3 MR. JIMENEZ: To follow a little bit further on Ms.  
4 Hernandez' question, are there any minority members on that  
5 Commission?

6 SISTER GILES: Yes, three members of the black community  
7 are on the Commission. There is a Spanish surname representative  
8 on the Commission.

9 It also reflects the religious groups in the community.  
10 I, for example, am on the Commission because I am a Roman Catholic  
11 and, by ordinance, the Commission is concerned about religious  
12 groups in the City.

13 We have an American-Indian.

14 MR. JIMENEZ: Thank you, Sister Giles.

15 SISTER GILES: We also have another woman on the  
16 Commission, one other woman who was appointed last year.

17 MS. HERNANDEZ: I wasn't going to ask. I know you were  
18 expecting me to ask a question about women, but I wasn't going to  
19 do that.

20 I would like some additional information about how the  
21 Commission functions on advisory groups. Does it have an advisory  
22 group that works with it and has the Commission been able to identify  
23 Asian-American community groups who can act in an advisory  
24 capacity?

25 SISTER GILES: I am co-chairman of the Youth and the

1 Education Committee. I will speak for my own committees, and then  
2 I will ask Stanley to talk about the other committees.

3           The Youth and Education Committee works with representa-  
4 tives from groups within the City and County of San Francisco,  
5 those who are knowledgeable in the field of education, and we have  
6 representatives from the Chinese community, from the Filipino  
7 community, from the black community, and that is the vehicle by  
8 which we know the needs of people, minority group people in San  
9 Francisco, and the vehicle by which the minority group people are  
10 informed on the steps in the programs that the Youth and Education  
11 Committee are involved in.

12           I would like to ask Stanley to explain how the other  
13 committees, the Employment Committee, for example, and the Housing  
14 Committee operate.

15           MR. LIM: I want to point out that the Advisory Committee  
16 set up by the Human Rights Commission is aimed to solve overall  
17 problems rather than one particular ethnic group, as we earlier  
18 talked about.

19           For example, formerly, we had the Advisory Committee on  
20 Chinatown, but that committee is no longer active. In turn, we are  
21 forming committees such as to solve employment problems for all  
22 ethnic groups in the City, to create jobs, for example, for the  
23 Yerba Buena Project, which is a proposal at the moment for all  
24 residents of the City to set up reading panels to correct erroneous  
25 statements in text books and so on which concern all minority

1 groups in the City. So this is sort of an overall approach instead  
2 of a sub-committee; advisory groups, rather than just aiming at one  
3 particular ethnic group or community.

4 MS. HERNANDEZ: My point was, whether, in all of the  
5 advisory committees that you have, whether there was representation  
6 from all of the communities that we are speaking about today. As  
7 I heard the discussion, most of what was said did indicate most of  
8 the emphasis was on the Chinese and some on the Japanese and, more  
9 recently, on Filipinos. There are now several other groups that  
10 are identifying themselves, many of whom are here today. And I  
11 wonder whether the Commission would be interested in identifying  
12 those groups and having their names and addresses so there could  
13 be some kind of contact as a result of this meeting?

14 SISTER GILES: Yes.

15 MR. LIM: Sure, yes.

16 MS. HATA: I would like to pursue the question about  
17 women. What kind of effort is the Commission making in the  
18 direction of Human Rights for women?

19 SISTER GILES: Our ordinance has been extended and  
20 expanded to include the investigation, or the elimination of  
21 discrimination, not only because of race, ethnic, and religious  
22 identification, but also discrimination due to sex and sexual  
23 orientation.

24 MS. HATA: Are you making any differentiation between  
25 the needs of Asian-American women and white women?

1           SISTER GILES: To this date, we have not.

2           CHAIRMAN SILLAS: Any further questions?

3           Sister Giles, I want to thank you for appearing and  
4   testifying this morning, and I want to thank you, also, Mr. Lim.  
5   Thank you very much.

6           The next witness will be Mr. Lambert Choy. Mr. Choy,  
7   will you please come forward to the podium?

8           Let me indicate to those of you who will be coming  
9   forward, do not be afraid to correct me if I mispronounce your  
10   name, because I do it all the time. If I incorrectly pronounce  
11   your name, please correct me so that we will have it on the record  
12   properly.

13          Would you identify yourself, please, for the record?

14                   MR. LAMBERT CHOY

15          MR. CHOY: (Witness delivers opening remarks in Cantonese.)

16          CHAIRMAN SILLAS: Our problem is, of course, we do not  
17   have an interpreter.

18          MR. LAU: From what I gather from my limited Cantonese,  
19   Mr. Choy has said that until now we have not had an interpreter  
20   for those who cannot speak the American language. I gather that  
21   he is requesting one from this Committee.

22          CHAIRMAN SILLAS: All right. Let me ask the other  
23   Committee members. We will attempt to locate one for the  
24   Committee. I was not advised that --

25          MR. CHOY: Mr. Chairman, I believe you were advised and

1 the State Advisory Committee was advised long before this hearing  
2 came into existence that there would be many from our community  
3 whose language is not English first, but Chinese or Filipino or  
4 whatever other languages are their first languages.

5 I think this incident points to the fact of the  
6 insensitivity of your chairmanship and of this Commission that you  
7 haven't provided an interpreter when you have come to request  
8 testimony from minority communities when you know very well that  
9 our first language is not English. So you are not to say that you  
10 were not advised.

11 CHAIRMAN SILLAS: I think your point is well taken.

12 Let me just say we will attempt to obtain an interpreter  
13 in those cases where there are witnesses whose native tongue is  
14 other than English and who feel more familiar in that language.  
15 We will take testimony, perhaps not in open session, but certainly  
16 in a session where there will be a translation. If the witnesses  
17 can speak in English, then, we would ask them to proceed to do so.

18 MR. CHOY: The point may also be made that we have many  
19 interested participants from our community who do not speak or  
20 readily understand English, and many of them are here today.

21 This is a free and democratic country in which we ask  
22 all residents and people of our country to participate with us in  
23 a democratic process. If we don't provide translation for them, I  
24 don't know how we can begin to clue them in on the rights that  
25 each of us share.



1           Your point is well taken that those who cannot speak in  
2 English ought to be able to testify in their native tongue, but,  
3 then, those of us who have to testify in English, because you  
4 can't understand our native tongue, you ought to provide a  
5 translator to translate our remarks for those in the audience who  
6 don't understand your native tongue.

7           CHAIRMAN SILLAS: My native tongue is not English, as you  
8 understand.

9           MR. CHOY: (Witness addresses Chairman Sillas in Spanish.)

10          CHAIRMAN SILLAS: Beautiful.

11          Let me indicate this: My understanding is that we are  
12 taping this hearing. It would be possible, it seems to me, that  
13 the hearing itself can be translated into the native tongue of the  
14 persons seated here who are not able to understand the English  
15 language.

16          Let me say that your point is well taken, there is no  
17 question about the fact that we are faced with a bilingual-  
18 bicultural society here. I will attempt to correct this, if I  
19 can, with staff, and if we could proceed with your statement and  
20 any other statements that we can --

21          MR. CHOY: We have a gentleman on the floor that, if you  
22 would be willing to compensate him for his services, because I  
23 don't think you should exploit him -- is an excellent translator.  
24 He can translate either simultaneously or he can summarize after  
25 each speaker has finished and translate it into Cantonese for the

1 audience, if you will compensate him for his services. His name is  
2 Mr. Wong.

3 CHAIRMAN SILLAS: Let me consult with staff for just a  
4 moment, please.

5 MR. CHOY: If you compensate him, be sure you pay the  
6 prevailing rates.

7 (Applause.)

8 CHAIRMAN SILLAS: All right, and the name of the  
9 interpreter is Mr. Wong?

10 MR. CHOY: He is seated in the back of the room.

11 CHAIRMAN SILLAS: My understanding is that the prevailing  
12 rate is \$5 an hour. Am I correct?

13 MR. CHOY: I thought it was \$15, but if you are willing  
14 to pay \$5 -- will Mr. Wong settle for \$5 an hour?

15 (Mr. Wong steps forward in a gesture of acceptance.)

16 MR. CHOY: Mr. Chairman, I think it might be best if Mr.  
17 Wong could summarize at the end of each speaker in Cantonese for  
18 those in the audience who cannot understand English.

19 I will make my statement in English.

20 CHAIRMAN SILLAS: There are two concerns.

21 One is the mechanics of it.

22 MR. CHOY: He is a good translator, he will catch every-  
23 thing.

24 CHAIRMAN SILLAS: I am not concerned about his ability.  
25 I am assuming that, by your recommendation, he has the ability.

1           Let me ask this question: In the translation, does it  
2 take longer in Chinese than it does in English, because in Spanish  
3 we have that problem. Are you able to do it simultaneously?

4           MR. WONG: Yes, sir.

5           CHAIRMAN SILLAS: I am just wondering if it might not be  
6 best if you do the translation at the same time. Let's see how  
7 that works -- I am thinking in terms of time -- and we can go from  
8 there.

9           MR. CHOY: Could you give him a microphone?

10          CHAIRMAN SILLAS: The mike is on. Just sit there and  
11 turn it on and then --

12          Mr. Choy, you will speak in English; is that correct?

13          MR. CHOY: Yes, so you will understand, and he will  
14 translate in Cantonese.

15          CHAIRMAN SILLAS: All right, very fine.

16          MR. CHOY: We appreciate the efforts that you have made.  
17 We wish you had made them earlier so that we would not have had to  
18 embarrass you.

19          (Cantonese translation by Mr. Wong.)

20          CHAIRMAN SILLAS: It is not a matter of embarrassment.  
21 Your point was well taken, and I want you to know that, unfortun-  
22 ately, the budget situation is such that we are not able to move  
23 as quickly as we would like. The commitment has been made, and  
24 that is a commitment from this Committee here.

25          (Cantonese translation by Mr. Wong.)

1           MR. CHOY: We are very glad to know that we can break  
2 into the bureaucracy so easily.

3           My name is Lambert Choy, and I am the Director of Social  
4 Services at the Presbyterian Cameron House in San Francisco,  
5 Chinatown.

6           Cameron House is a community service center, having  
7 existed in Chinatown for one hundred years. Next year we will  
8 celebrate our centennial anniversary.

9           I think that from our chronological history alone, we  
10 have had that unique opportunity to view the developmental history  
11 of the Chinese in these United States.

12           (Cantonese translation by Mr. Wong.)

13           MR. CHOY: It is my privilege and my honor to be the  
14 first Chinese among many speakers today who will give you a  
15 glimpse of the myriad and many concerns and problems that have  
16 faced, that continue to face, and that are facing our community  
17 today. I have been given that awesome task -- given it by a  
18 woman, for Ms. Hernandez' sake -- the awesome task of building a  
19 foundation and laying the groundwork for all those speakers that  
20 will be following me.

21           (Cantonese translation by Mr. Wong.)

22           MR. CHOY: I don't lay claim to having any special  
23 knowledge of our community, and my one desire today would be that  
24 as this panel hears testimony, that they will not consider any  
25 particular person to be wholly representative of our community.

1 Later on in the day, there will be those who will purport to  
2 represent the Chinese or the Filipino or the Korean and the  
3 Japanese community. My only desire is that you consider each  
4 speaker's testimony within the context of that person's knowledge,  
5 that person's experiences and his feelings; and that you will  
6 consider it also within that person's credibility within our Asian  
7 community.

8 (Cantonese translation by Mr. Wong.)

9 MR. CHOY: When I first began writing this statement  
10 for you, I thought it would be best to cover the history of the  
11 Chinese in California. But as I thought about it, that did not  
12 seem to be the right way. Because, to illustrate, I think it would  
13 be illogical to confine our speaking about Chinese to California  
14 without considering, for example, the activities of the Chinese  
15 people in the early days of our history when we had to go to  
16 Alaska to work. A good portion of our early labor market  
17 consisted of California residents who had to go to Alaska to work  
18 during the canning season in the canneries in those days.

19 (Cantonese translation by Mr. Wong.)

20 MR. CHOY: There is also the widely held myth that the  
21 first generation Chinese to come to America are a vastly dis-  
22 appearing lot.

23 This afternoon, you will hear from Mr. Yuen on self-help  
24 for the elderly, who, hopefully, will dispel that myth for you.  
25 Rose Humbly, who was at one time a prominent sociologist -- at

1 least that is what they thought she was -- said that by 1970,  
2 people in the third, fourth, fifth, and sixth generation of Chinese  
3 persons will outnumber those of the first and second generation,  
4 so that the influence of China oriented members will greatly  
5 diminish and to the American born Chinese, she said, China is as  
6 much a foreign country as it is to other Americans. But by a very  
7 strange quirk of fate in history -- and I think, to our benefit --  
8 Rose Humbly has been proven wrong, and I don't think her prediction  
9 will come true for many, many decades.

10           The very recent adjustment in immigration quarters have  
11 finally made it possible for our families and our relatives to be  
12 reunited at a greatly accelerated pace.

13           (Cantonese translation by Mr. Wong.)

14           MR. CHOY: This Chinese community has suffered greatly  
15 in the history of Chinese in America,, and we would like to  
16 reiterate some of that history to you with the understanding that  
17 history is just that, history. We ought not use history as an  
18 instrument against people today, but I believe we ought to  
19 remember history because it is a part of us.

20           In the 1850's, the California State Legislature passed a  
21 law taxing all foreign miners in this State, namely, Chinese  
22 miners, \$20 a month.

23           In 1954, Chinese people -- not Asians, but Chinese  
24 people -- were prohibited from testifying in the courts of our  
25 land. That was a decree not by our State legislature, but by the

1 Supreme Court.

2 In 1855, an act was passed in this State to discourage  
3 immigration of persons who could not become citizens. In 1955, we  
4 put a head tax on all Chinese people, \$50 a head, and in 1858, this  
5 State established an exclusion law which prohibited Chinese to  
6 enter this State unless we were driven ashore by threat of weather  
7 or unavoidable accident.

8 So I guess a lot of us are here by an unavoidable  
9 accident.

10 In 1862, a police tax was levied on not just Chinese, but  
11 all Mongolians, age 18 or older, and on and on and on a history of  
12 anti-Chinese legislation, and on May 6 of 1882, the Congress of  
13 the United States declared the Chinese were officially barred from  
14 the United States of America, with the enactment of the Chinese  
15 Exclusion Act.

16 (Cantonese translation by Mr. Wong.)

17 MR. CHOY: You will hear a little later from one of my  
18 friends and one of the more prominent people in our community,  
19 Ling-Chi Wang, about this entire arena of immigration as we see it  
20 from a Constitutional and civil rights viewpoint. He will also  
21 give you how the immigration laws have affected the rate of  
22 Chinese people, and how, today, in the Congress of the United  
23 States and the Senate, a bill called the Rodena Bill could possibly  
24 jeopardize what we think are the unalterable and presumably  
25 rightful resident rights of our people. Further, I would hope and

1 anticipate that he will delve for you into that dark vista of what  
2 is known as the political process as it has affected our community  
3 and its people.

4 (Cantonese translation by Mr. Wong.)

5 MR. CHOY: Lest he should leave it out, and he would be  
6 polite enough to leave it out, I should like to emphasize that we,  
7 as Chinese people, equal to all other residents and people in the  
8 United States, are still a very long way from achieving equal  
9 status in what is known to you and me as the political arena.

10 We have the privilege today of having a gentleman of  
11 Chinese decent appointed to be one of the members of our local  
12 Board of Supervisors. We have had a few other Chinese men  
13 appointed to the City commissions, such as the Parking Authority,  
14 the Art Commission, the Commission on Aging, and the Civil Service  
15 Commission. But I hope you will not be fooled or deceived by  
16 high sounding names of commissions that hold little, if any,  
17 real authority in the decision-making processes of San Francisco.  
18 I think if we should reach that day to achieve seats of power on  
19 the Airport Commission, on the City Planning Commission, the  
20 Housing Authority, and the Permit Appeals Board, the Public  
21 Utilities Commission, and Airport Commission, to name but a few,  
22 then maybe we can talk about parity having been achieved for  
23 Chinese people in the political arena in this City.

24 (Cantonese translation by Mr. Wong.)

25 MR. CHOY: I should also like to warn you not to be



1 deceived this afternoon when, with all due respect, that gentleman  
2 will come from the vantage point in representing his seat on the  
3 Board of Supervisors. We are, indeed, very proud that a Chinese  
4 person has finally been appointed to the Board, but we would be  
5 very quick to add that we do not believe our community ought to be  
6 caught in the middle of a Chinese checker game, and that is what  
7 has been happening.

8 (Cantonese translation by Mr. Wong.)

9 MR. CHOY: There will be other speakers who will delve  
10 into various other areas, including the whole arena of the  
11 Affirmative Action Program, another arena dealing with labor  
12 unions and why the Chinese community is the only refuge in San  
13 Francisco which is non-union.

14 It might be interesting to note here, for your  
15 information, that the member of the Board of Supervisors who is of  
16 Chinese descent, is today a bed mate of the labor unions in San  
17 Francisco. I consider this an irony, and with all due respect  
18 to him, I consider it an irony because in our history in the  
19 1850's, the California working man's labor party, their motto  
20 at the time on behalf of working peoples in California was: The  
21 Chinese must go. And they almost made that into a law in the  
22 State of California.

23 So I think it is rather interesting, to say the least,  
24 that today the Chinese-American who purports to represent Chinese  
25 in the City of San Francisco is, indeed, a bed mate of the labor

1 unions.

2 (Cantonese translation by Mr. Wong.)

3 MR. CHOY: I am smiling because I was curious how he was  
4 going to translate bed mate.

5 Others who will come before the Committee will get into  
6 the areas of education. And this is, indeed, an area in which we  
7 have long been trying to achieve results. The only example I can  
8 give to you to help you understand what the speakers will be  
9 talking about, is that today, in this City of San Francisco, there  
10 is one academic high school, called Lowell High School. Each year  
11 each freshman entering class at Lowell High School, the largest  
12 ethnic group of young people going to school there are Chinese  
13 students, so that means we are the smartest in the City, or at  
14 least among the smartest.

15 Then, after Lowell High School, we go on to the finest  
16 universities, Berkeley, Stanford, MIT, the University of Chicago--  
17 you name it, there are Chinese there. But, then, when we come out  
18 as graduates with the best of degrees, graduating cum laude and  
19 some of us summa cum laude, one begins to wonder why there aren't  
20 Chinese people who are corporation vice-presidents, or legal  
21 counsel, or corporation presidents. I would defy this Advisory  
22 Committee to go to the Wells Fargo or the Bank of America, or  
23 any large institution in this City and find for me a person of  
24 Chinese descent who is in a decision-making position at any of  
25 these institutions.

1 (Cantonese translation by Mr. Wong.)

2 MR. CHOY: Later on in the morning, we will also get into  
3 the area of child care and senior citizens, and then, in the  
4 afternoon, a colleague of mine will be privileged to show to you  
5 his production of what is considered housing in our Chinese  
6 community.

7 We would hope that you will listen and look attentively  
8 at these problems that are brought before you so that in your  
9 advisory capacity, you may advise both the National Commission on  
10 Civil Rights and the President of the United States that, indeed,  
11 the Chinese community exists, and that there are a myraid of  
12 problems yet to be solved.

13 (Cantonese translation by Mr. Wong.)

14 MR. CHOY: And we would hope that you will be on your  
15 toes to scrutinize those who come before you. I was a little bit  
16 outraged this morning when the Honorable Mr. Mellon came before you  
17 on behalf of the City and County of San Francisco and gave to you  
18 essentially what were extraneous remarks, worse than mine, and all  
19 he did was say that we have a beautiful city and that Irish-  
20 Americans are also a minority. Well, God Bless Irish-Americans.  
21 They, most probably, will gain a seat again on the Board of  
22 Supervisors.

23 But I wish that you, in your advisory capacity, and the  
24 authority that you have, would do a little more to scrutinize those  
25 public and private officials who purport to represent Asian-

1 Americans, who purport to be doing things affirmative on behalf of  
2 Asian-Americans, but, in reality, as Mr. Mellon so very well  
3 pointed out, they consider themselves the minority, too.

4 (Cantonese translation by Mr. Wong.)

5 MR. CHOY: So, without taking up any more time, and  
6 letting my fellow community members expound on the specific  
7 problems of our community, I hope that you will reach a better  
8 understanding at the end of this today, and tomorrow, of what  
9 Asian-Americans are all about, and that your work will not stop  
10 there but you will carry it forth into proper and good legislation  
11 for our community.

12 Thank you.

13 (Cantonese translation by Mr. Wong.)

14 CHAIRMAN SILLAS: Thank you, Mr. Choy. I am going to  
15 see if we can't work to achieve two objectives. One of them is  
16 the communication problem that you reiterated, and the other is  
17 the obvious problem of time. I have asked Mr. Ishikawa to meet  
18 with the interpreter, and possibly yourself, to see how we can  
19 arrive at that joint goal, so that the communication problem can  
20 be solved, and, at the same time, the time. Because I know that  
21 the members of the Committee have questions that would be specific  
22 to some of the issues that you have raised, and the time would  
23 prevent us from getting to that.

24 (Cantonese translation by Mr. Wong.)

25 MR. CHOY: May we suggest that the translator be given

1 three or four or five minutes after each speaker, just to  
2 summarize. The suggestion was made by you that we corner all the  
3 immigrants who don't speak English and have the translator translate  
4 for them in a corner. Our point of view is that we want our people  
5 to be participants along with all of us in the hearing and we don't  
6 want them to be set apart.

7 CHAIRMAN SILLAS: I am sorry you interpreted it as a  
8 cornering. That certainly was not my intention.

9 If there can be that summary, then perhaps that would  
10 be the best way to do it.

11 Will you be able to do that? I am talking, now, about  
12 both the testimony and the questions and answers, some sort of a  
13 brief summary of the gist of what has been testified to. Can that  
14 be given in five minutes?

15 MR. CHOY: It is possible; but since the questions and  
16 answers may not be necessarily all related in one field, maybe it  
17 would be a good idea to summarize.

18 CHAIRMAN SILLAS: You can understand our problem.

19 MR. CHOY: Maybe if you raised his pay, he would do a  
20 better job.

21 CHAIRMAN SILLAS: Mr. Choy, I wonder if you would come  
22 back to the podium? There might be some questions. Let us go on  
23 that procedure, now, if we can. We will conduct the questions and  
24 answers in English, and then if you will summarize just briefly  
25 what has been stated, based upon the questions and answers.

1 MR. CHOY: You had better give him some paper.

2 CHAIRMAN SILLAS: I don't think we have any budget  
3 problems with that.

4 (Cantonese translation by Mr. Wong.)

5 CHAIRMAN SILLAS: Do we have any questions from the  
6 Committee?

7 Mr. Jimenez?

8 MR. JIMENEZ: No.

9 MS. HERNANDEZ: I am not sure I should address these  
10 questions to you because you have indicated some other people are  
11 going to be talking on these points. But I do want to be certain  
12 we will be able to discuss the trade union questions. Will some-  
13 body be discussing that later today?

14 MR. CHOY: Yes, someone will be.

15 MS. HERNANDEZ: Then, I will hold my questions until  
16 then.

17 CHAIRMAN SILLAS: Any other questions from the  
18 Committee?

19 Thank you very much, Mr. Choy.

20 I now ask Lucinda Lee Katz, Roger Tom, and Steve Wong to  
21 come forward.

22 MS. LUCINDA LEE KATZ AND PANEL

23 MS. KATZ: We are going to speak as a panel on education  
24 and some of the concerns we have on education, and I am going to  
25 start my presentation with child care and pre-school needs.

1           CHAIRMAN SILLAS: I wonder, before you begin, if you  
2 would identify yourselves for the record, please?

3           MS. KATZ: Lucinda Lee Katz.

4           MR. TOM: Roger Tom.

5           MR. WONG: Steve Wong.

6           CHAIRMAN SILLAS: Thank you.

7           MS. KATZ: Since 1970, the Chinatown Community Children's  
8 Center was in its planning stage, under the direction of the Clay  
9 Street YWCA. On November 15 of 1972, the Center opened its doors  
10 to forty-four children residing in the Chinatown-Northbeach area  
11 from those families who are low-income families.

12           Forty out of the forty-four children speak Chinese as a  
13 first language and come from homes where only Chinese is spoken.

14           In the San Francisco Chinatown-Northbeach area, there  
15 are 3,600 five-year olds and under. There are five day care  
16 centers serving 230 children, and five pre-school, or headstart  
17 centers, serving 250 children. The 480 children, or 13%, being  
18 served, by no means meets the needs of our community.

19           Already established children services have waiting lists  
20 of over 500 children, and this is an unduplicated list. Since we  
21 have started taking applications in September of 1972, we have  
22 processed over 275 applications. These figures are only those  
23 families from the Chinatown-Northbeach area, and doesn't include  
24 all the numerous calls and inquiries from the Richmond area, the  
25 Sunset area, and the Mission area. Many times, these parents come

1 to us because there are no Chinese speaking staff at the center  
2 outside of Chinatown-Northbeach.

3 The hopelessness of these mothers and fathers is crushing  
4 when we discourage them by saying there is no possibility of their  
5 child receiving services for at least another two years.

6 The turnover rate is very low. Currently, we have a  
7 waiting list of over eighty in the dire need category. They need  
8 services right now. With a zero percentage turnover except when  
9 children graduate, and with only a 2% absenteeism rate, will there  
10 be any chance of these parents ever getting services? It is very  
11 unlikely.

12 The recent federal cut backs have already eliminated any  
13 special services for the Chinese community, and hope for more  
14 federal funding is very unlikely.

15 Our center is funded one-fourth by United Bay Area  
16 Crusade and three-fourths by Title 4A under the Social Security  
17 Act in House, Education, and Welfare. Although we have not been  
18 directly cut, a nation-wide ceiling of two and one-half billion  
19 dollars has been placed on Title 4A monies.

20 Where California was receiving \$245,000,000 for the year  
21 1972-1973, the ceiling on next year's funds will not expand any  
22 social services, but, instead, will eliminate and cut back present  
23 programs. San Francisco's share of the 4A money was 9.2 million  
24 this year. Next year, we will receive only 8.4 million for all  
25 social services, not just children's services to be administered



1 in our city. Child care receives less than 20% of that budget.  
2 With ceilings placed on child care funds and threats of drastic  
3 cuts, I see no hope for these parents or for our community to  
4 expand services enough to handle the need.

5           Beginning July 1, 1973, the proposed federal guidelines  
6 for child care services will go into effect. The present guide-  
7 lines allow for eligibility of families who reside in a low income  
8 target area; for example, Chinatown-Northbeach, or where intact  
9 families are working and must have salaries of both parents in  
10 order to support the family. The new guidelines refer to  
11 eligible families as those who show AFDC linkage such as low  
12 income single parent families, where no one else is at home, or  
13 where the breadwinner is unemployed and can't work because of  
14 mental or physical handicaps.

15           These guidelines discriminate against whole groups of  
16 people. People who, for whatever reason, do not apply for welfare  
17 grants and where families are intact and working and often times  
18 must support grandparents who live under the same roof. Ninety  
19 percent of the parents in our center and other Chinatown child  
20 care centers would be eliminated from these services because they  
21 do not qualify or do not want to be AFDC recipients.

22           A startling statistic would show that we do have a great  
23 need for such services. Over 50% of our families qualify for AFDC  
24 because the income level of both parents working is still under  
25 the poverty guidelines set up by the Department of Social Services.

1           What happens to these children when both parents have to  
2 work? Many are sent to a baby-sitter where the environment is safe  
3 and adequate, at best. Others are watched by grandmothers and  
4 grandfathers who can no longer give the stimulation of active play  
5 or encourage interaction with peers that is so very necessary.  
6 Some are left at home by themselves, or watched by a five-year  
7 old sister or brother, if they aren't in school, and who are  
8 usually watching the TV. They are often instructed not to let  
9 anyone in and are locked in from the outside.

10           I made a home visit one time to a student of mine, and  
11 I couldn't get in the door. I had gone, I think, ten minutes too  
12 early, and she couldn't open the door. It had to be opened with a  
13 key from the outside. This is often the case. Many of our  
14 parents have no other choice because there is no one else to take  
15 care of children. They must work to keep up the family, to  
16 support the family.

17           This is no environment for the pre-schooler, and yet  
18 there is no hope for new programs in our community. We want  
19 excellent programs with qualified bilingual-bicultural teachers  
20 so that parents will feel safe about leaving their children at a  
21 child care center.

22           Our program is bilingual-bicultural, and has qualified  
23 and well-trained staff who strive to involve parents and the  
24 community. We are able to do this because of a committed and  
25 enthusiastic staff.

1           But I want to share with you the conditions which the  
2 staff must work under. We are the only day care center in San  
3 Francisco which doesn't have one sick day for every month with  
4 substitute coverage. None of our teachers receive a paid  
5 vacation with substitute coverage. We have no health benefits at  
6 all. How can I continue to ask teachers to work under these  
7 conditions when there is no hope of increase in salary, not even  
8 a standard cost of living increase, or health benefits? We want  
9 the best for our children, but not at the expense of exploiting  
10 our teachers and auxiliary staff. I have already lost a secretary.  
11 Because of the federal cutbacks and threat of the cutbacks, I  
12 wanted her to go and apply for another job. She did, and she got  
13 the job, at close to double the pay she was getting with me with  
14 our Center.

15           I called the Department of Social Services last week and  
16 I asked what slight glimmer there might be for us to get even a  
17 2-1/2 % increase of living standard. The rate is 5%, but we have  
18 gotten down to 2-1/2. The answer was that it is not very possible  
19 that they can do anything about it because of the cutback and  
20 ceilings put on Title 4A monies.

21           We are barely keeping open what we have in Chinatown,  
22 and yet, the thread of federal cutbacks and discriminating guide-  
23 lines are always upon us. Child care has been looked at long  
24 enough as mere baby-sitting services. We want high quality,  
25 strongly supported programs for our children. Guidelines must be

1 changed, bills passed, and more people made aware that children  
2 need quality care and services to meet these needs of not only the  
3 Chinese community, but other communities as well across the  
4 nation.

5 If you want to ask questions, I will answer them now, or  
6 you can hear from the rest of the panel.

7 CHAIRMAN SILLAS: Let us hear from the others.

8 Also, I am wondering regarding the interpreter --

9 MR. WONG: I will try to translate what she said before  
10 the questions start.

11 CHAIRMAN SILLAS: Perhaps we could have a condensation  
12 of all three speakers, if that is possible, because, again, I am  
13 concerned about the time. Since there are additional speakers,  
14 perhaps there would be instances when there would be an overlap in  
15 their testimony.

16 MR. WONG: I made this about one or two minutes.

17 CHAIRMAN SILLAS: Fine. Why don't you go ahead, then.

18 (Cantonese translation by Mr. Wong.)

19 CHAIRMAN SILLAS: Thank you.

20 Now, if we may hear, then, from the other panel members?

21 MR. TOM: I am going to focus my brief comments on two  
22 topics, on the under-representation of Chinese-Americans on the  
23 professional staff of educational agencies, and education and the  
24 immigrant student.

25 Chinese-Americans are severly under represented on boards,

1 commissions, and professional staffs at the state level and at the  
2 local level as well.

3 Earlier this year, a group of Chinese-American teachers  
4 went up to Sacramento to the State Department of Education to find  
5 out why more funds were not allocated for bilingual programs,  
6 Chinese-American studies, and so on.

7 We discovered that in this state of 190,000 Chinese -  
8 Americans, there is not a single Chinese-American on the  
9 professional staff of the State Department of Education. The  
10 State Department claims to have an aggressive affirmative action  
11 hiring program, and yet, in press releases, it validly points out  
12 that Mexican-Americans and blacks are under represented on the  
13 professional staff. There is no mention of Chinese-Americans nor  
14 Asian-Americans. Not only are Chinese-Americans under represented,  
15 they are not represented at all on the professional staff of the  
16 State Department of Education.

17 In San Francisco, where there is the largest concentration  
18 of Chinese-Americans in the United States, Chinese-Americans are  
19 severely under represented on the school district's professional  
20 staff, particularly at the administrative and supervisory levels.

21 In 1972, 14.9% of the district's students were Chinese-  
22 Americans. However, Chinese-Americans constituted 5.4% of the  
23 teaching staff, 3.9% of the field administrative staff, and only  
24 1.4% of the central office administrative staff.

25 I believe that it is important to the education of

1 Chinese-American students, and other students, that Chinese-  
2 Americans be represented on the teaching, counseling, and  
3 administrative staffs of the school district.

4 In a 1973 school district survey, there were 3,466  
5 Chinese-American students in grades kindergarten through twelve  
6 who were identified as having little or no English language skills.  
7 Of the 3,466 students, 1,975 were not given any special help at  
8 all. I know from past experience that without special help, the  
9 students are doomed to failure in school and will become unpro-  
10 ductive members of the community.

11 We know from research that a child's first language is  
12 his best medium for learning. We also know that as a child is  
13 learning a second language, it is important for him to continue to  
14 develop intellectually. I believe that these students are being  
15 deprived of their right to an education which will enable them to  
16 function effectively in our society.

17 There is a tremendous need for more bilingual classes,  
18 and English as a second language instruction, which the State and  
19 local school districts have not even begun to meet with any degree  
20 of effectiveness.

21 Thank you.

22 CHAIRMAN SILLAS: Thank you.

23 May we have a translation of that?

24 (Cantonese translation by Mr. Wong.)

25 CHAIRMAN SILLAS: Thank you.

1 Mr. Steve Wong?

2 MR. LEE: I was informed that I might be able to speak.

3 CHAIRMAN SILLAS: I am sorry. You are correct.

4 We will now hear from Mr. Terry Lee.

5 MR. LEE: Thank you.

6 My name is Terry Lee. I have worked previously as  
7 Program Coordinator of Upward Bound Programs at the University of  
8 San Francisco for two years, and it is from this experience that  
9 I wish to testify. I will be speaking about the needs of Chinese  
10 and other Asian-Americans in the area of higher education and  
11 from the perspective of having worked with students in Upward  
12 Bound.

13 Upward Bound is a federally funded program to help  
14 disadvantaged high school students prepare for and enter college.  
15 The requirements for admission into the program --

16 CHAIRMAN SILLAS: I wonder if you could get the mike a  
17 little bit closer to you? We are having difficulty hearing.

18 MR. LEE: Yes. Thank you.

19 The requirements for admission into the program are low  
20 income, based on OEO guidelines, and a grade point average of  
21 not more than 2.5. Much of my work in Upward Bound has been to  
22 counsel graduating seniors in applying for admission into college  
23 and financial aid. In doing so, I have gotten a better insight as  
24 to the many difficulties facing the Asian-American student who  
25 wishes to obtain a college education.

1           There seems to be a widely held notion that Asian-  
2 Americans don't have any problems. This fallacy is especially  
3 prevalent in the area of higher education. I hope to dispel such  
4 beliefs in the text of this testimony.

5           The students I have worked with have all been from low-  
6 income families with non-English speaking parents. They have poor  
7 grades, especially in English, and the social sciences. Chinese  
8 is their primary language, and they have difficulties with English  
9 to the extent that they are unable to do well in their classes.  
10 Most of them live in the Chinatown area, in crowded, dingy apart-  
11 ments which are ill-suited for doing their homework. Their parents  
12 speak little or no English, are unfamiliar with the ways of this  
13 society, and are unable to provide any assistance to their  
14 children.

15           The students go to schools which are over-crowded and  
16 understaffed. The one school where most go is so overcrowded that  
17 they have to have several sessions. One session begins at around  
18 seven o'clock in the morning, the other in the afternoon.

19           Some of my former students have police records. Others  
20 hang around various street gangs which have had run-ins with the  
21 law.

22           One student whom I had interviewed for our program had  
23 described to me the living conditions of her family. They had been  
24 in this country for less than two years, having immigrated from  
25 Hong Kong. Her father was unemployed. Her mother was working in



1 a low-paying job, making pastries in Chinatown. They lived in a  
2 one-room apartment which served as a kitchen, living room and bed  
3 room. She and her sister shared one bed in that room, her parents  
4 had another bed, and her brother slept on a third. All this in one  
5 small, overcrowded room. I have often seen her around the streets  
6 of Chinatown because there is no place else to go.

7           This is very typical of the living conditions of those  
8 residing in that area.

9           Another one of my students had been living with his  
10 aunt and uncle because his father was unable to provide a place  
11 for the two of them. He hated staying with his relatives because  
12 the only place where he could sleep was on the kitchen table.

13           There are many other examples of the difficult background  
14 which Asian students have, but I would like to move into the  
15 problems which they face in their attempts to secure higher  
16 education for themselves.

17           Admission standards of colleges and universities: First  
18 of all, the admission standards set by many institutions of  
19 higher education are barriers to minority group members, and this  
20 applies to Asian-Americans as well.

21           It has been well known that such college entrance exams  
22 as the SAT and ACT discriminate against Third World people. For  
23 Asian-Americans who have difficulty with English, what this quite  
24 often means is that the total scores of both math and English will  
25 be lower than their true ability.

1           The California State University system bases its  
2 admission requirements on a combination of SAT or ACT scores and  
3 school grades. For many, the doors are closed to the State  
4 University system.

5           Many schools require autobiographies. Many Asian-  
6 Americans have a difficult time expressing themselves both  
7 verbally and in writing.

8           Recommendation letters are often asked for. Asian-  
9 American students may not have related well to their white teachers  
10 because of language problems, and would not know where to turn.

11           The University of California at Berkeley and at other  
12 campuses have course requirements for admissions. One is a year of  
13 foreign language. For the immigrant student who is already having  
14 trouble with English, taking on French, German, or Spanish is  
15 asking a bit too much.

16           Financial aid: Secondly, the area of financial aid is  
17 another handicap to the Asian-American student.

18           For those who have not achieved outstanding scholastic  
19 accomplishments, the going gets rough. Asian-Americans are not  
20 recognized as a minority group by many private and public  
21 institutions dealing out financial aid. I have examples of this,  
22 but due to the time, I will not explore them with you.

23           Financial aid people, most of whom are white, have a  
24 difficult time understanding Asian-American applicants. Quite  
25 often, the applicant's parents refuse signing the forms because

1 they mistakenly feel they are asking for charity, or do not sign  
2 because of fear of governmental procedures and harassment.

3           Also, because many Asian-American students have  
4 difficulty in English, they may not fill out the necessary forms  
5 correctly, thereby blowing their chances for financial aid. There  
6 are financial aid programs which ask for autobiographies and for  
7 recommendations, and the student may not do well in these because  
8 of his English handicap.

9           Finally, the biggest bulk of financial aid is in the  
10 form of loans, and many Asian parents are opposed to their  
11 children going into debt, so they are unable to get much, if any,  
12 financial aid.

13           Lack of Asian counselors: A third problem facing Asian  
14 students is the lack of counselors who, themselves, are of Asian  
15 background . The Asian student needs someone of his own background  
16 to understand his problems with the largely white, middle-class  
17 institution, and is not getting the support he needs.

18           Using the Bay Area schools as an example, the problem  
19 is quite severe. At the California State University, San Francisco,  
20 which has a population of at least 20% Asians, there is only one  
21 Asian counselor at the whole school. At the City College of San  
22 Francisco, with close to 30% Asians, or about 1600 students, there  
23 are six minus, which means a ratio of one to over 200 students.  
24 City College is where most immigrant students end up, and they  
25 need much more counseling than is available. UC-Berkeley, with

1 about 12% Asians, or 3200 students, has one regular counselor.

2 Lack of Asian-American administrative and policy-making  
3 personnel: The same problem exists in the area of administration  
4 and policy-making where Asian-Americans are vastly under represented  
5 in the local institutions which serve a large Asian population.

6 Out of over twenty administrators at City College, only  
7 one is an Asian.

8 Out of several hundred at UC-Berkeley, only one is Asian.

9 There is none at the University of San Francisco.

10 Certainly, the Asian-American student needs a person  
11 who is sensitive to his problems and who might be able to do  
12 something on the administrative level, but this does not appear  
13 so.

14 Problems with programs for the disadvantaged student:  
15 Now we come to the area of programs for disadvantaged students  
16 such as EOP and the Trio Programs of the Office of Education's  
17 Upward Bound, Talent Search, and Special Services, all of which  
18 were designed to help low income, educationally handicapped  
19 students to obtain a college education.

20 First of all, these programs were designed on the  
21 assumption that all minorities have the same problems. This is a  
22 fallacy as far as Asian-American students are concerned.

23 For example, in my recruiting efforts for Upward Bound,  
24 many students had to be turned away because they were over the 2.5  
25 grade point average, even though they met the financial criteria.

1 Asian parents have a high value for education, and  
2 encourage their children to study. So what happens is that those  
3 students who may need the support of such a program as Upward  
4 Bound or EOP and the individual guidance and counseling they  
5 provide, are not allowed to participate.

6 Secondly, the involvement of Asian-Americans in these  
7 programs is almost nonexistent. As evidence of this, I present a  
8 memo by the National Coordinating Council for Educational  
9 Opportunity, which presents the staffing patterns in the Office of  
10 Education's Division of Student Assistance. It is divided into  
11 ten regions throughout the country and is staffed by program  
12 officers to serve those regions. There is not one Asian who is a  
13 program officer. In summary, senior program officers by each  
14 city, there are three white, three black, three Spanish, one  
15 Indian, and no Asian-American. Summary of program officers by  
16 each city, there are nine whites, eight blacks, four Spanish, one  
17 Indian, and not one Asian-American.

18 Furthermore, out of the many programs throughout the  
19 country, I know of only one Upward Bound director who is an Asian,  
20 and he is in Hawaii.

21 Finally, there are a great deal of Talent Search and  
22 Special Services Programs servicing blacks and Chicanos, but not a  
23 single one exists for the Asian-American.

24 Finally, in conclusion, I hope I have been able to  
25 present some of the many problems which Asian-American students

1 have in seeking a college degree. These difficulties have been  
2 too long ignored by those in the positions of authority, and it is  
3 time for action and not words.

4 The areas which I have mentioned, admission standards,  
5 financial aid, counseling, administration, and programs for  
6 disadvantaged students, all need to be changed in order that the  
7 Asian-American student may be able to succeed in higher education.

8 At this point, I would like to present several questions  
9 for the representative of the Office of Education:

10 Number one, what is OE's position in regard to Asian-  
11 Americans? Are we considered a disadvantaged minority?

12 What is the staffing pattern of OE? How many Asian-  
13 Americans are in administrative and policy-making positions?

14 What programs have been created to meet the particular  
15 needs of Asian-Americans in higher education?

16 What research has been done by OE in regard to these  
17 needs? Who has done the research?

18 What input do Asian-Americans have into OE, in both the  
19 secondary and higher education levels?

20 Thank you very much for your time.

21 CHAIRMAN SILLAS: Thank you, Mr. Lee.

22 Can we have a translation?

23 (Cantonese translation by Mr. Wong.)

24 CHAIRMAN SILLAS: Mr. Lee, let me just ask, the questions  
25 that you stated there in your statement that you are submitting,

1 is it to the Committee? We would like to have those questions  
2 available to us.

3 MR. LEE: Yes.

4 (Cantonese translation by Mr. Wong.)

5 CHAIRMAN SILLAS: Do we have questions from the panel?

6 MS. HERNANDEZ: Yes, Mr. Chairman, I would like to ask a  
7 question of Mr. Lee.

8 MR. WONG: I am sorry, I would like to speak to a  
9 particular problem now in higher education which is being produced  
10 at the University of California at Berkeley at this time, and that  
11 being the primary thing with all the presentations that have gone  
12 before me, and also the presentations of parties who will be going  
13 after me.

14 Right now, at the University of California at Berkeley,  
15 considered to be, and so-called one of the best institutions of  
16 higher education in the State of California, ethnic studies right  
17 now are faced with a number of problems, and, in particular, Asian  
18 studies.

19 What exists right now is that in the area of budget cuts,  
20 we are faced with a cut in the Opportunity Fund of like about  
21 \$30,000 for the 1973-74 term. This directly affects the Asian  
22 community, and for us in Asian studies, we are particularly  
23 concerned because it attacks the very core of the Asian studies at  
24 Berkeley, and that is also in terms of areas like self-determina-  
25 tion and autonomy. We feel these areas are being threatened at

1 this time. The proposed budget for Asian studies for the year  
2 '73-'74, next fiscal year, which comes up next month, we are facing  
3 a possible budget cut of \$30,000 which is in the area of a few  
4 work assistants. We have a few work assistants in our program. We  
5 have a community component in our Asian communities studies at  
6 this time, and the response that we have had in terms of some  
7 protests and questions asked the administration at this time has  
8 been that they feel our field worker assistants, which we have  
9 8.5, he has said that our ratio of FWA is too rich, that they were  
10 spending too much money per student at this time.

11 So, Provost Park has reduced the whole idea of community  
12 services and the program of F.W.A.'s field work assistance to  
13 simply numbers and dollar signs. We, ourselves, can't see the  
14 why or how he can be able to gauge human needs and values into,  
15 like, pure figures. And what is being done right now in terms of,  
16 like, some talks with the administration, is that Provost Park  
17 has told us that he is not cutting the ethnic studies funding as a  
18 whole, but rather, he is taking certain funds from black studies  
19 and Asian studies in order to increase the fund for native American  
20 studies and Chicano studies. We feel that this is just another  
21 divide and conquer tactic that the University is using against  
22 ethnic studies at this time, and slow, but surely, in many ways,  
23 taking away the autonomy and control that we have had, or what  
24 little we do have, of our department at this time.

25 Ethnic studies came out of the chaos 'back in '69 when



1 students fought for and gained some concession from the administra-  
2 tion. It is now being cut back. And this has been going on all  
3 over the country in terms of, like, different ethnic groups.

4 In our particular area, in San Francisco, we cannot see  
5 how ethnic studies can be separated from this community. Our  
6 program is for, like, understanding and service toward communities,  
7 and especially being in the Bay area, and especially at this time  
8 when there are many budget cuts that are being faced by the Asian  
9 communities from the federal government as well as like, you know,  
10 local and state government, so that in response to that, we would  
11 like to ask questions of, like, the University, as well as to the  
12 Commission, if they would inquire into, like, what is happening in  
13 terms of ethnic studies at the University of California-Berkeley  
14 and that is, why is the administration letting the so-called  
15 different ethnic groups fight among themselves?

16 We would like to know why the University is so  
17 insensitive to Asian-Americans and their communities.

18 Can the Chancellor act in behalf of Asian-Americans in  
19 this country to stop the cuts in the Asian-American studies'  
20 proposed budget of 1973-74?

21 Why is the University attacking the very core of its  
22 programs?

23 Why is it trying to control us so much?

24 Have we no right to self-determination in our division?

25 There is an increase of \$4,000,000,000 in the military

1 this year. People are feeling the cuts. They are hitting all the  
2 communities in America. In an economic crisis, the ethnic  
3 communities are hit hardest.

4 We want to know why, at this point when our needs are so  
5 great, that the University is so insensitive to the needs of Asian-  
6 Americans in this country and to the fact that the University in  
7 the past has not related to the community outside its ivory walls.  
8 Several things have happened at campuses across the country in the  
9 past in an attempt to break the isolation of the University. Once  
10 again, the University is trying to take away certain funds that are  
11 sorely needed to help bring about the things we are trying to  
12 accomplish.

13 F.W.A.'s bring many ideas to students about their  
14 community. The F. W. A., or Opportunity Funds, directly or  
15 indirectly, help run a supplementary food program which serves  
16 1,000 people from the Chinatown-Northbeach area. It also helps  
17 fund a children's program each summer for children under 5 years of  
18 age, and it is serving right now about 1,000 people, with over 50  
19 children from Chinatown. The University is attempting to take  
20 away these funds from us.

21 Thank you.

22 CHAIRMAN SILLAS: Thank you.

23 Can we have a brief translation on that, please?

24 (Cantonese translation by Mr. Wong.)

25 CHAIRMAN SILLAS: Thank you.

1 Now, we have some questions from the panel.

2 Miss Jacobs?

3 MISS JACOBS: Mr. Lee, if I understood what you were  
4 saying, there is a requirement of a foreign language at the  
5 University of California for entrance or for admission for certain  
6 courses?

7 MR. LEE: Yes, there is.

8 Let's see, I think Steve would be more appropriate to  
9 answer that.

10 I worked with students myself. One of our students was  
11 turned out because he did not have a foreign language, and, there-  
12 fore, he was not able to enter U.C.

13 CHAIRMAN SILLAS: There has been such a requirement for a  
14 long time?

15 MISS JACOBS: Fluency in Chinese is not accepted?

16 MR. WONG: No way.

17 MISS JACOBS: What rationale is given for this?

18 MR. WONG: You have to understand the educational  
19 institution in the sense that they require certain traditions, so-  
20 called European and/or Western language or classical or whatever  
21 people want to call it, and they don't consider any language that  
22 is outside of that as appropriate for college education. What is  
23 usually considered is German, French, Latin, or Spanish, or  
24 possibly Italian, or Portuguese, but Cantonese is really not  
25 acceptable at this time.

1 MS. HERNANDEZ: Mr. Wong, let me ask you something else,  
2 because you mentioned the fact of the possibility of divide and  
3 conquer.

4 In your opinion, is the coalition of all minority groups  
5 on the campus possible and desirable?

6 MR. WONG: Very desirable, and we are working on that  
7 level at this time, and it is because of the fact that other  
8 groups have been able to see what is being done by the administra-  
9 tion at this time.

10 MR. LAU: I have a question for Mr. Tom.

11 Mr. Tom, could you tell us how a foreign student is  
12 introduced into the public school system?

13 MR. TOM: Two ways. There are three reception centers  
14 or English language centers that take children who have no English  
15 background and all, and give them a year of intensive English  
16 instruction. However, these centers fill up very quickly and  
17 there are hundreds of waiting to get in. So what happens to these  
18 other children that don't get into a center is that they are  
19 placed in regular schools and they sit in classrooms not knowing  
20 anything that is going on because they do not know English. If  
21 they are fortunate, they will get a half-hour of English instruc-  
22 tion a day on a pull-out basis.

23 MR. LAU: How many children are served by these centers  
24 that you have mentioned?

25 MR. TOM: I do not have those figures right now.

1           MR. LAU: Do you know how many children would require  
2 help?

3           MR. TOM: I gave the figures of 1900 children who are in  
4 the schools without any help at all who have limited or no English  
5 background, 1900 children, Chinese-American children.

6           MR. LAU: Other than half an hour pull-out that you have  
7 described, what other services are offered monolingual Chinese  
8 children who are thrust into our school system?

9           MR. TOM: As far as I know, none.

10          MR. LAU: Do you know how many Chinese bilingual and  
11 bicultural counselors we have on our staff at the public school  
12 system here?

13          MR. TOM: As far as I know, there is, in the larger high  
14 schools, the largest number of Chinese-American students, there is  
15 a half-time counselor. On the elementary level, I think there is  
16 one. There is one, I think, in Chinatown, one counselor, maybe  
17 two counselors.

18          MR. LAU: Is there a great need for bilingual and  
19 bicultural Chinese counselors?

20          MR. TOM: I think so. I think we have settled on that  
21 for a long time, that parents coming in need help and there is no  
22 one to talk to them, there is no one to even translate for them.  
23 Students, you know, who need someone to understand them, understand  
24 why they are having problems, they just do not get the counselors  
25 to understand why they are not able to function well in English

1 speaking classrooms. Many times, in the junior high school levels,  
2 they are placed in classrooms that are intended for remedial help,  
3 and all they get is bonehead English. I have heard of courses  
4 such as ESL math or ESL oral reading, and this is intended to keep  
5 them on a track so that a child may go through junior high school  
6 and never get out of the ESL track. These kids, many of them, come  
7 to us, to this country, with high academic achievements in math,  
8 in science, and so forth, and if they were afforded bilingual  
9 instruction, they could continue to develop in these areas. But  
10 they are not given this chance. They are placed in bonehead  
11 subjects, and it is very tragic.

12 MR. LAU: Back to the subject of the Chinese bilingual  
13 and bicultural counselors, has the Chinese community made an  
14 effort to make this need known to the School Board and administra-  
15 tive staff?

16 MR. TOM: Two years ago, there was a formation of an ESL  
17 Call Committee because there were over 150 parents who stormed the  
18 Board of Education meeting, insisting on more ESL and bilingual  
19 classes, and so the district formed a district committee to  
20 investigate needs or possible solutions and so forth, and still,  
21 they are far short of meeting the needs.

22 As I mentioned before, there were 3,466 Chinese-American  
23 students identified as needing help. 1900 of those students are  
24 not getting any help at all, and so the district, even though they  
25 have identified the needs, has not done anything to meet it.

1           MR. LAU: To your knowledge, what recruitment effort  
2 has the school district made in regard to recruiting more bilingual-  
3 bicultural Chinese teachers?

4           MR. TOM: We have been told for the last year and a half  
5 that there is a freeze on hiring, although there have been 81  
6 teachers put on long-term probationary status, that we cannot  
7 recruit any bilingual teachers. The teachers we get must be on  
8 staff presently. We have a very difficult time in getting  
9 bilingual teachers for bilingual programs.

10           MISS JACOBS: Is any attempt being made to get training  
11 for those teachers in a foreign language, such as Chinese?

12           MR. TOM: There are in-service courses, yes, that are  
13 being offered.

14           MS. KATZ: I would like to add something to a couple of  
15 questions that have been asked.

16           First of all, the question of, are the needs being met  
17 for immigrant children. Adequately, no, of course not. But we  
18 are not even talking about immigrant children here, we are talking  
19 about Chinese-Americans.

20           You know, I went to school at five years old, speaking  
21 only Chinese. And there was no help for me, and I really had to  
22 struggle. And I know what I went through, and I know that all  
23 Chinese-Americans that are born and raised in a Chinese speaking  
24 family as their first language, have to go through the same thing  
25 in order to communicate and write papers and everything. It is an

1 awful feeling, and it generally hits you at about the high school  
2 level.

3           Let me add to the question about the number of teachers  
4 coming in. We have had an awful lot of teachers that have come  
5 from Hong Kong that are truly bilingual. It is very difficult for  
6 a Chinese-American to be truly bilingual, and the reason is because  
7 when we were going to school, they said to us, "Don't speak  
8 Chinese. You are here to learn English." So how was I to become  
9 bilingual? I had to erase from my mind that I should speak  
10 Chinese outside of the home. And so when we go to recruit -- and  
11 I taught in the bilingual program for two years -- we had to go  
12 outside of our community to recruit. We went to Hong Kong. And  
13 yet, the people we get from Hong Kong can't qualify as teachers in  
14 our present system, so we are in a dilemma as to how to get bilingual  
15 teachers to teach children. We can't get teachers from Hong Kong  
16 because they can't qualify status-wise because of credentials. All  
17 of us have been told we are not to be bilingual, so we are really  
18 caught.

19           MR. WONG: Chinese have been known to go into science and  
20 become engineers, traditionally. This is particularly a problem  
21 we have in the sense of being Chinese-American, in our command of  
22 the English language and understanding of the English language in  
23 terms of grammar and writing papers and stuff like that, it really  
24 hinders. Okay, like most families do not have, like an encyclopedia  
25 or even a dictionary. The only dictionary you would find would



1 probably, in most Chinese homes, would be the \$1.25 pocket edition.

2 One of the Asian studies right now is possibly to help  
3 programs that can help, like in ESL, and possibly help in  
4 developing some kind of bilingual program that, you know, really  
5 tries to serve the community. But it is really hard to do this  
6 because a lot of Asian studies and ethnic studies as a whole are  
7 being threatened right now by budget cuts and hiring restrictions  
8 and a number of other items.

9 MS. HERNANDEZ: You are indicating you are suffering  
10 from a shortage of funds, and, of course, we understand that.

11 What has happened on the administration level on child  
12 care? Are you qualifying in any way for any revenue sharing funds?

13 MS. KATZ: Revenue sharing is so split up with all the  
14 other people that by the time they get down to child care -- you  
15 see, I had been a teacher in the school district for a total of  
16 four years and I decided, okay, I will try and work with pre-  
17 schoolers because that is an area where we can really move. I  
18 found out that people think of child care as, like baby-sitting  
19 service and everything, and there is no revenue sharing. There is  
20 no way they are going to consider child care unless they begin to  
21 think in their minds that it is quality training and it is  
22 necessary. There is \$100,000 being asked for, a proposal that was  
23 sent in, I guess, for revenue sharing moneys. It is not for  
24 services, it is for coordination of service which really means  
25 nothing to us who are in the field.

1           MS. HERNANDEZ: I have a question very similar to the  
2 one Miss Jacobs asked.

3           Since that problem cuts across all ethnic and racial  
4 groups, is there an attempt to form a coalition to do something  
5 about child care services? I think what you have pointed out is  
6 obvious, and I am sure, as we get into the question of employment  
7 and find out how many women are working who have no other alterna-  
8 tive, as well as the obvious fact that there are many men who also  
9 are the sole parent, in some cases, of their children, and need  
10 child care -- is there an attempt at coalition, and do you see  
11 that becoming somewhat successful?

12           MS. KATZ: There are many attempts. There is a group  
13 called CAPA, which is composed of school district teachers and  
14 parents. There is a group from the children's center of the  
15 school district that is working quite actively to put an initia-  
16 tive on the ballot, and I am not quoting it right, but that child  
17 care should be offered to all people who want it in San Francisco.

18           MR. JIMENEZ: On a sliding-scale basis? After they got  
19 past a certain point, a sliding scale fee?

20           MS. KATZ: I don't think it gets into that much detail.  
21 I think right now they are worrying about getting it on the ballot.

22           The next thing is, there is a union being organized to  
23 help the workers in day care. We started with something like 55  
24 people that were organized at the organizational stage, and we are  
25 down to 20 now, because 30 of those people got fired. They lost

1 their jobs from day care.

2 CHAIRMAN SILLAS: For organizing the union?

3 MS. KATZ: No, the funds were cut, so we are down to a  
4 core 20, and these people working for this union, trying to  
5 organize a union, are having an awful hard time because, for  
6 example, our teachers are getting \$575 a month, and their  
7 credentials are high, one has a masters, and it is very hard for  
8 her to work the hours she is and go every night to meetings to  
9 start organizing. It is just impossible. I think all day care  
10 centers are at a very low morale at this point. We are very tired,  
11 and tired of battling.

12 Then, there is a Children's Council, so these are the  
13 three main organizations, the Children's Council coordinates all  
14 people who are involved in children's services, from aid to the  
15 mentally retarded to the handicapped to foster homes, and there  
16 are twenty-five members on this Children's Council. So these are  
17 the three groups that are organizing. Hopefully, we will merge  
18 into one so that we can have a strong base.

19 MR. ROGERS: Ms. Katz, continuing along the same line,  
20 I would like to ask one question.

21 What is your current operating budget for your child  
22 care center?

23 MS. KATZ: I think it is eighty-eight.

24 MR. ROGERS: Eighty-eight thousand?

25 MS. KATZ: Yes, we are the lowest cost-per-child day

1 care center in San Francisco. It works out to 90¢ an hour for our  
2 care. Our social worker told us that the Chinatown Community  
3 Children's Center has the lowest cost per child in operation in  
4 San Francisco.

5 MR. ROGERS: I think you indicated earlier that you had  
6 a need for about eighty people, to try to meet the needs, I think  
7 was one of the statements.

8 MS. KATZ: On the waiting list, we have forty-four  
9 children, forty-four in the Center, and eighty on the waiting  
10 list.

11 MR. ROGERS: And these were persons who were in dire  
12 need of your services?

13 MS. KATZ: Right.

14 MR. ROGERS: What would be the projected budget to meet  
15 that minimum need?

16 MS. KATZ: It means, to open two more day care centers,  
17 at least that can house forty children apiece, and you figure it  
18 out yourself, you know. And I would say that we have asked for  
19 \$110,000 for the budget next year, and there is no way we are  
20 going to get that. I know that, because all of the reports are  
21 coming in so negative.

22 All I want is to make sure that our teachers can get at  
23 least the bare minimum in salary and benefits so that we can  
24 operate a quality program.

25 MR. ROGERS: To whom did you make your needs known?

1 MS. KATZ: The Department of Social Services, and then  
2 the United Bay Area Crusade. The United Bay Area Crusade gave us  
3 everything we asked for, but it is up to DSS to do their thing,  
4 and it is not going to happen.

5 MR. ROGERS: What has been their response to you?

6 MS. KATZ: I hate to go into this; it has been a battle  
7 the whole time, you know, and I can't put the finger on them,  
8 because they don't have the money.

9 I think that they should reorganize their priorities,  
10 but it has been a battle the entire time. We have gone to  
11 meetings to ask for health benefits, and they say, "Go back and  
12 write us a letter and we will try and make this retroactive," but  
13 it never happens. I have sent letters in, when we first began to  
14 ask for our money to come through. November was a very difficult  
15 time, and I was just beginning the job, and it was awful to see  
16 the kind of feelings, the defense mechanisms that they had in  
17 speaking to us, like it was, "We can't give you this money," and  
18 there was a real defense there, "That none of this money could be  
19 let out," mainly because they didn't have the money." However, we  
20 are on the other end, and we need the money.

21 MR. ROGERS: Thank you.

22 CHAIRMAN SILLAS: Any other questions?

23 MS. HATA: I would like to clarify a statement that you  
24 made.

25 I understood you to say that you are the only child care

1 center in San Francisco without benefits, without health benefits  
2 and sick leave.

3 MS. KATZ: No, there are other centers that don't have  
4 health benefits. I said we were the only child care center that  
5 didn't get reimbursed for our sick leave, for one day a month,  
6 which is twelve days. In other words, each teacher in our center  
7 gets ten days of paid sick leave, and no vacation coverage, and,  
8 you know, there are twelve months in a year, so they figure they  
9 are not going to get sick for two months out of the year.

10 MS. HATA: And these are benefits that are given to  
11 other child care centers?

12 MS. KATZ: They are not standard. Every center has a  
13 different -- you see, every center, when they go to contract, you  
14 know, wheel and deal for what they are supposed to get. And I  
15 think we are the last one funded, and there just wasn't much money  
16 at the end, and, you know, for a lot of reasons, so, we didn't get  
17 the benefits that I think we asked for. At this point, we are one  
18 of the -- I think there might be two or three others, but I know  
19 for sure there is at least two or three of us that don't have any  
20 health benefits at all.

21 MS. HATA: Are there any other Asian-American child  
22 care centers in the Bay area?

23 MS. KATZ: In the Bay area?

24 MS. HATA: Right, or in San Francisco. Perhaps that  
25 might be an easier question.

1 MS. KATZ: Saint Francis is a day care center. That is  
2 private.

3 MS. HATA: For Asian-Americans?

4 MS. KATZ: It is mostly Asian-Americans who go there and  
5 immigrants. Chinatown-Northbeach is a day care center, and it is  
6 about 70% Asian. The school district has Commodore Stockton, and  
7 that has, I think, close to -- I wish I had my statistics with me--  
8 there are about 90% there that are Chinese. And then there is the  
9 Sara B. Cooper which is somewhat -- I think about 50% are Chinese.

10 MS. HATA: Perhaps you could get these statistics to  
11 us at a later time.

12 MS. KATZ: Sure, I have them, I just didn't remember to  
13 bring them.

14 MS. HATA: I have a question for Mr. Tom.

15 You gave us some figures for students, who, without any  
16 help, would not succeed. Do you have any specific figures about  
17 students who have been suspended, who have dropped out of school  
18 because of their English handicap?

19 MR. TOM: No, I don't. I think the damage is done  
20 psychologically more than the mere presence of suspension.

21 I remember just two years ago during the summer school  
22 for ESL children, for immigrant children, the school principal  
23 insisted that every child speak English. In the yard, there was  
24 a teacher with a bell, and everytime she heard Chinese spoken, she  
25 would ring it. I can't imagine what kind of damage that does to a

1 child.

2 I'd like to kind of go back to recruitment of minority  
3 teachers, if I may.

4 San Francisco has a two-year graduate training program  
5 to recruit minority teachers to teach children from low income  
6 families. There were forty minority interns initially in the  
7 program. When the City started these programs, they made a  
8 commitment that they would give priority in hiring these interns.  
9 Many of the interns were Chinese speaking bilingual. The majority  
10 of these interns did not get hired, were not given priority. They  
11 were spending \$300,000 a year to train specifically minority  
12 teachers to meet minority needs, and so forth. Just this year, we  
13 threatened them with a lawsuit if they continued to fail to hire  
14 these interns.

15 MS. HATA: One more question.

16 Is it the Asian studies program, or the Asian-American  
17 program?

18 MR. WONG: It is the Asian-American Studies Program at  
19 Berkeley.

20 MR. JIMENEZ: I guess this question would go to Mr. Tom.

21 You made some remarks with regard to bonehead classes  
22 like English. I guess bonehead English is that English which  
23 teaches the basics? Do you know what criteria the schools are  
24 using for the placement of Asian-Americans in what you call the  
25 bonehead classes?



1 MR. TOM: I know of one instance of a junior high which  
2 has, perhaps, the best developed ESL program in the school district,  
3 and the criteria used is that you speak to someone for about five  
4 minutes and they will determine whether or not you need to be  
5 placed in the ESL program. If you have a former record in your  
6 folder of ESL, that automatically puts you into the ESL program.

7 Some of the courses offered are fabrics for both girls  
8 and boys. When I asked why they needed to know what people wore  
9 and what people ate in America -- maybe that is important. ESL  
10 math, they learn to write checks and compute bank interest when  
11 many of these have come from Hong Kong knowing algebra and geome-  
12 try, and they have spent years in that kind of math. Those are  
13 the kind of bonehead things I am talking about. And then they  
14 have choral music where they sing all day, and then on Friday they  
15 take a test, and the test is to write verbatim the words to the  
16 music. That kind of training disturbs me very greatly, knowing  
17 that the intellectual potential of these students is just being  
18 cut off.

19 MR. JIMENEZ: Who sets that, the Board of Education?

20 MR. TOM: No, each school sets its own priorities and  
21 criteria for selection. There is a bilingual ESL division now  
22 and they are attempting to standardize a selection procedure and  
23 screening procedure but they have not done so.

24 MISS JACOBS: Are you saying that once put in ESL  
25 classes, the student continues in these classes for years?

1 ESL Call Committee, which made recommendations to the Board, but  
2 many times this is disregarded, you know, the lack of funds, the  
3 lack of personnel, lack of whatever. The bulk of the money that  
4 is coming into the bilingual classes is federal and state funds.  
5 The district does not fund the bulk of these services.

6 MR. JIMENEZ: But even with the bulk of the money that  
7 you have for ESL funds, if the school was more sensitive to the  
8 needs of the Chinese-Americans, or the Asian-American students,  
9 those funds could be better utilized; could they not?

10 MR. TOM: I would think so.

11 MR. JIMENEZ: What support do you feel you need in order  
12 to make a change in the attitude of those specific schools that  
13 set their own criteria? What do you think is needed?

14 MR. TOM: I think where there is a large percentage of  
15 Chinese-Americans in those schools, that they require Chinese-  
16 American counselors. We have asked for, repeatedly, an adminis-  
17 trator in one of the schools that has a vacancy as principal, which  
18 has the largest percentage of Chinese-Americans, but, again, they  
19 appointed a non-Chinese to that position.

20 I think for some reason, they have been unable to be  
21 sensitive enough to say, "Yes, we see the validity of bilingual  
22 education for secondary students."

23 You asked me what I think is needed. I think we need  
24 Chinese-American administrators, counselors, teachers, to be better  
25 represented on the professional staff.

1           MISS JACOBS: I wonder to what extent you work with the  
2 Human Rights Commission or how it can help you accomplish some of  
3 the things you are discussing?

4           MR. TOM: The Human Rights Commission had a representa-  
5 tive on the ESL Call Committee, Gale Roberts, who met with us at  
6 every single meeting. Besides being there, I am not sure what  
7 else the Human Rights Commission did. He came up with a report;  
8 he did come up with a report.

9           MS. HERHANDEZ: In the comments made by Mr. Choy, he  
10 indicated that Lowell High School has a substantial Asian-American  
11 population of students. I wonder whether you have any information  
12 as to whether or not those students are students have have English  
13 as a second language, or whether they are primarily English  
14 speaking students?

15           MR. TOM: I have no information on that.

16           MS. KATZ: I graduated from Lowell, and we were primarily  
17 English speaking. But I think that most of the students there that  
18 go through Lowell do have a problem with English. That is not to  
19 say that we needed ESL, but we need to retrain the teachers.

20           MR. JIMENEZ: Do you know anything about the composition  
21 of the staff at Lowell? Are there Asian-American teachers,  
22 administrators at Lowell?

23           MS. KATZ: One counselor.

24           MS. DAVIS: You mentioned -- I'd like to ask this of  
25 Mr. Wong.

1           As to the failure of UC-Berkeley to accept other than a  
2 traditional language, has there been any attempt at all to get  
3 them to extend their acceptance to Cantonese or Chinese language?

4           MR. WONG: These type of views are very few, but since  
5 the inception of a lot of these different ethnic study programs,  
6 there has been a continuing attempt to bring forth the issue and  
7 to include Cantonese or Japanese, to get acceptance by the School  
8 Board. Any attempt there has been actually met with complete  
9 silence. An attempt was made at the University of California at  
10 Berkeley to include, possibly, Cantonese, or even Mandarin. One  
11 accepted value of the Mandarin language is that the Buddhist monk  
12 scriptures are written in Mandarin. The people in the system look  
13 at Cantonese as a very low language in the sense that it doesn't  
14 have much prestige around the world of languages, and so we have  
15 been pretty much refused all the way around.

16           CHAIRMAN SILLAS: I am going to have to use my preroga-  
17 tive as chairman. We are now running approximately an hour and  
18 fifteen minutes behind.

19           I will ask the interpreter to summarize as briefly as  
20 he can this lengthy and detailed, but I think very useful,  
21 examination. I would also ask the panelists, if you will, to  
22 provide the staff some statistics, if you have not already done  
23 so, or if there is any additional statement that you would like to  
24 make that you have not made, we would ask you to submit that in  
25 written form so that it will be a part of the transcript.

1 We thank you for appearing here and testifying this  
2 morning.

3 (Cantonese translation by Mr. Wong.)

4 CHAIRMAN SILLAS: We will now ask Mr. Ling-Chi Wang.

5 MR. LING CHI WANG

6 MR. WANG: In the interest of time, I would, since I do  
7 not have a prepared statement at this time, like to merely  
8 summarize.

9 CHAIRMAN SILLAS: We appreciate that fact.

10 MR. WANG: I was planning to speak on the subject that I  
11 think the Commission actually has deliberately avoided, and, yet,  
12 this subject is so unique a problem among the Asian-Americans,  
13 that I think something should be said about immigration and the  
14 effects of the immigration policy on the Civil Rights problems  
15 among the Chinese-Americans.

16 I have prepared an analysis of the Chinese people in  
17 California and in the United States, what they have contributed  
18 to the building of the West, in particular, and a detailed  
19 analysis of how the Chinese people have been treated in return for  
20 the contributions they have made to this country, but, I will not  
21 mention those now. Instead, I will skip over to some highlights  
22 on the question of immigration and how those immigration policies  
23 have affected the Chinese community.

24 I think it was mentioned by previous speakers that the  
25 first major anti-Chinese immigration legislation was passed by the

1 Congress in 1882. Prior to that time, actually, California did  
2 not really have that kind of power to pull the influence in  
3 Congress to force a discriminatory and genocidal immigration law  
4 against the Chinese, but it was because of yet another earlier  
5 decision in the federal court denying Chinese witnesses in any  
6 court against any white man, and that amounted to, really, a  
7 license to lynching, massacre, and murder of Chinese people in  
8 various locations throughout the United States. It was because  
9 of this kind of continuing agitation, especially agitation  
10 instigated by the so-called labor movement in America that that  
11 type of legislation was finally passed.

12 Now, the 1882 legislation excluded any Chinese, both  
13 skilled and unskilled workers, from entering into this country,  
14 but there are other features to that particular law which also  
15 affected us tremendously.

16 In Section 1, for instance, it prohibited any court of  
17 the United States to award citizenship to any Chinese in the  
18 United States. Of course, being denied the right of national-  
19 ization means that we were denied all of the political rights in  
20 this country, and, in fact, one interesting thing ought to be  
21 pointed out.

22 By excluding the Chinese in 1882, the Congress ranked  
23 the Chinese among the convicts, prostitutes, lunatics, and idiotic  
24 people to be excluded from this country.

25 Then, between 1882 and 1943, which was the year when the

1 Exclusion Act was finally repealed, a total of fifteen anti-  
2 Chinese immigration laws were also enacted to further exclude,  
3 deport, and exterminate Chinese from the United States.

4           The Scott Act of 1888 prevented some 20,000 Chinese who  
5 had temporarily left the United States with a legitimate right to  
6 reenter, upon returning to the United States, the Act put a  
7 tremendous hardship on those Chinese with families, businesses,  
8 and positions in the United States. Many of them later sought  
9 reentry through illegal means.

10           It is by these repeated kinds of anti-Chinese  
11 discriminatory immigration laws that many of the Chinese people --  
12 in fact, I say the majority of the Chinese people -- by law, will  
13 turn into criminals and have to resort to illegal means to seek  
14 reentry into this country.

15           Through the Gary Act of 1892, the Exclusion Act was  
16 extended for another ten years. In addition, it denied bail to  
17 Chinese in habeas corpus proceedings and required all Chinese in  
18 the United States to apply for certificates of residency within a  
19 year. Any Chinese caught without the certificate was subject to  
20 deportation. The law immediately invited perjury, bribery, and  
21 evasion.

22           Mary Kohler (sic), who is one of the leading experts in  
23 the immigration laws, pointed out that Chinese cunning and duplicity  
24 were more than measured by American greed and corruption. Sheriffs  
25 called commissioners and U. S. marshalls and deputies were known

1 to be in collusion with professional Chinese agents on the borders,  
2 and many seemed to smooth the way at the ports of San Francisco  
3 and New York. So there was widespread corruption and illegal  
4 entry among the Chinese.

5 This is a problem, of course, that still resides very  
6 much within our community.

7 The Exclusion Act was finally repealed in 1943 because  
8 it proved to be extremely embarrassing for the United States,  
9 waging a war against Japan with the Chinese, who had already  
10 fought for over ten years as American allies, fighting against  
11 Japanese Imperialists. And, in fact, the Japanese were sending  
12 out propaganda, saying that, urging the Chinese, pointing out to  
13 the Chinese in China, "Look, this is how your ally is treating  
14 you -- second class citizens and being denied all kinds of rights."

15 So Congress, under this kind of pressure, decided to repeal all  
16 the fifteen exclusion acts in 1943. In addition to repealing  
17 those exclusion acts, Congress also placed Chinese persons on a  
18 small immigration quota of 105 a year, and also permitted persons of  
19 the Chinese race who were admitted to the United States for  
20 lawful and permanent residence to become nationalized citizens.

21 It sounded awfully good, but, actually, the intent of  
22 the legislation was never carried out, because under this kind of  
23 a restrictive legislation, very few Chinese could enter this  
24 country, in fact, even with 105 quota.

25 Five to eight years following the passage of that Act, the



1 105 quota was never filled. Furthermore, very, very few,  
2 virtually none of the Chinese were nationalized under the so-called  
3 regulations governing the nationalization. This is because many  
4 of the Chinese were, by then, ineligible to become resident aliens  
5 in this country.

6 The next major immigration law was the McCarran-Walter  
7 Immigration and Nationality Act of 1952 which was enacted during  
8 the height of the McCarthy era, and this was supposed to have been  
9 a comprehensive and liberal immigration law. But this particular  
10 Act, in fact, perpetuated the quota system. For example, 98% of  
11 the total annual quota was distributed to European countries while  
12 only 1.35% was allocated to the so-called Asian-Pacific Triangle  
13 area. England was given 65,361 immigrants per year. Germany was  
14 given 25,804. Ireland was given 17,756, but to each Asian country  
15 was accorded only 100 a year. Again, it was very interesting how  
16 it did this sort of thing, because they were afraid that the Asian  
17 allies in America in those days who were fighting against Communism  
18 and China would turn around and say, "How come you people are  
19 denying us the right to immigrate to your country, and also the  
20 right to become citizens of your country while we are fighting,  
21 supposedly, with you on your side?"

22 And so this was the kind of token gesture extended to  
23 Asians, and in particular, the Chinese.

24 President Truman vetoed the Bill, but the Congress  
25 overruled his veto and it was only when President Kennedy was

1 faced with this type of embarrassing immigration policy that it was  
2 finally brought out for intensive public discussion. But even  
3 Kennedy could not get the quota act repealed. It was only during  
4 the Johnson Administration that the 1965 Immigration and  
5 Nationality Act was passed, in which they formally abolished the  
6 quota system.

7 But those of you from the Mexican and Latin-American  
8 backgrounds well know that even this particular law tends to  
9 discriminate against those on the Western Hemisphere.

10 Now, the most devastating effect of the immigration, this  
11 type of discriminatory racist genocidal type of immigration law  
12 on the Chinese community, has been the denial of the rights of the  
13 Chinese in America to have a decent and normal family life. All  
14 our families were separated as a result of this kind of law. All  
15 of those who would have liked to have entered into this country  
16 legally, they instead entered either through false papers or  
17 through jumping ship or crossing the border illegally, and have to  
18 live under constant fear. In fact, this is one of the, probably the  
19 most, important problem now facing our community, As I mentioned,  
20 many of the people have entered this country illegally. After the  
21 Second World War, the State Department and the Justice Department  
22 decided to find out and to crack down on these supposed illegal  
23 immigrants who were actually declared illegal because of frozen  
24 acts of the Congress. So, among the many tactics that they  
25 employed, I will just mention a few of them.

1           For instance, they tried to administer the blood test  
2 exclusively to the Chinese people, which later on was, of course,  
3 declared unconstitutional. Then they also used another tactic,  
4 which is, they impaneled, in 1956, two federal grand jurys in  
5 New York and San Francisco to investigate fradulent papers and  
6 practices. In San Francisco, the grand jury supoenaed records of  
7 26 family associations, demanding production of those papers in  
8 no less than 24 hours, all lists, rolls, or other records of  
9 membership of the association during the entire period of the  
10 association's existence, all records of dues, assessments,  
11 contributions, and other income of the association, and all photo-  
12 graphs of the membership, and any portions thereof.

13           This was probably the most far-reaching kind of  
14 repressive enforcement of law imposed upon the Chinese community.  
15 This was done in 1956, affecting possibly around 40,000 Chinese-  
16 Americans. Of course, the Chinese fought the case, and, fortunately,  
17 the Justice Department lost on that particular incident.

18           Of course, there is an awful lot of bribery and  
19 racketeering going on, and I was going to mention some of these.  
20 Because of the time, I won't.

21           Following this massive subpoenaing of family records,  
22 the Chinese community finally got together with the State Depart-  
23 ment of Justice and the immigration authorities and worked out a  
24 so-called confession plan in 1957. This was to enable all the  
25 Chinese who had entered this country illegally to presumably go

1 and confess that they committed a crime, and, therefore, Uncle Sam  
2 was going to forgive them and restore their status. As it turned  
3 out, quite a few thousand -- I was given all kinds of figures --  
4 but the figures are not really accurate, all kinds of figures  
5 ranging from 1,000 to 2,000 to 3,000 Chinese who have gone into the  
6 confession program but were denied the right to become permanent  
7 residents as they were promised.

8 I personally know many people who are, at this moment,  
9 totally without status, neither alien, resident-alien, nor  
10 citizen, in fact, in nonstatus. If they were to leave the  
11 country, they could not come back. They have no rights of any  
12 kind. There are many people like that, and I think maybe the  
13 Commission could look into this matter.

14 The Chinese family was forcibly separated by law. In  
15 order to maintain a family on the other side of the ocean, people  
16 have to send money over. When the United States went to war with  
17 China over Korea, immediately all this type of overseas Chinese  
18 remittance was considered as trading with the enemy, and, of course,  
19 violating the so-called Trading With an Enemy Act. In fact, many  
20 of these people were prosecuted, including a newspaper which  
21 provided advertisements for banks on how to send money back to  
22 support your family, were prosecuted and convicted and sentenced  
23 to jail for many years.

24 Then, there were periodical raids, and these raids are  
25 still going on in Boston and New York. They will come to a

1 restaurant and fill the place up and force the people to produce  
2 their identification.

3 I could cite another example. For instance, in 1951,  
4 80 immigration agents and policemen raided the association-built  
5 dormitory and rounded up 83 people that night in the dormitory and  
6 put them on Ellis Island and began proceedings to have them  
7 deported.

8 Of course, there has been an awful lot of media coverage  
9 about this type of illegal activity going on in the Chinese  
10 community. It has become extremely difficult for any Chinese  
11 community members to speak out on anything because civil rights  
12 is non-existent because of the series of anti-Chinese laws. It is  
13 completely alien to our community. We know of no civil rights in  
14 our community. I think the reason for this is because of this  
15 series of anti-Chinese laws that have been perpetrated in this  
16 country over the last 170 years. In fact, the people who speak  
17 up for their rights are usually outside agitators and undesirables  
18 and even, in some cases, insinuated to be Communists. This is  
19 very, very repressive, and I think a lot of the problems in  
20 Chinatown, until they are spoken out publicly and the government  
21 agency assumes responsibility, there is not going to be any way  
22 for us to begin to resolve many of the problems that have been  
23 mentioned here this morning, and will be mentioned again this  
24 afternoon.

25 CHAIRMAN SILLAS: I wonder if I could stop you here at

1 this point and go from this point on by way of questions, and  
2 maybe I'll ask the interpreter to hold off the interpretation  
3 until we have gone through the questions, because I think maybe  
4 at that point --

5 MR. WANG: I was going to summarize my own testimony in  
6 Chinese so that it would be easier.

7 CHAIRMAN SILLAS: Maybe if we could do that after we  
8 have gone through the questions, it will save a little time.

9 Let me ask you this: Are you familiar with the Dickinson  
10 Barrett Bill and the Rodino Bill that is presently before the  
11 Senate?

12 MR. WANG: Right.

13 CHAIRMAN SILLAS: The Dickinson-Barrett Bill theoreti-  
14 cally provides for prosecution of employers who knowingly hire an  
15 illegal alien. Are you able to state what the feeling is, what the  
16 consensus of the Chinese-Americans is to that type of legislation?

17 MR. WANG: So far, there has been only two major  
18 articles that have appeared in two literal Chinese newspapers,  
19 and both of them are extremely apprehensive about those bills  
20 because, I think that most employers will be reluctant to hire  
21 anybody who is Asian, who looks Asian, because if they are going  
22 to have to go through a hassle of trying to find out whether a  
23 person is really, is he a citizen or not, did he come into this  
24 country illegally, he had rather hire somebody who is a non-Asian  
25 to avoid all that hassle. It will also, I think, subject a lot

1 of Chinese-American citizens to undue harassment as a result of  
2 this type of legislation, if it is passed. We are very much  
3 opposed to that kind of a bill.

4 CHAIRMAN SILLAS: Have there been sweeps by the  
5 immigration department in the Chinatown or other areas of  
6 concentration of Chinese-Americans looking for illegal aliens and,  
7 if so, what has been their tactic in such an effort?

8 MR. WANG: So far, we have only heard reports from Boston  
9 and New York. What they do is, they usually go to the restaurant  
10 or they will seal off the back door and the front door, and then  
11 demand identification of these people, and then pick up the people  
12 who do not have the proper kind of papers.

13 CHAIRMAN SILLAS: Here in San Francisco, there has not  
14 been that type of situation?

15 MR. WANG: I have not heard of any.

16 CHAIRMAN SILLAS: Now, you made an interesting comment  
17 that civil rights is not known, the concept of civil rights, I  
18 think you said, is not known to the Chinese-American or to the  
19 Chinese community. Taking that statement at face value, what  
20 would you recommend be done with that issue?

21 MR. WANG: I think one of the first things is to try to  
22 straighten out this immigration problem that many of our people  
23 have. And I think that one, probably the easiest, way is to  
24 declare all the people eligible who are now in non-status  
25 situations, or considered under the law as illegal aliens, to

1 declare them resident-alien<sup>s</sup>, first, then to assure them of the  
2 right to become citizens.

3           Again, we have a lot of people in this country who are  
4 hung up in this particular status in which you went and confessed  
5 and you got your resident-alien, but you could not become a  
6 citizen.

7           So there are two types of people, those who are residents  
8 but unable to become citizens, and those who are not resident-  
9 aliens.

10           CHAIRMAN SILLAS: Any questions from any of the members  
11 of the panel?

12           MR. JIMENEZ: Since there has been no incident such as  
13 you described in New York and Boston, in San Francisco, can you  
14 explain what the procedure is as far as the immigration department  
15 and the method they use to check to see if someone is illegal,  
16 what the procedure is?

17           MR. WANG: You mean here?

18           MR. JIMENEZ: Yes, in San Francisco, or California.

19           MR. WANG: I can only tell you of two incidents that I  
20 personally encountered. One time I was in Detroit and I was  
21 stopped on the street and somebody said he was from the immigra-  
22 tion authority and wanted to see if I had the proper kind of  
23 papers. Another time, I was in Corpus Christi, and I was also  
24 stopped at a Greyhound Bus station and asked for my identification,  
25 and I really do not know what is going on at this moment in San



1 Francisco.

2 But the thing that I wanted to get across to you today,  
3 really, is the kind of repressive laws against the Chinese which  
4 have prevented the Chinese from speaking out on any subject matter  
5 because the rule of the game is to just stay out of trouble, don't  
6 say anything; even if you are in trouble, don't say anything.

7 I have also a very interesting case here in the Ninth  
8 Circuit Court that will be of interest to you, and these are  
9 people who have gone in and made the confession because they  
10 entered the country illegally. Their birth dates have to be re-  
11 adjusted and the Immigration has readjusted it but our Social  
12 Security Administration is unwilling to give the retirement  
13 benefits to, in this particular case, Mrs. Chin, because the  
14 Immigration says that she was born in 1905, but the Social Security  
15 Administration insists on holding her to the false papers that she  
16 was holding in 1909, so she was ineligible for Social Security  
17 benefits, and, you know, these are the kind of things, one federal  
18 agency taking one policy and another federal agency taking another.  
19 This is affecting a lot of our people, especially many old people  
20 who have gone in and made the confession.

21 CHAIRMAN SILLAS: I think I will ask you now to summarize,  
22 if you will, your testimony in Chinese, and we will take our  
23 luncheon break following that, and we will return at 1:50.

24 I would ask the panel scheduled to follow Mr. Wang to  
25 return at that time.

1 (Translation in Chinese by Mr. Wang.)

2 CHAIRMAN SILLAS: We will now take our luncheon break

3 and will return at 1:50 p.m.

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1 had occasion to hear from clients and friends and members of the  
2 community.

3           In that regard, I think it is only fair to say that if  
4 we are going to talk about discrimination, we are not talking  
5 about the kind of discrimination that existed in the early  
6 California days where we had open hostility, undisguised  
7 discriminatory laws, and this is labor practices and policies as it  
8 existed in those days.

9           On the other hand, to say that merely because those  
10 hostile discriminatory laws are removed from our statute books, to  
11 say that there is no discrimination would be an understatement of  
12 the year.

13           There are discriminations, but discrimination comes in  
14 a more subtle form, and I am not so sure whether or not as an  
15 organized plan or scheme to discriminate against Asians and  
16 Chinese.

17           Giving you an example, the discrimination of, say, the  
18 garment industry in Chinatown where garments are manufactured by  
19 garment factories in Chinatown at lower wages and non-union wages  
20 where, because the cost of manufacturing is lower, it necessarily  
21 and inevitably results in lower wages paid to the workers. To me,  
22 I submit that that is a form of discrimination; discrimination  
23 not by depriving certain groups of minorities of particular jobs,  
24 but by giving jobs to them because of certain advantages that  
25 would result to those on the selling end, and placing members of

1 minorities -- and I am specifically using the garment industry as  
2 an example -- by forcing them to accept it because the alternative  
3 would be no business as distinguished with an offer for lower  
4 prices. That is a discrimination.

5 And the same is true with employment where there is a  
6 tendency to hire Asians and workers at lower wages because, again,  
7 the alternative before an individual applicant is something that  
8 is better than what he could get, say, in his own Chinatown, or,  
9 in the alternative, faced with no employment at all.

10 That includes the union membership where there are some  
11 closed shop unions, or where there are unions which are open for  
12 membership but in which the Chinese members are not qualified, and  
13 because they are not qualified for union membership, their  
14 employment is necessarily confined to the area of Chinatown. This  
15 leads to their being compelled to pay higher rents and to be  
16 compelled to remain in Chinatown and to live there.

17 This, to me, is a form of discrimination in a 'round  
18 about way, which everybody is affected and in which nobody can  
19 point a finger at any particular area or any particular institution,  
20 whether it be police or union or government, and say that they are  
21 the cause of it and seek a remedial measure for it.

22 I think the discrimination of some of the examples that  
23 I have just given results, number one, in the inadequate educational  
24 training in the bilingual field, the inadequate training in the  
25 form of a vocation, and I think it stems from the fact that however

1 we have attempted to improve the situation, it never lets up. It  
2 is done in peacemeal and only in response to crisis.

3 I think hearings like these are absolutely necessary,  
4 not only the hearings themselves, but they should be conducted  
5 periodically, and as often as possible to meet with the changing  
6 situation in order to enable the government, which ought to take  
7 the lead in formulating a master plan, to know exactly what the  
8 factual situation is that exists in Chinatown that causes it and  
9 to recommend remedial measures.

10 This is a short statement that I have, and I would  
11 welcome any questions that you may ask -- not guaranteeing that  
12 you will get answers, but only within my personal knowledge.

13 CHAIRMAN SILLAS: I had heard that, regarding the  
14 garment shops that you refer to in Chinatown, that there is a  
15 limitation as to the size or the number of employees that can be  
16 hired. Am I correct in that assumption?

17 MR. CHINN: There is a limitation, but only insofar as,  
18 as I understand it, to meet the health code given in proportion to  
19 the size, the physical size, that would accommodate X number of  
20 workers.

21 CHAIRMAN SILLAS: Does that have any affect, do you think  
22 regarding the working conditions and maybe the price or the wage  
23 scale that the manufacturer there, or the shop owner is pretty  
24 much limited to the size that he can grow, and, thereby, becomes  
25 ineffective in many ways in competing for prices?

1           MR. CHINN: As a matter of fact, the very existence of  
2 garment shops in and around Chinatown constitutes an exception to  
3 the existing law. Because of the peculiar situation, the  
4 difference there from other segments of the City, it is an  
5 exception to that.

6           But my main thrust is the fact that garments are able to  
7 be manufactured in Chinatown at a price which the manufacturers  
8 would not be able to obtain from union shops, and that is an  
9 incentive for them to go into Chinatown for that. And it is  
10 because that there are no other business offers available to those  
11 local Chinese merchants that they are compelled to accept them.

12           CHAIRMAN SILLAS: Can Chinatown be viewed as a ghetto or  
13 as a center where the culture -- I suspect the question I am  
14 asking is, are the residents in Chinatown there voluntarily or are  
15 they involuntary residents?

16           MR. CHINN: Well, I don't think I can give you a specific  
17 answer to the question. It is voluntary where people own their  
18 businesses, and, for convenience sake, prefer to live in Chinatown  
19 near their own business. And it is involuntary in a sense where,  
20 because of the language barrier and where the job opportunities  
21 are not readily available to that particular person outside of  
22 Chinatown, that they are compelled to be there.

23           To me, that could be interpreted as being involuntary.  
24 In other words, where he could have higher wages, if he could meet  
25 the daily taxes of life without the language barrier, then I

1 suppose his preference would be to live outside of Chinatown.

2 CHAIRMAN SILLAS: Now, I understand you are now a  
3 Supervisor in San Francisco and that is equivalent to being the  
4 controlling body over the City and the County, it is a mutual  
5 body.

6 MR. CHINN: That is correct, but I just want to make  
7 myself clear. I have only been there since March, so don't charge  
8 the entire record of the Board of Supervisors against me.

9 CHAIRMAN SILLAS: Has there been any emphasis on the  
10 part of the Board of Supervisors, to your knowledge, regarding the  
11 situation of the Asian-American community in San Francisco, let's  
12 say, in terms of budgeting? Is there any money set aside for some  
13 of the problems that we have heard about earlier this morning  
14 regarding education, employment, and housing as to priorities  
15 dealing with the Asian-American communities?

16 MR. CHINN: Well, I don't think that the City budget is  
17 sectionalized, depending on each ethnic group. In that respect,  
18 there is none.

19 I have no idea, of course, what kind of testimony was  
20 given this morning.

21 CHAIRMAN SILLAS: Let me give you a specific, say,  
22 regarding employment, physical requirements for firemen and police-  
23 men.

24 MR. CHINN: I just came from a meeting with the general  
25 manager of the Civil Service Commission, and, here again, -- I am



1 glad you brought that up, because, here again, is a subtle form  
2 which you might call discrimination with reference to the kind of  
3 examinations being given. It may not be intended to be  
4 discriminatory, but the mere fact that the requirements are such  
5 that it does not encourage or, in many instances it forbids and  
6 serves as a barrier for minorities to apply for that job, would,  
7 in the end result, become discriminatory, and this is what I mean  
8 by a subtle form of discriminatory practices against minorities.

9 CHAIRMAN SILLAS: Are there physical requirements for  
10 the position of policeman or fireman in the City of San Francisco?

11 MR. CHINN: Are there physical requirements?

12 CHAIRMAN SILLAS: Yes.

13 MR. CHINN: Yes, there are.

14 CHAIRMAN SILLAS: And, in your opinion, are these  
15 physical requirements detrimental to the Asian-American in applying  
16 for these jobs?

17 MR. CHINN: I would say that those requirements could be  
18 made more flexible because the height requirement, for example,  
19 where you have it for five feet seven, just off the top of my hat,  
20 I don't think that that height requirement is so sacred that it  
21 could not be departed from, especially when you take a look  
22 throughout the entire Orient of the number of firemen and policemen  
23 who are doing their job, and I am sure most of them do not meet  
24 the five-seven requirement.

25 CHAIRMAN SILLAS: Is there a problem, to your knowledge,

1 regarding the enforcement of labor regulations, safety, so forth,  
2 in Chinatown?

3 MR. CHINN: I am not sure.

4 CHAIRMAN SILLAS: Is there a problem, to your knowledge,  
5 of enforcement of safety regulations, health regulations, in the  
6 field of employment in Chinatown?

7 MR. CHINN: Well, the physical facilities are supposed  
8 to comply with our various codes, yes.

9 Now, you want to know as to whether or not they are, in  
10 fact, strictly enforced. I am not prepared to give you that kind  
11 of answer now.

12 CHAIRMAN SILLAS: Do you know what, if any, percentages  
13 of personnel employed by the enforcement agencies are Asian-  
14 Americans who deal with, say, the enforcement of health regulations  
15 or building regulations in Chinatown?

16 MR. CHINN: There are some. I don't know the exact  
17 number in terms of percentages, no.

18 CHAIRMAN SILLAS: Any questions from the other members?

19 MS. HERNANDEZ: Yes.

20 Mr. Chin, I think you are somewhat unique in the City in  
21 that you have served on a number of boards and commissions.

22 Could you tell us which ones you have served on in the  
23 City and County of San Francisco?

24 MR. CHINN: I have served on the Social Services and on  
25 the Board of Permit Appeals, and prior to coming on the Board of

1 Supervisors, I had been on the Board of Education for a year.

2 MS. HERNANDEZ: In your experience on those various  
3 boards and commissions, did you see areas in which you might  
4 specifically have been of some assistance to the Asian-American  
5 community, in some areas where your own expertize and knowledge  
6 was utilized?

7 MR. CHINN: You mean insofar as avoiding discrimination?

8 MS. HERNANDEZ: Avoiding discrimination or being a  
9 voice for the Asian-American community which had lacked a voice on  
10 any of these boards or commissions prior to this time.

11 MR. CHINN: In the various positions that I have  
12 accepted, I rely more on my intimate knowledge of the area in which  
13 I grew up, and being in the position to tell the board, whichever  
14 board I happen to be serving on, with reference to the particular  
15 needs, and, therefore, the grievances that exist.

16 For example, during the nine months that I was on the  
17 Social Services, I was able to say that, at least to the Social  
18 Services, that where you have bilingual associate workers of  
19 Chinese descent, that they properly belonged to Chinatown instead  
20 of serving elsewhere because they can serve a particular need for  
21 service in the community. And I was able to assist the Self-Help  
22 for the Elderly in Chinatown, through the cooperation of the Social  
23 Services, of having their files transferred to the Self-Help for  
24 the Elderly rather than going to Social Service for that, because  
25 the need for the service is in Chinatown.

1 MS. HERNANDEZ: I am just curious as to why it seems to  
2 be impossible for those who make appointments in the city to find  
3 additional persons of Asian ancestry who might also serve on  
4 boards and commissions. It seems unique that you have been on  
5 three or four and no one else has been appointed.

6 Do you have any idea why it is difficult for people to  
7 find additional people in the Asian community to serve on these  
8 boards and committees on which they have no voice at the moment?

9 MR. CHINN: I am sure I would be the last person on  
10 earth to answer that question. I am merely the appointee rather  
11 than the appointor, so to speak.

12 But the mere fact that there is a lack, and I agree with  
13 you that we have a lot of talents here in the Asian community.

14 MS. HERNANDEZ: Inasmuch as you seem to have some fairly  
15 close relationships with those who do make the appointments, is it  
16 possible for additional names to be submitted through those  
17 appointive bodies? For example, are you called upon to make  
18 recommendations on additional Asian-Americans who might equally  
19 serve, or who might, in the interim, be on advisory committees?  
20 Maybe not all be on the boards or commissions, but the voice of  
21 the Asian community seems uniquely to be that of one person at the  
22 moment.

23 MR. CHINN: Well, you asked a question which is beyond  
24 my ability to answer. Suffice it to be said that at least in the  
25 Chinese community, it is a divided community. I am not exactly

1 proud to say that, but I have to be factual about the situation.  
2 There are many areas in which people can differ honestly with  
3 reference to philosophies and to viewpoints, and I hope that would  
4 lend some insight with reference to your question as to why some  
5 people are appointed and why some are not.

6 MS. HERNANDEZ: I am just not sure I understand your  
7 answer. Are you suggesting that because there are different points  
8 of view in the Asian-American community, that it is impossible to  
9 select one person who can then speak for the entire community?

10 MR. CHINN: Oh, no, I am not suggesting that at all, and  
11 I don't think you are right at all to think that I am that one  
12 person who speaks for the entire community, because there are  
13 several other people of Chinese descent who are serving on the  
14 various commissions throughout the City.

15 MS. HERNANDEZ: Are there many?

16 MR. CHINN: Yes, there are.

17 MS. HERNANDEZ: Do you know which Asian-Americans are on  
18 other committees?

19 MR. CHINN: I have actual knowledge of Francis Lau, who  
20 is serving on the Park Authority, and John Ychin, until he became  
21 president of the Community College, was a member of the Human  
22 Rights Commission; Jack Pren, of the Civil Service, and before  
23 then he was the president of the Housing Authority; Mr. Jerry  
24 Water, who was from the Civil Service, and is presently with the  
25 Social Services. So there are several other Chinese, or Asian,

1 members.

2 MS. HERNANDEZ: Thank you, Mr. Chinn.

3 MISS JACOBS: Mr. Chinn, may I ask you a question,  
4 please?

5 We rather dramatically had pointed out to us the need  
6 for interpreters, because all people don't have English as their  
7 primary language, or speak, or understand it fluently.

8 In terms of you, as a County Supervisor and City  
9 Supervisor, can you tell us, in the Supervisors' meetings and on  
10 the commissions where you serve, what has been the practice in  
11 terms of minority groups being able to understand the proceedings  
12 and to make requests and so forth? What arrangements have been  
13 made for that?

14 MR. CHINN: I can only limit my remarks to the various  
15 commissions that I have served on.

16 You mean where there are witnesses, or people who bring  
17 grievances, who have a language barrier? Is that your question?

18 MISS JACOBS: I would not limit it to that, but that  
19 would certainly be a primary consideration. But the city govern-  
20 ment is for all of the people, so what arrangements have been  
21 made for minority group members who do not understand English, to  
22 be able to participate in the open hearings of the government?

23 MR. CHINN: Do you mean whether or not there are assigned  
24 interpreters in various commissions that I have served on? If so,  
25 the answer is none. Usually, those who bring testimony before any

1 given commission will provide for their own interpreter, or other-  
2 wise give the testimony in English or translate into English. The  
3 few limited instances where I personally was involved, either that  
4 was so, or I could supplement the testimony and be of service to  
5 the Commission by translating and interpreting for them.

6 MISS JACOBS: Is any consideration being given by the  
7 city or county to the use of earphone, multiple translators for  
8 Housing meetings, for Board of Education meetings, et cetera?

9 MR. CHINN: There are none, to my knowledge.

10 MR. JIMENEZ: Mr. Chinn, the problem you spoke of in  
11 Chinatown about the garment industries working employees at lower  
12 than union wages, I imagine that is a union problem, but is there  
13 anything that the Supervisors can do in the way of instituting  
14 new ordinances that would alleviate the problems or some of the  
15 problems down in Chinatown?

16 MR. CHINN: Well, you are asking a very broad question.  
17 I believe, in my earlier testimony, I said that we have a situation  
18 in which you cannot really point a finger at any one agency or  
19 institution and say that solving that or having that particular  
20 agency or institution do the job, that the other problems would  
21 disappear.

22 MR. JIMENEZ: Does the Board of Supervisors, let's say,  
23 have the authority to, let's say, have the police enforce rules  
24 and regulations, or laws, or ordinances?

25 MR. CHINN: Every department head, within his jurisdic-

1 tional power, has the right, without authority from the Board of  
2 Supervisors, to carry out his function, and that applies to the  
3 Public Health Department, the Public Works, the Fire Department, or  
4 whatever department you care to name.

5 MR. JIMENEZ: There has been testimony as to unsafe  
6 conditions, unhealthful conditions, conditions that exist that do  
7 not exist in other portions of the City, which would lead one to  
8 believe that either the allegations are not true or the laws and  
9 ordinances are not being enforced. If they are not being enforced,  
10 then, does the Board of Supervisors have the authority to talk to  
11 the department heads, whoever that might be?

12 MR. CHINN: We can certainly raise questions and hold  
13 hearings as to why certain provisions of the law are not being  
14 enforced, yes. But, primarily, their duties and responsibilities  
15 fall within that department to so explain itself, if that be the  
16 case.

17 MR. JIMENEZ: Thank you.

18 MR. ROGERS: Mr. Chinn, first of all, I would like to,  
19 if you will, sort of describe your supervisorial district? Do you  
20 have a greater bulk of Asian-Americans in your district?

21 MR. CHINN: Well, the position of the members of the  
22 Board of Supervisors here in this City is one that is at large, so  
23 we don't represent any particular district. Our jurisdiction  
24 extends to the entire City proper.

25 MR. ROGERS: Do you consider the Asian-American community



1 has access to you? Do you communicate with them on a regular  
2 basis regarding some of the problems that we have heard this  
3 morning? I mean, you are aware of some of the problems that we  
4 have been discussing.

5 MR. CHINN: Oh, sure.

6 MR. ROGERS: What I'd like to know is, do you allow  
7 yourself to be very accessible to them, to the community, to have  
8 some input come from them so that you may be able to make the  
9 appropriate decision regarding their welfare as a Supervisor?

10 MR. CHINN: I have never been accused of ever turning a  
11 deaf ear or making myself inaccessible to the problems of China-  
12 town, the area in which I grew up, and, in fact, not only am I  
13 accessible to them, I am accessible to everyone else as well. And,  
14 by the same token, the grievants, if that is what you want to call  
15 them, are, supposedly, under our setup, City setup, accessible to  
16 all members of the Board of Supervisors. So there's no barrier  
17 caused by any member of the Board of Supervisors to either turn a  
18 deaf ear or to turn away from any problem.

19 MS. DAVIS: Mr. Chinn, it would seem that because of  
20 Chinese ancestry you would have a greater sensitivity to the  
21 problems of the Chinese community. With that in mind, have you  
22 been able to, have you thought in terms of coordinating or finding  
23 somebody to coordinate the efforts of the various agencies that do  
24 deal with the Chinese community?

25 MR. CHINN: I don't quite get the drift of your question.

1 MS. DAVIS: You mentioned before about the separate  
2 department heads, that they make independent decisions. I wanted  
3 to know whether or not there has been any effort to coordinate  
4 the efforts of these various agencies?

5 MR. CHINN: You mean --

6 MS. DAVIS: To deal with the problems within the  
7 community.

8 MR. CHINN: You mean George Chinn, as an individual  
9 member of the community, make any attempt to coordinate any and  
10 all agencies in the entire Chinese community?

11 MS. DAVIS: No, I mean in terms of your being able to  
12 use whatever influence you have.

13 MR. CHINN: I don't know whether or not I quite get  
14 what you are driving at.

15 MS. DAVIS: Perhaps I will restate it.

16 MR. CHINN: Please do.

17 MS. DAVIS: Not you, as an individual, but has there  
18 been any effort within the City or County of San Francisco to  
19 coordinate the efforts of the various agencies dealing with the  
20 Chinese community?

21 MR. CHINN: Well, I think that when you talk about the  
22 Chinese community, you are talking about at least thirty some odd  
23 organizations, each purporting to be the voice of the Chinese  
24 community. I think that all these voices are heard, all these  
25 voices, many of whom are publicized in the local newspapers. If

1 the drift of your line of questioning is whether or not there are  
2 any hidden grievances in the Chinese community that are not known  
3 to the public, then the answer is no.

4 MS. DAVIS: I am sorry -- you are saying that all the  
5 grievances of the Chinese community are known to the public?

6 MR. CHINN: You didn't mention about the public. Now, I  
7 have no way of knowing what the public knows.

8 MS. DAVIS: Or that is known to you? I am sorry if I  
9 didn't understand you. Are you saying that all the grievances of  
10 the Chinese community are known to the Board of Supervisors?

11 MR. CHINN: I am not saying that, I wouldn't know that  
12 to be true. But I know that I, myself, have been keenly aware of  
13 the grievances and that I seek to find out what grievances exist  
14 in Chinatown.

15 MS. DAVIS: One last question.

16 Is there an advisory group that works with the Board of  
17 Supervisors?

18 MR. CHINN: What do you mean by an advisory group?

19 MS. DAVIS: To express the concern of the Chinese  
20 community. I am talking about the citizens.

21 MR. CHINN: When there are hearings, either before  
22 committees or sub-committees of the Board of Supervisors, it  
23 becomes a public hearing in which everybody can attend and every-  
24 body usually does, to voice whatever grievances and whatever  
25 remedial measures they wish the Board, within its calling to do.

1 MS. DAVIS: Thank you.

2 MS. HATA: What plans do you have to inform the Board of  
3 Supervisors of these grievances that you said they probably are not  
4 aware of?

5 MR. CHINN: I cannot speak for the entire Board. I can  
6 only speak as an individual member.

7 MS. HATA: I am asking for your plans.

8 MR. CHINN: Right. I see myself as a member of the Board  
9 of Supervisors, and, in that capacity, at least from my vantage  
10 position of being more intimately acquainted with the problems  
11 existing in my own community, I, therefore, feel it is my  
12 obligation to see that those grievances are brought out to  
13 enlighten my colleagues on the Board with reference to the extent  
14 of the grievances of my own community.

15 MS. HATA: And you have special plans to do this? You  
16 have discussed a series of discrimination this morning, and I was  
17 curious as to what role you envision for yourself and the Board of  
18 Supervisors in alleviating these forms of discrimination.

19 MR. CHINN: There is, as you well know, a limited  
20 jurisdiction beyond which we have to enlist outside help. Even  
21 the City problems themselves have grown to such an extent that  
22 without state or federal assistance, the city is powerless to act.  
23 And we, yes, in answer to your question, it is my intention to  
24 bring out those particular points, those particular critical areas  
25 which adversely affect, not only members of the Chinese community,

1 but throughout the entire city.

2 MS. HATA: Perhaps you could give us one example that is  
3 a top priority on your list so the members of the Committee would  
4 have some idea of what you have in mind.

5 MR. CHINN: I don't have, at this time, any top priority.  
6 As far as I am concerned, the members of the Board of Supervisors,  
7 as I see it, in the short time that I have been there, ma'am, is  
8 such we operate on a crisis basis. I think this is one of the  
9 misfortunes of the system of our Board of Supervisors, that we  
10 meet crisis as they come up. We respond rather than initiate.

11 MS. HERNANDEZ: If I could follow right on that, because  
12 what we have been hearing this morning indicates to me that there  
13 are a number of people in this room who believe there are crises  
14 going on now in the Chinese community and are very much concerned  
15 as to how they can be alleviated. It occurs to me, because San  
16 Francisco is very heavily unionized, that the issue of discrimina-  
17 tion in trade unions is clearly an area where the Chinese  
18 community should have some interest.

19 I wonder if, for example, you could give us some  
20 indication as to what you meant when you said that there were some  
21 closed unions in San Francisco, unions for which Chinese are not  
22 now qualified. Could you give us an example of those unions?

23 MR. CHINN: Well, my understanding is that there are  
24 some unions, some more so than others, where membership is not so  
25 readily available, plumbers union being one of them, and the

1 building and trades, for example, in which perhaps even though  
2 membership is open, they are not, by design, such as to encourage  
3 membership of minorities.

4 MS. HERNANDEZ: I understand that there is an Affirmative  
5 Action Program that the City of San Francisco has which addresses  
6 itself to the construction industry, generally, not just to the  
7 plumbers, and I wondered if, in your short time on the Board of  
8 Supervisors, and I recognize it is a short time, there has been  
9 any specific discussion on specific problems of Chinese-Americans  
10 in gaining access to the apprenticeship programs of unions,  
11 journeyman status in unions?

12 MR. CHINN: No, there has not been.

13 MS. HERNANDEZ: Is there actually an enforcing of the  
14 Affirmative Action plan by the Board of Supervisors or is that now  
15 being handled by the Human Rights Commission?

16 MR. CHINN: That is an area more closely allied with the  
17 Human Rights Commission rather than a standing matter before the  
18 Board of Supervisors.

19 MS. HERNANDEZ: What about the areas in which the City  
20 and County of San Francisco, or the contractors, the ones issuing  
21 the contracts, is there any special effort to make certain that  
22 those contracts over which the City does, indeed, have control,  
23 are being given to corporations and to entities which are following  
24 an equal opportunity practice? Is there any monitoring of this  
25 as far as you know?

1 MR. CHINN: I can tell you that none has come before my  
2 personal attention since I have been on the Board of Supervisors.

3 MS. HERNANDEZ: Could you tell us what sub-committee.

4 MR. CHINN: No, I could not tell you whether or not  
5 there is, in fact, a lot of Affirmative Action, or there is not a  
6 lot of Affirmative Action.

7 MS. HERNANDEZ: Could you tell us what sub-committee of  
8 the Board you serve on now?

9 MR. CHINN: Culture activities, the Social Services, and  
10 the Governmental Services.

11 MS. HERNANDEZ: Thank you.

12 CHAIRMAN SILLAS: Thank you, Supervisor Chinn. We  
13 appreciate your being here and testifying before our body.

14 We will now have a summary, if we can, by the interpreter.

15 (Cantonese translation by Mr. Wong.)

16 CHAIRMAN SILLAS: Thank you.

17 MR. CHINN: Thank you.

18 CHAIRMAN SILLAS: Now we have a panel of Alice Barkley,  
19 Sam Yuen, and Reverend Gary Shang (sic).

20 MEMBER OF THE PANEL: And Ms. Linda Wong (sic).

21 CHAIRMAN SILLAS: Thank you.

22 MEMBER OF THE PANEL: Mr. Yuen has another engagement,  
23 so I am going to be speaking for him.

24 CHAIRMAN SILLAS: I have been advised by the technicians  
25 that if you are going to speak, to turn the switch and the mike

1 on, and if you are not, to turn it off because of the feedback, or  
2 something.

3 Will you proceed?

4 ALICE BARKLEY AND PANEL

5 MEMBER OF THE PANEL: Mr. Chairman, and member of the  
6 Advisory Committee, we are here today because we have a housing  
7 crisis in Chinatown, because many of our people of Asian ancestry,  
8 Chinese ancestry, are living in very sub-standard, if not more  
9 serious, sub-human, conditions.

10 We are here because every person has a right to decent  
11 housing, and this is a primary objective, not only for his own  
12 family, but, as an objective of the federal government for the  
13 people of this land.

14 And, thirdly, we are here because the conditions under  
15 which a large number of these people live is virtually indescrib-  
16 able, so we have here a five minute film clip to show you what we  
17 mean. The film will be narrated by Ms. Barkley, and Ms. Wong will  
18 follow up the film with some comments from the Chinatown Coalition  
19 for Better Housing.

20 CHAIRMAN SILLAS: All right, very fine.

21 (During the viewing of the film, the following remarks  
22 were made by Ms. Barkley:)

23 MS. BARKLEY: This is a building that now has been  
24 demolished. It was on the corner of Stockton and Clay Street. It  
25 was a rooming house which shared bath and kitchen facilities.



1           There are 58 families in this building. This one  
2 particular family has two rooms and they pay approximately \$100 a  
3 month for those two rooms. The rooms are approximately 8 x 8 and  
4 the family consists of the mother, father, and six children.

5           This room is occupied by the children, all six of them.

6           This building was on the Codes Enforcement, but, because  
7 there is no program tied in for relocation under just strictly  
8 systematic code enforcement in the City, this family had to look  
9 for housing own its own without any kind of assistance.

10           In order to get members of this household, and other  
11 households in this building, to get some kind of priority, we have  
12 had to work with the Human Rights Commission and various agencies,  
13 and it took approximately six months.

14           This is one of the elderly tenants who is totally dis-  
15 abled, who lives in this building. His income is about \$178 a  
16 month, and he pays about \$75 for a room.

17           This is the community bath room. There is only one in  
18 the building.

19           I beg your pardon, one on each floor. This is on the  
20 second floor.

21           The kitchen that you saw earlier was the only community  
22 kitchen.

23           This is the building in the process of being destroyed.

24           This is another rooming house on Vallejo Street. Again,  
25 it has one community kitchen and one community bath.

1           This family has two connecting rooms, there are two  
2 parents and seven children in this family. They pay \$90 for this  
3 room plus utilities.

4           There are approximately twenty such rooms on each floor.  
5 Consequently, it is very difficult for them to cook dinner at the  
6 same time, and, very often, they end up cooking on hot plates in  
7 the room itself which often interrupts the electricity service and  
8 blows out the fuse.

9           This family -- two of the young children had, when they  
10 were tested for T.B., it was positive.

11           In order for us to move this family into better housing,  
12 we had to go through six months to get the Department of Public  
13 Health to finally condemn the unit as being unhealthy, even  
14 though it is obvious that the particular unit that this family is  
15 living in violated the Housing Code which specifies the number of  
16 square footage that is allowed for rental.

17           This particular film clip here is a demonstration  
18 attended by a broad segment of the community in front of HUD to  
19 ask HUD to approve the first neighborhood project for Chinatown.

20           The majority of the housing units in and around San  
21 Francisco, Chinatown and in the greater Chinatown area in the  
22 Chinatown-Northbeach area, are single rooms which share baths and  
23 share kitchens.

24           This is the meeting of the delegation that was finally  
25 allowed to go up to see Mr. James Price, the area director of HUD.

1           Incidentally, the demonstration was held because we were  
2 unable to secure a meeting with Mr. Price for many months. He  
3 wouldn't return our phone calls and he wouldn't answer letters.

4           (Translation to the audience.)

5           CHAIRMAN SILLAS: Thank you.

6           MEMBER OF THE PANEL: Under the Housing Act of 1949 --

7           CHAIRMAN SILLAS: Would you identify yourself for the  
8 record?

9           MS. WONG: Linda Wong.

10           The Housing Act of 1949 proclaimed the goal, "Of a decent  
11 home and suitable living environment for every American family."  
12 As of today, June 22, 1973, in Chinatown, San Francisco, twenty-  
13 four years after the enactment of this law, we have not even come  
14 close to the achievement of this forum.

15           Today, on behalf of the Chinatown Coalition for Better  
16 Housing, we come before you to present evidence that the rights of  
17 residents of our community to safe, decent housing has been denied.

18           You have just viewed a film showing some of the housing  
19 our people are forced to live in.

20           According to the HUD funded study of Chinatown housing  
21 and recreation, completed in 1972, Chinatown has by far the worst  
22 housing conditions in the City of San Francisco.

23           Twenty-six percent of the total population live in over-  
24 crowded conditions, encompassing 3,700 housing units in which are  
25 found 17,800 residents. Ninety-five percent of these are over-

1 crowded units being occupied by families.

2           In April, 1971, approximately 60% of the total housing,  
3 or roughly 20,000 units, did not meet City Code requirements and  
4 thus were sub-standard.

5           How did the housing condition become so bad? The answer  
6 is, of course, complex. But two factors are clear. First,  
7 historical discrimination against Chinese in renting and buying  
8 resulted in the concentration and overcrowding of our people in  
9 Chinatown proper, or the core area of Chinatown.

10           Although many Chinese now live in other parts of the  
11 City and Bay area, the effect of this discrimination is still  
12 visible and very real to many residents of Chinatown today.

13           Secondly, the terrible housing conditions we see today  
14 are the result of years and years of negligence on the part of  
15 government agencies charged with the responsibility of assuring  
16 safe, decent housing. Decades of neglect by the government have  
17 resulted in housing problems of such magnitude that even to begin  
18 to seek solutions at this time would be to spend mammoth amounts  
19 of money and manpower.

20           What solutions are there? There are two obvious needs,  
21 to construct new housing to relieve the overcrowding, and to  
22 rehabilitate existing housing to correct sub-standard conditions.  
23 Both solutions are beset with obstacles, economic, political,  
24 racial, you name it, they are there.

25           Let us dwell on an example of the first, the construction

1 of new housing and how difficult it is.

2 To show some of the obstacles that face us, in the  
3 701 Study referred to earlier, which I emphasize again, was  
4 funded by HUD, the need to construct 2300 new units by 1982 was  
5 pointed out. In January, 1972, members of the Chinese community  
6 took on the task of trying to get some low and moderate income  
7 housing built. Just 200 units on Stockton and Sacramento Streets,  
8 the Southwest corner, a very modest goal, in view of the 2300 units  
9 needed, because of land values being inflated, we found ourselves  
10 required to become involved in the complex process of Urban  
11 Renewal since a separate subsidy of the land would be needed in  
12 order to make the project economically feasible.

13 This process of the beginning of Urban Renewal process,  
14 lasted ten months, and involved numerous public hearings and  
15 hearings and hearings. Petitions were signed, community residents  
16 were bused to hearings to speak, letters were written, politicians  
17 were contacted, a demonstration, which you just saw, before the  
18 area office of HUD was held, and coalition representatives even  
19 went to Washington to lobby, and this was only for this 200 unit  
20 project.

21 By October, literally thousands of residents had shown  
22 support of the project and we had been able to clear all the  
23 preliminary local requirements of the Urban Renewal process. In  
24 October, 1972, it was announced that HUD would fund the project,  
25 the land would be subsidized, and more detailed planning for

1 eventual construction of low and moderate income housing could  
2 begin.

3 As you can well imagine, after all that work, we were  
4 literally jubilant. But, then, November came and went. December  
5 came and went. January, and now it is June, eight months since the  
6 announcement of funding, but no funds.

7 Some say there are no funds because of federal red tape,  
8 and others say the housing moratorium is the reason. Regardless,  
9 the federal government has reneged on its commitment. It has  
10 confirmed once again that Chinese do not have the right to safe,  
11 decent housing.

12 It has taken two years of study, of community need, and  
13 then after that, one and a half years of unified vocal community  
14 action on a specific project to find out what a tedious and  
15 lengthy process is required to apply for federal subsidy and to  
16 find out that even after thousands of residents have voiced and  
17 demonstrated support, that even after HUD approval of a project  
18 is obtained, HUD does not honor its own commitments.

19 Therefore, families of four, five, and six members will  
20 continue to live in one room. They will continue to take their  
21 pots, pans, and food to community kitchens and back to their own  
22 rooms at every meal. They will continue to share toilets with a  
23 dozen other families. The elderly will continue to live in poorly  
24 lit, dilapidated rooming houses where sunlight and fresh air are  
25 commodities unheard of.

1           In closing, I would like to take the liberty of quoting  
2 Henry Morgan, whom I do not know, but who is, apparently a very  
3 good comedian. His contribution to this presentation is as  
4 follows: "The housing shortage is an ugly rumor circulated by  
5 people who have no place to live. In Chinatown, there are tens  
6 of thousands of people circulating this rumor."

7           CHAIRMAN SILLAS: Thank you.

8           Can we have a summary -- no, hold off. We will have  
9 questions first, questions from the panel. I am sorry.

10          MR. JIMENEZ: If I may, I would direct my question to  
11 the member of the panel who feels he can respond to it best.

12          Initially, you mentioned the tremendous number of  
13 inadequate housing or underhousing that does not comply to the  
14 specifications that are required for the rest of the City, I would  
15 imagine. Is the Asian community, or Chinese community, in China-  
16 town, attempting to -- what have you done in attempting to get  
17 city government, city agencies, and everybody else, to respond do  
18 this definite need?

19          MEMBER OF THE PANEL: I think the question has to be  
20 answered in two parts. One is, what has the City done in terms of  
21 effort in rehabilitating the existing housing stall; and the  
22 second part would be the effort of the City, or rather the  
23 community, trying to get the City to construct new housing for low  
24 and moderate income families.

25          To respond to the first part of the question which is on

1 rehabilitation, I think that Chinatown has long been neglected by  
2 the city's Department of Public Works, in terms of strict code  
3 enforcement of the standards. The City knew that the housing  
4 in Chinatown was bad. They knew back in the 1850's and 1870's  
5 that the housing was bad, and they knew, in effect, that the kind  
6 of changes in terms of physical condition, of the overcrowding,  
7 hasn't really been that much more improved. But the City has sort  
8 of taken the attitude that, "Well, you know, we are doing something  
9 about it; we don't want to open up a can of worms, so we'll sort  
10 of let it slide and do some kind of on the surface enforcement,"  
11 in terms of housing, but not really doing anything about a total  
12 program.

13           It wasn't until HUD required in its workable program  
14 that the City must come up with a workable program, for them to  
15 receive federal funding, and in it the City's required to have  
16 what is called systematic code enforcement programs. It is at  
17 that time the City started on a city-wide code enforcement  
18 program. They rated structures on different kinds of points so  
19 that the ones that got the worst points became the so-called  
20 priority one list that had to be enforced, those buildings on the  
21 priority one had no two means of ingress-eqress, which, in China-  
22 town, there is a large number of that.

23           We had a great deal of difficulty, when I was the  
24 director of Community Design Center in Chinatown, getting  
25 statistics from the Department of Public Works. We were told by



1 the Department of Public Works that only the owner can have that  
2 information, and that without --

3 MR. JIMENEZ: Let me interrupt you one second. I don't  
4 want to forget to ask you this: The owner? Who owns the bulk of  
5 the buildings in Chinatown?

6 MEMBER OF THE PANEL: The Chinese do. We are very good  
7 at exploiting our own people.

8 MR. JIMENEZ: The Chinese do, then?

9 MEMBER OF THE PANEL: Yes. I am talking about the core  
10 area, the area around Chinatown, the bulk of it is owned by  
11 Chinese. And the second largest owner happens to be the city  
12 government, or state, you know, the government.

13 MR. JIMENEZ: Then if the city government is the second  
14 largest owner, then it would be a simple matter, theoretically.

15 MEMBER OF THE PANEL: No, it would not be because the  
16 land holding in the Chinatown area, especially near the core of  
17 Chinatown, it is in terms of school buildings, parks, and a few  
18 public housing projects that are available, so that it would not  
19 be a simple matter.

20 There was only one piece of land that the city did own  
21 which could have been used for many other purposes, but they sold  
22 it to the Redevelopment Agency and it is now a Holiday Inn. That  
23 is on Kearny Street.

24 MR. JIMENEZ: I didn't mean to interrupt you, if you  
25 want to continue with that other aspect.

1           MEMBER OF THE PANEL: The systematic code enforcement of  
2 the City, especially the Department of Public Works, took the  
3 point of view that because it is really the owner's responsibility,  
4 even though the City is telling them to bring the building up to  
5 code, otherwise, they will never do it because all owners would  
6 like to balance out the return and get the highest and best return  
7 for their investment. They take the position that no kind of  
8 subsidy, even the City's own rent supplement program for tenants,  
9 for those tenants, for example, who are in rooming houses like the  
10 one you saw on the film whose children have contracted T. B., to  
11 try to get the unit torn down, we had to work with them for six  
12 months. The excuse is that, "How were we to know that if we  
13 condemned this one particular unit that the owner would not rent  
14 it out again to similarly situated people," and my answer, of  
15 course, is that, "Well, you are the one that enforces the housing  
16 code and the building code."

17           But, unfortunately, in Chinatown when they do enforce  
18 the building code, they sort of put the housing code aside and  
19 sort of ignore it because the housing code has very stringent  
20 requirements in terms of square footage per person and per  
21 dwelling, and so they don't enforce that at all. They just sort  
22 of push it aside and say, "Well, we won't deal with it."

23           MR. JIMENEZ: What would happen if the City started to  
24 enforce the housing code, and, in fact, all those buildings that  
25 are sub-standard that cannot be renovated to meet the code, what

1 would happen? Is that a situation that the Chinese community could  
2 handle as to moving or dislocation?

3 MEMBER OF THE PANEL: Okay. I think that it has to be  
4 timed with the second part of your question, which is new housing.

5 In the past seven years, there have been many proposals  
6 forwarded to the City Planning Department or to the Redevelopment  
7 Agency to ask them to assign a piece of land we know about is  
8 coming up, or being put up for sale, if it is possible to have the  
9 Redevelopment Agency or the Public Housing Authority to buy that  
10 piece of land and to build some housing, and the answer we get is,  
11 "Well, it is very difficult" because Chinatown, geographically  
12 speaking, is what I call the tea cup. The pressure is building  
13 in, and pretty soon the tea cup is going to get busted because on  
14 one side we have the financial district which would like to move  
15 in, and then we have the very wealthy district of Nob Hill,  
16 Russian Hill, which likes to look down -- and certainly, they  
17 don't want to be at the bottom, but, still, as long as the view  
18 is there, they like to look down and want to come down to that  
19 level.

20 MR. JIMENEZ: To the view level?

21 MEMBER OF THE PANEL: Yes. And on the other side, you  
22 have Fisherman's Wharf, which is expanding, and then you have the  
23 water, so there is no where to go except all this pressure coming  
24 in on us. So that the land value becomes extremely valuable,  
25 obviously, so the City's excuse is that we cannot buy all this

1 valuable land because its value is around \$75 to \$100 a square  
2 foot. They fail to remember that, from an historical perspective,  
3 that piece of land was a piece of land whereby the Chinese were  
4 forced to live there because it used to be the Wharf area on  
5 Kearny Street, and it was a very undesirable piece of land and no  
6 one wanted to live there, and so, we put the Chinese there.

7 MR. JIMENEZ: Let me ask one more question, if I may.

8 Based on the number of houses or dwellings in comparison  
9 to the number of people living there and taking for granted that  
10 most of the dwellings in Chinatown are sub-standard, not only in  
11 meeting the code, but as far as the footage, the square footage  
12 that should be complied with for a family, do you have any infor-  
13 mation as to how much larger an area you are talking about to  
14 accommodate the families that are living there under what would be  
15 acceptable code standards?

16 MEMBER OF THE PANEL: I think that we are talking about--  
17 we getting into an area which I would like the Commission to really  
18 address itself to, the problem that we find for those of us who  
19 have to work with families, to find decent housing for them, is that  
20 families, by and large -- and this is not just Chinese families  
21 but most minorities -- we seem to have larger families than the  
22 white family, so we have more children around.

23 When we go and ask someone -- San Francisco is full of  
24 flats, and you find a seven-room flat and you find the price is  
25 right and everything is okay, it is up to code, and then you

1 inquire to rent it and they say, "Oh, it is a family? We can't  
2 rent to a family." They discriminate against families with  
3 children. And I think that a number of people in the audience  
4 know that. I know that Ms. Wong has had to finally buy her own  
5 house because she just had a baby and the landlord said, "You're  
6 going to have a child so you're going to have to move out." I  
7 know Mr. Lau had the same problem, sitting up there, and a number  
8 of my friends do.

9 MR. JIMENEZ: Is the Chinese community adverse to, let's  
10 say, moving to different areas throughout the City in order to get  
11 adequate housing, or would it rather remain and find housing where  
12 they could remain fairly well concentrated?

13 MEMBER OF THE PANEL: I think that you will find that in  
14 the Census and also in recent surveys, that large numbers of  
15 families have already moved out into the Richmond District. I  
16 think the problem is one of economic mobility.

17 With our elderly, it is much more difficult for them to  
18 move out because public transportation is not the greatest,  
19 although San Francisco is better than most major cities.

20 Even when you try to move out of the core area of China-  
21 town, when you have children, you can't get a place because they  
22 won't rent to you. So all those things limit the mobility of  
23 going outside of Chinatown.

24 MISS JACOBS: Following up on Mr. Jimenez' question,  
25 you mentioned renting as a problem, and I gather it was more

1 because of families with children than --

2 MEMBER OF THE PANEL: And the elderly; they don't want  
3 to rent to old people.

4 MISS JACOBS: Is there a problem in buying homes?

5 MEMBER OF THE PANEL: I think when you buy a home, at  
6 eight and a half percent interest and twenty-five percent down, it  
7 becomes an economic impossibility with many immigrants because of  
8 their income.

9 MISS JACOBS: I guess, really, I was referring to those  
10 who could afford to buy. Is there a problem with discrimination?

11 MEMBER OF THE PANEL: In certain areas of San Francisco,  
12 very definitely.

13 MISS JACOBS: In terms of public housing? I know that  
14 in Chinatown there are housing projects pretty much exclusively  
15 occupied by Chinese. Now, what is the percentage? Do you have  
16 any idea how many Chinese live in public housing throughout the  
17 City?

18 MEMBER OF THE PANEL: Yes. Number one, in the total  
19 Chinatown-Northbeach area, which goes from Van Ness down to the  
20 waterfront and down Sutter Street, there is only a total of  
21 approximately 781 units of public housing, so that you are talking  
22 about a very small amount of public housing. The bulk of that  
23 housing happens to be two and three bedroom, so that families with  
24 a large number of children do not qualify for public housing. This  
25 is not just in Chinatown, but anywhere because we don't build four

1 and five and six bedroom public housing units because it is too  
2 expensive and HUD guidelines just make it impossible for you to  
3 build.

4 But, for the elderly, we have been successful in moving  
5 elderly citizens outside to the areas adjacent to Chinatown. For  
6 example, up on Alice Street, which is not too far from City Hall,  
7 about one-third of the tenants there are Chinese and we have been  
8 able to move the elderly Chinese citizens down to the South Market  
9 area in the Clementina Towers and the Valencia Apartments, and,  
10 again, about one-third of the apartments there are occupied by  
11 Chinese so that we have been successful in moving senior citizens  
12 outside of the core area of Chinatown.

13 But the biggest constraint, when we move them, is how do  
14 we get public transportation, and there are certain areas where  
15 it is impossible for us to move them out to, simply because there  
16 is no transportation in the evening, and they have to wait for  
17 long periods of time on the street, and they don't feel safe.

18 MISS JACOBS: Your pattern of movement is in contained  
19 areas rather than integrated areas?

20 MEMBER OF THE PANEL: Down in the South Market area, it  
21 is; the projects are very integrated. That is not Chinatown.

22 MISS JACOBS: But you said that one-third of the families  
23 in a building might be Chinese rather than three people in a  
24 building.

25 MEMBER OF THE PANEL: Right. When we move them out with

1 the senior citizens, we have to move them in blocks because they  
2 are non-English speaking. When we attempt to talk one or two of  
3 them into moving out, we just can't get them out, I will be  
4 perfectly frank, because they want some sense of a community, they  
5 want to be near someone they can talk to, they don't want to be  
6 isolated.

7 MISS JACOBS: Are Social Services provided to the  
8 elderly?

9 MEMBER OF THE PANEL: In those housing units?

10 MISS JACOBS: Yes.

11 MEMBER OF THE PANEL: No.

12 I have a statement prepared by Self-Help for the Elderly  
13 that will go into other areas, whole areas of discrimination  
14 against elderly.

15 MS. DAVIS: You mentioned an incident of tuberculosis.  
16 I would like to know what has been the effects of that poor  
17 housing on the health of Chinese in Chinatown?

18 MEMBER OF THE PANEL: There, really, has been no study  
19 to show any correlation. About three years ago, an OEO project  
20 was funded, OEO project for medical services. And this was in  
21 recognition of the need for better health care for residents and,  
22 you know, it is just sort of indirectly that we make correlations.

23 I work for a Northeast mental health center and we do  
24 see families and people who are living in very congested conditions  
25 and, of course, all of us know, we don't have to be professionals



1 or anything like that to know that when you are living in the same  
2 room with three or four other people, you get pretty up tight, and  
3 that the congested conditions certainly breed, or help to breed  
4 contagious diseases; but, also because there is a great deal of  
5 mental stress, so there are other things than just -- it would be  
6 nice to have houses, but it is not just that it would be nice to  
7 have housing. It takes its toll on the people in our community.

8 MISS JACOBS: I would imagine so after viewing that  
9 film, that it would have an effect on the mental and health  
10 aspects of the citizens.

11 You know, you are saying that there have been no studies  
12 conducted by the Health Department or Mental Health Department  
13 in terms of the effect of the housing and the conditions the  
14 people have to live in.

15 MEMBER OF THE PANEL: Yes, there have been none. What  
16 we know is really from case experiences. But there really has  
17 been no deliberate effort to sort these things out.

18 Maybe the need really isn't in terms of further study;  
19 we are getting quite weary of additional studies, although I can  
20 recognize what you are pointing to. It just seems that somewhere  
21 along the way, the study has to stop and the implementation has to  
22 happen. Otherwise, we are using all our money for study.

23 MISS JACOBS: Is there a problem in terms of health of  
24 the Chinese living in the kind of places we just viewed?

25 MEMBER OF THE PANEL: Well, the T.B. rate is still the

1 highest, although it has been controlled because of neighborhood  
2 T.B. services. Before, in the Chinese community, if there was a  
3 problem in the family, the person would have to go to San  
4 Francisco General, which is quite a distance from Chinatown, and,  
5 therefore, T.B. was very difficult to control.

6 But since the establishment of a neighborhood, a  
7 centralized clinic, there has been some improvement, but, still,  
8 it has a very high rate.

9 MS. HERNANDEZ: I wonder if I could ask you a question  
10 about housing costs. So many housing programs have been addressed  
11 to trying to come up with housing that meets the need of low and  
12 moderate income people. I think at this point we must recognize  
13 that it does not meet those needs.

14 Could you give me an idea of what the percentage of  
15 income of the Chinese-American community is that is spent on  
16 housing? Is it above the 25% rule of thumb?

17 MEMBER OF THE PANEL: Very definitely. As a matter of  
18 fact, in terms of senior citizens living in the one-room apart-  
19 ments, most are on Old Age, or they are on very minimal kinds of  
20 Social Security. I would say around \$200 and \$250 a month, and  
21 they have to spend anywhere from \$75 to \$90. They will spend as  
22 high as 60% of their income on rent.

23 One of the biggest gripes that I know of, and I want to  
24 bring it up for your attention, is a very discriminatory kind of  
25 action that is done by HUD in terms of guidelines. Hud has a new

1 guideline on newly subsidized housing on 236 housing for OSA  
2 recipients. Their rent will be \$75 a month even though they know  
3 full well -- or maybe HUD doesn't know, I am not sure -- in  
4 California, the maximum grant that you can get, this is including  
5 having \$30 extra to eat out and not be cooking at home, is \$223 a  
6 month. So that that is over 25% of the income.

7           However, for people on the same income range, that is,  
8 on Social Security, but have no OAS supplement, or not on OAS,  
9 they are strictly on 25%, calculated strictly on 25%, so that they  
10 are discriminating by forcing welfare recipients to pay higher.

11           MS. HERNANDEZ: OAS's are paying a higher percentage of  
12 their income than non-OAS's?

13           MEMBER OF THE PANEL: That is right.

14           CHAIRMAN SILLAS: That is one area on which I would like  
15 you to elaborate. You mentioned, or I think the question was asked  
16 if there are areas where Chinese-Americans are not allowed to buy.  
17 And I think you said that, if I am correct, that there are areas  
18 in San Francisco where this is true. Did I understand you  
19 correctly?

20           MEMBER OF THE PANEL: Yes. Well, I don't know if any  
21 one has attempted to buy in the Seacliff district recently, but I  
22 know that a number of years ago when an extremely wealthy Chinese--  
23 since you have to be a multimillionaire to live there anyway --  
24 tried to buy into the Seacliff district. He encountered a lot of  
25 difficulty and he had to resort to threatening a lawsuit before he

1 could move in.

2           And there is another person I know of Chinese ancestry  
3 who tried to buy a house in Piedmont, which is across the Bay,  
4 again a very wealthy community. He went to court to have his race  
5 changed to American-Indian because they didn't want Chinese to  
6 buy there.

7           CHAIRMAN SILLAS: Has there been any testimony, to your  
8 knowledge, on the part of any of the real estate professionals or  
9 agencies, to have some kind of policy in terms of exclusion of  
10 Asian-Americans?

11           MEMBER OF THE PANEL: I think that in terms of -- it  
12 isn't so much a policy thing. I think at this point, one of the  
13 biggest problems, in terms of securing real estate by the Chinese,  
14 especially Chinese immigrants, is that real estate people often  
15 take advantage of the fact that they are immigrants, number one,  
16 or non-English speaking, and so they don't know all the information  
17 that they need to secure. They don't show them all of the  
18 necessary forms prior to the finalizing of the sale, so that they  
19 end up with a building that is sub-standard and have to put in a  
20 lot more money for repair work which they cannot afford.

21           And, of course, this leads to other kinds of problems.  
22 So they are just not being told what is happening, and the Real  
23 Estate Commission, or whatever they are, doesn't seem to care that,  
24 you know, information ought to be done bilingually so that people  
25 know what their rights are.

1 MS. HERNANDEZ: Do you have any information as to the  
2 extent of utilization of the Fair Employment Practice Commission,  
3 Department of Urban Housing and Urban Development, filing  
4 complaints by Asian-Americans?

5 MEMBER OF THE PANEL: Could you repeat that again?

6 MS. HERNANDEZ: Have Asian-Americans, to any great  
7 degree, filed complaints of housing discrimination?

8 MEMBER OF THE PANEL: No.

9 MS. HERNANDEZ: Could you give us any indication as to  
10 why you think that is true, why they have not utilized those  
11 agencies?

12 MEMBER OF THE PANEL: I don't know of a housing example.

13 I do know of a complaint that we filed in the area of  
14 employment, and I just got a call about three days ago from an  
15 employee of the Fair Employment Practice Commission. This  
16 complaint was filed three years ago. We didn't hear a word. And  
17 the phone call that I got, the man stated that he had just gotten  
18 this case about three months ago, and that he had checked with  
19 Civil Service, which is what the complaint revolved around, that  
20 it seemed that there was some progress during the time that had  
21 lapsed between our filing the complaint and this week, that the  
22 hiring was such that in 1970 there were thirteen Chinese eligible  
23 workers and now there were twenty-three, or something like that.  
24 Therefore, he was considering recommending closing the FEPC file  
25 on this complaint.

1           If that is an example of a governmental agency dealing  
2 justly with complaints of citizens in the employment field, I  
3 don't know what they are going to do in the housing field.

4           MS. HERNANDEZ: Do you have any idea how many Asian-  
5 Americans work for the Fair Employment Practice Commission or for  
6 the Department of Housing and Urban Renewal and Equal Opportunity  
7 offices, to your knowledge?

8           MEMBER OF THE PANEL: To my knowledge, I only can  
9 address myself to HUD. I don't think there is any. As a matter  
10 of fact, I don't know right now of really any official who is  
11 Chinese in HUD, let alone bilingual.

12           MR. JIMENEZ: In the public housing program, the  
13 Redevelopment Agency, do you know the number of Chinese who work  
14 with them?

15           MEMBER OF THE PANEL: The Public Housing has one, two,  
16 three. In the Chinatown-Northbeach area, there are two, actually,  
17 in the field. There is one in the field down in the south of  
18 Market area. Within the Housing Authority itself, I know of one  
19 or two. That is all. And in the Redevelopment Agency we had  
20 requested statistics, and they had even forgotten a Chinese that  
21 was working for them and we had to remind them that they had one  
22 more.

23           MS. HATA: Ms. Barkley, I notice that you are a part-time  
24 consultant for the Self-Help for the Elderly.

25           MS. BARKLEY: I am to start this Monday.

1 MS. HATA: Congratulations.

2 MS. BARKLEY: I am not old enough to work for them on a  
3 permanent basis, so I had to work for three months and go off a  
4 month or work for three months --

5 MS. HATA: Since this may be the only time we will have  
6 to talk about problems of the elderly, could you give us an idea  
7 of some of the present problems faced by the elderly?

8 MS. BARKLEY: Mr. Yuen has a prepared statement, but I  
9 won't read it, I will just capsule it.

10 I guess we are all aware that the United States is very  
11 youth-oriented in many aspects, and if you are elderly and  
12 Chinese and non-English speaking, you face many problems.

13 Since the Self-Help for the Elderly has been in  
14 existence for seven years, and with all due respect to Supervisor  
15 Chinn, he is not the one who pushed it through. It was our  
16 Japanese colleague and someone else and a white lady.

17 The elderly faces several areas of problems. They  
18 discriminate against them in terms of health care services. I  
19 think that one of the problems that we have with the local health  
20 care service, there isn't really that many bilingual personnel  
21 there so that they, even if they went to get the service, they  
22 can't. If they go to the hospital, whether it is private or  
23 public, there is no bilingual worker there and often our elderly  
24 are being shoved into nursing homes where there is totally no  
25 bilingual staff and they just get shoved into a corner until a

1 doctor tells them they can come out, or whatever.

2 Also, the elderly Chinese, because they cannot  
3 communitate their problem, they often get declared mentally  
4 incompetent and get shoved into mental institutions even though  
5 that is not the case, and I think this is a problem not just  
6 elderly but particularly with non-English speaking elderly, the  
7 danger is much greater.

8 We touched upon the problem of housing, except that I  
9 think that with the elderly, when it comes to the time for rent  
10 increases, the State of California, with our great governor, Mr.  
11 Reagan, when Social Security increases, as a cost of living index  
12 increase, Mr. Reagan has ordered that OAS recipients deduct that  
13 amount from the check so that their income has been stationary  
14 with absolutely no cost of living increase for the past five years.  
15 It has just been the same.

16 I think that the whole Medi-Cal-Medicare procedure is  
17 very discriminatory against elderly, and for anyone that is on  
18 Medi-Cal because you have only two stickers to go visit a doctor  
19 for every one month. So, if you are elderly and you have some  
20 kind of a chronic disease, or if you get a bad cold, it is much  
21 more severe than if you and I have a cold, and they have already  
22 visited the doctor twice that month, they can't go see a doctor  
23 because they don't have another sticker.

24 And the same thing on drugs.

25 I want to say a little bit more about the confession



1 program. The confession program really affects the elderly because  
2 they have been here for many years, for forty to fifty years. The  
3 whole Social Security regulation regarding proof of birth for the  
4 elderly is very discriminatory against the Asian population. In  
5 China, we didn't have, in those days, birth certificates, so it is  
6 impossible for us to prove that we were born on such and such a  
7 year. If you go in there with your immigration card, which is what  
8 we call the green card, they ask you what year you are born, and  
9 an old lady will say, "Well, gee, I am '66." But the Chinese age  
10 is one or two years ahead of the regular American age, and they  
11 would tell them, "Oh, I am born in such and such a year," and the  
12 name of the emperor and what year his reign was, and they look up  
13 that emperor and the year of his reign, and they say, "That is  
14 not what your green card says."

15           Maybe they have been working here for forty years and  
16 they have been paying into the Social Security system, but they  
17 are denied the benefits.

18           MR. JIMENEZ: Do they accept collaboration by other  
19 Chinese people?

20           MS. BARKLEY: The Social Security regulation says that  
21 if you have an affidavit of two other relatives who are older than  
22 you are, they will accept it. But, in practice, they don't. They  
23 just play games. So we have many elderly who say, "But I know I  
24 am 65, how come I can't get Social Security? How am I going to  
25 get proof?" And with the Filipino community, a lot of their

1 records were destroyed during World War II, so they face the same  
2 problem.

3           The other area that the elderly is discriminated against  
4 is in criminal justice. A lot of our elderly have problems with  
5 the law, or they are victims of drug abuse, but the whole system  
6 is set up in such a way that we have many, many elderly who get  
7 picked up, not because they are doing anything wrong, but maybe  
8 they are just very senile and they stand around the corners and  
9 can't communicate in English, can't answer any questions, so they  
10 get carted off to jail, and maybe we don't know about it for days  
11 and they can't make a phone call, and probably nobody tells them  
12 anyway, so they end up being in jail. They may be there for a  
13 week before we find out, maybe a social worker on the case becomes  
14 aware.

15           But no one really worries about it. And for those who  
16 actually have problems with the law, when they are released, it is  
17 really funny. The probation department says that everybody over  
18 65 who is non-English speaking, they just give all cases to Self-  
19 Help for the Elderly. We don't get paid for it, of course, but  
20 we do all the work, we fill out the probation report for them  
21 and everything.

22           The Department of Social Services can't function and  
23 deliver services to the elderly in the Chinatown-Northbeach area  
24 without Self-Help for the Elderly.

25           There are approximately 3,000, over 3,000 elderly just

1 in the Chinatown-Northbeach area on OAS, and there are only two  
2 bilingual workers and one other we know of who is in the so-called  
3 community service field. They are good people. We'd like to have  
4 more, but only two bilingual workers with over 3,000 caseload in  
5 one area is impossible.

6 In the other areas of the City, there are none that we  
7 know of. So that if Self-Help for the Elderly is not around, those  
8 people will be denied services that they are rightfully entitled  
9 to.

10 And, finally, with revenue-sharing, Self-Help for the  
11 Elderly is financed by OEO, so the agency won't have any money by  
12 September 31. And then we get caught in this game between the  
13 city and the federal government and the state, each saying it is  
14 the other's responsibility.

15 Meanwhile, they are playing games like, you know, we  
16 don't want to fund anything because Nixon cut it back, because it  
17 is really their responsibility to fund it. Meanwhile, come  
18 September 30, and especially with the change in the whole Social  
19 Security Act that will become effective in January, 1974, I don't  
20 know what is going to happen. I don't even want to think about it.  
21 All I know is that there is going to be 10,000 senior citizens in  
22 one area who will be so confused as to what is happening, and all  
23 of a sudden they are getting checks that don't match the one they  
24 used to have, and getting all notices in English, and they won't  
25 know how to relate to it, and it will just be -- I don't want to

1 think about it.

2 Maybe you can come down and help us straighten it out by  
3 that time.

4 VICE CHAIRMAN JIMENEZ: I want to thank you very much.  
5 Are there any questions from the Committee?

6 MS. DAVIS: I think you mentioned the probation depart-  
7 ment refers elderly people over 65 to your agency for treatment;  
8 is that right?

9 MS. BARKLEY: The ones that are not bilingual, yes.

10 MS. DAVIS: Have you made any attempts at all to get  
11 reimbursement from the probation department for the services that  
12 you render?

13 MS. BARKLEY: Well, we try to get, you know, enter into  
14 contracts with different city departments to render services. We  
15 had submitted contract requests, or proposals, to the Department  
16 of Social Services three years ago, and we haven't heard from them  
17 yet, and, you know, our attitude is just that the City really  
18 doesn't care.

19 And you can submit proposals, you can submit a request  
20 for contracts, but then they say, "Yes, it is a good idea." But  
21 when it comes down to the wire, they say, "Well, we don't have  
22 enough money, so why don't you wait another year."

23 MS. DAVIS: Is it the policy of the various probation  
24 area departments not to pay for service for their clients?

25 MS. BARKLEY: I don't know about practice, but I know

1 they don't pay for service. The probation department is not the  
2 only one. The Department of Public Health, for example, we have  
3 to take clients for them, to go out to get services, to provide  
4 translations, and they don't pay for the services, and when we  
5 raise the question, they just say, "Well, you are funded to do it."

6 MS. DAVIS: I see. Thank you.

7 VICE CHAIRMAN JIMENEZ: Thank you very much.

8 MS. BARKLEY: I have one more point Mr. Yuen wanted me  
9 to make that I forgot.

10 He wanted me to bring out the point that the senior  
11 citizens feel that if Medi-Cal and Medicare would accept Christian  
12 Science practitioners and bill the federal government for it, we  
13 want to know how come we can't go to a Chinese doctor for herbs  
14 and acupuncture.

15 VICE CHAIRMAN JIMENEZ: Mr. Lau has a question.

16 MR. LAU: How many elderly are serviced by Self-Help?

17 MS. BARKLEY: Over 10,000 over the age of 50 -- let's  
18 see, I have gone back to 1970 -- '53 and over. We also serve all  
19 of the recipients for AFDC who are not bilingual, and we have some  
20 ATD cases.

21 MR. LAU: Could you tell us the total number of elderly  
22 in the Chinatown-Northbeach area?

23 MS. BARKLEY: There are over 18,000 as of 1970 census  
24 count. That is over 55.

25 MR. LAU: Then you are seeking funding, and what is the

1 amount of your funding proposal?

2 MS. BARKLEY: We are seeking \$154,000 from the Mayor's  
3 Office out of revenue-sharing, and we are seeking an additional  
4 \$45,000 which is in the form of a contract that the Mayor's office  
5 is giving to the Department of Public Works to help liaison and  
6 to provide aid to take people to doctors, and that funding is  
7 restricted to three areas, and that is Chinatown, downtown, and  
8 sort of south of Market.

9 See, we are requesting that one-third of that budget be  
10 given to Self-Help on a contractual basis to provide that service,  
11 since we don't think the Department of Public Health can do it  
12 because they don't have any bilingual workers, no contact in the  
13 community.

14 MR. LAU: What is the present response of the Mayor's  
15 office to these two proposals?

16 MS. BARKLEY: Well, the last that I heard was that the  
17 Mayor's office had got together with the Community Development  
18 Department which is responsible for helping him firm all this up,  
19 that was on a Wednesday afternoon at four o'clock, and the Mayor  
20 had just said goodbye to 900 other mayors, so he was very tired  
21 and did not make one decision. So, we don't know. He was asked  
22 to make fifteen decisions and he was too tired to make any. So  
23 we still don't know what is happening.

24 VICE CHAIRMAN JIMENEZ: Thank you very much.

25 Let me make sure I know where I am. As I understand it,

1 we are at our lunch break with Kathy Fong and panel; is that  
2 correct?

3 I am sorry; I forgot the translation. I believe you are  
4 going to translate your own?

5 (Cantonese translation by Mrs. Barkley.)

6 (Applause.)

7 MRS. BARKLEY: Thank you.

8 VICE CHAIRMAN JIMENEZ: The next panel is Kathy Fong.

9 Would the rest of the panel identify themselves?

10 KATHY FONG/STANLEY LIM/HARRIET HABER/GERALD CHAN

11 MS. FONG: Members of the Committee, I believe you have  
12 a copy of our document?

13 VICE CHAIRMAN JIMENEZ: Yes, we do, Ms. Fong. I have  
14 looked at your document, and it has a lot of information in it.  
15 Employment is certainly one of the more important aspects of  
16 discrimination toward minorities.

17 MS. FONG: Do you want me to hurry up?

18 VICE CHAIRMAN JIMENEZ: I want you to get in what you  
19 have to get in, but be as brief as possible.

20 MS. FONG: What I will do is briefly summarize the  
21 document you have before you.

22 I would like to make one notation, that one of the tables  
23 is incomplete under construction trades and unions. We will get  
24 the rest of that table to you.

25 Should you have questions at the end of this testimony, I

1 would ask that you direct them to Mr. Stanley Lim, Harriet Haber,  
2 and Gerald Chan.

3 In order to deal with the problem of employment  
4 discrimination against Chinese, an analysis of employers' stereo-  
5 types of Chinese employees have to be taken. While some ethnic  
6 groups are negatively stereotyped as lazy, shiftless, or trouble-  
7 makers, the Chinese are commonly stereotyped in so-called positive  
8 stereotypes of the super workers.

9 The super stereotype, as well as the negative stereotype  
10 of the Chinese and their working habits and values, are tremendous  
11 detriments to decent and fair employment. The well-accepted  
12 notion that all Chinese are hard working, conscientious, and  
13 willing to work overtime is frequently abused by employers who  
14 want to get extra mileage or coolie labor. This kind of stereotyping  
15 places an unfair burden on the employee who has to twice over  
16 prove to his employer that he is a good worker, thus placing an  
17 unfair double standard upon and to the disadvantage of the  
18 Chinese.

19 Employers of Chinese describe their employees as quiet  
20 and uncomplaining and express the sentiment that if a minority  
21 person must be hired at all, let it be the least troublesome. Out  
22 of fear of losing their job, a fear based upon past historical  
23 discrimination and threats of deportation, many Chinese hesitate  
24 to report their grievances of lower salaries, longer hours, and  
25 similar unequal treatment on the job.



1           For Chinese seeking employment, one of the most unjust  
2 stereotypes applied to succeeding generations of Chinese-Americans,  
3 besides new immigrants, is that the Chinese can't speak good  
4 English, and, therefore, cannot qualify for certain jobs.

5           While you have heard testimony on the desperate need for  
6 bilingual education for those Chinese who are just beginning to  
7 learn English, for many English-speaking Chinese-Americans employ-  
8 ment or promotions are denied on the basis of unacceptable English.

9           How the standards for acceptable English are determined  
10 is unclear since European accents, such as French or British  
11 accented English, is considered romantic or sophisticated.

12           Verbalization and articulation is a barrier difficult  
13 to overcome since Chinese children are given a stigma of not even  
14 being able to speak good English from the first day they start to  
15 school. Insensitive teachers reinforce this stereotype and  
16 finally discourage the children from majoring in subjects that  
17 require verbal acumen such as English, the humanities, or the  
18 social sciences.

19           At the same time, the children learn to become ashamed  
20 of the Chinese language and the Chinese-American culture.

21           So what has been the result of these stereotypes in  
22 terms of employment of Chinese in the San Francisco Bay area? It  
23 is almost impossible to draw an accurate employment profile of the  
24 Chinese in the San Francisco area since the data compiled by EEOC,  
25 HRD, Department of Labor, and the Bureau of the Census do not

1 breakdown specific labor force information on the Chinese.

2 EEOC does have aggregate information on Asian-Americans  
3 based on EEOC data, but this data covers only those employers who  
4 employ 100 or more people. This information is aggregated only  
5 for the Standard Metropolitan Statistical Area, SMSA, and includes  
6 only the Chinese and Japanese. and the aggregate information for  
7 the Chinese and Japanese population is not broken down separately.

8 Conclusions drawn from this profile must be prefaced with  
9 the fact that the Asian-American population in the San Francisco-  
10 Oakland SMSA is 120,571, and only 25,935 Asian-Americans, or 21%  
11 of them, are covered in this profile. Not included in the profile  
12 are those people employed in government, or those who work for  
13 companies employing less than 100 employees.

14 Table A in the written testimony reflects a high  
15 concentration of Chinese and Japanese in medical and health  
16 occupation workers, engineers, accountants, electrical workers,  
17 and restaurant workers. Chinese and Japanese are kept in certain  
18 occupation categories and excluded from moving out and up into  
19 positions of responsibility within management.

20 To discuss the problems of Asian unemployment and under-  
21 employment, the distortions of available data must be taken into  
22 consideration. The statistics on unemployment provided by the  
23 1970 Census is striking in that the unemployment rate for the  
24 category labeled "Others" in which Asians are included, is much  
25 lower than for any other group. The 4.9% figure is also lower than

1 the white unemployment rate of 6.1%, which might indicate that  
2 with respect to employment, the Chinese are doing all right.  
3 Consequently, it is important to clarify and interpret the  
4 statistics that seemingly distort the employment status of the  
5 Chinese.

6 The unemployment rate for "Others" in the Census data  
7 would not look impressive if the numbers of Chinese underemployed  
8 or having substandard employment were included in the figures.

9 The existence of a Chinatown sub-economy helps absorb  
10 some of the Chinese who are rejected for employment in the larger  
11 San Francisco community.

12 If the substandard Chinatown jobs were not included in  
13 the census data, the unemployment rate would be well over the  
14 city average of 6.1%.

15 The six-day week and the ten-to-twelve-hour day at low  
16 pay, usually \$1 an hour for dishwashers and busboys, defines the  
17 substandard nature of work in Chinatown.

18 Due to the lack of opportunity for employment in the  
19 outside community, the person with limited English is forced into  
20 a situation where he must sell his labor in competition with other  
21 immigrants for Chinatown jobs. This problem could be alleviated  
22 if employers did not arbitrarily demand English proficiency for  
23 even the most menial jobs such as hotel maids, janitors, and  
24 bellhops.

25 A glaring example of underemployment can be seen by

1 comparing the high educational attainment level of Asians and  
2 numbers of Asians in managerial and supervisory occupations in  
3 industry and government.

4 Because many businesses and corporations locate their  
5 headquarters in San Francisco, over half of the employed population  
6 in the San Francisco Bay Area are white collar workers -- typists,  
7 authorizers, supervisors, executives.

8 To illustrate the systematic exclusion of Chinese from  
9 the white collar industry, the tables in this section of the  
10 testimony deal with the insurance companies, as an example. Of  
11 the roughly 20,000 employees in the insurance companies, only 6%  
12 are Chinese even though conservative estimates of the Chinese  
13 population in this area is more than 8%.

14 In looking at the job categories, the patterns confirm  
15 that the stereotypes and systematic exclusion of Chinese from  
16 equal employment rights continues.

17 The 1971 City and County Employment Pattern Survey,  
18 conducted by the Human Rights Commission, shows 20,087 city  
19 employees, 16,529 of which are permanent and 3,558 temporary. Of  
20 the total, 939, or 4.6%, are classified Oriental, meaning Chinese-  
21 Americans and Japanese-Americans. It is believed that the reason  
22 for grouping these two ethnic groups together was that some depart-  
23 ments' only method of ethnic identification was by visual count.

24 In looking at the figures from the HRC survey, the  
25 heaviest concentration of Chinese and Japanese are found in

1 professional-technical-office clerical occupations. Of the total,  
2 939 Asians, 754, or 80.5%, are engaged in these jobs.

3 Also, I would like to show you an issue of California  
4 Living, May 6, 1973, that shows all the executives within the  
5 Mayor's entire intersanctum. I will ask you to pass that around,  
6 to show it to the Committee.

7 In the essential public safety service field, there are  
8 only eight Asians in the vital city departments of fire, police,  
9 sheriff, and emergency hospital, while the total uniformed persons  
10 in these four departments totals 2,863.

11 In recent years, the San Francisco Bay area has made  
12 national headlines with its massive urban renewal programs and  
13 rapid transit system.

14 In San Francisco Chinatown, the Redevelopment Agency  
15 decided that the old Hall of Justice Building, located one block  
16 below Grant Avenue, should become a site for a hotel instead of a  
17 facility to serve the needs of the Chinese community. During the  
18 construction of the hotel, the Chinese community requested an  
19 Affirmative Action employment policy of recruiting Chinese  
20 construction workers. However, during the two years of construc-  
21 tion, less than ten Chinese construction workers were hired.

22 In the Human Rights Commission's memorandum of  
23 construction work for the month of March, 1973, the figures in the  
24 survey show that out of a total of 46,466 manhours, of a sample  
25 month's manhours, only 1,965, or 4.1% of the total was Asian labor.

1           Since the construction unions have exclusive referral  
2 agreements with employers, the blame for Chinese exclusion from  
3 construction trades must be directed to the unions.

4           One of the reasons for exclusion has been the perpetu-  
5 ation of the stereotype of Chinese being physically too small to  
6 do construction work. This racist image falls apart under the  
7 shadows of the cities of Shanghai, Hong King, and Tokyo, and the  
8 endless miles of railroad tracks laid in the western United States.

9           Perhaps one of the most effective tools for keeping the  
10 Chinese out of the construction trades has been the arbitrary  
11 screening devices employed by the unions. English language  
12 written examinations and oral interviews have succeed in elimina-  
13 ting minorities from participation in the unions.

14           In the light of these findings, it is recommended that  
15 the U. S. Commission on Civil Rights, number one, initiate studies  
16 into the procedures for entry into the construction unions and  
17 ascertain if de facto race discrimination exists; number two, in-  
18 vestigate federally funded construction projects to ensure that  
19 Affirmative Action hiring policies are being implemented to include  
20 Asians; and, number three, recommend and support proposals for  
21 manpower training that include Asians.

22           In 1968, the California State Department of Employment  
23 became the California State Department of Human Resources Develop-  
24 ment. The name change was a step in the direction of providing  
25 extensive employability services to the poor, especially those

1 living in areas of high unemployment and underemployment.

2 But HRD has done nothing to help the Chinese break into  
3 positions from which they have been traditionally excluded. Rather  
4 than persuading employers to hire Chinese with minimal English  
5 ability, HRD has put the burden on the Chinese applicants, saying,  
6 in effect, that until they learn to speak English proficiently,  
7 HRD will not help them find jobs. HRD has succeeded in placing  
8 highly educated, English-speaking Chinese immigrants into  
9 janitorial and busboy positions.

10 HRD has a major role in the planning and follow-through  
11 of manpower training programs, and, again, the agency has ignored  
12 the Chinese. Very few training programs are designed to meet the  
13 specific training needs of the Chinese, and those few have  
14 continually shrunken in size.

15 For example, an MDTA program, designed to teach  
16 vocationally relevant English to the Chinese, was increased to  
17 100 slots in 1970, and now is down to 20 slots.

18 For years, no one has wanted to accept the responsibility  
19 of English training programs designed to help adults get jobs; the  
20 Department of Labor claims that it is not vocational training, and,  
21 therefore, is reluctant to fund such programs. Since the programs  
22 are for the purpose of employment, the Department of HEW takes the  
23 position that this kind of language training is not their  
24 responsibility, but DOL's. DHRD has done nothing to help resolve  
25 this debate which has resulted in keeping thousands of Chinese

1 unemployed and underemployed.

2           Members of the Committee, you have before you written  
3 testimony on the discriminatory treatment of Chinese in seeking  
4 employment. Much of the statistical data has been difficult to  
5 locate or interpret because of the discriminatory practice of  
6 lumping Asian groups together and ignoring the differences among  
7 the ethnic groupings of Chinese, Japanese, Filipinos, Koreans,  
8 and other Asian groups.

9           We have credited various agencies with conducting surveys,  
10 yet find these same agencies deficient in practicing equal employ-  
11 ment and equal representation of Asians. On the Human Rights  
12 Commission, there is not a single Chinese, nor is there a Chinese  
13 in the administrative staff of the Commission offices. The EEOC  
14 has no Chinese investigators, and complain that Chinese don't file  
15 complaints with their agency, yet, when a Chinese did file a  
16 complaint last week, June 15, he was told that there are 4,000  
17 complaints before his and he should expect to wait at least a year  
18 to have his complaint investigated.

19           Everywhere one looks, the exclusion of Chinese from equal  
20 employment opportunities is evident. Turn on your TV, how many  
21 Asians are allowed leading roles? How many Charlie Chans have  
22 been Chinese? Why is the star of the Kung-Fu TV series a white  
23 in yellow-face instead of an Asian?

24           And, not to be exempt from criticism for its  
25 discrimination against Asians in employment is the U. S. Commission



1 on Civil Rights, which has been disgracefully tardy in recruiting  
2 Asians to work in the Commission. It is unbelievable that this  
3 Civil Rights Commission has only five Asians working in their  
4 Washington Bureau, and all of them hired only within the last  
5 year and a half.

6 As far as underemployment and exploiting of Chinese  
7 labor, I'd like to inform this Committee that your translator works  
8 at another translating job for \$25 an hour, so you are getting him  
9 cheap for \$5 an hour.

10 We have outlined in our testimony direct methods of  
11 eliminating these forms of employment discrimination. We hope you  
12 will act on our recommendations.

13 VICE CHAIRMAN JIMENEZ: Are all the members of the panel  
14 going to make a presentation, or are they just going to react to  
15 questions?

16 MS. FONG: They will react to questions.

17 VICE CHAIRMAN JIMENEZ: Let me start by saying that we  
18 appreciate the fact that we are getting a good deal on the  
19 interpreter.

20 We will start with Ms. Davis.

21 MS. DAVIS: I have no questions.

22 VICE CHAIRMAN JIMENEZ: Does any member of the panel have  
23 any questions?

24 MS. HERNANDEZ: Yes, I do, if I may.

25 (To Miss Jacobs) Go ahead.

1           MISS JACOBS: I notice in the material that you submitted  
2 to us that you mentioned that the Department of Human Resources had  
3 not done its job in terms of finding employment positions on a pro-  
4 fessional level. And I wandered back to the situation of education  
5 and counseling in the schools. To what extent are the teen-agers  
6 encouraged to go into the management field and the professional  
7 occupations other than, say, doctors or dentists?

8           MEMBER OF THE PANEL: I think it is a well-established  
9 fact that schools fall quite short in this area. I am sure not  
10 only with the Asian community, or Chinese community, but there  
11 are stereotypes perpetuated by personnel within the schools by  
12 counselors, administrators, et cetera.

13           Chinese students are not encouraged to go into other  
14 fields except for the few well-established ones such as accounting,  
15 engineering, et cetera. These are the non-verbal professions, and  
16 I think this relates very much to the whole problem of the  
17 language difficulty when our people are not encouraged to go into  
18 the humanities or English. They are reluctant to -- well, let me  
19 back up and say that this has its effects in whole on our people  
20 being able to articulate and to be aggressive. We see quite  
21 frequently where people qualified, educated, have the background,  
22 good experience, but often fall short on oral examination. They  
23 are not promoted to managerial positions, positions of responsi-  
24 bility, based on their ability to articulate clearly.

25           You opened up your question by referring to Human

1 Resources Development. and it kind of shifted to the schools. I  
2 would like to say, on focus with the Human Resources Development,  
3 we have heard a panel earlier talking about the area of education,  
4 and I think the Human Resources Development has a tremendous  
5 opportunity to help the Chinese people. This is their responsibil-  
6 ity, this is their role. They have fallen short in being an  
7 advocacy for the Chinese people.

8 One great area that really needs to be worked on and  
9 developed, particularly by the Human Resources Development, is to  
10 educate employers, to find jobs for people with limited English.  
11 This has not been done.

12 We see the focus turning to statistics, having to show  
13 that there are lots of placements, rather than focusing on quality  
14 of jobs.

15 I think there are a lot of questions that need to be  
16 asked here, questions that we don't have answers to -- I have an  
17 inkling and some knowlede, but no statistics to back it up.

18 For example, what kind of jobs are being developed, what  
19 kind of placement, what kind of positions are the people being  
20 placed in, how many of these placements are really the same  
21 individual being placed in different short-term jobs.

22 I think what we are asking is that an investigation be  
23 done in this area, particularly in the area of quality versus  
24 quantity.

25 MISS JACOBS: Some of the ethnic members have difficulty

1 in getting jobs as professionals when they come to the United  
2 States, although they are licensed professionally in their own  
3 country. Is this also true of the Chinese?

4 MEMBER OF THE PANEL: Yes, very definitely. There is  
5 that problem of being able to get license in the field of medicine,  
6 nursing, you name it.

7 MISS JACOBS: And what happens?

8 MEMBER OF THE PANEL: Well, as Kathy presented in the  
9 summary, a lot of these people are forced, because of economics,  
10 to take menial jobs such as janitorial work, busboy work. When  
11 someone is struggling to make a living and to pay the rent and  
12 keep food on the table, it is very difficult for that person to  
13 go back to school, to be able to requalify and become licensed in  
14 his profession.

15 MISS JACOBS: How does acupuncture fit into here? Is  
16 this, again, going to be a white-dominated field?

17 MEMBER OF THE PANEL: This is not my area.

18 MEMBER OF THE PANEL: It is already, in order to have  
19 acupuncture done in the State of California, you have to have a  
20 licensed physician present.

21 VICE CHAIRMAN JIMENEZ: They are doing that so he can  
22 learn at no charge, though, I think.

23 MS. HERNANDEZ: I would like to ask a question about the  
24 particular problems of Asian-Americans, Chinese women, and wonder  
25 whether one of these statistics breaks down as to information on

1 the basis of sex. I wonder, since the Commission does have a new  
2 jurisdiction in the area of sex discrimination, if there are  
3 specific problems related to Chinese women that we ought to be  
4 made aware of? We do hope at some later stage to have a hearing,  
5 particularly as to minority women.

6 MEMBER OF THE PANEL: To tie in your question with Miss  
7 Jacobs', yes, I have just been informed by Alice that the Self-  
8 Help for the Elderly, in the housekeeper's program, there are  
9 several of the women there who are licensed nurses from Hong Kong  
10 but can't get license here, and end up being housekeepers. Many  
11 of the women in our community end up being seamstresses, working  
12 in sewing factories, because they can't get employment outside of  
13 Chinatown.

14 MS. HERNANDEZ: There seems to be a pattern very similar  
15 to the pattern that prevailed with the black community with  
16 perhaps the distinction of language, of discrimination prevailing  
17 against the Chinese male, forcing more of the Chinese females into  
18 the work force, and at lower levels of employment. Is that  
19 accurate? Is that what actually is happening? Do you find a  
20 number of Chinese women working in garment factories in Chinatown  
21 working at a fairly low level of employment in an effort to keep  
22 families together because the Chinese man has problems with work?

23 MEMBER OF THE PANEL: It is that, and also because right  
24 now there is a high priority for Chinese secretaries because there  
25 is a whole stereotype of the Chinese secretary being, like, a good

1 housemaid or waitress type, and she doesn't complain about her job  
2 and she works overtime, usually without overtime compensation, and  
3 they, "Dress up the office." It is that kind of male chauvinistic  
4 attitude toward Asian females.

5 MISS JACOBS: Is it easier for Chinese women to get a job  
6 than Chinese males?

7 MEMBER OF THE PANEL: You are talking about, I think, the  
8 Hong Kong born, or the Asian born, and not the American born. In  
9 talking to the American born, that is what I was relating to as far  
10 as clerical, it usually is for a woman to go out and find a job if  
11 she is willing to do clerical work.

12 MEMBER OF THE PANEL: I think the problem is really one  
13 of race. Surely, the Asian woman suffers the same kind of  
14 discrimination that other minority women face, but the prevailing  
15 factor here that we are trying to get across is really that  
16 Chinese are discriminated against for several factors. One of  
17 them is the language barrier, and it is not exclusively a male or  
18 female factor, it is shared by both.

19 VICE CHAIRMAN JIMENEZ: Is it only language, or are you  
20 suggesting it is more than language involved?

21 MEMBER OF THE PANEL: Very definitely.

22 VICE CHAIRMAN JIMENEZ: In the area of more than  
23 language, I think your statistics show something that has been  
24 mentioned a number of times in other studies, and this is at the  
25 professional and technical levels, frequently, the non-public

1 contact positions, the Asian minority will have significantly a  
2 larger percentage than their percentage in the population, but  
3 upward mobility from those professional categories is virtually  
4 unknown; the Asian population sort of stays at that stratum, with-  
5 out going above; is that an accurate assessment?

6 MEMBER OF THE PANEL: I think one of the stereotype-  
7 professional Asians we are talking about is professional account-  
8 ing. I think that, you know, like the Chinese, or the Japanese  
9 in accounting, I think if we look at these statistics for the  
10 public accounting firms, we are talking about a very low incident  
11 rate of Japanese and Chinese accountants.

12 You know, we are talking about public accounting firms,  
13 and we are talking about public accounting firms as one of the  
14 quickest places where a good accountant can rise very easily  
15 into the corporate fold.

16 You hear, for example, in the Bay area, we have at all  
17 of our community colleges and universities here, we have a high  
18 incidence of Asians who are in the schools of accounting. And  
19 when they come out of the accounting school, I think the situation  
20 we have always assumed is that they have been snatched up by the  
21 accounting firms; but if you were to look at the statistics for  
22 large CPA firms in the Bay area, we are talking about a partici-  
23 pation rate of something around 4%.

24 Now included in that 4% are a lot of clerical people.

25 And I think another factor borne out there is that

1 there are no Asian partners in any of the large accounting firms,  
2 <sup>not</sup> if any, in the Bay area. I think that a lot of us have been  
3 walking around with a very false assumption in terms of where our  
4 people, you know, even though they get the education and they come  
5 out, they are not hired, and it is really misleading.

6 MISS JACOBS: Do they go into internal work?

7 MEMBER OF THE PANEL: Right, most of them go to work for  
8 the IRS, for the state and for the small, private accounting firms  
9 or they work as a bookkeeper, and we are talking about students  
10 who have very high grades.

11 It is not a question of how well you do in school, that  
12 we have found, that makes a hiring decision on the part of an  
13 accountinf firm.

14 MISS JACOBS: If I could just interrupt one more time  
15 and ask what is the situation for teen-age Chinese youth who are  
16 in high school and coming out of school, and want to be employed?

17 MEMBER OF THE PANEL: The Chinese youth problem is quite  
18 similar to the -- I know in San Francisco, mainly the job market  
19 for young people without experience is very difficult. The  
20 Chinese face a double problem in that some of them may not even  
21 be citizens, on the one hand, and they are shut off from Civil  
22 Service jobs.

23 Second, with the language problem, that always makes a  
24 tremendous difficulty.

25 You have heard about the gang problems going on in China-



1 town these days, and this, in effect, is the direct result of the  
2 difficulty in getting gainful employment, or in being gainfully  
3 employed, so they have a tremendous problem as far as employment  
4 is concerned.

5 The ones who are fortunate enough to go into college or  
6 continue study, of course, they have a better opportunity, but  
7 the ones who are marginally qualified to be accepted by universities  
8 are the ones who will be facing tough problems ahead.

9 VICE CHAIRMAN JIMENEZ: The final question has been  
10 asked in a number of ways all during the day, but, again, you hear  
11 a common thread of the problem running through the things you have  
12 told us about the Asian community and Chinese community,  
13 particularly.

14 Could you tell me if you are working in coalition with  
15 any other minority groups who try to achieve some specific action  
16 on the employment level? Are you engaged in any major Affirmative  
17 Action programs with other minority group organizations?

18 MEMBER OF THE PANEL: There has been attempts in San  
19 Francisco to form a minority Affirmative Action Coalition to  
20 encompass all races and ethnic groups, especially aimed at the  
21 brick construction trades. However, this has been met with various  
22 difficulties in getting a uniform voice, as far as I know, at the  
23 Human Rights Commission, anyway. We have been requesting the  
24 employment committee to include all ethnic groups and racial and  
25 identification organizations to break through the barriers that

1 have not been broken.

2 For example, the banking industries and insurance  
3 industries, and the higher, better-paying occupations, the  
4 beginning steps have been taken.

5 MEMBER OF THE PANEL: In furtherance to your question,  
6 Ms. Hernandez, we have been trying to work with the black com-  
7 munity and other Asian communities on an issue-by-issue basis,  
8 depending on where our interests were in common.

9 MEMBER OF THE PANEL: I would like to answer an earlier  
10 question posed by Commissioner Hernandez as to whether or not  
11 language is the only problem facing the Chinese particularly.

12 As you can see, the Civil Service survey submitted as  
13 written testimony by Ms. Fong indicates for the City and County  
14 of San Francisco there are 2,863 men in the protected service  
15 occupation, meaning firemen, policemen, deputy sheriffs, a total  
16 of over 2,863, and there are only eight Asians, including both  
17 Chinese and Japanese.

18 Now you have seen the input of Chinese portrayed as  
19 bad guys, Charlie Chan, and so forth. But Chinese have not been  
20 utilized as good guys, so this is a form of discrimination, as I  
21 see it. It is far more than just language and, undoubtedly,  
22 there has to be more than eight Chinese who are strong enough and  
23 big enough to qualify as lawmen in the City.

24 MS. HERNANDEZ: I think there has been a change in point  
25 of law in the height requirements, and they have indicated that

1 at least as far as obtaining a grant from the LEAA, any height  
2 requirement which has the effect of discriminating against any  
3 race or ethnic group will not stand.

4 I was wondering whether or not the Chinese, Asian-  
5 American community is part of the suit which has been filed against  
6 the nineteen police departments in the State of California. Are  
7 you a co-plaintiff in that suit?

8 MEMBER OF THE PANEL: The Chinese are a plaintiff in that  
9 suit.

10 MEMBER OF THE PANEL: I'd like very much to respond to  
11 Ms. Hernandez' question about coalition with other groups in terms  
12 of what to do about employment.

13 I think we need to continue working in this area,  
14 certainly, and to strengthen the coalition. But, this is not to  
15 say that we need not, should not forget that what we are here today  
16 about is to really try to get at the federal agencies and get  
17 their response to the Asian community in recognizing the problems.

18 All the coalitions in the world and all the strength of  
19 the coalitions would not get anywhere if the agencies were not  
20 responsive.

21 MR. LAU: Mr. Chan, you referred to the large CPA firms.  
22 Do you have the statistics on the big San Francisco firms, and, if  
23 so, would you make them available to us after this?

24 Mr. Lin, are you working on the City Affirmative Action  
25 Program?

1 MR. LIM: Yes.

2 MR. LAU: City government?

3 MR. LIM: Yes, we are. The Human Rights Commission is  
4 the agency charged with the duty of enforcing the City's non-  
5 discrimination policies, and the Commission is also charged to ask  
6 contractors who are doing business with the City to implement  
7 Affirmative Action programs.

8 I might add at this point that this is all right for the  
9 City to ask its contractor to implement an Affirmative Action  
10 program, but, at the same time, the City has not yet really opened  
11 its own Affirmative Action.

12 MR. LAU: That is what I was going to ask you. Do you  
13 think the City discriminates against Chinese in hiring and in  
14 advancement?

15 MR. LIM: The statistics themselves point out pretty  
16 conclusively in certain departments that Chinese are excluded.  
17 And also, in promotion, the Chinese have been documented as being  
18 discriminated against.

19 The most recent case I want to cite to you is the seven  
20 Asian inspectors who were qualified in every respect in the  
21 written examination to be promoted from field inspector to princi-  
22 pal or supervisory inspectors, but they were knocked down through  
23 manipulation, I would say, and, as a matter of fact, certain racial  
24 terms were used during the oral examination and this attests to  
25 the fact that discrimination has been exercised.

1           MR. LAU: Is this a rare incident , or do you feel that  
2 is commonplace?

3           MR. LIM: There are many instances that may not be  
4 documented by the person who has been denied promotion; for  
5 example, certain letters came to my attention complaining about  
6 denial of promotion. They were afraid to complain. Some of them  
7 were afraid to make a case out of it because this would jeopardize  
8 their position. They are nurses, I believe.

9           And there are many undocumented cases where the Chinese  
10 have been discriminated against in promotion.

11          MR. LAU: Do you know of any Chinese department heads in  
12 city government?

13          MR. LIM: The highest Chinese department head is the  
14 gentleman working at the airport, recently promoted as assistant  
15 director of the airport. He could have been promoted as the  
16 director, but somehow, for whatever reason, he was not. The man  
17 who got the job after Mr. Carrey, I believe, resigned as the  
18 director of the airport, the City imported someone from another  
19 area to be its director, so this is the only person that I know to  
20 be the highest participant in the City government.

21          There are several sub-department heads, such as the  
22 Public Works Department has a couple of men in the capacity of  
23 assistant department heads, and so on.

24          MS. HATA: I would like to know what has been done for  
25 these youth in terms of programs such as outreach which will help

1 with language problems and job problems?

2 MEMBER OF THE PANEL: So far, there has been nothing done  
3 as far as the City is concerned, but recently the Human Rights  
4 Commission, working in conjunction with various community groups,  
5 has developed a proposal. The proposal is aiming at solving and  
6 preventing, I would say, further gang problems. The proposal is  
7 asking the City to appropriate \$250,000 revenue-sharing money into  
8 which there will be some job training, occupational counseling,  
9 recreational programs for the junior high school and pre-high  
10 school age group that would give them an opportunity to go into  
11 the so-called straight life, and this policy is now on the Mayor's  
12 desk for consideration. The latest word I have heard is that it  
13 has a good chance for final approval.

14 So this is the only thing I can tell you has been done  
15 about the gang problem. As to other aspects of it, I really can't  
16 answer you.

17 VICE CHAIRMAN JIMENEZ: Thank you very much.

18 Mr. Wong, will you summarize?

19 (Cantonese translation by Mr. Wong.)

20 VICE CHAIRMAN JIMENEZ: Thank you very much.

21 MS. FONG: Thank you.

22 VICE CHAIRMAN JIMENEZ: Before we start with Mr. Tony  
23 Grafilo, we are going to take a six minute break, and we will  
24 commence again at twenty minutes until five.

25 (SHORT RECESS)

1           VICE CHAIRMAN JIMENEZ: The Session will reconvene, now,  
2 so if the members will take your seats, we will start.

3           We are going to start now, and we will start with Mr.  
4 Tony Grafilo.

5           Before we do, let me explain to you that we fully intend  
6 to hear all the testimony of all the witnesses, or all the people  
7 who are going to appear. But we are running behind schedule and  
8 while we will ask the people that are going to make presentations  
9 to be brief, I will ask the members not to ask redundant questions,  
10 which we are not famous for, and I want you also to know that we  
11 want to solicit any bit of testimony that you think is pertinent.

12           We intend to be here until we get through with everything  
13 on the list, and we will not break for dinner, as previously  
14 planned -- it is only a five-minute break. I thought it was a  
15 dinner break. But, we will continue until we are through, so  
16 everybody will get an opportunity to make their presentation.

17           Mr. Grafilo?

18                           MR. TONY GRAFILO

19           MR. GRAFILO: I will make this brief.

20           Mr. Chairman, members of the Committee, I would like to  
21 first read what a Filipino wrote yesterday to present here, but,  
22 because of conflict of commitments, unfortunately, she couldn't  
23 make it here today. I am sure if she was here, she'd do a better  
24 presentation than I.

25           In addition to Jovina's testimony, Mr. Chairman, ladies

1 and gentlemen, and friends, I would also like to express my own  
2 perceptions as I experienced it on the streets where my Filipino  
3 brothers and sisters roam.

4           There are approximately 34,000 Filipinos in San  
5 Francisco, and approximately one-third of this number reside in  
6 the South of Market area. Most are recent arrivals from the  
7 Philippines. They are here to stay.

8           Since the Filipino is the ethnic group whose presence  
9 is greatly felt and it is rapidly increasing every day, we have  
10 come to claim it as our turf, just like Chinese claim Chinatown,  
11 and the Japanese, Japan town.

12           Unorganized, the Filipino cannot make anybody responsible  
13 and responsive to his mounting needs. Organized, we could generate  
14 the power we so desperately need to make our problems heard and  
15 responded to. Realizing this, concerned Filipinos, who later on  
16 came to be known as Filipino Organizing Committee (POC), embark  
17 on this task of organizing people in the South of Market area.

18           In the process of our organizing, assumptions were  
19 getting confirmed. For example, we heard from everyone of the  
20 Filipinos in this area, about the problems they encountered in  
21 looking for jobs. Most of them are college graduates with  
22 comparable experience background in the Philippines, yet, they  
23 cannot get comparable jobs here.

24           Since they are categorized as professionals by the  
25 Department of Human Resources, they are referred to the professional



1 office at California Street, who subsequently refuse to interview  
2 them because they don't have local experience. Those who were  
3 able to be interviewed were never referred to a job. It is my  
4 suspicion that their applications were purged or collecting dust.

5 HRD has not been sensitive to the unemployment, under-  
6 employment problems of Filipinos in San Francisco. They don't  
7 even have a reporting system that would properly identify how many  
8 Filipinos were accepted in Manpower Training Programs, how many  
9 Filipinos were placed through their effort. In fact, they cannot  
10 identify Filipinos so they lumped them all into that garbage can  
11 category called, "others". The same could be said for all city,  
12 state and federal agencies.

13 Since our facilities opened in March, over 250 came  
14 looking for jobs, one-half of them are professionals trained in  
15 the Philippines and are currently looking for jobs much, much  
16 lower than their level of education. Engineers looking for  
17 janitorial and houseman jobs, accountants looking for busboy jobs,  
18 teachers looking for nurse aide positions.

19 The employment committee of POC decided that through  
20 people power, jobs for the Filipinos could be obtained by  
21 negotiating with private companies and other employers. Using  
22 this process, thirteen people have been hired. There are ninety-  
23 one job commitments to POC. And we only have just begun.

24 That was partly what Jovina Novarro would have delivered  
25 here today.

1           Now, Mr. Chairman, friends, I want to make it perfectly  
2 clear that what I am going to express is purely my own experience  
3 as a Filipino working on the streets of South of Market.

4           The testimony you are seeking is out there in those  
5 little alleys, streets, door steps of Natoma, Minna, Clementina,  
6 Howard, and other streets. The testimony is in the faces of the  
7 people wandering in those alleys and streets. You can see it, you  
8 can see them. The conditions speak louder than words. Their eyes  
9 reveal the oppression. They don't have to talk to you; you don't  
10 have to question them. All you have to do is go there. You'll be  
11 able to see, if you have eyes; you'll be able to smell and feel  
12 the needs.

13           How would you interpret it if you see children playing  
14 on top of parked cars in a parking lot? What would you tell  
15 yourself if you see cockroaches taking part in your dining room  
16 table, and in your comfort rooms while you are doing your business?  
17 How would you feel to come home at night in those dark alleys and  
18 be hustled by the winos blocking your door steps, when your  
19 children, four, five, seven, ten, fifteen years of age are with  
20 you and your newly arrived wife? How would you feel when your  
21 teenage daughter goes out for a date at night? What is in your  
22 mind when you see eight bodies sleeping in a two-room flat or  
23 apartment?

24           What the Filipino people need, Mr. Chairman, friends, is  
25 basically the essentials to be healthy human beings. We would

1 like to live in good homes, properly maintained streets, and room  
2 for our children to play and explore the inner treasures of their  
3 body and mind.

4           There is a lot of work to be done. Perhaps this is part  
5 of the work. I would like to invite you all to the streets of  
6 South of Market. I would like for you to walk the streets -- it  
7 will be good for your heart.

8           Now, Mr. Chairman, and friends, I would be more than  
9 happy to try to answer any questions that you might want to  
10 entertain at this point.

11           VICE CHAIRMAN JIMENEZ: Mr. Grafilo, would you tell the  
12 Committee what the major problems are for the Filipino youth who  
13 are newcomers to the South of Market area?

14           MR. GRAFILO: The Filipino youth?

15           VICE CHAIRMAN JIMENEZ: Yes.

16           MR. GRAFILO: I don't want to speak in relation to the  
17 youth because I think later on there will be a youth panel. I will  
18 give that opportunity to them to answer

19           VICE CHAIRMAN JIMENEZ: Thank you.

20           MR. ROGERS: Mr. Grafilo, what about the housing  
21 conditions for the Filipinos in the South of Market Streets?

22           MR. GRAFILO: The housing concern?

23           MR. ROGERS: The housing conditions. I think we heard  
24 testimony a little earlier about the Chinese situation whereby  
25 there were several families housed in one room, two-room complexes,

1 in one-apartment buildings, sharing community toilets, and that  
2 kind of thing. Is there a similar condition going on with the  
3 Filipino population South of Market Street?

4 MR. GRAFILO: Sure, you find that kind of situation in  
5 any kind of ghetto, in any kind of oppressed places. I am sure,  
6 you know, where you are sitting, you know that.

7 MR. ROGERS: That is right. I guess what I am  
8 interested in asking you is, what kind of help or assistance are  
9 you receiving from HRD?

10 MR. GRAFILO: HRD?

11 MR. ROGERS: As far as resolving the underemployment of  
12 the Filipino population?

13 MR. GRAFILO: Like what I have read, the Human Resources  
14 Development is not doing a good job, or else we wouldn't be doing  
15 what we are doing now. There wouldn't be a need for us to  
16 organize to try to find employment for our people, if this public  
17 agency were doing its job properly.

18 MISS JACOBS: Do you have some thoughts as to why they  
19 are not doing a good job, or how they might better do it?

20 MR. GRAFILO: I don't know; perhaps a lot of people to  
21 push.

22 MS. DAVIS: Have you been in contact in terms of being  
23 able to talk to the administrator to find out exactly what they  
24 have been doing, or why they haven't been making a more concen-  
25 trated effort to help the Filipinos?

1 MR. GRAFILO: I didn't personally, I did not.

2 MS. DAVIS: Anyone from your organization?

3 MR. GRAFILO: No. What I know is, people come in to us.  
4 Okay, people come in to us and tell us that they have been to HRD,  
5 and many of these people are professionals, so they are sent over  
6 to California Street, where the professional office is, and a lot  
7 of times these people don't get called, or there are no follow-ups.

8 MS. DAVIS: Could you explain to us some of the activities  
9 of your organization in trying to bring about more interest in the  
10 problems of the Filipinos?

11 MR. GRAFILO: I have a thing here, maybe you want me to  
12 read it?

13 MS. DAVIS: Yes, for the record.

14 MR. GRAFILO: What are some of the things we want to get  
15 through our new organization? Here are some of the things we will  
16 work for: Jobs for unemployed; improving our housing and physical  
17 environment; effective schools, education for our children;  
18 adequate health care and services; care of senior citizens; youth  
19 programs and service, recreation; traffic control on dangerous  
20 corners and streets; immigration service, legal service; keeping  
21 industries and other employment opportunities in the South of  
22 Market area; making sure the police treat all people with respect.

23 MR. ROGERS: You mentioned immigration services. Would  
24 you elaborate on that, please?

25 MR. GRAFILO: Okay. A lot of our people somehow,

1 because of being new in this country, don't really know where to  
2 go. Our office is not a referral office. We are an organization  
3 where citizens' participation is asked from the members. Now, if  
4 a person, like, say, for example, a newcomer, and he needs  
5 information regarding immigration, what we normally do is send  
6 him to a particular agency that handles this service for assistance.  
7 Normally, it is new arrivals.

8 MS. DAVIS: Could you tell us how your organization is  
9 funded?

10 MR. GRAFILO: We are not funded by any groups. It comes  
11 from our own pocket, and that is really a shame.

12 MS. DAVIS: What is your operating budget, if you have  
13 one at all?

14 MR. GRAFILO: The operating budget is about \$350 a month,  
15 rent and telephone; that is about it.

16 MISS JACOBS: I believe you mentioned your organization  
17 helps to do something about the problems with the police. Could  
18 you elaborate as to what some of your problems are, your concerns  
19 in that area?

20 MR. GRAFILO: Elaboration about the police? If you know  
21 the area itself, the South of Market area, Eighth and Howard,  
22 Sixth and Howard, okay, this is where the wreck of the earth is  
23 living, and a lot of things happen there. We would like to see  
24 the police do something about it.

25 MISS JACOBS: So it is a lack of police action, or is it

1 police brutality, or is it police harassment, or is it lack of  
2 employment of Filipinos by the police department, or can you give  
3 us more specifics?

4 MR. GRAFILO: What you mentioned, I think, you know,  
5 can cover the whole thing.

6 MISS JACOBS: I am not testifying.

7 MR. GRAFILO: We are new people in this society and our  
8 needs haven't been met yet, so anything that you mentioned, you  
9 know, we can get in there. Do you have anything for us?

10 No, to be specific at this time, I think it is outrageous  
11 because there are a lot of problems that we have to work with.

12 As a matter of fact, I don't know what the Civil Rights  
13 can do for us. I hope there will be a follow-up, really. I was  
14 talking with Sally earlier and I told her, "Look, these past few  
15 weeks we have been seeing each other, and I hope after this  
16 testimony we will see more of you, to really do exactly what it is  
17 that the Civil Rights Commission intends to do." And I hope the  
18 Committee here will help that particular agency.

19 VICE CHAIRMAN JIMENEZ: Any more questions from the  
20 Committee members?

21 MR. ROGERS: One more question.

22 Again, back to the immigration and then I will conclude.  
23 As far as you know, do you have a sizeable number of persons in  
24 the Filipino community that are residing in South of Market area  
25 illegally, and, if so, are the immigration officials coming into

1 that community harassing the citizens of that community regarding  
2 their status, citizenship status?

3 MR. GRAFILO: As far as illegal immigrants coming in?

4 MR. ROGERS: Yes.

5 MR. GRAFILO: I will tell you the truth -- if I do know,  
6 I won't tell you.

7 MS. HATA: Is one of the problems that you don't have  
8 information on resources that are available to you as newly  
9 arriving people, or Filipinos with problems?

10 MR. GRAFILO: As far as resources?

11 MS. HATA: Agencies, funding available, that kind of  
12 thing.

13 MR. GRAFILO: Maybe -- I don't dig them. You know, there  
14 is a lot of agencies, public agencies, human resources, Human  
15 Rights Commission, many of these agencies, and they all end up  
16 like Buffer Zones. Part of the problem is, they don't have enough  
17 Filipino hiring in those agencies. A lot of times, Filipinos are  
18 just pushed around, you know. There's enough paper and leaflets  
19 in our own organization.

20 VICE CHAIRMAN JIMENEZ: If there are no more questions,  
21 thank you very much.

22 MR. GRAFILO: Before I go, I just want you people to  
23 know that I don't want to sound like a mean guy. Okay, as a matter  
24 of fact, I really would like to work with you people, so my  
25 invitation still stands.



1 VICE CHAIRMAN JIMENEZ: We appreciate it, and I don't  
2 think anyone thinks you are mean. If anything, I think everybody  
3 here has felt the frustration that you feel, and we can sympathize  
4 with it.

5 MR. GRAFILO: I will tell you one thing before I go.

6 The way this thing looks like, it is just like going over  
7 to the farmer's market. Is the Civil Rights Commission going to  
8 work with the Filipinos, the Chinese, the Samoans, or the Koreans,  
9 or the Japanese? You know, which one tastes better?

10 VICE CHAIRMAN JIMENEZ: Let me just say, before you go --

11 MR. GRAFILO: Yes?

12 VICE CHAIRMAN JIMENEZ: -- that it is our intention to  
13 work with the communities that we have contacted. Our past  
14 experience has been that we follow through with what we start as  
15 much as we can. We are not an enforcement agency, but we do follow  
16 through with the commitments that we do make.

17 MR. GRAFILO: Okay, then, we will be seeing you.

18 VICE CHAIRMAN JIMENEZ: We will be seeing you again,  
19 maybe not as a committee, but as staff, and as individuals.

20 MR. GRAFILO: Thank you.

21 VICE CHAIRMAN JIMENEZ: The next witness is Dr. Ergina

22 DR. A. ERGINA

23 DR. ERGINA: I have two panelists of whom you might wish  
24 to ask questions after my statement.

25 Number one, Mr. Revolo in the Manpower Commission, and

1 Executive secretary of the Filipino-American Council, and President  
2 of the Filipino American Political Association; and the other  
3 gentleman is Mr. Tom DeLeon, President of the Filipino-American  
4 Neighborhood Association.

5 Mr. Chairman, members of the Commission, the Filipino-  
6 Americans have been in San Francisco for some five years and they  
7 are law abiding citizens, peace loving, and God-fearing people.

8 It is a fact that the Filipino-American is one of the  
9 largest and fastest growing ethnic groups in San Francisco. Why is  
10 it that its social, economic, and political growth is very slow as  
11 compared to that of the other ethnic groups? One of the main  
12 reasons, I believe, is his problem of identity.

13 To be Filipino in San Francisco is both disheartening  
14 and frustrating. I wonder if any of the members of the Committee  
15 knows what a Filipino is? The fact is that when he looks for a  
16 job, he is mistaken for a Japanese or a Chinese, because his skin  
17 is too brown to be either white or black.

18 When he is introduced to someone, he is mistaken for a  
19 Latino, because his name is a Spanish surname.

20 When he looks for an apartment for rent, he is mistaken  
21 for a black.

22 This mistaken identity has been carried on by the  
23 establishment and in every sector of our community, private and  
24 government. Government mistakenly classify the Filipino as part  
25 of the Asian or Spanish surname grouping. Nowhere can the Filipino

1 be found in terms of government programs.

2 For example, the federal government spent millions of  
3 dollars in San Francisco poverty area. The Filipino received a  
4 mere \$175,000 funding for the Filipino. This will give an insight  
5 into the unusual situation of the uniqueness of the Filipino-  
6 American and the City.

7 We hope that somehow, someone will come willingly and  
8 able to responsibly assist them.

9 As to the other speakers mentioned, we have approximately  
10 34,000 Filipino-Americans in the City and many are very well  
11 educated. We have a great number of professionals whose training  
12 and lives are not utilized.

13 We are faced with some 800 teachers without work, some  
14 250 accountants looking for employment; 150 dentists working as  
15 clerks, waiters, and busboys. We have hundreds of pharmacists,  
16 hundreds of optometrists working as clerks; doctors of medicine as  
17 medical technicians, and, in fact, we know three doctors who are  
18 working as a baby-sitter. We have an abundance of good materials  
19 that are being wasted.

20 We hear of manpower shortage of the professionals.  
21 Statistics indicate that there is an acute shortage of physicians,  
22 dentists, and pharmacists in this country. Why utilize the know-  
23 how of some of these professional men and women?

24 The Filipino-American Council of San Francisco, of which  
25 I am the president, is an umbrella organization of some thirty

1 organizations, and with the help of others, concerned Filipinos  
2 are here trying to alleviate some of the inequities. For example,  
3 through our efforts, a bill was passed -- through the efforts of  
4 Willie Brown -- making our Filipino-American dentists eligible to  
5 take the dental examination for license, and some have already  
6 gotten their license and are now practicing dentistry.

7 A similar bill was passed last March, again, with the  
8 help of Willie Brown, making our Filipino-American families  
9 eligible for license.

10 Our physicians, however, are still subjected to take  
11 two examinations instead of one, like their American counterparts.

12 History tells us that 28 years ago when the American  
13 fighting men needed help against the common enemy, the Filipino  
14 shared with them what little he had. This is history, and American  
15 veterans can attest to this.

16 We Filipino-Americans are not seeking destinies in a new  
17 land, but we are here as Americans by desire, able, ready, and  
18 responsible, law-abiding, and an asset to economic, political, and  
19 social structure of our City.

20 Today, you are our big brother. We need your help  
21 because we are lost in a jungle of indifferences. The Civil  
22 Rights Act was passed by Congress and designed to help the  
23 oppressed, but have very little meaning to the average Filipino.

24 The late Martin Luther King dreamed of climbing the  
25 mountain top. We also shared his dream.

1 Thank you.

2 VICE CHAIRMAN JIMENEZ: Are the members of the panel  
3 going to make presentations or are they going to answer questions?

4 DR. ERGINA: Answer questions.

5 MISS JACOBS: May I ask, Dr. Ergina, for a little clari-  
6 fication, please?

7 You spoke about the identification of the Filipinos. In  
8 the United States census, Filipinos are identified how?

9 DR. ERGINA: In the latest census we have, as was taken  
10 in 1970, they were identified by the individuals declaring them-  
11 selves as Filipinos. At that time, 1970, there were some 25,000  
12 Filipinos in San Francisco, those who are declared. But the  
13 immigrants coming into this country after 1970, including 1970,  
14 Filipinos leaving the Philippines, is about 20,000, and a third  
15 of them come to San Francisco.

16 We have arrived at a figure of over some 700,000  
17 Filipinos.

18 MEMBER OF THE PANEL: May I add to that?

19 In the one-hundred-percent count of the census, we are  
20 counted as Filipinos, but in the other vital statistics, income,  
21 employment, et cetera, we are dumped in that "Other" races. As  
22 a result --

23 MISS JACOBS: White or non-white, or what?

24 MEMBER OF THE PANEL: Just "Other" races. The white,  
25 black, Spanish-speaking are identified as a race. The rest, the

1 Chinese, Japanese, et cetera, are dumped in that category, "Other  
2 Races." And I would say as a result, despite the number of  
3 Filipinos in the City and their problems, it is not only the City  
4 but the State and nation. We are bypassed, and overlooked because  
5 no one knows our number.

6 We estimate that in the United States we have about  
7 700,000 Filipinos; in California we have about 200,000, and I  
8 think that is quite a number of people, yet, our problems are not  
9 even known.

10 I think that is what the Doctor is referring to, loss of  
11 identify.

12 VICE CHAIRMAN JIENEZ: Let's say, starting with the  
13 Board of Supervisors, the Mayor's Office, and all agencies, are  
14 they making any attempt to rectify the classification of the  
15 Filipinos so that they can, in fact, deal with the problems by  
16 utilizing funds as per the ratio of Filipinos in the City?

17 MEMBER OF THE PANEL: If I were to answer that -- nothing  
18 specific to that. We are just beginning to bring our problems to  
19 our elected officials, and there are various of them, and we are  
20 going very slowly. But, for example, there is no specific request,  
21 for example, of a specific problem to the Board of Supervisors.  
22 Our thinking was that a, number one, priority that we should do is  
23 at least seek representation in the various policy-making bodies  
24 of our government. We have succeeded here in the City. We have a  
25 commissioner in the San Francisco Housing Authority. We have

1 succeeded in having a man in the Commission for the Aging, and  
2 Delinquent Prevention, Manpower Council of the Mayor's Office, and,  
3 hopefully, that if we have somebody on these various policy-making  
4 bodies, then there will be somebody to voice or to articulate our  
5 problems. In that way, we will not be overlooked. We are talking  
6 to some of the elected officials about representation in various  
7 professional offices as far as employment is concerned, but, as  
8 far as direct funding is concerned in the City for a specific  
9 project, we haven't done that.

10 VICE CHAIRMAN JIMENEZ? Does the Filipino here in the  
11 City face the problems of harassment similar to that of the Asian-  
12 Americans in New York and Boston, as we noted this morning, and  
13 as the Chicano does along the border of California, Texas, and  
14 Arizona?

15 MEMBER OF THE PANEL: To my knowledge, I don't think we  
16 have that harassment as such. As far as my experience is concerned,  
17 I have approached various people and department heads and agencies  
18 for a specific need. I was entertained by -- as far as harassment  
19 and police and other agencies, I could not document any.

20 MS. DAVIS: Dr. Ergina, could you explain to us the  
21 difficulty encountered by Filipino professionals in becoming  
22 licensed or in obtaining their credentials?

23 DR. ERGINA: Yes. The difficulty is the evaluation of  
24 credentials, and we are correcting our troubles with the dental  
25 evaluation, but lately we have encountered difficulty with the

1 optometric society where a bill was passed making them eligible to  
2 take the examination. A year later, another bill was passed that  
3 neutralizes the first bill, so now they are not eligible to take  
4 the examination. And, again, we are hoping that we can approach  
5 somebody to amend that bill.

6 MS. DAVIS: Do you have a similar problem with teachers?

7 DR. ERGINA: Teachers, I think we have a lot of problems  
8 with teachers. As I mentioned, we have a tremendous amount of  
9 teachers in San Francisco who are unemployed. Their main difficulty  
10 is orientation, their speech orientation. But we have succeeded  
11 so far in having three principals of Filipino ancestry in the  
12 San Francisco District, but we are going very slow. There are so  
13 many teachers that could be utilized as aides, not necessarily  
14 conducting instruction, but probably as aides.

15 But here they are baby-sitting, they are doing nothing,  
16 and they are wasting their energy.

17 MS. DAVIS: Are there any courses on the university or  
18 college level to prepare teachers to kind of bridge the gap  
19 between the Filipino culture and that of America?

20 DR. ERGINA: I understand they have two teacher  
21 associations of teachers with Filipino ancestry, and that is one  
22 of their aims, to give some sort of orientation to the teacher.

23 MEMBER OF THE PANEL: As far as I am concerned, there  
24 are some classical programs helping teachers to become employable  
25 but not with the Filipino community or Filipino teachers.



1 MS. DAVIS: Has your group been able to address itself  
2 to this need?

3 MEMBER OF THE PANEL: I think in the talking stage, no  
4 solid program, though, has been developed.

5 MISS JACOBS: Let me ask another question with regard to  
6 employment.

7 Am I correct that the Filipino-American Council was doing  
8 some negotiating with the Hyatt firm?

9 MEMBER OF THE PANEL: What we are trying to do is try to  
10 find out the needs of the various -- the Council is an umbrella  
11 organization of organizations, and we are going out and trying to  
12 establish the needs of each member of the organizations.

13 For example, I just mentioned awhile ago about we have  
14 an affiliate who is a member of our Association, called the  
15 Optometric Society. We are trying to see if we can amend the  
16 latest bill that would make them eligible for license in the State  
17 of California.

18 (Directed to a member of the panel:) Do you have any-  
19 thing to add?

20 MEMBER OF THE PANEL: Thank you, Dr. Ergina.

21 The organization, the Filipino-American Neighborhood  
22 Association, has been in contact with the Hyatt House, and we have  
23 been placing enrollees, or trainees in our Four-and-Four Program  
24 with the Hyatt House. In fact, they have been very sympathetic  
25 with us and they have several in our Four-and Four Program.

1           The way the Four-and Four Program works is the enrollee  
2 undergoes four hours training on the job and then four hours of  
3 English language training in our center. By the end of the cycle,  
4 which is sixteen weeks, these become employables and the employers  
5 decide on whether they should be hired permanently or should not  
6 be hired.

7           In some cases, some of our enrollees are not hired. But  
8 of all the records, we have the highest employment. Today, I  
9 think we have about 87% better than the other English language  
10 training centers.

11           One of the side effects of this, we also do some job  
12 placements, not only for those that have been rejected, but also  
13 for people who come into our center looking for jobs. And these  
14 are not included in recording all those that have been through the  
15 cycle.

16           We have, however -- just one second. We have, however,  
17 tried to overlap the training cycle in order to improve our  
18 number of enrollees going through our cycle. Instead of 80, we  
19 have improved it to 110 per year.

20           MR. ROGERS: I have a question that anyone can respond  
21 to.

22           I guess I am sort of concerned about Affirmative Action  
23 Programs at the local, city, and county levels, as it relates to  
24 the Filipino population. Do you have an Affirmative Action Program  
25 in the City or in the County, and are they for Filipino upward

1 mobility within the system, or are you just designated as Asian-  
2 Americans and lumped in that other group?

3 MEMBER OF THE PANEL: May I respond to that?

4 As you know, the City has an Affirmative Action Program,  
5 and it is watched by HRC. HRC is beginning to recognize or hear  
6 our problems, and they are listing us as Filipinos on the list,  
7 and our problems are beginning to show up.

8 MISS JACOBS: Would you say that, essentially, your  
9 problems are the same as other Asian ethnic groups?

10 MEMBER OF THE PANEL: I think it is the same, with  
11 probably one qualification, that it is my knowledge that we have a  
12 severe unemployment problem. We have people employed, but we have  
13 a severe case of underemployment. Sometimes we have been told  
14 that our Filipino people are doing good in private industry where  
15 they are employed, in the banks, insurance companies, but they  
16 are clerks and most of them have four years of college.

17 Now, maybe it is not bad at all, at least they have  
18 something to buy rice with, but I think it is a terrible problem  
19 that is not experienced, I believe, by some other groups. I don't  
20 know.

21 MEMBER OF THE PANEL: Our problems as an ethnic group  
22 are deeper, they differ in a way from the others because most  
23 Filipinos are, in general, highly educated. Although English is  
24 now used as a medium of instruction back home, when they come over,  
25 they need a different intonation, or different way of speaking,

1 which creates a communication problem. Now in the other groups,  
2 they do not have as much education as we have, I suppose, or they  
3 do not speak English as we do. We do not speak it grammatically  
4 correct. This is one of the things we are attempting to correct  
5 at the Filipino Neighborhood Association, by helping them under-  
6 stand the American way of speaking so that they can communicate  
7 effectively and become employable.

8 VICE CHAIRMAN JIMENEZ: Would the panel identify them-  
9 selves for the court reporter? We didn't ask you to do that when  
10 you sat down, so can we do that now so that we might have it in  
11 the record?

12 MR. REVOLO: My name is Sinsan Moe (sic) Revolo, and I  
13 am Executive Secretary of the Filipino-American Council, and  
14 president of the Filipino-American Political Association.

15 VICE CHAIRMAN JIMENEZ: Would you spell your last name?

16 MR. REVOLO: R-e-v-o-l-o.

17 MR. DELEON: I am Tom DeLeon, D-e-L-e-o-n, President of  
18 the Filipino-American Neighborhood Association.

19 MISS JACOBS: I assume that all of these Filipino groups,  
20 and this gets back to the questions that we have been asking other  
21 people, have formed coalitions with other minority groups. Do  
22 you see any real need for this, and would it be helpful to the  
23 Filipino groups to try to align with the blacks, Chicano-Asian  
24 American groups, in terms of solving some of your concerns?

25 MEMBER OF THE PANEL: If I may, I would like to respond

1 that.

2 The unification in our Filipino community is not anything  
3 to brag about. We have approximately 34,000 Filipinos in the  
4 City with 89 organizations, and each one shooting in its own  
5 direction.

6 But the Filipino-American Council is trying to, or  
7 taking the initiative, going into the direction you are speaking  
8 about. We have succeeded in putting together thirty organizations  
9 and, at the same time, also seeking other community alliance like  
10 the Spanish-speaking, the Japanese, and the Spanish, the Chinese  
11 people. We realize the value of it.

12 MEMBER OF THE PANEL: May I say something?

13 The way you put the question brings to my mind the idea  
14 this is a common struggle that involves all the minorities, whether  
15 you are Samoan, Indonesian, or Filipino, and, in order that we  
16 might command attention, we should unite and become effective, but  
17 first we have to be united as Filipinos and then, as united  
18 Filipinos, become united with other ethnic groups, and, as a whole,  
19 we can work for a common good.

20 MS. DAVIS: Regarding the thirty Filipino organizations,  
21 could you give us some description of these organizations? Are  
22 they all alike? Do they have various functions?

23 MEMBER OF THE PANEL: I will give you a little history  
24 of the Filipinos.

25 I believe there are some 7,000 islands and there are

1 three main divisions in the Islands. A lot of these organizations  
2 are formed because of their region.

3 But we also have some professional organizations and  
4 service clubs, the Optimist Club, the Jaycees, they are all in our  
5 Council at this time.

6 MEMBER OF THE PANEL: In addition -- may I?

7 In addition to that, it is probably going to be short  
8 in saying a co-section of Shu Shul Love Professional and Service  
9 organizations, and our own organization of youth.

10 Our organization is a grass root organization which is  
11 an anti-poverty program. We dedicate ourselves to helping the  
12 Filipino community. Of course, we do not have all the resources  
13 because we have limited funds, but we try to negotiate with the  
14 federal government for as much as we can.

15 And I have been informed that by next year there will  
16 be a cut by the Department of Labor in our Four-and-Four Program,  
17 which is the English language training center.

18 We don't know how it is going to affect us at this  
19 stage, but we hope that we will be able to continue.

20 MS. DAVIS: I am not sure if you answered this, but  
21 are all the thirty groups you mentioned found within the San  
22 Francisco area?

23 MEMBER OF THE PANEL: Yes.

24 VICE CHAIRMAN JIMENEZ: I want to thank you for  
25 -----

1 appearing before us.

2 If you would, please turn off your mikes. I would  
3 appreciate it.

4 Thank you very much.

5 MEMBER OF THE PANEL: Thank you.

6 VICE CHAIRMAN JIMENEZ: The next participant is Sid  
7 Gloria.

8 MR. SID GLORIA

6:00  
9 MR. GLORIA: Good afternoon. I am sorry I don't have a  
10 panel with me to share the questions you are going to ask, but I  
11 am very glad to answer all questions regarding Filipinos.

12 Ladies and gentlemen of this Advisory Committee, my  
13 friends, the information I am about to share with you represents  
14 a small portion of published documents that apply to the  
15 conditions of the Filipino-Americans in the United States today.

16 We have assembled these to provide those interested  
17 with the brief historical view of the Filipino struggle in the  
18 United States.

19 The intent of this effort is to increase sensitivity to  
20 the cultural differences that exist in the Filipino culture.

21 I should like to preface my presentation this afternoon  
22 before this august body by reading portions of Senator Shortridge's  
23 speech before the United States Senate in 1930, that I sincerely  
24 feel typifies the socio-cultural attitudes toward the Fillipino in  
25 the United States

1           I will just read very briefly the portions that high-  
2 light his speech regarding Filipinos.

3           "There are less than two billion human beings on this  
4 earth, and practically one-half of them live over yonder across  
5 the Pacific in what we may term the Orient. Speaking generally,  
6 we belong to the Caucasian branch of the human family. They of  
7 the Orient to another and different branch of the human family;  
8 and, for reasons which I need not go into, these two branches of  
9 the human family are not assimilable. They never have lived and  
10 they never will live in harmony on the same soil. It is not wise  
11 that there should be mongrel or hybrid races in our, or other  
12 countries.

13           "Mr. President, it is our duty to guard the citizenship  
14 of the United States of America, and to guard it by seeing to it  
15 that those races not familiar with or devoted to our form of  
16 government shall not come here to interfere with the administering  
17 of that Government, shall not be here to cause racial conflicts  
18 and hostilities imperiling that Government.

19           "We want peace; we want harmony among our people. There  
20 can be no lasting peace, nor permanent harmony among peoples,  
21 essentially dissimilar, essentially different, non-assimilable; if  
22 not intentionally or presently antagonistic, they ultimately  
23 become antagonistic.

24           "We now have enough -- too many -- race questions in the  
25 United States. We have the Negro race question and the consequent



1 problem of the two different races living on the same soil. We  
2 have the Chinese problem, on the Pacific Coast, fast solving itself  
3 by the stopping of Chinese immigration. We have the Japanese  
4 problem on the Pacific Coast, solving itself by the stopping of  
5 Japanese immigration. And now we have the Philippine problem,  
6 caused by Filipino laborers coming in large numbers into the  
7 continental United States. Let us now prevent that problem from  
8 becoming more serious and more difficult of solution by stopping  
9 Philippine immigration."

10 That is from the Congressional Record, April 16, 1930,  
11 pages 7104 and 7510 to 7630.

12 This statement was presented to the U. S. Senate on  
13 April 16, 1930, and can be found in the Congressional Record as  
14 stated.

15 Now, to understand the Filipino-American, one must  
16 consider his life style in the United States, his culture, and the  
17 institutional racism that exists in American Society today.

18 I would like to start my presentation with a Filipino  
19 experience in America.

20 Filipinos, or Pinoys, which I hate to be called, are  
21 used by the in-group, can be roughly divided into four main groups.  
22 The first generation, predominantly male, who immigrated during  
23 the 1920's to work on the nation's farms, and who still retain  
24 their Filipino dialect.

25 The second generation, American born children, and their

1 children, few of whom have seen their ancestral land, nor speak  
2 the dialect.

3           The third group is the post World War II arrivals, war  
4 victims and veterans who helped bridge the cultural gap.

5           And the fourth group is the newly arrived immigrants,  
6 the huge influx, mostly professional, who have come since the  
7 liberalized legislation passed by Congress in 1965.

8           Actually, the first Filipinos in America appeared  
9 around the turn of the century, following the liberation of the  
10 Philippines from Spain. These were mostly students who came from  
11 the higher levels of society. In appearance, they resembled  
12 Spaniards and were readily accepted by both American men and  
13 women. However, their numbers were relatively small.

14           The Great Migration, insofar as the Filipino is  
15 concerned, occurred during the decade of the Twenties, and involved  
16 the first generation.

17           Like the Chinese and Japanese before him, he was brought  
18 to America's shores to meet an acute need for cheap farm labor,  
19 and, like his Asian brothers, the Filipino was also subjected to  
20 exploitation.

21           American farming interests, together with steamship  
22 companies, ran publicity campaign in the Philippines, most of  
23 which was characterized by deception and gross exaggerations.  
24 They promised education to the students, good paying jobs to the  
25 poor, and adventure to all.

1           By the early Thirties, over 50,000 Filipinos had been  
2 induced to migrate to the United States.

3           The typical migrant was young, single, and male.  
4 According to census data for 1930, 80% of the Filipino migrants  
5 were males between the ages of 16 to 30. Ninety-three percent  
6 of the immigrants were male, largely due to the fact that there  
7 was no market for the female; and also because of the strong  
8 tradition prohibiting the travel of unescorted Filipino women.

9           The American began to see the Filipino, during the Great  
10 Migration of the Twenties, as less desirable physically and  
11 mentally, as compared to the earlier student immigrants.

12           It was during this period that anti-Filipino feeling  
13 developed and flourished, undoubtedly, spurred by the sudden  
14 competition from native Americans for farm labor jobs as a result  
15 of the Depression.

16           Riots occurred against the Filipino in Watsonville,  
17 Exeter, and Tulare, California; in Yakima, Washington; and in  
18 Hood River, Oregon.

19           In Los Angeles, the Chamber of Commerce described  
20 Filipinos as the most worthless, unscrupulous, shiftless, diseased,  
21 semi-barbarians that ever came to our shores. In San Francisco,  
22 a judge called Filipinos savages who were taking the jobs and  
23 women from decent white boys.

24           A strong demand was made for the exclusion of Filipinos.  
25 Because of the Philippine's Commonwealth relationship to the United

1 States, drastic Congressional action to exclude or to apply quotas,  
2 such as that resulting in the Chinese and Japanese Exclusion Acts,  
3 was averted. The law finally passed by Congress, which had the  
4 net effect of excluding Filipinos from America, ironically was  
5 called the Philippine Independence Act. This occurred in 1944 and  
6 provided that the Philippines would be granted its independence  
7 in 1946. By so doing, the United States was free to reclassify  
8 Filipinos as aliens and thus be subject to restriction quotas. The  
9 quota was established at the miniscule level of 50 per year.

10 Anti-Filipino feelings decreased but by no means dis-  
11 appeared during the Thirties. World War II did much to raise  
12 Filipino prestige, especially during the early days of the Pacific  
13 conflict. American newspapers referred almost daily to the  
14 Filipinos as our brave brown brothers.

15 During the latter stages of the War, there were a few  
16 indications that blatant anti-Filipino attitudes were reasserting  
17 themselves. In 1945, a Santa Maria, California newspaper said of  
18 local Filipinos, "At best, Filipinos are guests of the United  
19 States."

20 But we, of the Philippines, never consider for a moment  
21 that Americans are guests on our shores. You could ask almost any  
22 member of the Peace Corps and they would say they have a ball  
23 wherever they are assigned to the Philippines. They are guests  
24 on television programs, they are guests of honor at  
25 graduations, they are guests at feasts, which happen almost every

1 month or every Sunday of the week.

2 Today, the record of the Filipino experience would  
3 suggest that we are still guests of the United States. Our  
4 precise numbers are obscured by bureaucratic decisions to include  
5 him as Oriental, non-white, or others.

6 Consequently, the Filipino is often not recognized as a  
7 specific group with specific problems. Moreover, Filipinos  
8 cannot qualify for many governmental programs because there is no  
9 data to support their claims.

10 Estimates of the Filipino population in the United  
11 States varies from 450,000 to half a million. Most Filipinos live  
12 in the Pacific Coast states, with Hawaii, California, Washington,  
13 and Oregon, having over 80% of Filipino-Americans. Undoubtedly,  
14 publication of 1970 census data will identify Filipinos more  
15 adequately. At this point, however, available information is  
16 sketchy and somewhat dated.

17 The data available reflects serious problems among  
18 Filipinos. A 1965 study conducted by the California Department of  
19 Industrial Relations of Californians of Japanese, Chinese, and  
20 Filipino ancestry, found that Filipinos had the lowest annual  
21 income of any ethnic group in the State. The average annual  
22 income for Filipinos was found to be \$2,925 as compared to \$3,553  
23 for blacks, \$3,803 for Chinese, \$3,849 for Spanish surnamed  
24 persons, and \$4,388 for Japanese, and \$5,109 for Caucasians.

25 For median school years completed, the Filipino was

1 again at the bottom rung, having completed 8.7 years as compared  
2 to 10.3 for blacks, 11.0 for Chinese, and 12.4 years for Japanese.

3 Analysis of the 1960 Census data also shows that  
4 Filipinos occupy the lowest levels of educational, occupational,  
5 and income ladders. For example, in the category of male  
6 professional, technical, and kindred workers, only 4.0% are  
7 Filipino in comparison to 26.7% for Chinese, 18.3% for Japanese,  
8 and 7.9 for blacks.

9 This review of the Filipino experience in America should  
10 clearly suggest the existence of serious problems.

11 Following is a discussion of several problem priorities.  
12 I will not attempt to touch on youth because there is a youth  
13 panel coming up.

14 I would not even attempt to touch on the geriatric  
15 project or senior citizens' programs because someone is coming up  
16 to discuss that.

17 However, I will discuss very briefly the problems of  
18 the newly arrived immigrants.

19 On March 5, 1971, an article by Earl Caldwell appeared  
20 in the New York Times, describing the recent influx of Filipinos.  
21 The following account is based largely on his article.

22 Immigration legislation passed by Congress in 1965,  
23 together with increasing dissatisfaction with conditions in the  
24 Philippines, has contributed to a dramatic upswing in the number  
25 of Filipinos emigrating to the United States.

1           The law abolished a national origins quota system that  
2 was designed to preserve the ethnic balance of the U. S. population  
3 as reflected in the census of 1920. In an attempt to put  
4 immigration on a first-come, first-serve basis, the law allocated  
5 170,000 visas a year to Europe, Asia, and Africa, and 120,000 a  
6 year to Canada and Latin America.

7           Since passage of the law, Filipinos have jumped to  
8 second place, from twenty-second, in the total number of entires  
9 into the United States, only slightly behind Mexican immigrants.  
10 In 1965, Filipino immigration was 2,545, whereas in 1970, 25,417  
11 Filipinos entered the country.

12           In San Francisco, Filipinos make up the fastest growing  
13 minority. The number of Filipinos has doubled in the last five  
14 years, bringing the total number to over 20,000.

15           In Los Angeles, Filipinos number over 45,000; in  
16 Portland, Oregon, the number has gone from 1,000 in 1965 to over  
17 3,000 in 1970. In New York, as well as San Francisco, clusters  
18 of Filipino restaurants and grocery stores are becoming a more  
19 and more common sight. In addition, movie houses featuring films  
20 in Tagalog can be found in the Mission District of San Francisco.

21           In the Philippines, the economic and political  
22 situation is becoming more unstable. Professionally trained  
23 people have very few opportunities for employment at home. The  
24 visa costs for immigration to the U. S. is about \$1,000, and  
25 professionals are given first preference.

1           Consequently, today the majority of Filipino immigrants  
2 are doctors, lawyers, engineers, teachers, nurses, and other  
3 professionals. They are well educated and speak English. This is  
4 a sharp contrast to the Filipino immigrants of former times who  
5 were illiterate, unaccustomed to American ways, and worked as  
6 servants and farm laborers.

7           However, the most recent newcomers, despite their  
8 professional education in the Philippines, are finding difficulty  
9 in getting jobs that suit their occupational and educational  
10 levels.

11           So Filipino lawyers work as clerks, teachers as  
12 secretaries, dentists as aides, engineers as mechanics, and many  
13 professionals work also as laborers and janitors. Filipinos  
14 agree that accepting such jobs here in America is still  
15 financially better than working within their professions back  
16 home in the Philippines.

17           Despite the financial benefits in the U. S., some  
18 Filipinos, for social reasons, would prefer to live and work in  
19 the Philippines, but they will not return home for economic  
20 reasons.

21           Thank you very much.

22           VICE CHAIRMAN JIMENEZ: Could you make a copy of your  
23 text available for our reporter so she can have it for reference?

24           MR. GLORIA: Yes.

25           VICE CHAIRMAN JIMENEZ: No questions by the panel.



1 Thank you very much.

2 The next group of witnesses will be Peter Ammazol,  
3 Mario Hidalgo, Daniele Romingquet, Danny Pecho.

4 Will you step forward and identify yourselves for the  
5 record, and then spell your name for the reporter, if you would?

6 FILIPINO YOUTH PANEL

7 MR. AMMAZOL: My name is Peter Ammazol; I am an advisor  
8 to the Youth Club.

9 This is Mario Hidalgo, Daniele Romingquet, and Danny  
10 Pecho.

11 As you have heard, the Filipino community is a fast  
12 growing community, but, along with the growth in population, we  
13 have a growth of social problems in the community.

14 One thing that we have come across is the insensitivity  
15 of the agencies and the service clinics, and as a result, you  
16 know, the problems are increasing and Filipinos are not being  
17 heard.

18 One area where the problems are becoming acute is among  
19 the youth. The youth are not only facing problems of, like  
20 adolescence, normal growth problems, but also facing problems like  
21 what the man said earlier, of identification, because it is an  
22 identity that is trying to be sought in a negative environment,  
23 in a negative sphere of experiences.

24 The youth are confronted, like in the schools, they are  
25 faced with problems that are negative to their self-image. As a

1 result, a lot of the youth, increasing numbers of youth, are  
2 dropping out the schools and winding up in the streets.

3 In terms of family, when the families face hardships,  
4 this has a direct effect on the youth's behavior, and of his  
5 future. In almost every place they turn, they are finding  
6 difficulties and the result is that they are removing themselves  
7 from the mainstream of this society, or of life here.

8 The panel I have to my left will be elaborating on  
9 various aspects, like the difficulty of Filipino youths in the  
10 City.

11 MARIO HIDALGO

12 MR. HIDALGO: My name is Mario Hidalgo; I am 16 years  
13 old, and I am in the 12th grade at Mission High School.

14 I would like to share with this Committee some of the  
15 experiences my friends and I have had as Filipino students here in  
16 San Francisco.

17 For many of us that come from the Philippines, the  
18 schools are very difficult for us. In the Philippines, we do not  
19 start school until we are seven years old, so, when we get here,  
20 we have a lot of catching up to do. And this situation is made  
21 harder because the teachers don't seem to care about their  
22 students. Because of this situation, Filipinos begin to drop out  
23 because no one pays attention to them.

24 Most of us already know some English when we come to the  
25 United States. But because we speak English differently, the

1 teachers have this stereotype that we are dumb. Because of this,  
2 we are put in classes for slower students.

3 Because of our accent, we are embarrassed to speak up  
4 and the teachers think that we do not know anything and, then,  
5 pretty soon, Filipinos are bored in these classes. Because of  
6 this, more Filipinos are dropping out or cutting class all the  
7 time.

8 In elementary schools, the teachers do seem to try to  
9 help us. But by the time we get to high school, they leave us on  
10 our own. We are very proud. We are afraid that the teachers or  
11 other students will put us down, so we keep our mouth shut.

12 There are differences between the schools here and the  
13 schools in the Philippines. In the Philippines, there is very  
14 strict discipline both in the home and the schools.

15 Here, I guess the teachers just don't care. They are  
16 too lax; they don't make you do homework, and the kids think they  
17 can get away with a lot of things -- and they do.

18 This is why I feel we should have better teachers and  
19 counselors that can relate to the students.

20 Thank you.

21 VICE CHAIRMAN JIMENEZ: Before we move to the next  
22 panelist, do you feel that the situation of the young Filipino in  
23 school would benefit by the increase of Filipino teachers?

24 MR. HIDALGO: Yeah, I would; yeah, because some of the  
25 Filipinos can't, you know, they are just embarrassed to talk to

1 the teachers because they know they don't know how to speak better  
2 English, so I think they could relate to Filipino teachers because  
3 they could speak to them in their own language.

4 MR. AMMAZOL: The bulk of the Filipino teachers are in  
5 elementary.

6 In terms of high school, there are very few teachers or  
7 counselors and there is not even a Filipino janitor.

8 We have been dealing with a lot of hassles, racial  
9 hassles, and it has been coming more frequently in the past two  
10 years, so there is very definitely a need to get Filipino teachers  
11 and counselors in almost all of the schools, since Filipinos are  
12 dispersed all over the City. There are Filipino students in each  
13 of the high school in the City.

14 Like, even in the high schools that are heavily popu-  
15 lated with Filipinos, there are no Filipino teachers.

16 And, like in dealing with the schools, like they say we  
17 have, they give us a bureaucratic run-around, they say you have to  
18 go through the Board of Education and if no pressure is put on the  
19 Board of Education by the community, then we can't hire a teacher.

20 MR. ROGERS: I want to ask you one question. What is  
21 the Filipino student population in San Francisco? You say you are  
22 widely dispersed throughout, what are the approximate populations?

23 MR. AMMAZOL: Between five to seven thousand, from my  
24 understanding.

25 MR. ROGERS: You say there are no Filipino teachers

1 above the elementary level.

2 MR. AMMAZOL: Most of the teachers, Filipino teachers,  
3 are teaching in the elementary level. There are a lot in the  
4 elementary, some in the junior high level, and if you are in the  
5 high school level, the high school level is where it is very poor,  
6 where it is crucial to reach the youth. There is nobody there to  
7 reach the youth.

8 MS. HATA: Could you give us an example of a racial  
9 hassle that you spoke about?

10 MR. AMMAZOL: Okay. Let's see, there are so many.  
11 Like one occurred, like in one of the high schools last  
12 year. The situation was this: A lot of the students who were,  
13 like, in the Western Addition -- I don't know what area they call  
14 it -- had to be relocated, transferred to Lincoln High School.  
15 Lincoln High School is historically a white school. What happened  
16 when a lot of Filipinos started going to Lincoln was, like, here  
17 is a white school, and here comes the Filipino, and it just  
18 happens that a lot of white dudes were getting up tight because  
19 the Filipinos were making time with their chicks. It happened  
20 around Halloween where, like a group of Filipino kids were trick  
21 or treating and a carload of white kids shelled us with eggs. That  
22 was all brought up in the schools, like, where people were roughed  
23 up in the hallways and the bathrooms, and one day a riot broke out  
24 in the cafeteria. A white kid picked up a stool and threw it but  
25 the Filipino was smart enough to duck and the stool hit a black.

1           So, what happened was, it was a race riot. People were  
2 really up tight, they were willing to do anything to keep the  
3 natives pacified. We kids got away with a lot of things, we got  
4 away with getting kids out of things.

5           We would meet with them and find out what the problems  
6 were, and what needs the students had. We got away with forming  
7 a Filipino Club. We also got away with getting a room for the  
8 Filipino Club to conduct not only meetings, but start up a  
9 Filipino library and push for Filipino teachers. But it is that  
10 type of thing where no Filipino was on that campus, no Filipino  
11 faculty or administrator on that campus that we could talk to.

12           Secondly was the racial overtones that initiated that  
13 incident.

14           MISS JACOBS: Just trying to go back, two speakers  
15 back, the gentleman said that one of the differences was that the  
16 Filipinos coming to this country pretty much speak English. This  
17 raises the question, if, in the schools in the Philippines, Tagalog  
18 English is taught concurrently to everyone?

19           MR. AMMAZOL: In the 60's, it was supposed to be Spanish  
20 and Tagalog was taught in elementary and high school, but I think  
21 like five years ago they became concerned about the Filipinos  
22 going to the United States so they started teaching the kids a  
23 little bit of English, the basics, you know, basic parts of the  
24 English, so they don't go through the whole English lecture, you  
25 know, like the verbs and nouns, just teach them how to say this

1 and that.

2 Like, you know, like a Filipino youth who just came  
3 here who is in the 12th grade, and, like, you know, a teacher  
4 heard him talk English, they would say that he is not smart  
5 enough for that class and thinks the kid can't do all the work  
6 that the rest of the students do. The Filipino youth doesn't have  
7 the courage to say to the teacher, "What am I supposed to do?"  
8 Because, you know, that is like embarrassing, you know, because  
9 the teacher believes, back in the first place, he is kind of shy  
10 because he doesn't have any friends, and he is afraid that the  
11 rest of the students will laugh at him if he asks like a stupid  
12 question in class, you know, like if he doesn't understand a  
13 simple thing the teacher is explaining. He might not be able to  
14 understand that, but he will keep his mouth shut because it will  
15 be going through his mind that, you know, kids are going to laugh  
16 at him, and the teacher will think he is stupid. So he just keeps  
17 his mouth shut and that way he flunks or fails that test or the  
18 question the teacher asked him.

19 MISS JACOBS: So what you are also saying is that there  
20 is no current service in Tagalog?

21 MR. AMMAZOL: No, like in Mission, there's about 400  
22 Filipinos there, but they are, like, spread out in different grades  
23 and different groups. They separate themselves into groups, like,  
24 you know the girls will hang around with the boys and -- so, like  
25 if you are American born, you know, you separate from the

1 Filipino born because you know, like Filipino born feels that the  
2 American born knows more, or something like that. But, you know,  
3 I think it equals out. Like American born don't know how to talk  
4 Tagalog, so the Filipino born will help him out.

5 MISS JACOBS: With the Filipino starting at age seven  
6 rather than five, does that mean that essentially he is two years  
7 behind?

8 MR. AMMAZOL: Yes.

9 MISS JACOBS: In the American classes?

10 MR. AMMAZOL: Yes, like I came here when I was seven and  
11 I started out in the first grade, and I was supposed to be in the  
12 second grade. So, the first year my teacher gave me a lot of work,  
13 you know, to catch up and go on to the second. For weeks, I had  
14 to stay after school and she helped me out. Like I went through  
15 all this because I was young, you know, and, plus, I didn't have  
16 nothing to do, and, plus, when I came here in the 60's, there was  
17 hardly any Filipino that I knew in elementary, so, like, I tended  
18 to stay in school and learn, you know, what the teacher is telling  
19 me. Sometimes I would misunderstand her, so I would ask her  
20 again, so, you know, it was that. I learned a lot from the first  
21 grade and then I went on, but I skipped a lot of grades, you know,  
22 to catch up.

23 MISS JACOBS: But you did have a helping teacher who was  
24 able to help you make the adjustment?

25 MR. AMMAZOL: Yes.



1           I think that the Filipino who comes here at an early age  
2 tends to, you know, to stay in school and learn because he is  
3 forced to because he is too young to go out and stay out late and,  
4 plus, he doesn't have any friends that he knows, that, you know,  
5 live around the City. But a teenager, about 17, that comes here and  
6 goes to high school, he tends to look for friends of his own race  
7 because, like, in the Philippines, there is only one race, or maybe  
8 a couple, but mostly all Filipinos. So he doesn't know the other  
9 races, so, like, tends to hang around with Filipinos instead of,  
10 you know, mixing with other races. So that tends to drive him  
11 away from school instead of, you know, staying there and learning,  
12 because the rest of the kids won't, you know.

13           MS. DAVIS: I don't mean to interrupt you, but I wanted  
14 to ask the panel about the language barrier. I would like to know  
15 if there are any formalized courses within the school system to  
16 help the Filipino, the youngster, deal with the language problem,  
17 or is it left up to the individual teacher to assist a student?

18           MR. HIDALGO: I think there are some ESO things, but, I  
19 would like to further qualify that by saying that the main reason  
20 why -- I don't mean to slide past your question, but, like the  
21 situation that happened in the school is very negative in terms of  
22 ego things for the youth, and so, like, in order to build up their  
23 ego, in order to get a better self-image, they go with their peers  
24 and their peers are Filipino.

25           MS. DAVIS: In reference to that, I will ask that again.

1 Are there any formalized courses to help the student when first  
2 entering school to learn the English language so he won't have to  
3 endure this kind of treatment?

4 MEMBER OF THE PANEL: From my experience, working with  
5 the youth, no.

6 MS. DAVIS: Has a coalition addressed itself to the  
7 problems of language and tried to communicate these concerns to  
8 the authorities of the school system?

9 MEMBER OF THE PANEL: Like we have been operating for  
10 two and a half years and we have not been funded, and so, even  
11 like our center is redevelopment property and we are being booted  
12 out of there next week. With our limited resources, with what is  
13 available, what we have been able to hussle up in terms of money,  
14 the personnel we have been able to get is volunteer -- like we  
15 have tried to do the best we can but there has to be some  
16 responsiveness and sensitivity come from not only Filipinos but  
17 from schools and other agencies dealing with the youth who are  
18 supposed to deal with the youth.

19 VICE CHAIRMAN JIMENEZ: If we can, let's continue with  
20 the panel. I didn't mean to start a procession of questions.

21 MR. DANIELE ROMINGQUET

22 MR. ROMINGQUET: My name is Daniele Romingquet; I am 18  
23 years old; and I just finished high school last year.

24 I would like to share with the Committee some of the  
25 concerns that Filipino youth have in the South of Market area,

1 other than just our concerns about the schools.

2           What we want to know is why Filipinos are so low; why are  
3 they always the last to be considered for services and assistance;  
4 and, why are Filipinos not seen as the third largest minority group  
5 and the largest growing minority group in San Francisco?

6           In the South of Market area, we need a place to go. There  
7 are places like the YMCA, Youth for Service, and District Youth  
8 Councils which are supposed to serve youth. But Filipino youth  
9 do not go to these places. Partly, because we just do not know  
10 that much about them, and, partly, because there is no one there  
11 we can talk with. No one there speaks Tagalog.

12           At Bayanihan you can be with your friends. We understand  
13 each other, and the staff is not too busy to talk with us and help  
14 us. But we will lose even Bayanihan at the end of this month.

15           We need a place just like many other youth have.

16           Besides just relaxing with our friends, Bayanihan also  
17 gives us a chance to learn about our culture. We have had Asian  
18 history classes, plays, Philippine art work, Filipino food, and  
19 other cultural things. We have been able to participate in a  
20 National Filipino Youth Convention.

21           Another thing that our youth need are tutors to help us  
22 and our whole families with American English, and to help us better  
23 understand how things are done here in the United States.

24           Finally, we need summer jobs for Filipino youth. We  
25 need the money and we need the experience. Whenever we try to get

1 work, they always tell us that we need local experience, just like  
2 they tell our parents. But the jobs are just not there, so how  
3 can we get experience? Summer jobs are distributed by the various  
4 District Youth Councils, but this does not help us much for two  
5 reasons. One reason is that Filipinos are scattered all over  
6 the City, so we don't get counted when they try to figure out who  
7 needs the jobs. Another reason is that there are very few  
8 Filipinos on these Youth Councils, to help put in a good word for  
9 us.

10 Thank you.

11 VICE CHAIRMAN JIMENEZ: Do you want to continue with  
12 your statement?

13 MEMBER OF THE PANEL: Like Daniele said, the Filipino  
14 are a scattered people, all over the City, and we don't get our  
15 fair share. Like, Bayanihan, all Filipino all over the City, that  
16 is the only place they can go. They come from Daly City, some of  
17 them even come from Oakland, just come and be with Filipinos.  
18 Even other groups come down to the Center to be with Filipinos,  
19 white, black, Chicano, Japanese, they come to the Center, and we  
20 always welcome them. We don't care who comes to the Center.

21 VICE CHAIRMAN JIMENEZ: Any questions from the panel?

22 MS. DAVIS: I would like to know what kind of recreational  
23 facilities, if any, other than the Y, and I think you have  
24 mentioned a couple of others that are available to the Filipino  
25 youth in San Francisco?

1 MEMBER OF THE PANEL: Other than the YMCA and the Youth  
2 Council, to my knowledge, no. In the South Market area,  
3 particularly, there is no recreational facility.

4 MS. DAVIS: One last question.

5 What is happening to the Filipino youth who is dropping  
6 out of school? What happens to them then?

7 MEMBER OF THE PANEL: Like on Market Street, there are a  
8 couple of Filipino youth gangs, mostly boys. Even the girls have  
9 started their own group. The Filipino youth, when they drop out  
10 of school, they tend to hang around Market Street and hang around  
11 McDonald's and the Jack In The Box, and, you know, go to dances  
12 at night instead of finding themselves jobs, because they don't  
13 have the education to get a job. So this keeps going on until they  
14 reach the age of 20 and then, you know, they decide to get  
15 married. They don't have a job and then they get two kids, you  
16 know. So, like, what our Center is trying to do is, like, you  
17 know, making them learn that, you know, you need education to live  
18 here in the States and to survive.

19 Most of the kids that go down to the Center, you know,  
20 they come down after school, after classes, but it is also to help  
21 them out in school with school problems, you know, like tutoring.

22 MS. DAVIS: I would like you to pursue that a little  
23 further.

24 MEMBER OF THE PANEL: As a result of the Filipino youth  
25 being involved in games, this also is bringing them in contact with

1 the law enforcement agencies and the whole juvenile system. So  
2 what is happening, you know, the whole experience of the Filipino  
3 youth is just beginning to come to the surface, and a lot of  
4 attempts and efforts are being made to try to prevent any type of  
5 hassle coming on similar to Chinatown, or whatever. But, they are  
6 increasingly in conflict with the law enforcement agencies, and,  
7 you know, something has to be done, and something has to be done  
8 now.

9 The funding sources have not yet listened to, you know,  
10 like our pleas. There is another Filipino youth organization that  
11 has had to close their doors because of lack of funds.

12 What we have done is manage to see that there is one  
13 organization in the City, but, like, there has to be money coming  
14 down to work with the Filipino youth. We have approached the  
15 Mayor's Council on Criminal Justice. We told them what was  
16 happening and what had to be done to prevent any type of gang  
17 warfare. What happens is, they pat us on the back and say, "You  
18 guys are doing a great job, it is needed," but they don't fund us.  
19 But, you know, like the problem is there and the problem is  
20 increasing, and unless something is done now, you know, given a  
21 year or two, we are going to have hell on our hands.

22 MS. HATA: Can you be more specific about the drop-out  
23 rate? Are we talking about 50% or what?

24 MEMBER OF THE PANEL: That is one of the weaknesses that  
25 we have, because we have been swallowed, like we haven't established

1 an identity. We have no decent type of research or data.

2 But, from the youth who come to the Center, we have a  
3 daily flow of 50 or 60 a day. Most of them aren't going to  
4 school. The problem is more acute for the males than for the  
5 girls. When the girls go to school, they are attracted into  
6 things like business courses, or whatever, where they can be  
7 employed after high school. The guys only have bonehead courses  
8 where there is nothing to really, you know, attract them. And if  
9 it is a degrading experience on a day-to-day level, if they look  
10 beyond to the future, they don't see how they can use their  
11 education because -- I don't know what the figures are now in our  
12 Center, but most of the kids who come to us are not going to  
13 school, or are on the border line of dropping out, and very few go  
14 on.

15 VICE CHAIRMAN JIMENEZ: If there are no more questions  
16 from the Committee, I thank you for your presentation.

17 MEMBER OF THE PANEL: Thank you very much.

18 VICE CHAIRMAN JIMENEZ: May we have the next speaker?

19 MS. CORA SANTA ANA

20 MS. ANA: Members of the State Advisory Committee, ladies  
21 and gentlemen, my name is Cora Santa Ana, and I am employed as a  
22 manpower planner for the Manpower Area Planning Council of Alameda  
23 County. I am also here as the sole representative for the East  
24 Bay Filipino, primarily representing Filipino for Affirmative  
25 Action in Oakland.

1           We have been very much involved on a voluntary effort  
2 with providing needed social services to the Filipino community in  
3 Oakland.

4           I wish to speak on three very important issues which  
5 affect us in Oakland. In many ways, our experience on these three  
6 issues are very much applicable to other areas in the United States.

7           These three issues are, first of all, the negligible  
8 impact of revenue-sharing in the communities.

9           Number two, the insensitivity and the lack of  
10 responsiveness on the part of public agencies and private agencies  
11 and governmental institutions to the Filipinos resulting in under-  
12 utilization of services.

13           And, finally, the lack of data that is provided by these  
14 agencies and, where data is available, the inadequacies of this  
15 data.

16           I think I can best illustate these three problems to  
17 you by speaking very specifically of some of the issues we have  
18 had to deal with in the past. One issue that is not in the past,  
19 we are dealing with it today, has to do with revenue-sharing money  
20 with regard to, specifically, mental health. Here, too, Alameda  
21 County has referred all the revenue-sharing mental health moneys  
22 to county hospitals. For the first time, Alameda County is  
23 willing to contract mental health service money to organize  
24 community organizations, and they have done so with one West  
25 Oakland Health Center which serves primarily the black community.



1 I do not wish to detract from the effectiveness of the  
2 West Oakland Health Center. However, we felt that this was an  
3 unfair way to deal with the problem, recognizing the fact that we  
4 shared a number of unique problems that could not possibly be  
5 dealt with by the West Oakland Health Center, primarily because  
6 our people would not go to the West Oakland Center for various  
7 reasons.

8 We presented our proposal to the advisory district, and  
9 were faced with a group of people who seemed concerned but were  
10 pretty largely ignorant of the problems.

11 The things that were coming to me, as I remember that  
12 night, were as follows: You mean to tell me that you have mental  
13 health problems? What are they? How come we never hear from you?  
14 Can you document what you are saying?

15 My answer to these questions is, yes, we have mental  
16 health problems. I cited very specifically a personal problem that  
17 we, my family, specifically faced when we came to this country. I  
18 remember specifically my mother couldn't speak English very well.  
19 She was very much isolated from her friends when she came here,  
20 and the mental stress and the agony that came with having to  
21 adjust to a society that she didn't understand, couldn't deal with,  
22 having to adjust to children like myself, who was being confronted  
23 and bombarded by stimulus from a different society, coming up with  
24 values that she couldn't equate, couldn't reconcile with the  
25 Filipino culture, created a great deal of conflict. But my mother

1 would not have been willing to go to a public or governmental  
2 institution which she could not identify with. She would not have  
3 been able to speak easily, comfortably, about her problems to  
4 people who could not speak her language, who could not understand,  
5 who could not sympathize, and, most of all, who would have given  
6 her a variety of out-dated institutional ways of dealing with her  
7 problems, by way of drugs and other kinds of things which are  
8 really irrelevant to what she was facing.

9           Then the second question came with regard to the  
10 statistical data. We were asked to produce statistics, and I said  
11 that this was an entirely unjust thing, that I could not provide  
12 statistics. I could document cases, individual cases where we, on  
13 a voluntary effort, had tried to deal with, and that was met by  
14 this audience with a great deal of skepticism. But I submit to  
15 you, and I will document in other examples, because I deal with  
16 statistics in my job, that this is not available, that very few  
17 agencies keep them, and what data is available is largely  
18 inadequate.

19           Today, we were told by the County -- we were told then  
20 that if there was any money left, they would try to give it to us.  
21 So we agents in the East Bay united, we presented a resolution  
22 paper signed by Filipinos for Affirmative Action, and a coalition  
23 for Affirmative Action, Oakland Chinese Community Council, Bay  
24 Area Chapter of JACL, East Bay Japanese-Americans for Community  
25 Action, and the Asian Law Caucus presented a proposal which would

1 establish a mental health center to meet primarily the needs of  
2 the Asian-American. We were told then by the County that they  
3 would contribute only to those groups who had signed, so we put  
4 together, after two weeks of hard effort, this kind of solid  
5 support of this proposal. Today, we met with the County represen-  
6 tatives and we were given one more run-around. We were told that,  
7 after all, they were not willing to sign with two sub-contractors,  
8 they were only willing to sign with one.

9 We are getting very tired, and we are getting very angry  
10 at having to deal with these kinds of insensitive people who  
11 should know better, but who don't know any better, and who are  
12 forcing this kind of action on our part. We wish only our fair  
13 share of whatever moneys are available and we feel that the County  
14 can provide this kind of service to us.

15 I wish now to deal primarily with a field that I am very  
16 much familiar with; as I have told you before, I am a manpower  
17 planner for the Manpower Area Planning Council. For the first  
18 time this year, MATC was given the authority to recommend moneys  
19 on specific categorical programs. Heretofore, MATC's, which is a  
20 local organization, were given only advisory functions. For the  
21 first time, they could decide what money went to where.

22 As a manpower planner, I am faced with having to  
23 document the expenditure of moneys based on certain statistical  
24 data and the only data that was provided us by the Department of  
25 Labor is this. This is called the Summary Manpower Indicators for

1 Oakland MATC, and it gives all the areas for California, all major  
2 cities. I wish to submit to you that, as a Filipino, I was  
3 appalled by the data, the facts, that I was asked to plan for  
4 Alameda County, to provide comprehensive manpower service for our  
5 people, and there was nothing in here on us. The categories  
6 listed, which would provide very good data with regard to  
7 demographic characteristics, employment characteristics, educa-  
8 tional attainment, and poverty status is broken down only as  
9 follows: White, black, other races, Spanish-American.

10 In many ways, in this particular tabulation, I found out  
11 that either we were buried under other races, or we were buried  
12 under Spanish surnames. My own name could very well be hidden  
13 under that statistic, Spanish-American. The implication of this  
14 is very sobering when one considers the fact that manpower revenue  
15 sharing is very much an upcoming thing in the future. One has  
16 to deal with certain kinds of realities. Locally elected officials,  
17 Mayor Alioto, Mayor Redding of Oakland, will be faced with many  
18 kinds of proposals from various community groups. They will be  
19 asked to document their needs. They will be asked to document it  
20 with data. What are we Filipino to do?

21 Consistently, we have been left behind. Consistently,  
22 we have been hidden under various kinds of titles. It is not that  
23 we do not have these problems. I think my Filipino brothers, our  
24 past speakers, have told you and have coherently said these  
25 exist.

1 I think you have an idea this evening of the magnitude  
2 of our problems, and, yet, nowhere, statistically, is this  
3 documented.

4 In my job, I am asked only to deal with statistics, asked  
5 to deal only with various kinds of data that can be documented. I  
6 submit to you, my job is not unique. There are other people in  
7 other professions that can give out certain kinds of money, that  
8 can allot it only on documented need. Based on this alone, we are  
9 out, we are lost, and we don't see any hope for the future unless  
10 you can make adequate recommendations and see to it that those are  
11 implemented.

12 I wish to cite to you a specific example of the kind of  
13 data that we must use. I am looking here at a special OEO  
14 tabulation based on the 1970 Census of Population and Housing.  
15 This was provided by the Bureau of Census and was funded by OEO.  
16 This has been very useful to model city planners, all kind of  
17 property planners concerned with providing programs to deal with  
18 specific problems. The data here is better than most. It is  
19 broken down as follows: Blacks, whites, Spanish-American, American  
20 Indian, Japanese, Chinese, and Hawaiian. Again, we are nowhere to  
21 be seen. Again, programs are going to be planned on the mistaken  
22 assumption that, number one, we do not exist; and, number two, if  
23 we do exist, we do not have any problems.

24 The Manpower Report of the President, a report on man-  
25 power requirements, resources, utilization and training, transmitted

1 to the Congress March, 1973, devotes all of its pages to all the  
2 different problems faced by distinct groups of our society,  
3 veterans, Spanish-speaking Americans, the blacks, and so forth.  
4 Nothing in here on us. Even on the highest level of government,  
5 there is no recognition of our needs, no recognition of our  
6 problems.

7           Again, I do not wish to detract from the Administration's  
8 efforts to provide service to other groups, other minority groups.  
9 That is all well and good, but we need now more and more time,  
10 and I think effort, at concentrating on Filipinos.

11           I wish to also cite the fact that the Department of  
12 Labor on a national level has contracts with minority groups,  
13 Urban League, opportunities for industrialization -- there is no  
14 national contract with us.

15           Again, other kinds of statistical data I brought for  
16 you: Perspectives on Client Groups, this is under contract with  
17 the Department of Labor, prepared by the National League of  
18 Cities and U. S. Conference of Mayors, and nowhere do we appear  
19 here.

20           I think I have well shown you that the lack of data  
21 seriously impairs our ability to document discrimination, not just  
22 in employment, but in education, health, and housing as well. I  
23 think it is time to look at the problem on an overall perspective.  
24 We have shown you repeatedly our employment problems, the problems  
25 that we, as professionals, face.

1           Now, let's look at what the current manpower problems  
2 are and what we are doing about it. These statistics, I have  
3 compiled myself. As of April, 1972, and this is the most recent  
4 data I could find, 20,000 people registered with HRD. Of those,  
5 only 220 were Filipino.

6           On-the-job training, there were 100 put on the OJT  
7 program, no Filipino.

8           MTDA, 400 enrolled, two were Filipino.

9           CEP, Concentrated Employment Program, 470 were enrolled,  
10 and only four were Filipino.

11          WIN, Work Incentive Program, primarily for welfare  
12 recipients, had 7,000. Of those, only six were Filipino.

13          NYC School, 272. This is Oakland alone. Four were  
14 Filipino.

15          In the NYC Out School, 75, and only four were Filipino.

16          And, finally, SNYC, 3,442, and of those, 75 were  
17 Filipino.

18          I might add that I also work with the SNYC, and I would  
19 like to make a brief comment on the necessity of having bicultural-  
20 bilingual Filipinos on the staffs of not just governmental  
21 institutions, but public and private agencies. We have seen in  
22 Oakland how having a Filipino staff member has allowed that  
23 particular agency to increase its service, to increase its out-  
24 reach mechanism by having that Filipino there.

25          I wish to cite one specific example. In the Oakland

1 Public School District, they have hired one Filipino. His name is  
2 Nelo Sarmiento (sic) in the Community Relations Office. Having  
3 Nelo there has enabled us to put lots of Filipino teachers to  
4 work in Oakland public schools, by being there and being, allowing  
5 open communication from the community. We have been able to  
6 document the cases of problems that our young people face, the  
7 employment problems that other teachers face. And, largely  
8 through his efforts, and, again, backed by the community, we have  
9 been able to impress upon the schools the necessity of hiring more  
10 teachers. In many ways, they have responded very slowly, but they  
11 have responded.

12 I submit to you that when there is a Filipino staff  
13 member on board, it makes it that much easier for the agency to  
14 expand its service. Filipinos are more willing to go to a  
15 community office, or a public agency, where they can identify  
16 with a Filipino staff member.

17 My recommendations will be very brief. I have researched  
18 a little bit on what the United States Commission on Civil Rights  
19 has done with regard to data analysis and data collection. In your  
20 publication, To Know or Not to Know, published February, 1973, you  
21 had a series of recommendations with regard to data collecting.

22 All I ask of you, and I think it is only fair, is that  
23 you have done a good job on these recommendations. Let's see you  
24 implement them. I am referring specifically to two of them. It  
25 is quoted here, and I will quote it: As a minimum, the categories



1 of American Indian, Asian-American, black, Spanish descent, and  
2 others, should be required for use in programs of assistance and  
3 in general purpose data collection. Additionally, programs should  
4 be required to make provisions for the collection of data on  
5 Cubans, Filipinos, Koreans, individual American Indian tribes,  
6 Portugese, French Canadians, and other major concentrations of  
7 disadvantaged racial and ethnic groups, when data collection takes  
8 place in the local communities in which significant numbers of  
9 these groups reside. End quote.

10 I would also urge you to try to educate public agencies  
11 to try to implement Affirmative Action-type programs on a national,  
12 state, and local level.

13 I would like to urge you to take whatever action, what-  
14 ever is feasible, whatever is necessary to bring about opportunity  
15 of Filipinos, not just in employment, but in education, housing,  
16 et cetera.

17 I am open for questions.

18 VICE CHAIRMAN JIMENEZ: Any questions from the Committee?

19 I think you did a very excellent job of making your  
20 presentation. Any material that you have that you think we might  
21 be able to use, we would appreciate it, so that we can document  
22 it in our report as well as point out the gross errors in the way  
23 Filipinos are not counted.

24 MS. ANA: I can do that, and, as one final recommendation  
25 I have already written a letter to the United States Commission on

1 Civil Rights, pointing out the fact that while we are very happy to  
2 see a Chinese and Japanese sit on the State Advisory Committee, I  
3 think it is only fair that we have Filipino representation on this  
4 body as well. I am hoping that you will respond affirmatively to  
5 our request.

6 VICE CHAIRMAN JIMENEZ: Let me just say that it is a  
7 topic that we have discussed, and have talked about. We know that  
8 we need additional people representing the other minorities in the  
9 State. Unfortunately, one of the problems we have right now,  
10 because of the fact that there is no permanent chairman, there is  
11 what is called a freeze on appointments on our State Committee. As  
12 soon as that is lifted, the Committee has a commitment to look  
13 into the procedure of adding more members to the State Advisory  
14 Committee, and your recommendation is well taken.

15 Thank you.

16 MS. ANA: Thank you.

17 VICE CHAIRMAN JIMENEZ: Our next speaker is Merle  
18 Espaldon.

19 MS. MERLE ESPALDON

20 MS. ESPALDON: Let me first thank you for asking me to  
21 speak to you about a social problem with which I have been  
22 associated for nearly a year now. I would also like to thank you  
23 for your interest on the Filipino community of the Bay area, San  
24 Francisco in particular.

25 I will limit myself to a couple of areas I am familiar

1 with. The two are the On Lok Senior Health Services, and the  
2 Filipino Elderly on the fringes of Chinatown, an area many refer  
3 to as Manilatown. Out of these two, I will submit a proposal, or  
4 an idea of a proposal, designed to meet or solve some of the  
5 problems we have encountered in connection with the Filipino  
6 elderly, but which, so far, have defied solution.

7 Let me now go to the On Lok Senior Health services. On  
8 Lok is a product of Chinatown residents' concern for the elderly  
9 who either are neglected, uncared for, or end up in nursing homes,  
10 there slowly to await the end of their lives.

11 The people behind On Lok in no way were satisfied with  
12 estimates. They had to have hard facts, statistics to find out  
13 exactly where they were and how much had to be accomplished.

14 Statistics shown by a U. S. Census indicate population  
15 of over-65's in the Chinatown-Northbeach area has increased to a  
16 total of 9,912 since 1960. Nine thousand plus is a very  
17 conservative number. Social and health agencies dealing with  
18 senior citizens maintain that many more elderlies who do not speak  
19 English have not been included in the count because of widespread  
20 fear and suspicion.

21 Hand in hand with this are sociological studies which  
22 show that when elderly members of the minority groups become ill  
23 and handicapped, they often face extreme emotional, as well as  
24 physical hardships. For financial or cultural reasons, they  
25 neglect their health care, waiting for a crisis before seeking

1 help. At that point, hospitalization and/or placement in a nursing  
2 home might present the only alternative available. Since there  
3 are no low-cost nursing homes in the area, they are forced to  
4 move away from familiar surroundings into institutions where the  
5 staff is not familiar with their language or cultural heritage.  
6 Thus, totally isolated, they tend to give up and die.

7           These cultural factors and economic conditions work hand  
8 in hand with the general crisis orientation of the health care  
9 system. Patients are admitted to a hospital when a crisis occurs.  
10 They are often released on a crisis basis because funds are  
11 running out or other priorities made a demand on the facilities.

12           At this point, the next step might be placement in a  
13 nursing home. This occurs more often than not because there is  
14 neither enough time for personnel to evaluate alternatives with  
15 the patient, or supportive services are unavailable or too  
16 expensive.

17           For a good many, nursing home placement is just another  
18 temporary situation. Frequently, the patient returns home, or  
19 goes through a residential care home, only to face another crisis  
20 because of lack of proper nutrition, good medical follow-ups, or  
21 emotional isolation. Before long, he is back in the hospital  
22 starting the cycle all over again.

23           But this need not happen. And On Lok, although still an  
24 experimental project, is offering and giving that alternative to  
25 the nursing home; for On Lok is an alternative.

1           The targets of On Lok are three minority groups: The  
2 Chinese, the Italian, and the Filipino, who have encountered  
3 extreme difficulties because of cultural differences, lack of  
4 facility in the use of English, problems in dealing with bureau-  
5 cratic institutions and situations; social variables which they  
6 have retained and which no amount of money has been able to over  
7 come.

8           But we are well on our way to meeting our objectives:  
9 Providing a wide variety of services such as extensive socio-  
10 medical evaluation with regular reassessments of the patients'  
11 functioning and needs; supportive services such as a geriatric  
12 clinic with 24-hour care, physical, occupational, recreational  
13 therapy, nutritional and social services, as well as adequate  
14 housing in a protected environment.

15           Its staff is thoroughly professional. Led by our  
16 project director, Marie Louise Ansak, On Lok boasts of a nurse, a  
17 physician, a consulting psychiatrist, podiatrist, a physical  
18 therapist, an occupational therapist, three bilingual social  
19 workers, and a dietician, and four or five health aides.

20           On Lok has a working agreement with two agencies to  
21 round out its announced objectives. The Salvation Army provides  
22 us with space for patients needing closer supervision. There are  
23 currently fourteen patients at the SAI-ON, a contraction for  
24 Salvation Army and On Lok.

25           There, the participants are under the watchful eye of a

1 resident manager 24 hours a day. During the day, they are brought  
2 to the center to help them regain, or attain, their maximum level  
3 of performance.

4 The second agency closely working with On Lok is the  
5 Victorian Convalescent Hospital, which cares for those needing  
6 closer medical and nursing supervision.

7 Would-be participants in On Lok are closely screened.  
8 Before they are accepted into the program, they are given a  
9 thorough evaluation by a team composed of a social worker, the  
10 physical, and occupational therapist, the physician, and THD nurse.  
11 Once accepted, they are given the services I have already  
12 mentioned.

13 It is clear to us that On Lok is certainly filling a  
14 need, not only physical, but emotional as well. There is always  
15 that intangible result shown to us by the elderlies in so many  
16 ways whereby On Lok has touched them and they, too, have been  
17 touched.

18 The center has been a welcomed addition to the Chinatown-  
19 Northbeach community. It has the support of the Chinese community  
20 who see in it an alternative to seclusion in a nursing home, where  
21 their elderlies are cared for, and, yet, remain within and among  
22 them.

23 Currently, there are six Filipino participants in On Lok.  
24 There are several whose evaluations are pending. This seems an  
25 unfair percentage to the total number, but, there are reasons which

1 only the Filipino elderly can explain.

2 That brings me to my second point. There are approxi-  
3 mately 2,000 Filipino elderlies in the fringes of Chinatown.

4 Most are single and live in hotel rooms which barely  
5 have space for a bed.

6 Though these Filipinos comprise a relatively small group,  
7 their plight is as critical as that of the Chinese and Italian.

8 These are mostly men who have come to the United States  
9 either before or after the Second World War as veterans of the  
10 various branches of the U. S. Armed Forces.

11 Intensely loyal to the U. S., they wish to retain their  
12 American citizenship which many received as a token gesture of  
13 appreciation for loyal services during the War. Because of very  
14 low pensions and advanced age, many eke out a very marginal  
15 existence, deprived of comfort and support of their families left  
16 in the Philippines.

17 The plight of these Filipinos is worse than that of  
18 either the Chinese or Italians, in my opinion. The first two  
19 groups have their families with them. That in itself is an  
20 advantage.

21 Isolated, almost penniless, there is a feeling of  
22 rejection, reflected in their physical and emotional makeup. But  
23 proud as they are, for pride is one of their unfortunate virtues,  
24 they'd rather suffer their present situation than solicit the  
25 help they are entitled to. This is the greatest barrier that has

1 worked against both sides of the picture -- the agencies concerned  
2 on one hand, and the Filipino elderly on the other. The elderly  
3 Filipino has always been the loser.

4           Their hotel rooms are dark, dingy, and, as I have said,  
5 barely fit to live in. I know; I have been there. Lacking  
6 education, their nutrition, too, has been neglected. Saddled with  
7 financial difficulties, they trudge on from day to day, on their  
8 own, and proud of it. And, yet, they are a problem.

9           In the past few years, the boundaries of the Filipino  
10 elderly have expanded beyond the fringes of Chinatown. The  
11 boundary now includes the South of Market area where thousands more  
12 Filipinos reside. How many of them are elderly, I don't know.  
13 But they are here and will be here for the rest of their natural  
14 lives, for they have no where else to go. Maybe a second health  
15 center would help.

16           It isn't their fault that they are unaware of what is  
17 available to them. As I have brought up time and again, the  
18 cultural factors are things that must be understood. More who  
19 know should extend themselves more to them.

20           Given the innumerable problems, the tremendous cultural  
21 barrier, one idea that has been in my mind for as long as I have  
22 been with On Lok is housing. Low cost housing for the Filipino  
23 elderly, housing where all these services can be integrated, where  
24 they can be cared for and yet they be among their own.

25           The need for it is there. It cannot be ignored.



1 Ignoring it is tantamount to sweeping the dust under the rug. It  
2 will continue to pester us, and if no one does anything about it,  
3 it will become not only the shame of the Filipinos, but the shame  
4 of San Francisco.

5 Thank you.

6 VICE CHAIRMAN JIMENEZ: Any questions from the Committee?

7 MR. ROGERS: I think I would like to ask one question.

8 You indicated earlier that there were some Filipinos and  
9 other persons of poverty who were staying in various shabby, run-  
10 down, dilapidated hotel rooms. Have you approached the public  
11 assistance agencies for assistance in providing some sort of  
12 assistance for these indigent persons?

13 MS. ESPALDON: Are you asking about the On Lok or --

14 MR. ROGERS: I am asking about public assistance, like  
15 Old Age.

16 MS. ESPALDON: Yes, they are receiving Old Age Assis-  
17 tance. Some of them are receiving pensions, Veteran's pensions,  
18 you know.

19 MR. ROGERS: They are self-supporting?

20 MS. ESPALDON: Yes, but it is not enough, I don't think  
21 so. It is not enough, especially with the high prices.

22 VICE CHAIRMAN JIMENEZ: You mentioned the needs for  
23 another health-therapy center. Have you made contact, or approached  
24 the governing body that would be able to authorize this, and the  
25 assistance needed to put it together?

1 MS. ESPALDON: Not yet. I am still trying to see how  
2 successful the On Lok program is in Chinatown.

3 VICE CHAIRMAN JIMENEZ: I understand there are fifty  
4 clients there, and six are Filipino.

5 MS. ESPALDON: Yes.

6 VICE CHAIRMAN JIMENEZ: Is that because they are  
7 (unintelligible).

8 MS. ESPALDON: That is one, and there is a transporta-  
9 tion problem. We don't have enough money. We are funded by HEW,  
10 but we are afraid we will be cut, you know, this year. But one  
11 of the problems is transportation. We don't have enough money for  
12 another car, and many of our participants are handicapped and they  
13 are in wheelchairs and that occupies a lot of space.

14 VICE CHAIRMAN JIMENEZ: Go ahead.

15 MS. ESPALDON: Some of them take a longer time to get  
16 into the car than, you know, a healthy, normal person.

17 VICE CHAIRMAN JIMENEZ: Yes. How many of the staff are  
18 Filipino?

19 MS. ESPALDON: I am the only member of staff that is  
20 Filipino, but we have two health aides, but they are placed, they  
21 are health aides, and they're on the UC program, and they are not  
22 members of the staff.

23 VICE CHAIRMAN JIMENEZ: How many members on staff are  
24 there?

25 MS. ESPALDON: As I said, we have the director, we have

1 three social workers, we have the nurses, we have the occupational  
2 therapist, physical and occupational therapist, and we have a  
3 consulting podiatrist, and psychiatrist.

4 MR. ROGERS: What is your current operating budget for  
5 On Lok at the present time?

6 MS. ESPALDON: I don't know too much about the budget. I  
7 am sorry.

8 MR. ROGERS: But you are receiving funds at the present  
9 time from HEW?

10 MS. ESPALDON: Yes, HEW.

11 MR. ROGERS: Have you approached any other funding,  
12 federal funding agency for assistance in this area to get some  
13 funds, or even revenue-sharing, that kind of thing?

14 MS. ESPALDON: Our project director has been approaching  
15 several agencies. He has handled that side of the job. I am a  
16 social worker, so we let him handle that job.

17 MR. ROGERS: Has he or she received any kind of infor-  
18 mation that would indicate that?

19 MS. ESPALDON: He was in Washington last week, and when  
20 he comes back, we hope to hear some good news about it.

21 VICE CHAIRMAN JIMENEZ: If there are no other questions,  
22 thank you very much.

23 MS. ESPALDON: Thank you.

24 CHAIRMAN JIMENEZ: Our next speaker will be Mr. Sid  
25 Valledor.

1 I would just like to commend all the people who are still  
2 here for your patience. This has been a long day, and probably  
3 longer for you in the audience who have been patiently awaiting  
4 to speak, and we want to thank you for your patience, and to  
5 reassure you that we will take as long as it takes to hear the  
6 testimony that you have to present.

7 Mr. Valledor?

8 MR. SID A. VALLEDOR

9 MR. VALLEDOR: Members of the Committee, before I  
10 introduce myself, I want to make an official protest here. I am  
11 very disappointed that you don't have a full committee. I realize  
12 it has been a long day, but I think you don't do this every day,  
13 you don't see us every day, and I don't care if it takes one whole  
14 week, the mere fact that you are not 100% present indicates to me  
15 a questionable situation as to your sensitivity to our needs. That  
16 is an official protest.

17 May I introduce myself to you? Sid Valledor.

18 The information which I have brought here is gathered by  
19 the Filipino Research and Demonstration Project, of which I am  
20 president.

21 There are 5,000 Filipino students in the San Francisco  
22 public School District, approximating 6% of school enrollment in  
23 San Francisco, and not a single, solitary administrator or  
24 counselor in either the junior high or high school level. That is  
25 a quote from the San Francisco Board of Education as they gave it

1 to me when I phoned them this morning.

2 This is unforgivable, and murderous. In view of the  
3 fact that the Filipinos are the fastest growing ethnic group in  
4 San Francisco and the Bay area, the problem is not only deplorable,  
5 it is inexcusable.

6 In the Mayor's office, there are no Filipinos in any  
7 significant position. This gentleman is supposed to represent all  
8 of the citizens, he was elected by the citizens of San Francisco,  
9 but he has proven to be non-functionable to the needs of our  
10 community. Yet, the Mayor is supposed to represent and look out  
11 for the welfare of all the different groups in the City. He is  
12 non-responsive, callous, and, worse, divisive.

13 Of the dozens of policy-planning boards, commissions,  
14 and the like, whose memberships, individual memberships are in the  
15 hundreds, and who are either elected by the people appointed by  
16 elected officials, and whose decisions on public policies and  
17 public money determine the destiny of our city and the welfare  
18 and circumstances of all of its citizens, there is only one, single,  
19 solitary Filipino out of hundreds of citizens on such boards.  
20 There are token positions of two to be appointed. To suggest that  
21 this is an insult would be giving the City too much credit.

22 In areas of tremendous significance, such as the Civil  
23 Service Commission, Social Service Commission, Police Commission,  
24 City Planning Commission, the Board of Education, and the Board of  
25 Supervisors, institutional racism clearly is evident through a

1 lack of Filipino representation. I think this applies, as you and  
2 I well know, to the Civil Rights Commission, and the California  
3 Advisory Committee. If there is a freeze, unfreeze it, gentlemen,  
4 it is your obligation. That is why you are there.

5 Let me show you something in the chart to verify some of  
6 my statements.

7 VICE CHAIRMAN JIMENEZ: Excuse me just a minute.

8 Maybe we can get one of the staff to hold that and help  
9 you so that you can better explain it.

10 MR. VALLEDOR: There is no need to explain it. This is  
11 merely to make it more effective, so the people will not fall  
12 asleep, because this information is readily available.

13 This gives you color indicators of the density of  
14 Filipino students in elementary up to senior high school.

15 Institutional racism is best reflected in the employment  
16 of Filipinos by the City and County of San Francisco. It is  
17 pathetic that less than 2% are Filipinos, and there are none in  
18 supervisory management occupations outside of the Board of  
19 Education.

20 I will read you a few statistics taken from the recent  
21 survey of the Human Rights Commission. These are just random:  
22 The Housing Authority Commission, 59.1% minority employed. The  
23 number of Filipinos employed, one -- less than one-half percent.  
24 The San Francisco Development Agency, 54.5% are minority employees.  
25 The number of Filipinos, 11 -- 3.5%.

1           In view of the fact that at least 6% of the population  
2 is Filipino, I am a bit disappointed. We don't play the numbers,  
3 but you and I know the political realities.

4           Strange as it might seem, the department in the City and  
5 County of San Francisco that has the highest percentage of minority  
6 employment does not have one single, solitary Filipino. As a  
7 matter of fact, not even one employed. And that is the Sheriff's  
8 Department. Can you figure it?

9           I have given you some examples of employment in the local  
10 area, but I think you and I agree that it is even worse in the  
11 state and federal governments. An example in the City and County  
12 of San Francisco, its most vicious and sinister unit (sic) was  
13 demonstrated with crystal clarity by the institutional racism,  
14 lies, slanders, non-sensitivity, and condescending attitudes,  
15 words, and deeds of the Director of the Neighborhood City Program,  
16 and the Executive Director of the Art Commission. Anyone doing  
17 research before you gentlemen came, in San Francisco, would know  
18 what I am talking about.

19           The state and federal levels are even worse. What  
20 Filipino, anywhere in this goddamn United States has a higher rank  
21 than a GS-13 in the United States Government?

22           And now, I would like to deliver the real speech.

23           The key to the future of urban society lies in the  
24 massive mobilization of human resources -- resources that are  
25 being drained off in despair, fostered by the awareness that

1 social patchwork programs leave the fundamental problems untouched.  
2 The demand of the urban crisis is to reformulate the city's  
3 energies and resources and to release the human creativity that is  
4 inherent in every individual.

5         When we reflect on the problems of the city, it is  
6 crucial that we see them in the larger context. The turmoil of the  
7 city is but a reflection of, and a primal catalytic force in the  
8 world's struggle to create a new social vehicle demanded by the  
9 scientific, secular, and urban revolutions that define our age.

10         This context staggers the imaginal powers and puts dread  
11 into the hearts of all who oppose radical change.

12         Taken simply by themselves, the human problems of the  
13 city are overwhelming in number and complexity. If intelligent  
14 remedial action is to be initiated, it is necessary to attempt to  
15 designate the crucial underlying issues upon which the maze of  
16 economic, political, and cultural problems rest and depend.

17         The problem that underlies every other problem is not  
18 social inequity. It is not lack of jobs or inadequate income. It  
19 is not a matter of rights and liberties. It is not second-rate  
20 education and social forms.

21         Change all this tomorrow, and the real issue is still  
22 not touched. The primordial problem in the Filipino community is  
23 psychological or internal.

24         Every man and every people operate out of a primordial  
25 self-image. Their practical action results from that image. The



1 Filipino has an interior image, a self-talk, an operating principle,  
2 a spring of action, a self-understanding that tells him that he is  
3 a second-rate human being. All the benevolent, upgrading gifts --  
4 public or private -- will not alter this state.

5 The Filipino who is moving to the city in increasing  
6 numbers sees himself as the bourgeois white man sees him. He lives  
7 and acts out of that metaphor. The deprived Filipino senses  
8 after himself as a sub-citizen, doomed to a deprived and oppressed  
9 existence, the victim of social forces beyond his control,  
10 incapable of altering his inhuman condition.

11 He can only quiescently submit to his fate or wildly  
12 strike out like an irrational animal trapped in a corner of  
13 history. The victim image of the Filipino is the first and  
14 fundamental problem today.

15 The second most discernible problem beneath the  
16 tragedies of Filipinos is the non-existence of adequate functional  
17 social structures by which humanness is mediated to individual  
18 persons.

19 The scientific and technological advance of our times  
20 has provided the means for human development almost beyond  
21 description. Yet, these benefits have not been, and are not being  
22 funneled into the city.

23 The surface problems are myriad and cover the spectrum  
24 of medical care, cultural development, housing, education, jobs,  
25 urban services, civil rights, recreational facilities, and on and

1 on.

2 Underneath all of these is the lack of local social  
3 constructs whereby the solutions, which our society has invented  
4 and has in vast abundance, can be made available to our people  
5 in the city. The benefits of urban life, under the control of vast  
6 bureaucratic networks, flow according to pressures generated by  
7 local structures. There are no such structures in the city for  
8 the Filipino community. This is the great deprivation.

9 Thus, the lack of social structures and awareness of  
10 decision-making within the city, drains off the means of the good  
11 life that society at large creates. Lack of concrete social  
12 forms on the local level makes the Filipino a pawn in the hands of  
13 a vast bureaucratic web.

14 The third inclusive problem area relates closely to  
15 both of the above. It is that the Filipino has no means of  
16 significant involvement in history.

17 He has little concrete opportunity to participate in  
18 decision-making processes by which his own destiny is determined.

19 This means that he has no sense of doing anything that  
20 will make any difference. This refers, of course, to arrangement  
21 of voting districts, to entrenched political machinery to the power  
22 of crime combines, and business and public government in local,  
23 state, and federal levels -- all of which disenfranchise in a  
24 fashion the Filipinos.

25 The state of powerlessness is further occasioned by the

1 inferior educational opportunities and limited economic opportuni-  
2 ties in the slums, which cut off any hope that things in time will  
3 be any different.

4 Finally, the absence of local social structures in the  
5 deprived areas means that the disadvantaged person has no way of  
6 participating even in the smallest issues affecting his destiny.

7 His deprivation of power must be eradicated, or it will  
8 manifest itself in violent protest against those channels which  
9 make mockery of the human condition.

10 Today, the cry of genocide is the comment of a vulnerable  
11 people who have elected to understand that without grassroot power  
12 structures, they are the subject of both intentional and unavoi-  
13 dable destruction.

14 We are dealing with a people whose future is cut off,  
15 and no amount of counterforce, which intensifies the hopelessness,  
16 can long secure them.

17 Let there be no mistake -- no reformulation of the city  
18 can ever be positive or productive which ignores the issue of the  
19 power to decide by the people.

20 What must be done if we are serious about eliminating  
21 discrimination, institutional racism, exploitation, ignorance, and  
22 poverty in the public government levels, is to insure representa-  
23 tion of every sizeable ethnic group in all levels of the policy-  
24 planning and decision-making apparatus, including, in particular,  
25 the Mayors, the Supervisors, the Governors, and the White House

1 offices.

2 Mr. Chairman, Advisory Committe of the U. S. Civil Rights  
3 Commission, if there is a freeze, your recommendation should be  
4 strong, you should even stick your neck out to unfreeze that.

5 Let this be the law of the land, not which ethnic  
6 group -- let us expose and eliminate the Watergates that house the  
7 hollow grounds of discrimination.

8 Thank you.

9 VICE CHAIRMAN JIMENEZ: Thank you very much. Any  
10 questions from the Committee?

11 Thank you.

12 MR. VALLEDOP: Thank you.

13 VICE CHAIRMAN JIMENEZ: The next people to make  
14 presentation, if you will, please come forward; and, if you will,  
15 please identify yourself for the reporter.

16 SAMOAN DELEGATION

17 MS. CEMU: My name is Lili Cemu, and we are here to  
18 represent the Samoa for Samoans Association, and also for the  
19 Samoan youth.

20 We are sorry, just because we don't know about these  
21 hearings, but we feel that we have something we can ask for. We--

22 MS. TUIASOPO: My name is Teuila Tuiasopo and I would  
23 like to add to that. There is a language barrier between this,  
24 a little bit of a misunderstanding.

25 We weren't officially informed about this hearing, and

1 we came here for an appointment with the Mayor concerning our  
2 problems, and then somebody informed us about this hearing, and we  
3 are here to represent Samoan grievances and Samoan citizens in  
4 San Francisco and other parts of the country.

5 Our main problems we are dealing with are the same as  
6 any other ethnic groups. The same as Filipinos: The jobs,  
7 education, and lack of understanding in the community between the  
8 Samoans and other minority, or other groups.

9 Concerning the schools, it is the same as any other  
10 ethnic group, no understanding. The people are ashamed to show  
11 themselves. Kids are being shut up, you know, they don't have a  
12 voice. They can't say what they want because they are going to  
13 think the other person next to him, or whatever, is going to say  
14 something about them, and they are too high up, and so they are  
15 being locked in.

16 What I am saying is, we need some kind of counselors or  
17 bilingual teachers, or something like that that would help them,  
18 just a little understanding. Most of them that just came from  
19 Samoa, they don't know how to speak English that well. They have  
20 a problem understanding what is going on. They have the knowledge,  
21 and let's give them a chance so they can show it, and they can  
22 prove they have the mind to work with.

23 The other problem is jobs. We are the lowest -- when I  
24 say the lowest, that is lower than the Filipino or any other group.  
25 We are the lowest minority group in the San Francisco area. We

1 are not strong enough to have a voice because we don't have that  
2 many people around here. There aren't that many Samoans.

3 We would like to help. We have some facilities open to  
4 ourselves in our homes, or anything like that, but we don't have  
5 anything opening for the Samoans like the others. We don't have  
6 any representative on any of the things like the Mayor's office or  
7 any of that, whatever, you know what I mean, board members, or  
8 anything like that. There aren't any Samoan commissioners, or  
9 whatever.

10 I am only here concerning the schools. I haven't been  
11 informed on anything, I am just here to speak, just because I know  
12 how to speak English well enough to come in here with the Board,  
13 or whatever the case may be.

14 But as for the schools, the kids are dropping out. They  
15 are intelligent, they know what is going on, but they are being  
16 locked in because of their lack of communication. Nobody is  
17 telling them. They don't have to be told, but it is just that  
18 they feel they are dumb because nobody tells them. They are  
19 being -- I don't know what you say -- but, they are just there  
20 because they are there. They have to go to school, so they just  
21 go. It is a waste of time just to be in the school, just to be  
22 there, you are not thinking right. They need someone to advise  
23 them, counsel them, counselors. They are just going because they  
24 have to go there. They are paid for doing that, they don't care  
25 what the kid is going to be in the future: You take this, you take

1 that -- well, whatever the case may be. But they are not giving  
2 them full support. They need somebody that knows what they are  
3 from, somebody that knows what the problem with the Samoan people  
4 is, and how to deal with it.

5 Samoan child has been taught manners, but the  
6 environment is being, they're just going right along, just like  
7 fish swimming right along the ocean. If they get caught, whatever,  
8 that is their case, they are just trying to survive. But they  
9 need guidance and assistance in surviving because they don't know  
10 how.

11 This is America, this is not Samoa, and we need help in  
12 that situation.

13 For the jobs -- they have schools back home. They know  
14 what the job is. They could be taught that job, but they don't  
15 have the experience. When they apply for a job, they say, "Do  
16 you have local experience?" They have to say, "No," then that is  
17 it. We need somebody that would give us a chance. We would show  
18 them that there is somebody here available and wanting to try if  
19 they would just let them try. We need assistance, on-the-job  
20 corps, or whatever is necessary.

21 A lot of these youth come out from school, they need the  
22 money. Samoan people are very low in income. They don't have  
23 that much money to support themselves. They have large families  
24 and all that, but they are not making enough money so they can  
25 live up to the American standard of living. I don't think they are

1 making enough.

2 Schools, they are not -- I don't have the statistics to  
3 report on any of these things that make the facts, but I am just  
4 here, just generalizing what is going on between the Samoans and  
5 what they are involved in.

6 So I will just let one of the ladies continue, or you  
7 can ask me questions concerning this.

8 MEMBER OF THE PANEL: Well, I can say this, because I  
9 hope you understand what she is tell you about our Samoan people  
10 living here.

11 This is what we need: We need education, child care,  
12 jobs, and everything, social services, and because of the Samoan  
13 people here, their lack of language, they can speak, but when they  
14 go to look for a job, it is difficult for the Samoan people  
15 because of the language. That is why their chances go down. They  
16 fill out applications and they are told to wait until they get a  
17 call. That is all they do, the Samoan people here. But what we  
18 do is like the Filipinos and Chinese people here, we feel the  
19 same thing.

20 We need some people to help us in the language, anything.  
21 Besides that, because we are the last minority group in this  
22 society, we need more things to help the Samoan people, and we  
23 need some money for our education and some funds for recreation  
24 for the children, because that is what we all need, for the kids  
25 growing up here. They would like to get more things and more



1 better education in this society.

2 The Samoa for Samoans Association, they have a trip to  
3 Sacramento on February 7, 1973, to see Governor Reagan so we can  
4 ask for what we need because we need help from them so we can  
5 form our organizations. We try to do that.

6 So these are all the things we ask for. First, we ask  
7 for having a legal holiday, and also to see if they can raise their  
8 flag and counsel house in San Francisco to represent Northern  
9 California.

10 The second thing they need is having the Board of  
11 Education helping to get teachers to help learn English, but they  
12 should speak Samoan. We need some people to come and teach us in  
13 the language so we can find what we need.

14 Third, better housing for my people because that is the  
15 only thing Samoan people we need. Samoan people have big family  
16 and need big house to stay in.

17 Four, help them opening doors for jobs, like bus driver,  
18 fireman, police officer, teachers in schools, work at street  
19 cleaning work for the city and state. Like I said before, all  
20 Samoan people here need jobs, whatever kind of job, they are  
21 available for them. They would like the work.

22 Fifth, also train our people to become social worker to  
23 help our people, because Samoan people, or most of them, are on  
24 welfare, so there are no Samoan in the welfare, and that is what  
25 we need. We need like a Samoan welfare worker.

1 Sixth, help our people to get citizenship and learn our  
2 country, past history and the future.

3 Maybe you have more things to find out about all the  
4 stuff in here. We are going to say that we would like you people  
5 to ask a question and we would like to answer.

6 VICE CHAIRMAN JIMENEZ: Is anyone else going to make a  
7 presentation before we ask questions? Were either of you going to  
8 make a presentation, or do you just want us to ask questions?

9 MS. TUIASOSOPO: (Unintelligible.)

10 VICE CHAIRMAN JIMENEZ: Do you want to speak?

11 MS. TUIASOSOPO: Thank you.

12 I think you understanding. My name is Nofoaluma  
13 Tuiasosopo, but I think your understanding about the first persons  
14 already talking about our problems.

15 We have our trip February 7, 1973. The first lady has  
16 already told you about a few. We are all going to Sacramento on  
17 our six points. The six points we need, and I think your under-  
18 standing about that, first, we need a holiday for all my people in  
19 here, and flag for my country.

20 VICE CHAIRMAN JIMENEZ: We have a copy of them which we  
21 can make part of the record.

22 MS. TUIASOSOPO: But we have the letter about the six  
23 points that we have already took to Sacramento.

24 My people need a bilingual worker to help our children.  
25 We understanding that we have the money already for

1 education, for minority people, five million dollars. Sacramento  
2 already told us about it, but we understanding we are here and you  
3 will have that.

4 VICE CHAIRMAN JIMENEZ: That is the bilingual --

5 MS. TUIASOSOPO: About the school education.

6 VICE CHAIRMAN JIMENEZ: Yes, Bilingual Bill 2284.

7 MS. TUIASOSOPO: And all the properties already there in  
8 front of you, but we hope we hear because we sorry we never ready  
9 for information.

10 My people like jobs, education, housing, welfare, we  
11 need to open the door for my people to move in the house that we  
12 never can afford to rent. It is too much rent.

13 The other thing we need is my people need to move to  
14 Sunnyvale, the area we start my association, and because we have  
15 many old people there to take care of. Please help to open the  
16 door to my people to move in Sunnyvale, anywhere into a housing  
17 project. We are weary about too high rent, but the housing is  
18 behind services, like clean the house, the area, paint. Some are  
19 broken, some are bad. We call, but we still waiting. They look,  
20 but no help, but they raise the rent.

21 Thank you for this time to show you our problem, and I  
22 hope you have other things like we are already talked about.

23 VICE CHAIRMAN JIMENEZ: Thank you.

24 MS. SEIULI: My name is Malologa Seiuli.

25 We are here officially to speak this evening, but our

1 first main fears are already known. As you know, they are  
2 problems that are all our problems.

3 Not only we need teachers for the young children, but we  
4 also need training for adults, too. And another thing we need is  
5 a special training for the nurses, too, because in Samoa we are  
6 already graduated from nurse. We come over here, we are not  
7 qualified for nurse over here. They tell us we don't have any  
8 license of United States of America. In our islands, we don't  
9 need a license as long as we graduate from a nurse school, we still  
10 qualify.

11 It is hard to get our independence. I don't know why,  
12 but we are on the care of the United States of America. I think  
13 we are not different from Americans. As you know, we are all  
14 called a minority group here, but I don't know how come. How long  
15 we waiting for our independence.

16 We are already graduated from the nursing in America-  
17 Samoa, but we still can't work over here. I don't know why.

18 Thank you.

19 VICE CHAIRMAN JIMENEZ: Thank you very much.

20 Any questions?

21 MR. ROGERS: I would --

22 MEMBER OF THE PANEL: Excuse me. I forgot this. I want  
23 to tell you this. It is important for us.

24 Immigration Department, we need your help in these  
25 departments for my people from Samoa because this is very big help

1 we need. This is the other one we took to Sacramento, and we  
2 ask you for help in that. Who can I contact? Who can I know?

3 I believe the year of 1949, my people just started to  
4 come to live in San Francisco. We felt in our hearts many years  
5 have passed and we are being discriminated still, now. Many people  
6 need help to become American citizen. I am speaking for the  
7 Western Samoans.

8 VICE CHAIRMAN JIMENEZ: Thank you.

9 Any questions?

10 MR. ROGERS: One question.

11 How many Samoans are presently living in San Francisco?  
12 Do you have any idea, approximately?

13 MEMBER OF THE PANEL: The approximate Samoan living in  
14 this area is about 18,000 to 20,000, more living in the Bay area.

15 MR. ROGERS: Are you all living in one geographical  
16 area, or are you spread out in all areas?

17 MEMBER OF THE PANEL: Spread all over the Bay area.

18 MR. ROGERS: You indicated you are having problems with  
19 the schools, having problems with teachers.

20 MEMBER OF THE PANEL: Yes, we still have many problems  
21 in school. For the learning center, there are no Samoans available  
22 to teach in the learning center for children, and I think about  
23 3,000 Samoan teachers in the Bay area. They are not qualified for  
24 Board of Education to teach the children.

25 MR. ROGERS: You say there are 3,000 Samoan teachers?

1           MEMBER OF THE PANEL: They all teachers back in the  
2 Island of Samoa, but they are not qualified to teach in the Bay  
3 area.

4           MR. ROGERS: What kind of jobs do they have at the  
5 present time? I mean, the Samoan teachers, are they taking lesser  
6 jobs, or are they working at all?

7           MEMBER OF THE PANEL: What you mean, in here or back in  
8 the Islands?

9           MR. ROGERS: I mean here. Since they cannot teach, what  
10 kinds of work are they doing?

11           MEMBER OF THE PANEL: Some of the Samoan people are  
12 working as laborers. They work in the streets. They are working  
13 in the restaurants, but none of them are working as a teacher.

14           MR. ROGERS: One other question, and then I will pass on  
15 to the other members.

16           How high is the drop-out rate among Samoan children, and  
17 could you give me an idea about how many Samoan youngsters are  
18 involved in the school system, how many are going to school, how  
19 many Samoan youngsters are going to school?

20           MEMBER OF THE PANEL: About 70% of children are here,  
21 but most of them are drop-out. It is hard to get a job now,  
22 especially with no high school.

23           MR. ROGERS: Could you give me an approximate figure?  
24 Say you have about 2,000 Samoan youngsters going through schools,  
25 just about how many do you have who drop out?

1           MEMBER OF THE PANEL: I am sorry, we can't tell you  
2 that because it is not true. We don't have our report. We are  
3 not very, we are not very well informed about this meeting and we  
4 can't tell you. We might say a statement and it might not be  
5 true, so we will submit that to you later on during this week  
6 sometime, the amounts of the kids who drop out.

7           MR. ROGERS: We would appreciate that so we can include  
8 it in the record.

9           MEMBER OF THE PANEL: I would like to say something.  
10           The majority of the kids, there aren't that many drop-  
11 outs because the parents are doing their job forcing them to  
12 school. But they are not in the level they are supposed to be in.  
13 They are like D's and F students, you know, they're just there  
14 because they are there, but they are not where they are supposed  
15 to be. They are not in the level where they are supposed to be,  
16 academically, or whatever the case may be. They have the mind,  
17 but they don't care because there is nobody to help them, advise  
18 them, or whatever. But I don't think that many are drop-outs. It  
19 is just the fact that they don't want to be bothered because there  
20 is no -- it is a lack of communication. There is not that many  
21 drop-outs.

22           VICE CHAIRMAN JIMENEZ: If you would make available to  
23 the Committee any information you have, or any statistics that you  
24 can make available to us through the staff, we would appreciate  
25 it. We would like to make it a part of the record. I realize that

1 you are not fully prepared, or as prepared as you would like to  
2 be, but we will make it known to you, the staff will make it known  
3 to you how you can reach us with the information so we can include  
4 it in the record.

5 Does any other member have a question?

6 If not, thank you very much for your patience, and for  
7 your presentations.

8 Are there any other speakers? Does anyone wish to make  
9 a presentation?

10 I guess that is it, then, and we will adjourn for  
11 tonight, and reconvene at 9:30 a.m., in the morning.

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